

Test Anxiety and Academic Achievement in Thiruvannamalai District

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ABSTRACT

The present study planned to probe the effects of test anxiety on academic achievement of high school pupils. The respondents encompassed of 300 school pupils (158 boys and 142 girls) studied in IX standard were selected by random basis from diverse high schools of Thiruvannamalai District. Prof. V. P. Sharma's Test Anxiety Scale (TAS) was used to assess test anxiety and English Achievement Test (EAT) was used to carry out test and calculated the percentage of total marks attain by the students was measured as the academic achievement score. The outcome revealed that the result revealed that there is significant difference in Private school students have high anxiety when compared to Government School students. Nuclear family students achieve more in the academic of English when compared to Joint family students. Government school students achieve more in English when compared to Private school students. And also reveals that there is no significant difference between nuclear family and joint family in respect to their Test Anxiety. Lastly, the correlation result reveals that there exists a moderate Positive Correlation between Test Anxiety and Academic Achievement.

KEYWORDS: Test Anxiety, Academic Achievement, IX Standard Students, Family Type, and Type of School Management

INTRODUCTION

Test Anxiety means kind of anxiety, which thwarts people from doing vigorous in test during stress condition. Test Anxiety most learners experience some level of anxiety during on exam performance it has become a difficulty. Test Anxiety is actually a type of performance actually counts or when the pressures to do well. For example, a person might experience show anxiety when he or she is about to try out for the school play, like other situations in which an individual might feel performance anxiety, test anxiety can bring on "butterflies". A student with tough test anxiety may even feel like he or she might pass out or throw up.

Achievements are the signs of good student life. They show the talent, the worth and the status of a student. To achieve something we work hard and we become focused. According to Simpson and Weiner (1989) Achievement is defined as measurable behavior in a standardized series of tests. According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. Therefore, we learn a lot of things like self discipline, hard work, dedication, self respect and motivation.

NEED FOR THE STUDY

The present study explores the high expectations of parents, entrusted responsibilities, fear of examinations,

How to cite this paper: Dr. R. Muthaiyan | J. Lingeswaran "Test Anxiety and Academic Achievement in Thiruvannamalai District" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-4 | Issue-5, August 2020, pp.950-953, URL: www.ijtsrd.com/papers/ijtsrd32980.pdf



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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.

Test anxiety is an important dimension in the field of education. A student's ambition can be fulfilled only through the study to his test performance in school. It is the foundation stage of secondary standard students to entry into higher secondary for a better performance in academics. Students are to be identified and counseled by specially those fall under low achievement categories. School students especially to the investigator would like to see at the high school level whether the two variables Test Anxiety and Academic Achievement are inter-related and weather there is mutual inter-dependence.

TITLE OF THE PROBLEM

The students strive to achieve in the academic part, as a result test Anxiety affect the Academic Achievement. The investigator attempts the study "Test Anxiety and academic achievement in Thiruvannamalai District".

OBJECTIVES OF THE STUDY

1. To study whether there is any significant difference in Text anxiety of students with respect to:
 - A. Family Type
 - B. School Management
2. To study whether there is any significant difference in Academic achievement of students in English with respect to:
 - A. Family Type
 - B. School Management
3. To study whether there is any relationship between Test anxiety score and Academic Achievement score in English of students.

HYPOTHESES OF THE STUDY

In the light of the above objectives the following hypothesis have been formulated,

1. There is no significant difference between in nuclear family and joint family in respect to their Test Anxiety
2. There is no significant difference between nuclear family and joint family with respect to their Academic Achievement
3. There is no significant difference in School management with respect to their Test Anxiety
4. There is no significant difference in School management with respect to their Academic Achievement.
5. There is no relationship between test anxiety score and academic achievement score.

DELIMITATIONS OF THE STUDY

- The samples are selected from Chetpet Taluk only
- Only secondary school students (IX) selected as samples.
- Medium is restricted to only Tamil and English medium.
- Only English subject is chosen for conducting Academic Achievement Test.

