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SECONDY LEVEL**

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Volume No.8 Issue No.4 December 2019

www.iresearcher.org

ISSN 2227-7471

THE INTERNATIONAL RESEARCH JOURNAL "INTERNATIONAL RESEACHERS"

www.iresearcher.org

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IMPACT OF EXAMINATION PHOBIA ON THE PERSONALITY AND ACADEMIC PERFORMANCE OF LEARNERS AT HIGHER SECONDARY LEVEL

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ABSTRACT

Examination is a common problem that is faced by almost all students before and during examination period. It is the fear of potential failure or the consequences of the examination. The present research is an attempt to investigate the probable causes of examination phobia, and its impact on the personality and academic performance of students, along with its intensity levels among students. The population of the study was consisted of all students studying at higher secondary level at colleges of Islamabad. The examination phobia was examined as the test anxiety. Purposive sampling technique was used to draw sample from population. The sample of the study comprised of 400 students studying in 12th grade. At first stage, 10 colleges (5 boys and 5 girl's colleges) were selected. 40 students from each college were randomly selected. The Westside test anxiety scale was used to measure students examination phobia and questionnaire developed by the researchers were administered to find out the causes of examination phobia and the impact of examination phobia on the personality and academic performance of students. The data was analyzed by using descriptive as well as inferential statistics technique. The result indicate the previous class results, fear of teachers, lack of concentration, excessive anxiety, competition among classmates, loss of interest, fear of repeating the same class, limited time pressure, fear of not getting admission in reputed institution and fear of loss of affection from parents are the significant causes of examination phobia. Moreover, the study result reflects that the impact of examination on personality was found strong and significant. The result measure the intensity level of examination phobia with reference to causes indicate that previous class result, fear of teachers, poor preparation, lack of concentration, too much anxiety, competition among classmates, lot of interest in studies have moderate effect whereas fear of repeating the same class, limited time pressure, fear of not getting admission, fear of parents have weak effect size to generate examination phobia. Furthermore, it is recommended that researchers can investigate the effect of different causes with reference to gender, to differentiate the prevalence of the causes of examination phobia between genders.

Key words: Examination Phobia, Personality, Academic Performance, Higher Secondary Level

1. INTRODUCTION

Examination phobia is the intensive fear and anxiety that students faced during examination. It is considered to be many times intensive than a normal fear of exams. It impairs human mental capacities and pushes negative impact on students' mental capabilities. Examination phobia is also known as an excessive fear and worry to perform better in examination. Student wants to reflect their maximum performance in order to achieve maximum scores in exams. When this fear exceeds from limits, it becomes a part of their unconsciousness. Although they know their fear illogical and with the passage of time, this reproducing fear of exams become phobia. For student's fear of examination, consultant used to different terms like test anxiety, examination phobia, test phobia, and exams etc. Phobia is an anxiety disorder featured by intensive fears of normal things, or social situations where individuals have a fear of being watched and assessed by others. The term is derived from Greek word phobic, which means "fear" terror "panic". The critical situation of phobia is that it causes becoming, intensive anxiety and is facing when fear is concluded by a real threatening situation. Personality is the multi characterization that differentiates an individual especially in relationship with others. It is the overall of an individual behavioral and emotional predisposition. Personality groomed in social situation where a person lives, so the home and school situation of a student also affect his personality and can turn out to be a reason of examination phobia. Examination phobia is also affecting the academic performance of the students. As many researches resulted that test anxiety impair test performance and

there is a negative correlation between academic performance and test anxiety. Several meta-analysis also conform this fact .When anxious students are under the assessment threat, they involve in more negative or task irrelevant thinking that may interfere to their task accomplishment.

2. SIGNIFICANCE OF THE OBSERVE

The significance of this research is to focus on the distracting impact of examination phobia on the personality and academic performance of learners at higher secondary level. In present situation the education system in Pakistan becomes highly competitive, examinations are regarded as high standard testing for future advantages. Parents, teachers and senior teacher put pressure on students to gain high grades. High progress in exams ensures admission in higher standard institutions and this will forecast the higher earnings and social rank in future. Higher achievement in such competitive perspective create do-or-die situation for learners and normal feeling of fear or stress due to exams becomes fear. This is become a resistance or obstacle, to perform according to their mental capacity and desired expectations and affects their personalities negatively.

3. PROBLEM STATEMENT

The present research is aimed to finds out the impact of examination phobia on personality and academic performance of students at higher secondary level.

4. OBJECTIVES OF THE STUDY

Following objectives of this research are mentioned below:

1. To investigate the causes of examination phobia among learners.
2. To investigate the impact of examination phobia on academic performance of the learners.
3. To investigate the impact of examination phobia on the personality of learners.
4. To examine the level of severity of examination phobia among learner in perspectives to its cause and gender.

