



A Study on Examination Anxiety, Emotional Intelligence and Locus of Control among Pupil-Teachers: A Correlational Study

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Abstract-- Examination anxiety is that nervous feeling when a person are about to take a test. It is normal to feel some pressure before an exam and a little stress can actually help you focus and do better. But for some people, the worries are so strong that they cannot concentrate and do not do as well they would like. It is known as Examination anxiety. In this descriptive study, Purposive random sampling technique was used on the sample of 180 (girls) students who were studying in private B. Ed. Colleges of district Gurdaspur, state Punjab. Examination Anxiety scale by Subhash Sarkar (2005), Emotional Intelligence Inventory by S. K Mangal and Shubhra Mangal (2005) and Locus of control scale by Pal (1995) was applied on the sample of the present study. The findings of the study showed a significant correlation between Examination Anxiety and Locus of control, significant correlation between Examination Anxiety and Internal Locus of control but a negative relationship between Examination Anxiety and Emotional Intelligence among B. Ed. Students. This study will be useful for B. Ed. students, Assistant Professors and policy makers etc.

Keywords-- Educational institute, examination anxiety, emotional intelligence, locus of control, pupil teacher etc.

I. INTRODUCTION

In this developing era, most of the pupils are suffering from pressure, anemia, stress and examination anxiety etc. Examination anxiety is a common experience that can range from mild nervousness to more severe anxiety and it can manifest both physically and mentally. While a little bit of stress can be motivating, excessive exam stress can negatively impact a student's performance and overall well-being. Students feel nervous and experience some level of anxiety when faced an exam, assessment, performance situation. This is a common and natural response for many students in the preparation before and during exams. Examination anxiety can also cause an individual to feel "rats are running" in their stomach or have a stomachache or headache. You might be shaky or feel like you might fail or pass out. Students who aren't prepared for tests but care about doing well are also likely to have test anxiety. If you know you're not ready, you may worry about doing poorly.

You might feel unprepared because you didn't study enough, the material's tough to understand, or you're tired from not getting enough sleep. Emotional intelligence plays a vital role in managing exam stress. Higher emotional intelligence is connected for better stress management, improvement in academic performance and increased resilience to academic challenges while lower emotional intelligence can increase stress, exam anxiety and difficulties in learning outcomes. Individuals with an internal locus of control, who believe they can influence outcomes through their actions, tend to experience lower levels of test anxiety. Conversely, those with an external locus of control, who attribute events to external factors, may experience higher test anxiety as they feel less in control of their performance.

A. Examination Anxiety

Exam Anxiety is the feeling of tension, worry, or nervousness that students experience in the context of exams or assessments. It's a common experience characterized by physiological and emotional responses to the pressure of testing situations. While some stress can be motivating, excessive exam stress can negatively impact performance, mental well-being, and overall health.

II. CAUSES OF EXAMINATION ANXIETY

A. External pressure

External pressure comes from teachers, parents, relatives and siblings. Mostly parents and relatives compare their children and it makes the students aggressive. Family expectations, academic competition and social comparisons contribute to exam stress. Highest expectations parents and family members indulge the students in Examination anxiety.

B. Internal Pressure

Self-imposed expectations and the fear of failure can be significant contributors of examination anxiety. Worry about not achieving desired results or disappointing himself and others. Sometimes students compare himself to peers can create additional stress.



C. Lack of Preparation

Feeling unprepared for an exam can heighten anxiety. Lack of adequate study time or ineffective learning strategies can exacerbate stress.

D. Earlier Negative Experiences

Earlier negative experiences in exams can create defensive anxiety.

E. Lack of Control

Feeling a lack of control over the exam situation or the outcomes can contribute to stress and anxiety.

F. Uncertainty

The unpredictable nature of exams can trigger stress, especially when results have significant consequences.

III. SYMPTOMS OF EXAMINATION ANXIETY

Following are the symptoms of examination anxiety that can be found among students.

A. Physiological Harms

Sleep disturbances, headaches, stomach problems, muscle tension, high blood pressure, fatigue without physical work and changes in appetite.

B. Emotional Harms

Anxiety, irritability, mood swings, feelings of overwhelms and decreased motivation.

C. Cognitive Harms

It includes difficulty in making concentration, forgetfulness or short term memory and negative thoughts.

D. Behavioural Harms

Social withdrawal, changes in eating habits and increased reliance on unhealthy coping mechanisms.

IV. EMOTIONAL INTELLIGENCE

Emotional Intelligence is an ability to understand and manage your own emotions and to know the emotions of other individuals nearby you. Self-awareness, self-regulation, motivation, empathy and social skills are significant elements of emotional intelligence. People with great emotional intelligence can recognize what are their own feelings, what it means and how those feelings can impact their behaviour and other people.