METHOD OF THE STUDY

In the present study normative survey method is employed. The normative method is used to describe and interpret, what exist at present. It is concerned with the condition of relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are ongoing and effects that are being felt.

Normative method is useful when a researcher want to collect data on phenomena that cannot be directly observed. The present study focused on survey collected through a Profile. Moreover the study is based on the cross sectional survey, intended to gather information on a population at a single point of time.

TOOL USED IN THE STUDY

The tool is an instrument, which is used to collect data from the sample. "Test Anxiety Scale" constructed and standardized by Prof. V.P. Sharma was used and adapted by the investigator for the present study. This tool has been modified in terms of language and content wherever necessary. This tool has been translated into Tamil. This instrument provides a measure to assess general approach to Test anxiety and Clear indication of Test anxiety.

Academic achievement scale was standardized on the basis of Pilot study to evaluate the IX-standard student's achievement in English

TEST ANXIETY SCALE

The Test Anxiety Scale (TAS) developed by Prof V.P. Sharma is a scale which consists of 25 items, each having 5 response opinions, ranging from minimum to maximum Test Anxiety. The scoring of the TAS is easy and quantitative in nature. The scale can be scored accurately by hand and no scoring key or stencil was required. This scale consists of situations having 5 alternative answers hierarchically presented. These five alternative answers are assigned weights.

ACADEMIC ACHIEVEMENT

The Achievement Test Scale was developed and standardized on the basis of Pilot study which consists of 30 items, each questions having responses on the basis of objective method opinions. The scoring of the Achievements is easy and quantitative in nature. The scale can be scored accurately by hand and no scoring key or stencil was required.

ADMINISTRATION OF TEST

It is an inventory which may be administered individually as well as in group. The instructions are printed on the title cover of the test booklet. It takes enough time to complete this self administered scale.

COLLECTION OF DATA

The investigator contacted the Head Master and Principal of the selected schools and permission was obtained. The investigator requested ninth class students to fill the tool. The time taken by the students for filling in the profile was adequate time.

SCORING OF TOOL

After obtaining the responses, they were scored. In the Test Anxiety Scale, First Alternative was awarded 1 Second Alternative was awarded 2 Third Alternative was awarded 3 Fourth Alternative was awarded 4 and finally Fifth Alternative was awarded 5. The maximum score possible was 125 and the minimum score was 25.

After getting the answer for English questionnaire, the mark 1 was allotted for each correct question. The maximum score for the academic achievement was 30 and the minimum score was 0.

RELIABILITY OF THE TOOL

The reliability coefficient has been determined by Dr. V.P. Sharma, by using the following methods (a)Coefficient of stability by test retest method (after 10 days): $r_{tt} = .927$ (b)Coefficient of Internal consistency by Split Half technique: Odd-Even method using Spearman Brown formula: $r_{tt} = .876$ Thus the results obtained by both methods shows a high reliability of the test.

The reliability coefficient has been determined by the researcher, by using the method of Cronbach's Alpha. The calculated value of Cronbach's Alpha based on standardized item was 0.830. Thus the result shows a high reliability of the test.

VALIDITY OF THE TOOL

The co- efficient of co-relation of the test anxiety scale was determined by Dr. V.P. Sharma. It was found to be 0.66 as calculated by person's product moment correlation method.

SAMPLE AND SAMPLING TECHNIQUE

Some 300 IX standard students constituted the sample from 10 schools, at Chetpet Taluk in Thiruvannamalai district in Tamil Nadu. Simple Random sampling technique was used to select the school.

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

In the present study following statistical techniques were used.

1. Descriptive Analysis (Mean, Standard Deviation)
2. Differential Analysis (t-value, F-ratio)

HYPOTHESIS WISE ANALYSIS

Further the data was subjected to appropriate statistical analysis for testing the Hypothesis.

Hypothesis - 1

There is no significant difference between in nuclear family and joint family in respect to their Test Anxiety

This hypothesis was tested by using 't' test.