5. LITERATURE REVIEW

Examination phobia is recently emerging in scientific research literature to explicate the student's sever fear of examination. Although the research reviews the literature with same or related terms such as test anxiety, examination anxiety, examination stress and fear of examination etc.

a. Phobia

Phobia is the type of anxiety disorder. It is a strong, irrational fear of something that poses little or no real danger.

b. Symptoms

Phobias are the psychological and physiological reactions from the dangerous objects or environment.

c. Classification of phobia

Phobias are divided into three classified terms according to the cause of the reaction and avoidance.

d. Agoraphobia

People face with agora phobia have under fear of be alone at any places or situation where they suffers believe that the escape would be impossible.

e. Social phobia

People having social phobia which is a chronic fear of being observed and humiliated by performing or eating in front of others.

f. Specific phobia

Specific phobia is severe, illogical fear from those things or situation from where no actual danger will be supposed to come. Some other common specific phobias among people are fear from heights, escalators, tunnels, highway driving, closed in places, water, flying, dogs, spiders and injuries involving blood.

g. Examination Phobia

Examination phobia is excessive worry about the upcoming exams. It is the fear and anxiety about the result of examination.

6. CAUSES OF EXAMINATION PHOBIA

The research also found that too much parental pressure to study hard, setting idealistic goals for their child such as securing more than 80 without keeping in view their abilities, too much parental involvement during study, parents social pressure are also the reason of examination phobia. The teacher associated factors, scolding for not getting good marks to secure their institution reputation high, frequent classroom tests, as well as teachers discouragement are all causes of examination phobia. Parental/familial socio-economic status also put pressure on learners mind. Where parental pressure, family environment, parental educational level and status have been found to associated with higher level of test anxiety. Learners belong to higher socio economic statuses get more opportunities to socialize and improve their achievements by joining coaching centers). While students belong to low socio economic status lacks of these opportunities. The study on the test anxiety was developed in many stages. The first experimental or scientific study on test anxiety was carried out by Folin et al. (1914) by simply investigating the physiological reaction shown by individual in highly threatening evaluating conditions in which the failure is associated as ego-threatening. The second stage was investigating in the start of 1950s. In 1952 two eminent psychologist Mandler and Sarason began a research project on test anxiety with the aim to investigate the "Effect of test anxiety on the academic performance". They developed the first self-reported scale based on two facets of test anxiety. That contained the question regarding cognitive and effective factors of test anxiety. In the period of 1960s the further distinction was made by Alpert and Haber (1960) categorizing the test anxiety into two parts first is facilitating test anxiety that fosters the academic performance and second is debilitating test anxiety that cause declination in academic performance.

7. METHODOLOGY OF RESEARCH

The study was co-relational in nature and intended to measure the impact of examination phobia on personality and academic performance of higher secondary students.

a. Population

The population of the research study was consisted of all the higher secondary level students studying in public higher secondary colleges in Islamabad.

b. Sample and Sampling

The sample of the study was consisted of 400 students of 12th grades. Sample drawn by using purposive sampling technique. At the first stage, ten colleges (consisting of 5 boys and 5 girls colleges) were randomly. At second stage, from each institution 40 students of 12th class were randomly selected as the sample of the research.

c. Research instruments

The researcher used two self-reported questionnaires as research tools to collect the data. First, the standardized questionnaire "Westside test anxiety scale". Second tool of the examiner changed into advanced by using the researchers. The Westside test anxiety scale is a valid and reliable instrument comprised of ten brief self-report items designed to measure the cognition and anxiety impairment among students. The scale used five point rating scale ranging from not at all true =5. The test anxiety score are divided into six categories according to intensity levels that are 1.0-1.9 (Comfortably low test anxiety), 2.0-2.5 (Normal or average test anxiety), 2.5-2.9 (High normal test anxiety), 3.0-3.4 (Moderate high), 3.5-3.9 (High test anxiety), 4.0-5.0 (Extremely high anxiety). Little modification was made in the scale by combining the third and fourth category into one only to find out the impact of category wise examination phobia on personality and academic performance of learners. The second device of look at became evolved with the aid of the researchers. The questionnaire same five point scale that is used in Westside scale to avoid the confusion and to get appropriate responses of students. The instrument of three sections; Section A: information about the self-related perceived sources of examination phobia (such as fear of repeating same class, previous class result, fear of teachers, poor preparation, lack of concentration on material, too much anxiety, limited time pressure, fear of not getting enrollment in well reputed institution, fear of parents, competition among class fellows and lack of interest). Section B: This section contains various personality aspects that may be affected by examination phobia such as: low self-esteem, low self-efficiency, lack of confidence, shyness, insult/shame, disappointment, future insecurity, procrastination, dependent behavior, emotional instability/ psychological distress. Whereas section C consists of academic aspects where examination phobia can cause deficiencies in the performance. In first section overall performance of college students was measured by questioning about the different indicators of the classroom and college performances. Section two of the academic performance was the percentages of learners in their final exams of 11th grade.

