Age And Gender Differences On The Aftermath Feelings Of Examination Exercise

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Abstract
The study investigates the differences between age and gender on the aftermath feelings of examination exercise. One hundred participants were sampled randomly from the entire population of school of health Technology in keffi, Nasarawa state. Gender was evenly distributed in the sense that, 50 males and 50 females were selected. The researchers designed the material used for the study. The material (scale) is a 10-item scale with a dichotomous response pattern of yes or no designed to measure the aftermath feelings of examination exercise. The independent t-test was used in testing the hypotheses. Results show that there was no significant difference between the young and old on the aftermath feelings of examinations While a significant difference was observed between gender
Key words: Age, Examination, feelings and Gender.

Introduction

The concept of Examination is an assessment intended to measure a test-takers knowledge, skill, aptitude, physical fitness, or classification in many other topics (Morris, 2001). In school, students generally react differently on examination exercise, starting from when the timetable is place on the notice board or announce in some cases. This continues up to the time the student will write his first paper and the release of the result. Many students rush back to check the materials such as note-book, text-book, journal, handout and so on, they used when preparing for the examination, to confirm whether what they wrote was right or wrong. This psychologically makes the individual develop some kind of feeling that may lead to anxiety situation. Most studies conducted on student's examination, student's aftermath feeling of examination received little or no attention. In humans, anxiety symptoms are distributed along a continuum, and different symptom levels of anxiety predict outcomes. Responses consist of increased heart rate, stress hormone secretion,

restlessness, vigilance, and fear of a potentially dangerous environment or situation.

Anxiety prepares the body physically, cognitively, and behaviourally to detect and deal with threats to survival. As a result, a person's body begins to hyperventilate to allow more oxygen to enter the bloodstream, divert blood to muscles, and sweat to cool the skin. In individuals, the degree to which an anxiety response is developed is based on the probability of bad things happening in the environment and the individual's ability to cope with them. In the case of test taking, this might be a failing exam grade that prevents the student from being accepted to be promoted to the higher class. A person's beliefs about his/her own competencies are a form of self-knowledge, which plays an important role in analyzing situations that might be threatening. When a person has feelings of low competence about his abilities he is likely to anticipate negative outcomes such as failure, under uncertain conditions. Thus, evaluative situations including tests and examinations are perceived as more threatening by students who have low competencies, this explain why some students become restless until they see their result.

Putwain & Best (2011), examined test performance among elementary children, the teacher put pressure on the students in an attempt to create a more high stress environment. Their findings showed that students performed worse in high threat situations and experienced more test anxiety and worrisome thoughts than when in a low threat environment. Anxiety is defined as the "psychological mechanism whereby the current intensification of a dangerous drive results in the elicitation of defences." George and Seymour (1952), developed the theory that anxiety present in testing situations is an important determinate of test performance. Individuals that become highly anxious during tests typically perform more poorly on tests than low-test anxious persons, especially when tests are given under stressful evaluative conditions such as a post-secondary exam. The feelings of forgetfulness or drawing a "blank" are developed because of anxiety-produced interference between relevant responses and irrelevant responses generated from the person's anxious state.

The difference in performance of a high-anxious test taker compared to a low-anxious test taker is largely due to the difference in their ability to focus on the tasks required. A low-anxious test taker is able to focus greater attention on the tasks required of them while taking the test, while a high-anxious test taker is focused on their internal self, and the anxiety they are feeling. Anxious test takers do not perform adequately on the test as their attention is divided between themselves and the test. Therefore, students with high test anxiety are unable to focus their full attention on the test. Furthermore, anxiousness is

evoked when a student believes that the evaluative situation, such as an assessment, exceeds his or her intellectual, motivational, and social capabilities. Morris (2001) originally attributed test anxiety to two main components: worry and emotionality. Worry refers to cognitive factors, such as negative expectations or feelings of inadequacy, and emotionality refers to the physical symptoms, such as increased heart rate, muscle tension, or butterflies. Both are aversive elements that can create anxiety, but it is the cognitive factors that have the strongest connection to performance.

Researchers Putwain, Woods & Symes (2010), found that a low academic self-concept was associated with higher worry and tension about their abilities to do well on a test. A student's mental cognitive beliefs play an important role in the maintenance of negative self-beliefs. Anxiety reactions can be generalized from previous experiences to testing situations. Feelings of inadequacy, helplessness, anticipations of punishment or loss of status and esteem manifest anxiety responses. As well, the presence of an audience can debilitate the performance of high anxious test takers and increase the performance of low anxious test takers. Interestingly, persons who score high on anxiety scales tend to describe themselves in negative, self-devaluing terms. Highly anxious test takers also blame themselves for their failure significantly more than low anxious test takers (Morris, 2001).

In situations in which individuals need to concentrate their attention on a specific task, emotional stimuli can divert their attention to a greater degree than non-emotional stimuli. Emotional stimuli will often dominate a person's thoughts, and any attempt to suppress them will require additional working memory resources. When working memory divides resources between the aversive cognitions and the task-relevant material, then the person's ability to use the relevant information on a test will suffer.

People who suffer from test anxiety are more likely to experience negative cognitions while in evaluative situations. Furthermore, test anxious persons have been found to bias their attention towards threatening and anxiety related stimuli more than non emotional stimuli.

Research has accordingly found that tasks that rely heavily on working memory are the ones that suffer the most during pressure.