To understand others feelings' is not an easy task for everyone and to control other's emotional feelings and behaviours. But if you can ascertain the emotions behind their behaviour, you will have a better understanding of from where they are coming and how to best interact with them. High EI overlaps with strong interpersonal skills, especially in the areas of conflict management and communication – crucial skills in the workplace. Employees who can self-regulate their emotions are often able to avoid making impulsive decisions – they think objectively before they act. Operating with empathy and understanding is a critical part of teamwork; being able to attribute someone's behavior to an underlying emotion will help you manage relationships and make others feel heard. On an individual level, being aware of your feelings is the first step in not letting those feelings control you. Recognizing how you feel and why will help you to sit with those feelings and then move forward in a productive way.

V. COMPONENTS OF EMOTIONAL INTELLIGENCE

A. Self-Awareness

Self-awareness recognises individual's own emotions, understanding their impact and having a clear sense of self.

B. Self-Regulation

Managing one's emotions effectively, including controlling impulses and adapting to changing situations.

C. Social Mindfulness

Social mindfulness includes understanding the emotions of others, recognizing social reminders and demonstrating empathy.

D. Relationship Management

Using emotional intelligence to build and maintain healthy relationships, communicate effectively and resolve conflicts.

E. Locus of Control

Locus of control refers to the extent to which individuals believe they have control over the events in their lives. It's a psychological concept developed by Julian Rotter in 1954. People with an internal locus of control believe they are primarily responsible for their outcomes, while those with an external locus of control attribute their successes and failures to outside forces like luck, fate, or other people.



VI. TYPES OF LOCUS OF CONTROL

A. *Internal Locus of Control*

Individuals with a strong internal locus of control believe their actions and choices directly influence their circumstances. They tend to be more proactive, self-motivated and resilient in the face of challenges.

B. *External Locus of Control*

Individuals with a strong external locus of control believe that external factors beyond their control determine their outcomes. They may be more prone to feeling helpless, blaming others and less likely to take initiative.

VII. IMPORTANT FEATURES OF LOCUS OF CONTROL

A. *Variety*

Locus of control exists on a scale and individuals may lean more towards internal or external beliefs depending on the situation.

B. *Effects on life*

Locus of control impacts various aspects of life, including mental health, physical health, and overall well-being. People with a strong internal locus of control (believing they control their own outcomes) tend to have better mental and physical health

C. *Mental Health*

A more internal locus of control is generally associated with better physical and mental health outcomes. Students with a strong internal locus of control often report lower levels of anxiety and depression and they tend to be more optimistic and resilient in the face of adversity while students with a strong external locus of control may experience higher levels of anxiety, depression, and feelings of helplessness. They might also be more prone to blaming external factors for their problems, which can hinder their ability to cope effectively

D. *Motivation*

Motivation is an individual's strong internal enthusiasm and locus of control is more likely to set goals and work towards them.

E. *Relationships*

Internal locus of control can contribute to greater self-efficacy and confidence in social interactions.

F. *Career*

People with a more internal locus of control tend to be more successful in their careers, potentially due to increased motivation and responsibility.

G. *Stress Management*

Students' with a more external locus of control might be more prone to stress and anxiety, particularly in situations where they feel they have limited control. Then they are unable to manage stress.

In summary, locus of control is a fundamental aspect of personality that influences how individuals perceive their ability to influence events in their lives. It has significant implications for health, motivation, relationships and overall well-being.

VIII. REVIEW OF THE RELATED LITERATURE

Taruna Malotra, 2015. Exam Anxiety among senior secondary school students was taken up by The sample comprised of 180 students selected randomly. Data were analyzed by adopting the criterion Mean SD and using two-way ANOVA, and t-test. Results indicated that (i) most senior secondary school student has a comparatively moderate level of exam anxiety; (ii) there is a significant independent effect of variables viz, gender and locality on exam anxiety among senior secondary school students; and (iii) there is the significant two-factor interactive effect of variables on the level of exam anxiety among senior secondary school students.

Khokhar and Kush (2009) examined a study on the topic entitle, "Emotional Intelligence and Work Performance among Executives" on the sample of 200 executives from which 20 were adult executives (40 to 55 years). The results of the study showed higher emotional intelligence executives have a better quality of work performance in comparison to their colleague.

Panth and Patel (2015) revealed a research on the topic title, "A Comparative Study Of Emotional Intelligence and Intelligence Quotient in Between Rural And Urban Graduate Boys and Girls". The researchers carried out a sample of 100 students in N. M. V. Lalitpur (U.P.) and found a significant higher difference in emotional intelligence and emotional quotient between male and female adolescents and among rural and urban area adolescents.

Alam (2018) conducted a research on the title “A study of emotional intelligence of adolescent students”. The researcher did a research on the purposively selected sample of 200 senior secondary school students from East Singhbhum state Jharkhand. The findings of the research revealed no significant difference in emotional intelligence of secondary school students in emotional intelligence but a significant difference was found in emotional intelligence on the basis of gender and type of school.

Sisodia, Saini and Kang (2020) revealed a research on the topic entitled “Locus of Control and its Relationship with Mental Health among College Students”. The investigators chose the sample of 400 undergraduate students from district Ludhiana, state Punjab. The consequences of the research showed a major proportion of the respondents had a medium level of mental health but significant positive contribution of internal locus of control towards over-all adjustment dimension and overall mental health of the respondents.