d. Pilot testing

Pilot testing was carried out to diagnose the deficiencies in questionnaires. For this sake the questionnaire was administered in two public colleges of Islamabad.

e. Validity and Reliability

To find the comprehensibility and directness of the questionnaires team of experts were involved and review them. The reliability of standardized instrument "Westside test anxiety scale" is $r = .44$ and in present study it was found $R = .71$. While to check the items relevancy, accuracy and consistency of the second questionnaire that is developed by the researchers, the reliability analysis Cronbach Alpha is applied by using SPSS version 16. The reliability of the very last questionnaire changed into 0.905. Impact of examination phobia on personality

f. Data collection

For the purpose of data collection permission was obtained through questionnaires applied by the researchers in the selected colleges of Islamabad.

8. DATA ANALYSIS

Data analysis is accomplished by using descriptive as well as inferential statistics. First of all, the scoring of "Website test anxiety scale" was done according to the given direction by researchers at the end of questionnaire. Secondly, to find out the reasons of examination phobia chi-square and percentage responses were calculated. Thirdly, to find out the Impact of exam phobia on personality simple linear regression analysis was applied. In which learner's examination phobia score was taken as independent variable and composite scores of personality simple linear regression analysis was applied. Composite scores of personality were computed by using different aspects of personality mentioned in the section of 3.4.2. These personality aspects were considered of two items except "Lack of confidence and psychological distress" that had three items. At, first the mean of the items of each personality

aspect was computed. And then the mean value of the all personality aspects was measured. Simple linear regression was also done to find out the impact of examination phobia on academic performance of students. The students examination phobia scores were taken as independent variable and composite scores of academic performance (part 1: overall performance in college) by using various indicators of college performance and students percentages in their final exams (part 2) were taken as dependent variables. Same procedure was executed to calculate the composite scores of academic performance of students as it was done with personality aspects. Fourthly, to gain in-depth understanding regarding the individualized impact of the anxiety impairment and cognition factors of examination phobia (that was measured as test anxiety on personality and academic performance of students stepwise regression analysis was carried out. Furthermore, correlation was applied to get insight of relationship between different level of examination phobia with personality and academic performance of students.

9. RESULTS

The results of the study are given below:

Table 1. Reasons of examination phobia among the learners:

No	Statement	1	2	3	4	5	Chi-square
1	I feel insult to repeat the same class, if I could not get desired score.	28	36	45	56	235	380.825**
		7%	9%	11%	14%	59%	
2	During preparation for exams, I often think about my past exams results. My performance in previous class rises and fall my confidence.	35	64	116	101	84	50.425**
		9%	16%	29%	25%	21%	
3	Teachers' scolding for performing low in class causes higher stress on my mind.	47	64	88	101	100	28.125**
		12%	16%	22%	25%	25%	
4	Due to fear I mostly commit small mistakes in paper or place answer in wrong places.	87	91	72	86	64	6.575**
		21.75%	22.75%	18.00%	21.50%	16.00%	
5	Instead of concentration on the specific task, I begin to think of all other task I have not completed yet.	63	62	104	81	90	16.125**
		15.75%	15.50%	26.00%	20.25%	22.50%	
6	I feel uneasiness and irritation during examination days. Due to extreme stress of exams I become irritated on small things without any good reason.	22	60	125	95	98	79.225**
		5.50%	15.00%	31.25%	23.75%	24.00%	

No	Statement	1	2	3	4	5	Chi-square
7	I do not want to waste my time on activities such as eating, watching T.V, and even sleeping when I have fear of not completing the material on time.	101	45	88	65	101	29.95**
		25.25%	11.25%	22.00%	16.25%	25.25%	
8	If I do not secure higher grades, then I will not be able to get admission in well reputed institution.	41	31	46	76	206	262.125**
		10.25%	7.75%	11.50%	19.00%	51.50%	
9	I become upset when I think to get less affection from parents if, I will not able to get high scores.	58	63	70	88	121	32.725**
		14.50%	15.75%	17.50%	22.00%	30.25%	
10	During exams I think other students are performing much better than me.	55	46	73	88	138	65.725**
		13.75%	11.50%	18.25%	22.00%	34.50%	
11	I often feel boredom and lose my interest in studies.	48	66	127	86	73	43.925**
		12.00%	16.50%	31.75%	21.50%	18.25%	

Table 1:

Statement No 1: This value 380.825** shows that obtained data is 'comfortably' favor to the statement.

