Name of the candidate: Khizra Shibli

Name of the Supervisor: Dr. Sheema Aleem

Department: Psychology

Title: Self Esteem, Emotional Stability and Examination Anxiety among Senior Secondary Students

ABSTRACT

Examination anxiety has several negative consequences for students' self esteem and emotional stability. Often these come together as a syndrome with extremely negative consequences for the student and his family. It is therefore imperative to study the factors that contribute to examination anxiety. This study in particular looks at the role of self esteem and emotional stability on examination anxiety during non examination condition and just before examination period i.e one month before board exams, among boys and girls of 12 standard. This study also compares the differences of scores among government and private school students as well as male and female students in same conditions.

A total of 200 students were taken as a sample for the study from government and private schools of Delhi. Out of these 200 students, 100 students were   from government schools and 100 were   from private schools. The sample of 100 students from government schools consists of 50 students from Govt. Boys Senior Secondary School Kalkaji, and 50 students of Sarvodya Bal Vidyalya Kalkaji (girls). For private school, 100 students of Cambridge School Srinivaspuri (50 boys and 50 girls) were taken. The three test namely Self-Esteem Inventory developed by Prasad and Thakur (1988), Emotional Stability Questionnaire(ESQ) developed by Vohra (1995) and Students Examination Anxiety Test developed by Agarwal & Kaushal (1995) were admininstered at the starting of the session in the month of July (condition I) and again one month before board exams in the month of February (condition II) on the same sample.

The statistical analysis revealed that the main effect of group (F=13.01) was found to be significant at 0.01 level for self esteem (personally perceived self). Also the mean score of private school students (M=143.5) was higher than the mean score of government school students (M=136.7). Data also revealed that govt. and private school students were significantly different on emotional stability as private school students had better emotional stability than students of govt. school in I condition. Data also revealed the main effect of gender (F=4.5), (i.e. male and female for both govt. and private school) significant at 0.05 level. And the mean score of females (M=16.5) was higher than mean score of males (M=14.3), indicating that female students face more examination anxiety than male students. It was also found that private school students had better/higher self esteem (personally perceived self) than government school students in II condition. And

the mean score of female (M=138.3) was higher than the mean score of males (M=129) for self esteem (personally perceived self). Data also revealed that the mean score of male (M=66.9) higher than the mean score of females (M=61.9), indicating high emotional stability among males in comparison to females in the second condition.

Data revealed significant difference between condition I and II at 0.01 level for self esteem (personally perceived self) and examination anxiety for government male students. This indicates a fall in self esteem (personally perceived self) during examination period or in II condition and increase in examination anxiety in condition II. Significant difference (t=7.8) was also found at 0.01 level for examination anxiety for government male students in I and II condition, indicating that government male students scored high on examination anxiety in II condition. Data also indicates that private male students scored high on self esteem (personally perceived self) in first condition in comparison to II condition. This shows a fall in self esteem (personally perceived self) during exam period or in II condition. It was also found that private male students did not differ significantly on emotional stability, examination anxiety and self esteem (socially perceived self) in I and II condition. Obtained data suggested that government girls had better emotional stability in I condition in comparison to II condition. It was also found that female students of private school remained more emotionally stable during I condition, and a fall in emotional stability was noted in II condition.