

Research Article

Relationship between Test Anxiety and Academic Achievement of Secondary School Students

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ABSTRACT

The present era is an age of anxiety; the school students experience a high level of anxiety. The high expectations of parents, entrusted responsibilities, fear of examinations, competitions in the area of employment, apprehensions regarding one's sociability and peer acceptability create emotional tensions. The academic achievement of school students may influenced by excessive anxiety. A reasonable level of anxiety is seen to motivate them for better performance while excessive anxiety interfaces with their normal work and hinders their progress. The present study targets student's populations, as students are very young and they have not come across such anxious circumstances in life before. As they lack experience it is right to tune those children and train them to face anxious situation in future. It is better to catch them young. Utilising Test anxiety tool developed by Dr.V.P.Sharma (1978) the anxiety of 350 students were identified and also determined how test anxiety affects the academic achievement of secondary students.

Keywords: Test anxiety, academic achievement, secondary students, examination stress, student performance

INTRODUCTION

Parents play a pivotal role towards the bringing up of children. Child rearing is an art, the present nuclear family era is not supporting to view child rearing as an art, and rather it is even more mechanized than a commercial unit. Thus associates further development of anxiety in children from early stage. Role of society in placing anxious demand on children cannot be left unnoticed. Undue demand on children, as result of modernization, living with thy neighbor, all place irrevocable anxiety in children.

In spite of number of factors that could contribute to anxiety in children, the undoubted response or result is only exhibited in the field of academics. The reason is very simple, as the subjects are taught with short term objectives. As these objectives must be realized in a short span the piled up anxiety are vested on children.

Test anxiety is an important dimension in the field of education. A student's ambition can be fulfilled only through his test or performance in school. It is the foundation stage at secondary level and waiting to enter into higher secondary for a better performance in academics. Students are to be identified and counselled specially those fall under low achievement categories. School students especially to the investigator would like to see at the secondary school level whether the two variables Test Anxiety and Academic Achievement are interrelated and whether there is mutual interdependence.

Test Anxiety: A form of state anxiety aroused by the event or prospect of taking a test or examination. Also called examination anxiety

Academic Achievement. "The knowledge attained or skills developed in the school subjects, usually determined by test scores or by teachers", Dictionary of education.

Statement of the problem: The present problem is to determine "**Test Anxiety on Academic Achievement of Secondary School students**".

Research Questions:

Does test anxiety affect the academic achievement of secondary students? Is test anxiety different in boys and girls?

Objectives:

- ❖ To discover the nature of relationship existing between the Test Anxiety and Academic Achievement of secondary school students.
- ❖ To determine the gender difference in test anxiety of secondary students.

Hypotheses:

- ❖ There is no significant relation between Test Anxiety and Academic Achievement among secondary school students.
- ❖ There is no significant difference between boys and girls in respect to their Test Anxiety

Sample of study:

The total sample selected for this study is 350 from Chennai District. The sample represents the population and is of adequate size.

Tool:

A scale measuring the Test Anxiety of secondary students, Test Anxiety scale was developed by Dr.V.P.Sharma (1978) with 25 items. Each statement was stated in the form of situation, having five alternative answers arranged in a hierarchical manner. Coefficient of Internal consistency by split half technique $r = 0.876$ and validity was found to be square root of reliability $r = 0.935$.

Table showing relationships between Achievement Scores and Test Anxiety of Students

Variables	No.	r-Value	Level of Significance
Test Anxiety & Academic Achievement	350	-0.59	0.05

It is inferred from the table that the calculated r - Value (- 0.59) is greater than table value (.098) at 5% level. Hence the null hypothesis 'there is no significant relationship between the Test Anxiety and their Academic Achievement is rejected. It means there is significant relation between the Test Anxiety and their Academic Achievement, Test Anxiety and Academic Achievement are negatively correlated indicating for every increase in test anxiety academic achievement falls. Thus resulting in alternative hypothesis that is there is significant negative relationship between test anxiety and academic achievement of high school students.

Hypothesis

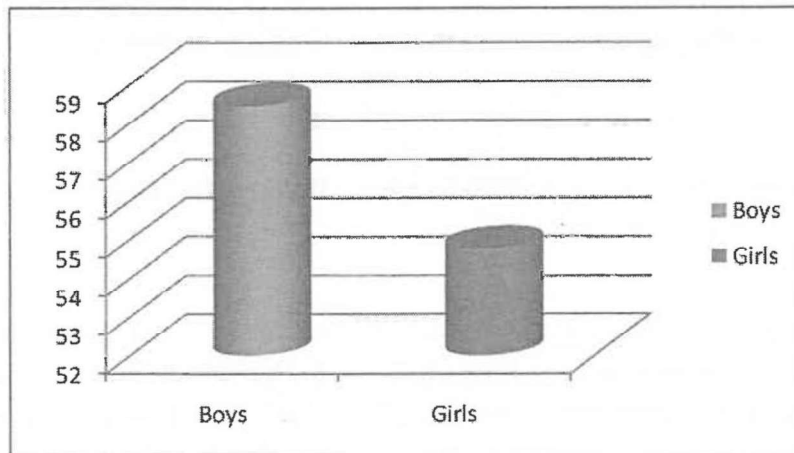
There is no significant difference between boys and girls with respect to their Test Anxiety.