Statement No 2: This value 50.425** shows that obtained data is 'moderately high' favor to the statement.

Statement No 3: This value 28.125** shows that obtained data is 'high' favorable to the statement.

Statement No 4: This value 6.575** shows that obtained data is 'extremely high' favorable to the statement.

Statement No 5: This value 16.125** shows that obtained data is 'extremely high' favorable to the statement.

Statement No 6: This value 79.225** shows that obtained data is 'moderately high' favorable to the situation.

Statement No 7: This value 29.95** shows that obtained data is 'high' favorable to the situation.

Statement No 8: This value 262.125** shows that obtained data is 'comfortably' favor to the situation.

Statement No 9: This value 32.725** shows that obtained data is, high, favorable to the statement.

Statement No 10: This value 65.725** shows that obtained data is, 'moderately high' favorable to the statement.

Statement No 11: This value 43.925** shows that obtained data is 'high' favorable to the statement.

Finally, Table No 1. Go for 'extremely high' favorable account to the reasons of examination phobia among the learners.

Table 2. Impact of examination phobia on the combined scores of personality:

Model	R	R Square	F	Sig.
Impact of examination phobia on personality	.563	.317	185.143	.000

Table No 2: Shows 'extremely high' favorable statement to the "Impact of examination phobia on personality".

Table 3. Coefficient of the impact of examination phobia on the personality of learners:

	T	Sig.
Students 'Examination phobia rankings.	13.607	.000

Table No 3: Coefficient shows 'high' favorable to the statement that impact of examination phobia on the personality of learners.

Table 4. Impact of examination phobia on academic performance of learners (overall performance in college):

Model	R	R Square	F	Sig.
Impact of examination phobia on overall performance in school	.572	.328	194.033	.000

Table No 4: Shows 'extremely high' favorable to the statement that impact of examination phobia on academic performance of learners (overall performance in college).

Table 5. Coefficient of the effect of examination phobia on academic overall performance of newbies (overall performance in college):

	T	Sig.
Students 'Examination phobia scores.	13.930	.000

Table No 5: Table no 5 coefficient shows 'high' favorable to the statement that effect of examination phobia on academic overall performance of newbies (overall performance in college).

Table 6. Impact of examination phobia on academic performance of learners (percentages in final exams)

Model	R	R Square	F	Sig.
Impact of examination phobia on students percentages in final exams	.142	.020	8.234	.004

Table No 6: Table No 6 shows 'high normal' favorable to the statement that impact of examination phobia on academic performance of learners (percentages in final exams).

Table 7. Coefficient of the impact of examination phobia on Academic performance of student (percentages in final exams):

	T	Sig.
Students 'Examination phobia scores.	-2.870	.004

Table No 7: Coefficient shows 'extremely high' favor able to the statement that the impact of examination phobia on academic performance of students (percentages in final exams).

Table 8. Impact of examination phobia on the personality of learners by stepwise regression:

Model	R	R Square	F	Sig.
5	.583	.340	40.513	.000

Table No 8. Stepwise regression shows 'moderately high' favorable to the statement that impact of examination phobia on the personality of learners.

Table 9. Coefficient of the impact of examination phobia on the personality of learners by stepwise regression:

Model	T	Sig.
Included Variables		
Concentration on material	5.804	.000
Lose Focus	4.515	.000
After exam behavior	4.637	.000
Not remembering the material	3.375	.001
Remember material after exam	2.207	.028
Excluded Variables		
Pessimistic thoughts	0.56	.955
Due to worry tiredness	1.562	.119
Not feeling well	1.803	.072
Mental status	1.152	.250
Avoidant behavior	1.459	.145

Table No 9: Shows 'extremely high' favorable to the statement that impact of examination phobia on the personality of learners by stepwise regression.

Table 10. The Impact of examination phobia academic performance (overall performance in college) with stepwise regression:

Model	R	R Square	F	Sig.
7	.567	.321	26.465	.000

Table No 10: Shows 'moderately high' favorable to the statement that impact of examination phobia academic performance (overall performance in college) with stepwise regression.