Test of significant difference between in nuclear family and joint family in respect to their Test Anxiety

Variables (Family Type)	N	Mean	S.D	SE _D	/M1-M2/	t-Value	Level of Significance
Nuclear	176	58.90	9.28	1.041	0.32	0.31	Not Significant
Joint	124	59.22	8.28				

The above table shows that the computed value of 't' 0.31 is lesser than the critical values of 2.58 and 1.96 at 0.01 level and 0.05 level respectively and hence it was not significant. Hence null hypothesis was accepted for Test anxiety with respect to Family Type. Thus there is no significant difference between Nuclear and Joint family in respect to their Test Anxiety.

Hypothesis - 2

There is no significant difference in School management with respect to their Test Anxiety

This hypothesis was tested by using 'F' test.

Test of significant difference in School management with respect to their Test Anxiety

ANOVA TABLE

Source of Variation	Sum of Squares	df	Mean Variance of Squares	'F' value	Level of Significance
Between groups	600.558	2	300.279	3.894	0.05 level significant
Within groups	22904.172	297	77.118		
Total	23504.730	299			

The above table shows that the computed value of 'F' 3.894 is greater than the critical value of 3.00 at 0.05 level and hence it was significant at 0.05 levels. Hence the null hypothesis was rejected for Test anxiety with respect to school management. Thus there is significant difference between Government and Private school students with respect to their Test Anxiety.

Hypothesis - 3

There is no significant difference in family type with respect to their Academic Achievement

This hypothesis was tested by using 't' test.

Test of significant difference in family type with respect to their Academic Achievement

Variables	N	Mean	S.D	SE _D	/M1-M2/	t-Value	Level of Significance
Nuclear	176	62.57	15.96	1.878	4.03	2.145	0.05 level Significant
Joint	124	58.54	16.05				

The above table shows that the computed value of 't' 2.145 is greater than the critical values of 1.96 at 0.05 level respectively and hence it was significant. Hence null hypothesis was rejected for Academic Achievement with respect to Family Type. Thus there is significant difference between Nuclear family and Joint family in respect to their Academic Achievement.

Hypothesis - 4

There is no significant difference in School management with respect to their Academic Achievement

This hypothesis was tested by using 'F' test.

Test of significant difference in School management with respect to their Academic Achievement

ANOVA TABLE

Source of Variation	Sum of Squares	df	Mean Variance of Squares	'F' value	Level of Significance
Between groups	8161.299	2	4080.650	17.485	0.01 level significant
Within groups	69314.897	297	233.383		
Total	77476.197	299			

The above table shows that the computed value of 'F' 17.485 is greater than the critical value of 4.61 at 0.01 levels and hence it was not significant at 0.01 level. Hence the null hypothesis was rejected for Academic Achievement with respect to School management. Thus there is significant difference in School management with respect to their Academic achievement.

Hypothesis - 5

There is no relationship between test anxiety score and academic achievement score.

This hypothesis was tested using spearman product moment correlation.

Correlation of Students' Test Anxiety with Academic Achievement.

Variables	r- value	Level of Significance	Remark
Test Anxiety Vs Academic Achievement	0.472	Significance at 0.01 level	Moderate positive correlation

From the above table, it is revealed that r-value for Test Anxiety with Academic Achievement was 0.472. It reveals that there exists a moderate Positive Correlation between Test Anxiety and Academic Achievement.

MAJOR FINDINGS OF THE STUDY

1. There is no significant difference between nuclear family and joint family in respect to their Test Anxiety
2. Private school students have high anxiety in test when compared to Government school students
3. Nuclear family students achieve more in the academic of English when compared to Joint family students.
4. Government school students achieve more in English when compared to Private school students.
5. The Correlation reveals that there is a moderate Positive Correlation between Test Anxiety and Academic Achievement.

achieve more in English. Because mostly nuclear families are belongs to working category and more educated. That's why; they are take care of their children when doing home works and clearing their doubts at home.

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CONCLUSION

The private students have high anxiety and also gain less achievement. For this, private school authorities will take care of their students to eradicate this anxiety from students. They will make confidence to the students. Securing marks will not decide their future. Private schools also de-motivate the habit of vomiting in exams. Nuclear family students'