Table showing difference in Test Anxiety Scores of the Boys and Girls

Variable	Sub samples	N	Mean	SD	t-value	df	Level of significance
Test Anxiety	Boys	162	58.44	16.79	2.15	348	0.05
	Girls	188	54.75	15.17			

Since the calculated "t" -value (2.15) is greater than the table value (1.96) at 5% level of significance, the null hypothesis is not accepted. It is concluded that there is significant difference between the boys and girls in their test anxiety. More over the boys are having more

test anxiety which is revealed through the mean value of boys that is greater than the mean value of girls.



Major Findings

- There is significant negative relationship between test anxiety and academic achievement among secondary school students.
- There is significant difference between boys and girls in test anxiety of secondary school students.

Discussion:

The present -study has elucidated on test anxiety and academic achievement of 350 secondary students drawn from two boards of school. It is evident from the findings that there exists significant negative relationship between the two variables taken for the study namely test anxiety and academic achievement. The research review of Dawood, Eman; Al Ghadeer, Hind; Mitsu, Rufa; Almutary, Nadiyah; Alenezi, Brouj {2016} ,Tuncer, Murat; Dogan, Yunu {2015}, Macher, Daniel; Paechter, Manuela; Papousek, Ilona; Ruggeri, Kai; Freudenthaler, H. Harald; Arendasy, Martin {2013} supports the result drawn in this current research. The present investigation is according to the ample review collected correlating test anxiety and academic achievement studies investigated by Tempel, Tobias; Neumann, Roland (2014) Karatas, Hakan; Alci, Bulent; Aydin, Hasan {2013}, Putwain, David William; Connors, Liz; Symes, Wendy {2010} are supporting the present investigation. Song, Juyeon; Bong, Mimi; Lee, Kyehyoung; Kim, Sung-ii {2015} examined the contribution of other factors towards academic

achievement and it found to be similar to that arrived through the present investigation with respect to additional support as tuition in the present investigation. Dogan, Yunus; Tuncer, Murat (2016) found the existence of gender difference in academic achievement. Song, Juyeon; Bong, Mimi; Lee, Kyeheyoung; Kim, Sung-ii {2015) difference in other parents Hsieh, Pei-Hsuan; Sullivan, Jeremy R.; Sass, Daniel A.; Guerra, Norma S. (2012) examined academic achievement based on other determinants such as personal control, self-efficacy, goal orientation, coping strategies, and self-regulation and are found to support the results drawn from the present study.

Implications of the study:

- Meditation and Yoga are used to reduce the level of Anxiety.
- In Government Aided school they should provide practice by means of providing unit test periodically which is not commonly done with government schools. This will prevent the test anxiety. The habit to taking up test will reduce anxiety and also helps students with tips to face exams.
- The pattern of questions and level of difficulty must be similar from the beginning
- Nutrition and health students should take healthy foods. This will increase the brain activity and remembrances.
- The pretests should be conducted in the situations similar to the Board examinations,
- Conducting public or Board examinations in other schools: the students feel uncomfortable to travel some distance to the examination centre. It might also disturb the percentage mark of students. So conducting examinations in the same schools where students are writing will help to reduce the test anxiety.
- The level of Test Anxiety may be reduced by taking home examinations. It may help the student to face the test without any anxiety.
- The level of Test Anxiety can be reduced, through giving counselling to the students.
- The facilities for co- curricular activities should be provided in such a way to reduce the various anxieties of the students.
- Effective efforts should be taken by the parents and school authorities in order to overcome and reduce the level of Test Anxiety
- The students (boys) who come from below poverty level are not guided properly due to illiteracy of the parents.

- Constructive steps should be taken to create a continuous learning environment which will augment the level of Academic Achievement of students. This aspect can be given more importance in all learning situations.

Conclusion:

Test-anxiety had impact on academic achievement. It decreases learning capabilities and hinders excellent academic performance. Test-anxiety decreases motivation towards the ability for attention, concentration and worst, it leads to academic failure. This research finding has found a significant relationship between test-anxiety and academic achievement among high school adolescents in Chennai, Tamil Nadu. Therefore, school and family institutions must assist students in managing their test-anxiety through counseling, relaxation and behavioral techniques. Selected preventive activities can be proposed at high schools on targeted students with academic problems. Specialized intervention tailored to male students is suggested in order to improve male student's academic achievement. Findings of this present research should not be generalized to all high school students, not even to the overall high schools.

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