Table 11. Coefficient impact of examination phobia on academic performance of learners (in college) with stepwise regression:

Model	T	Sig.
Included Variables		
Lose Focus	3.736	.000
Concentration on material	4.143	.000
Remember material after exam	3.151	.002
Due to worry tiredness	2.910	.004
Avoidant behavior	3.228	.001
After exam behavior	2.725	.007
Not feeling well	2.190	0.29
Excluded Variables		
Not remembering the material	1.965	.050
Pessimistic thoughts	1.864	.063
Mental status	1.095	.274

Table No 11: Coefficient shows 'high' favorable to the statement that impact of examination phobia on academic performance of learners (in college) with stepwise regression.

Table 12. Impact of examination phobia academic performance of learners (percentages in final exams) with stepwise regression:

Model	R	R Square	F	Sig.
1	.177	.031	12.919	.000

Table No 12: Shows 'high normal' to the favorable statement that impact of examination phobia academic performance of learners (percentages in final exams) with stepwise regression.

Table 13. Coefficient of the impact of examination phobia on academic performance of learners (percentages in final exams) with stepwise regression:

Model	T	Sig.
Included Variables		
Concentration on material	-3.594	.000
Excluded Variables		
Not remembering the material	-1.266	.206
Pessimistic thoughts	.138	.890
Lose focus	-1.951	.052
Remember material after exam	-.850	.396
Due to worry tiredness	.704	.482
Not feeling well	-.752	.452
Mental status	-.544	.587
After exam behavior	1.540	.124
Avoidant behavior	-1.573	.116

Table No 13: Coefficient shows 'high normal' favorable statement to the impact of examination phobia on academic performance of learners (percentages in final exams) with stepwise regression.

Table 14. Impact of the different levels of examination phobia on the Personality and academic performance (part 1&2):

Categories of Examination Phobia of students' scores	No. of students per category n=400	Correlation of personality with Examination Phobia	Correlation of Academic Performance with Examination Phobia	Correlation of percentages with Examination Phobia
1.0-1.9	33	0.40*	0.19*	0.15*
2.0-2.5	39	0.31*	0.35*	-.18*
2.5-3.4	205	0.24*	0.34*	-0.07
3.5-3.9	88	-0.08	0.12*	-0.02
4.0-5.0	35	0.34*	0.53*	-0.07

Table No 14: Shows 'high' favorable statement to the impact of the different levels of examination phobia on the Personality and academic performance (part 1&2).

Table 15. Intensity level of examination phobia with respect to its causes:

Concentration on material	Students Examination phobia rankings	
	Pearson Correlation	Sig. (2-tailed)
Fear of repeating the same class	.282**	.000
Previous class result	.343**	.000
Fear of teachers	.333**	.000
Poor preparation	.337**	.000
Lack of concentration	.379**	.000
Too much anxiety	.450**	.000
Limited time pressure	.171**	.001
Fear of not getting admission in a Reputed institution	.239**	.000
Fear of parents	.110*	.27
Competition among classmates	.311**	.000
Lose of interest	.323**	.000

Table No 15: Shows 'extremely high' favorable to the statement that intensity level of examination phobia with respect to its causes.

Table 16. The intensity level of examination phobia with respect to gender:

Students Examination Phobia scores		Mean	Std. Deviation	Levine's test for Equality of Variances		t-test for Equality of Means		
				F	Sig.	T	Df	Sig.(2-tailed)
Gender	Male 200	2.9270	.63473	3.574	.059	3.485	398	.001
	Female 200	3.1680	.74407					

Table No 16: Shows 'extremely high' favorable statement to the intensity level of examination phobia with respect to gender.

Although, cumulative results support the current research problem statement that has influence on 'Impact of examination phobia on personality and academic performance of students at higher secondary level'.

10. DISCUSSION AND FINDINGS

This study findings is to explore the impact of examination phobia on the personality and academic performance of the learners at higher secondary level. It is evident from different previous studies that undue stress of exams create examination phobia in students mind which affect them badly. The study deals with four main purpose firstly, the potential causes of examination phobia in terms of the type of fears students have in their mind before examination. Secondly impact of examination phobia on the personality of the students. Thirdly to find out the impact of examination phobia on the academic performance of learners. Fourthly the prevalence or intensity level of examination phobia among learners with respect to its causes and gender. There are different factors that causing examination phobia among students. Various kinds of fears factor that students over estimate or exaggerate during their academic life and overwhelmed by it. The findings of this study reflected that all the reasons of examination phobia are found significant impact one that due to poor preparation students are not able to recall and organize their information into paper and place answers in wrong places. Examination phobia has also a diminishing impact on the academic performance of student. Learner's academic performance was measured by two indicators first overall performance in college and second student's percentages in their final exams. The impact of examination phobia on the percentages of learners in their final exams was negative and weak but found significant. Moreover the findings of the study indicated that, there was different intensity level of examination phobia among students with reference to its causes. Finding reflected that most of the students were agree to this fact that owing to fear of exams they could not pay their full attention to specific task and start to think about other tasks which they had not completed. The cause "Too much anxiety" in exams days was also common in students. Due to extreme anxiety and unrest students feel uneasiness and irritation during exams days were not able to give full attention to preparation. Limited time for preparation of exams hung over students mind. It affected the daily routine of students. They remain in pressure of the completing the paper material in limited time.