Shortfalls in performance that are caused by test anxiety seem to be related to the extent to which the student has full access to their working memory. Also this study reviews relevant literature on examination anxiety among undergraduates and the general findings indicate that high levels of examination anxiety among undergraduate students are manifested by reduced levels of academic performance (Hagtvet, & Sipos, 2004; El-Zahhar, & Hovecar, 1991; Sud 1991; Sharma and Sud, 1990). While some researchers

contend that examination anxiety is a manifestation of academic performance, most researchers contend that academic performance is affected by examination anxiety (Hagtvet, & Sipos, 2004). Researchers however agree that a strong relationship exists between test anxiety and academic performance, regardless of the causal direction of the relationship, or whether or not such a causal relationship exists. Sharma and Sud (1990) found that experience higher levels of exam anxiety than do males irrespective of cultural background. The study involved students from four Asian cultures. The conclusion drawn from these findings was that a major causal factor involved in the gender-related differences in test anxiety among students was a greater role expectation conflict among females than among males. El-Zahhar and Hocevar (1991) examined test anxiety among students in Brazil, Egypt, and the United States and found that test anxiety in all three cultures was higher among female students than among male students.

This topic "students aftermath feelings of examination" has received little or no attention. It is in this regard that the researchers posed the following tentative statements in order to find out the reason behind this problem of aftermath feelings of examination. Thus

1. There will be age differences between the old and young participants (students) on the aftermath feelings of examination exercise.
2. There will be a gender difference on the aftermath feelings of examination exercise.

Methods Design

The researchers adopted a simple survey design for the study.

Sample

One hundred participants were sampled randomly from the entire population of School of Health Technology in keffi, Nasarawa State. Gender was evenly distributed in the sense that, 50 males and 50 females were selected. Ethnicity, course of study and other social variables were not considered as priority for selection, only age and gender were given a top priority.

The ages of the participants ranges from18 to 45 years with the mean (X) of 25.04 and thestandard deviation (sd) of5.94.

Instrument

The researchers designed the material used for the study. The material (scale) is a 10-item scale with a dichotomous response pattern of yes or no designed to measure the aftermath feelings of examination exercise, with sample items like I experience great anxiety after examination exercise, I always experiences (feel) fear of failure after examination exercise etc. To ascertain the authenticity of the scale, researchers subjected the items to a reliability test.

One hundred and twenty (120) students of school of nursing Lafia, Nasarawa State were used for this purpose. The result shows a chronbach alpha of (.58) which means that the items could measure what they were designed to measure.

Procedure

On the whole, 100 copies of the scale each were distributed among participants in School of Health Technology Keffi. The selected participants were gathered in one of the school auditorium. Adequate rapport was created and the participants were enlightened on how to respond to each of the items. 30 minutes was allotted for them, after which, the scales were retrieved. None of the scale distributed were missing so responses from the 100 copies were used for data analysis.

Statistics

The researchers adopted an independent t-test was used in testing the hypotheses.

Results

Table 1: Independent t-test showing age differences on the aftermath feelings of examination exercise

Age	N	X	Sd	t	df	P
Aftermath feelings of examination:						
Young age (18-25 years)	67	13.91	1.96	.69	98	.49 (>.05)
Old age (26-45 years)	33	13.57	2.81			

The result on table 1 shows that there were no significant differences on the aftermath feelings of examination exercise between the young and the old aged students of school of health Technology keffi, Nasarawa State. Thus Young (M = 13.91, SD = 1.96), Old (M = 13.57, SD = 2.81). The absence of mean difference was not found to be statistically significant, (t (.69) = .49, p > .05). The hypothesis is thereby not supported.

Table 2: Independent t-test showing gender differences on the aftermath feelings of examination exercise

Gender	N	X	Sd	T	df	P
Aftermath feelings of examination:						
Male	50	14.64	2.05	3.95	98	.000 (<.001)
Female	50	12.96	2.18			

Table 2 on the other hand, shows that males experience anxiety after examination exercise compare to their female counterparts. Thus males (M = 14.64, SD = 2.05), females (M = 12.96, SD = 2.18). The observed difference (1.68) was found to be statistically significant (t (3.95) = .000, p <.001). This implies that there is a significant difference between gender on the aftermath feelings of examination exercise among school of health students. Thus, the hypothesis is thereby supported.

Discussion

From the findings observed, table one disaffirmed the first hypothesis which states that there will be an age difference between the young and the old participants on the aftermath feelings of examination exercise. The result show that both the young and the old experience almost the same feelings of anxiety when it comes to being uncertain about the outcome of their examination exercise. The second hypothesis on the other hand, states there will be a gender difference between male and female on the aftermath feelings of examination exercise. The finding affirmed the stated hypothesis. From the result, it is shown that male are likely to experience more unrest with a mean of 14.64 as against 12.95 as the average of their female counterparts. This could be because of the role of men set by culture (strugglers). However, no single study was found on the aftermath feelings of examination, the researchers were of the view that, this finding could serve as a guide for subsequent curiosity.

Conclusion and Recommendation

Based on the findings the study concluded that gender had a relatively greater impact on the aftermath feelings of examination exercise. The

researchers therefore recommend that school guidance and counsellors, psychologist etc should take it into consideration this problem and proffer the necessary solutions to it. In addition, other professionals or researchers should focus their attention on aftermath feelings of examination of students in order to come up with more information and scientific evidence on the issue.

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