An Investigation into Exam and Maths Anxiety of Students Preparing for SBS

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Summary

PURPOSE

This study’s problem statement is “Do the exam and maths anxieties of 6th, 7th and 8th grade students who are preparing for Level Determination Exam (SBS) significantly differ in terms of the variables of gender, grade point average, SBS score, the status of attending to external courses and taking private courses?” It is important to investigate into the exam and maths anxieties of the students affected by the transition period to the high school. Providing information on the exam anxieties of the students with the ones who are the authorities on the structure and process of SBS and informing the teachers about the maths course which becomes a nightmare for the students will make educational services offered to the students much more sound and effective.

METHODS

The study is a type of correlative survey. The data was collected from 708 of the 6th, 7th and 8th grade students in Antalya in 2009-2010 educational year. In this study, Exam Attitude Scale (EAS) which was developed by Spielberger and Maths Anxiety Scale (MAS) which Erol (1989) developed, were used in order to collect data. In the scales, the means of the total scores were taken into account and t-test and variance analysis was made in order to compare the mean scores. Pearson Correlation Coefficient was calculated in order to test the correlation between the maths anxiety and exam anxiety.

RESULTS

It was seen that the exam and maths anxiety levels of the students who did not attend to an external course were higher. The exam and maths anxiety levels of the students who did not take private courses were higher. This finding was similar to the condition of students who attended to an external course. While there was no significant difference among the groups in terms of exam anxiety levels, there was a significant difference in terms of maths anxiety levels. The maths anxiety level of 6th grades was lower than the 7th grades. When the between group difference was examined in terms of exam anxiety, the anxiety level of the students whose grade point average was between 0-54 was higher than the ones whose grade point average was between 85-100. Finally, Pearson Correlation Coefficient between maths anxiety total scores and exam anxiety total scores was calculated and it was found to be .646. As 0.3<r<0.7, the correlation between two total scores was at medium level (Roscoe, 1975; Cited in Büyüköztürk, Bökeoğlu and Köklü, 2009).

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DISCUSSION and CONCLUSIONS

That it was found that the correlation between exam anxiety and maths anxiety was at medium level indicated that these two anxieties were correlated. The attempts to remove or decrease the level of exam anxiety could be effective for the maths anxiety as well. It was observed that the students who attended to an external course or took private courses had lower exam and maths anxiety levels when compared to the ones who did not have those opportunities.