The fear of students that, if they could not able to get high marks in exams than they will not able to get admission to well reputed institutions show their fear for future insecurity. By the study results, it is also exerted negative effect on students mind and give a base for examination phobia. Fear of parents was also a major cause of examination phobia among students. This factor cause the fear in students mind if they will not perform well than parents will be annoyed with them. Tough competition among class fellows also produced examination phobia in students. Such type of practices also creates undue stress on maladaptive perfectionist when they were not able to meet their own and externally imposed standard and they get easily prone to examination phobia. Impact of examination phobia taken as a whole had a high and significant impact on the personality. Examination phobia (by simple regression and multiple regressions) had a strong and significant impact on academic performance of students (part 1: overall performance in college). Therefore, examination phobia impeded the student's performance largely. Findings of the study lead to conclude that, students falling under category 1.0-1.9 (comfortably low test anxiety) of examination phobia showed moderate correlation with academic performance of both part 1 (overall performance of the college) and part 2 percentages in the final exams). On the basis of findings it was also concluded that, students failing under category 2.0-2.5 (normal or average test anxiety) of examination phobia showed moderate correlation with personality. Students failing under the category 2.5-3.4 (moderately high) of examination phobia showed week correlation with personality. Findings that, students failing under category 3.5-3.9 (high test anxiety) of examination phobia showed very weak and negative correlation with personality while showed very weak and negative correlation with academic performance part 1 (overall performance in the college). According to findings intensity of examination phobia among students with reference to their causes showed that previous class result, fear of teachers, poor preparation, lack of concentration, too much anxiety, competition among classmates, loss of interest and moderate effect size while fear of repeating the same class, limited time pressure, fear not getting admission, fear of parents had weak effect size

As the result and findings pointed out the causes; previous class result, fear of teachers, poor preparation, lack of concentration, too much anxiety, competition among classmates, lack of interest have moderate effect size while fear of repeating the same class, limited time pressure, fear of not getting admission, fear of parents have weak

affect size to generate examination phobia among students. Study results and findings were also reflecting that female students have higher level of examination phobia than male students.

11. SUMMARY

The purpose of this research was to investigate the impact of examination phobia on personality and academic performance of higher secondary students. The first purpose of the study was to find out the causes of examination phobia. The second objective of the study was to find out the impact of examination phobia on the personality of learners. The fourth objective was to analyze the intensity level of examination phobia with reference to its causes and danger.

The population of the study was comprised of all students studying at higher secondary level in the public colleges of Islamabad. The sample of the study included 400 students studying in 12 grade. At first stage, 5 boys and 5 girl's colleges were selected. At the second stage, 40 student of each college were randomly selected for the sample of the study. The standardized questionnaire Westside test anxiety scale was used to measure student's examination phobia and a structured questionnaire was developed by the researchers to find out the causes of examination phobia and to find out its impact on personality and academic performance of learners. To make the research tool valid and reliable pilot study was conducted. Data was analyzed by using various statistical techniques such as Chi-square, simple regression, stepwise multiple regressions, Pearson correlation, Independent sample t-test were applied to find out the causes of examination phobia on personality and examination phobia. Stepwise multiple regressions was used to find out differential impact of the variable of examination phobia on personality and academic performance of students, Pearson correlation was carried out to find out the causes which contribute higher in developing the examination phobia among students and independent sample t-test was used to find out the intensity level of examination phobia between male and female students. The main findings of the study indicate that the causes of examination phobia are found significant except one. Examination phobia has a greater impact on personality and academic performance of students. The Pearson correlation show mix results (weak effect as well as moderate effect) of the causes of examination phobia in predicting examination phobia among students. Moreover, the intensity level of examination phobia is high among female students as compare to male.

12. CONCLUSION

The study concluded that the students feel fear and stress of repeating the same class even if they were not able to get desired score. The previous class result was also affected the students concentration for the preparation of examination. They take high stress on their mind due to their previous performance. The cause of ear of teacher had also created examination phobia in students. Hence he conclude teachers scolding for not doing well in class creates huge tension on the mind of students and with the constant worry and stressed state of mind they cannot work according to their mental caliber. The poor performance as a cause of examination phobia had no significant impact in developing examination phobia among students that means when students preparation was not up to the performance standards then they develop fear in their minds. The result revealed that students were satisfied with their preparation and this factor was not contributing in developing examination phobia. The lack of concentration of examination phobia had also significantly affected the students.