Elkins, Kassenboehmer, and Schurer(2017) significant shifts in Locus of control typically arise from major life events, such as prolonged health issues or the loss of a close family member. However, these events not only impact Locus of control but can also influence broader familial contexts and an individual's capabilities, potentially affecting educational outcomes. The related literature does its best to control for all possible confounding factors and thus get close to the causal effect. We add to the literature by utilizing machine learning to select the most appropriate controls.

Ramaya and Thulasisharan (2020) conducted a research on the topic “Locus of Control among college students” on 120 under graduate and post graduate students. The study reveals that there exists difference in the Powerful Others Control dimension of the locus of control scale among male and female college students and under graduate and post graduate college students. The results could not find significant difference in the Internal Control and External Control dimensions of locus of control scale among male and female college students and under graduate and post graduate college students.

IX. SIGNIFICANCE OF THE STUDY

In this competitive world, students are facing many psychological problems and health issues i.e. aggression, stress related to competition of assignments, anxiety, bad study habits etc. Many times, it has been seen that B. Ed.

Students face exam anxiety, stress, tension, aggression and health issues etc. Most of the students face exam anxiety and use other dishonest means to pass the exam. These students are adult and they have many capabilities. So, the present study aims to find the relationship between Exam Anxiety, locus of control and emotional intelligence among B. Ed. students.

X. OBJECTIVES OF THE STUDY

1. To find the relationship between Examination Anxiety and Locus of Control among B. Ed. students.
2. To find the relationship between Examination Anxiety and Internal Locus of Control among B. Ed. students.
3. To find the relationship between Examination Anxiety and Emotional Intelligence among B. Ed. students.

XI. HYPOTHESES OF THE STUDYS

1. There exists no relationship between Examination Anxiety and Locus of Control among B.Ed. students.
2. There exists no relationship between Examination Anxiety and Internal Locus of Control among B.Ed. students.
3. There exists no relationship between Examination Anxiety and Emotional Intelligence among B. Ed. students.

XII. RESEARCH METHODOLOGY

Descriptive survey research method was applied by the researcher to find out the coefficient of correlation between the variables.

A. Sample

Stratified random sampling technique was applied in this study to collect the sample of 180 students of B. ED. (girls) who were studying in private colleges of district Gurdaspur state Punjab.

B. Tools Used

1. Examination Anxiety scale by SubhashSarkar (2005)
2. Emotional Intelligence Inventory by S. K Mangal and ShubhraMangal (2005)
3. Locus of control scale by Pal (1995).

C. Statistical Techniques Used

Karl Pearson's Coefficient of correlation was used to find out the relationship between the variables for the present study.

XIII. ANALYSIS AND INTERPRETATION

Table I.

Showing the value of co-efficient of correlation between Examination Anxiety and Internal Locus of Control

Sr. No.	Independent Variable	Dependent variable Examination Anxiety value of Co-efficient of Correlation	Level of Significance
1.	Locus of Control	0.91	Significant

The table 1 reveals that there is significant correlation between Examination Anxiety and Locus of control as value of coefficient of correlation ($r = 0.85$). The result reveals that locus of control plays an important role in examination anxiety of B. Ed. Students.

Table II

The value of co-efficient of correlation between Examination Anxiety and Internal Locus of Control

Sr. No.	Independent Variable	Dependent variable Examination Anxiety value of Co-efficient of Correlation	Level of Significance
1.	Internal Locus of Control	0.85	Significant

The table 2 reveals that there is significant correlation between Examination Anxiety and Internal Locus of control as value of coefficient of correlation ($r = 0.85$). The result reveals that locus of control plays an important role in examination anxiety of B. Ed. Students. This relationship shows that B. Ed. Students are resistant and active to face challenges.

Table III

Showing the relationship between Examination Anxiety and Emotional Intelligence

Sr. No.	Independent Variable	Dependent variable Examination Anxiety value of Co-efficient of Correlation	Level of Significance
1	Emotional Intelligence	-0.45	Not Significant

The table 3 reveals the value of correlation between Examination Anxiety and Emotional Intelligence among B. Ed. Students. The value of coefficient of correlation is ($r = -0.45$) so it is evident that higher the Exam Anxiety then lower the emotional intelligence among B. Ed. Students. It shows a negative relationship between Examination Anxiety and Emotional Intelligence.

XIV. CONCLUSION

In this developing era, B. Ed. students are facing exam anxiety and use defense mechanisms to come out from stress and anxiety. They have many distractions and unable to concentrate in their studies. Internal locus of control helps them for self-motivation. Their emotional intelligence helps to reduce stress, tension and exam anxiety. The results showed positive and significant relationship between exam anxiety and locus of control among B. Ed. students. It is evident that these students have internal motivation to control anxiety during exam days. The findings showed negative relationship between exam anxiety and emotional intelligence. It showed that if the exam anxiety is higher then, emotional intelligence will be lower and lower the exam anxiety higher the emotional intelligence among B. Ed. students.

XV. DELIMITATIONS OF THE STUDY

The present study was delimited to 180 (Girls) B. Ed. students studying in private college of district Gurdaspur, state Punjab only.



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