So, it concluded that there are certain causes which contribute less to develop examination phobia in students. This research indicated that female students had high level of examination phobia as compared to male students. Therefore, it is concluded that female students have high level of examination phobia.

13. SUGGESTIONS

Following suggestions are proposed by this research study:

1. From the present research it becomes clear that sometimes students, parents and teachers set unrealistic goals that cause examination phobia. Therefore it is recommended that students might take the examinations as an instrument to measure their scholastic achievement not for their personal worth.

2. Secondly, for this sake parents and teachers may encourage the students for healthy competition rather than forcing the students to do well that become the ego threat and affect their personalities.
3. For students, it may be possible to avoid negative self-talk and fully concentrate on the study.
4. To handle with the course load within limited time, be prepared and make an organized schedule and stick to it.
5. Students' intentions and learning abilities should be kept in mind.
6. It may be possible for teachers and parents to develop academic self-concept of students. In this way fear about the consequence of result or failure that may produce examination phobia can be reduced.
7. To reduce cope with disaster impact of examination phobia on personality the proper counseling service will be provided.
8. It is suggested that it might be possible for Board of Intermediate and Secondary Education to introduce the new education policy to evaluate the student's performance.
9. Formative evaluation can be done through academic achievement (percentages of students in their college exams) and by the portfolio of overall performance in college such as classroom tasks (assignments, presentations, classroom discussion & attendance) and participation in co-curriculum activities. In such way the worrisome and threat of students about only summative examination at the terminal point can be reduced.
10. Present research was carried out on the students studying in the annual system. Future study can be carried out on the students of semester system.
11. It is suggested that, future researchers can investigate the effect of different causes with reference to gender, to differentiate the prevalence of the causes of examination phobia between genders.

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Annexure 1 (Westside test anxiety scale)**Westside test Anxiety Scale**

Rate how true each of the following is of you, from extremely or always true, to not at all or never true. Use the following 5 point scale.

Not at all or never true	Slightly or seldom true	Moderately or sometimes true	Highly or usually true	Extremely or always true
1	2	3	4	5

	Statements	1	2	3	4	5
1.	The closer I am to a major exam, the tougher it is for me to concentrate on the material.					
2.	When I study, I worry that I will not remember the material on the exam.					
3.	During important exams, I think that I am doing awful or that I may fail.					
4.	I lose focus on important exams, and I cannot remember material that I knew before the exam.					
5.	I finally remember the answer to exam questions after the exam is already over.					
6.	I worry so much before a major exam that I am too worn out (too tired) to do my best on the exam.					
7.	I feel out of sorts (not feeling well) or not really myself when I					
8.	I find that my mind sometimes wanders when I am taking important exams.					
9.	After an exam, I worry about whether I did well enough.					
10.	I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough.					

_____ Sum of the 10 questions

_____ Divide the sum by 10. This is your test Anxiety score.

What does your test anxiety score mean?

- 1.0__ 1.9 comfortably low test anxiety
- 2.0__ 2.5 Normal or average test anxiety
- 2.5__ 2.9 High normal test anxiety
- 3.0__ 3.4 moderately high (some items rated 4=high)
- 3.5__ 3.9 High test anxiety (half or more of the items rated 4=high)
- 4.0__ 5.0 extremely high anxiety (items rated 4=high and 5=extreme)

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Annexure 2 (Self developed questionnaire)

Impact of examination phobia on personality and academic performance of students at higher secondary level

Demographic information

Name _____ Gender _____ Age _____ Institution _____
 Name _____ Class _____ percentage in previous board exam _____

Questionnaire for students

Below are statements that may or may not be relevant to you. Based on your personal experience, please indicate how frequently you experience these feelings or thoughts during examination situations and during your completely academic year. There are no wrong or right answers .Please rate how true each of the following is of you, from under no circumstances or in no way real to extraordinarily or always real by way of using the following5 point scale.

Not at all or never true	Slightly or seldom true	Moderately or sometimes true	Highly or usually true	Extremely or always true
1	2	3	4	5

Section-A

	Statement	1	2	3	4	5
1.	During preparation of exams, I often think about my past exams results.					
2.	I feel insult to repeat the same class, if I could not get desired score,					
3.	My performance in previous class rises and fall my confidence.					
4.	Teachers' scolding for performing low in class causes higher stress on my mind.					
5.	Due to fear I mostly commit small mistakes in paper or place answer in wrong places.					
6.	Instead of concentration on the specific task, I being to think of all other task I have not completed yet.					
7.	I feel uneasiness and irritation during examination days.					
8.	Due to extreme stress of exams I become irritated on small things without any good reason.					
9.	I do not want to waste my time on activities such as eating, watching T.V. and even sleeping when I have fear of not completing the material on time.					
10	If I do not secure higher grades, then I will not be able to get admission in well reputed institution.					
11	I become upset when I think to get less affection from parents if I will not able to get high scores.					

12	During exams I think other students are performing much better than I.					
13	I often feel boredom and lose my interest in studies.					

Section-B

	Statements					
14	My confidence varies with the items difficulty level in exams.					
15	I become confused when i have class presentation or oral exams.					
16	I am not confident of my good job unless someone else points it out.					
17	I feel shy when other class fellows observe me.					
18	It makes me nervous to perform before external examiner.					
19	I always afraid that if I show poor performance what other people will think about me.					
20	I think I could hardly show maximum potential that I actually have, owing to fear.					
21	Under pressure I can perform much better than in normal situation.					
22	I feel doubt on my abilities during exams.					
23	I feel; if I will not be able to get good scores in exams my fellows make fun of me.					
24	If I obtain low score, I will not tell anybody about my actually result or score.					
25	If get low score, parents will disappointed. This make					
26	I get upset, how many family, friends and teachers will react if I scores poor marks.					
27	I know my feature is based on my exams score.					
28	I realize the fact people who do well on tests and exams generally get better positions in their lives.					
29	I feel hesitation to start my work, so I delay my assignments.					
30	I delay the lengthy assignment without any good reason.					
31	I cannot start my assignments until, my friends, teachers or my parents help me.					
32	I fear, if I start any work without consulting any one, it may go wrong.					

33	Some times on surprise test or question by the teacher, I get sudden feelings (blank out, racing heartbeat, panic, shorten of breath, sweating or trembling).					
34	When I stuck on any point during preparation, I wish to cry.					
35	I often see nightmares about exams in examination period.					

Section-C

	Statements	1	2	3	4	5
36	I work hard on my assignments.					
37	Working on assignment makes me stress.					
38	I never delay and try hard to complete my assignments in time.					
39	I worried about my presentation days before the actual day.					
40	Presenting material or solving any question in front of class makes me nervous.					
41	I always enjoy class discussion.					
42	Due to hesitation, I never give answer in discussion, although I know the answer.					
43	Due to exam stress I never participate in co-curricular activities because I do not want to waste my time.					
44	Co-curricular activities increase my confidence and knowledge.					
45	I always score higher grades in college exams.					
46	In internal exams I feel little bit relax as compare to board exams.					
47	Fear of external evaluation makes me depress.					
48	Due to nervousness, I have to read the question twice or thrice to comprehend the question.					
49	I spend too much time to study difficult subjects and fall behind other ones.					
50	My classes are so long that I have lose my concentration on lecture.					
51	I remain busy in other activity that's why I miss a lot of classes.					
52	I have problem with understanding the lectures.					
53	The class that goes too long, I am sleeping due to lose my interest.					

54	My own interest and curiosity motivate me to learn new concepts.					
55	I struggle with taking notes and worry that notes I take are insufficient.					
56	I feel no need to take extra notes other than lecture.					
57	I have difficulty with reading comprehension.					
58	I have trouble with things like spelling, punctuation or sentence construction in written work.					
59	Practical work seems burden to me.					
60	Practical work increases my understanding about the topic.					
61	In oral exam I blank out on familiar questions.					
62	I need time to recall and organize my thoughts.					
63	Written test can't check my knowledge because I have not good writing skill.					
64	I need extra help or tutoring to improve my performance.					

Annexure 3(List of colleges)

	Names
1.	Islamabad College for Boys G-6/3
2.	Islamabad Model College for Boys I-8/3
3.	Islamabad Model College for Boys f-7/3
4.	Islamabad Model Post Commerce College H-8/4
5.	Islamabad Model Post Graduate College H-8
6.	Islamabad Model College for Girls I-8/3
7.	Islamabad Model College for Girls F-7/4
8.	Islamabad Model College for Girls F-10/4
9.	Islamabad Model College for Girls I-9/1
10.	Islamabad Model College for Girls F-7/2

Annexure 4

Delimitations

Following are the delimitation of the study

1. Public colleges
2. Session 2017-19
3. Intermediate students
4. 12 class learners
5. City Islamabad
6. Examination phobia examined as "test anxiety"