

A STUDY ON TEST ANXIETY AND ACADEMIC ACHIEVEMENT AMONG THE SECONDARY LEVEL STUDENTS IN THE DISTRICT OF MALDA

MD ESAHAQUE SK*

*Asst. Teacher of Tarikullah Sarkar High School, Gajole, Malda

ABSTRACT:

In the present study an attempt is made by the investigator to study the test anxiety of Secondary School of Malda District. For this purpose 200 Student (100 Male and 100 female) were Selected from different School of Malda .The Value of the sample was assessed using Test Anxiety scale .The Objective of the study was to study The Significant difference in the mean Scores of Secondary School boys and girls Students. Certain Statistical technique like S.D, mean and t-test were used to analyse data .The result indicated that there is no Significant mean difference in Academic Achievement in respect of High and low test anxiety at the Secondary School.

Keyword: Test Anxiety , Academic Achievement , Malda District , Secondary Level Students.

INTRODUCTION:

Test Anxiety is the consequential effect of the gap that exists or is being visualized to exist between the judgment score and the performance score. In a test Anxiety situation, it is generated as a consequence of the difference between the expectancy score and the valence that is the achievement score. The high achievers or the pupils having high achievement. When they perceive lacking behind in their target before, during or after the examination, they develop test anxiety. Test anxiety as such actualizes the pupils, particularly high-achievers, over-achievers, high achiever pupils to make up their perceived achievement deficiency that might occur because of some reason or other. It infuses boosting effect in the Goal attainment process. Test Anxiety therefore; function as an intrinsic Motivation to the examines in their goal attainment process in reaching the Educational target.

As such, test anxiety is an important competent of our personality and is closely associated with serve personality, Disturbances and concomitant difficulties in the teaching process.

REVIEW OF RELATED STUDIES:

Thus review of related studies the area has been proved to be an essential part of research work. Here the researcher presents his acquaintance with some of the related studies as review:

PANDIT (1969): THE ROLE OF THE ANXIETY IN LEARNING ACADEMIC ACHIEVEMENT OF CHILDREN.

Objectives:

- a. To study the role of Anxiety.
- b. To study the reaction of the learners and.
- c. To study the Academic Achievement of children.

Hypothesis: H₁: Negative relationship existing between anxiety and other independent variables; and H₂: Measuring anxiety scale.

Findings: a. Anxiety bears a negative relationship with learning of Academic Achievement-s. Subjects having less anxiety are found a superior in learning and achievement irrespective of the task difficulty to those having more anxiety.

Bhatia k.l(1974): The role of anxiety in learning and academic achievement of children

Objectives: to study the ROLE of anxiety in academic learning and schools boys of grade v.

Findings:

- a. anxiety bearing a negative relationship with learning and academic achievement.
- b. Subjects having less anxiety-found superior in learning and achievement.
- c. High learners and high achievers were more anxious than low learners and low achievers.
- d. Anxiety interfered with the relation of learning.

Malik (1978): A study of self-Acceptance and Anxiety among college students

Objectives: To investigate the relationship between self-discloser, self-acceptance and anxiety.

Findings:

- a. self- disclosed having no significant relationship with anxiety.
- b. self acceptance having negative relationship with anxiety.

OBJECTIVES OF THE STUDY:

The objectives of the present investigation were to make an assessment of the extent of relationship between Test Anxiety and Academic Achievement among secondary students. The present study has undertaken to achieve the following objectives:

1. To find out the relationship between Test Anxiety and Academic Achievement.
2. To measure the Test Anxiety of secondary (class-ix) student.
3. To measure the Academic Achievement of secondary (class-ix) student.
4. To find out there is any significance difference of Test Anxiety in respect to sex.
5. To find out there is any significance difference of Academic Achievement in respect to sex.

HYPOTHESIS OF THE STUDY:

H₀₁: There is a significant correlation between text Anxiety and Academic Achievement.

H₀₂: There is no Significant difference of text Anxiety in respect of sex at the Secondary level.

H₀₃: There is no Significant difference of Academic Achievement in respect of sex at the Secondary level.

H₀₄: There is no Significant mean difference in Academic Achievement in respect of strong and weak Mental health at the Secondary Level .

POPULATION AND SAMPLE:

The study was conducted on the students of class ix of the sample consists of two hundred students in the District Malda

Variables of the study: The following variables were considered in the study-

- a .Test Anxiety .
- b. Academic Achievement.

Tools used in the Study: The following tools were used in the study-

- a. Test Anxiety Scale and
- b. Annual examination result of schools in different subjects were taken for Academic Achievement (No tool constructed)

DEFINITION OF IMPORTANT TERM:

Test Anxiety:

Everyone goes through an uneven competition in the world around due to the recent emergence of globalization and liberalization. Automation and the sophistication play a vital role to increase man's anxiety, never do they mitigate it. There is a run for excellence. Everyone has become quality-conscious and everyone needs to expose his potentiality. Therefore, anxiety for incomplete task, called as Zeigarnic Effect, is thought to be an essential ingredient.

There is an uproar today that everybody wants to think himself "I am the best" and the concept of the High Achievement Motivation grows because he wants to challenge. His attitude materializes the spirit of competition. Anxiety enlightens that spirit to accelerate the Goal Attainment Process (GAP).

According to Dictionary of psychology – "Anxiety is a painful uneasiness of mind concerning impending or anticipated ill."

Stanford (1956) defines- "Anxiety is an unpleasant emotional state, subjectively experienced as a fusion of fear with the anticipation of future evil in which present and continuing strong desire or drive seems likely to miss the goal,"

The function of anxiety is manifold. It is an undercurrent in the cognitive affective process. It actualises the individuals whether consciously or unconsciously to get goal attainment process (GAP). There are various concepts of anxiety – (Task Completion Anxiety, Death Anxiety, Hypochondria Anxiety etc.)

Academic Achievement: There are different definitions of Academic Achievement-

- a. Academic achievement is the knowledge attained or skills developed in the school subjects designed by test scores or marks assigned by teachers, or by faith; to get achievement of pupils in the so called 'Academic subjects such as Reading, Arithmetic and History as in contrasted with skills developed in such areas as industrial Arts and Physical Education. (Dictionary of Education)
- b. A-test of educational achievement is one designed to measure knowledge, understanding or skills in a specified subject or groups of subjects.

Academic Achievement is understood by the scores upon standardized Achievement Test (SAT). Unfortunately, these tests are not available. So the study worker in this report has taken percentage of average school examination mark of each pupil assigned by teachers. It is taken as an indicator of Academic

Achievement .The average mark of student obtain by summing up the mark of language group (Bengali and English) and social science group(history and geography).

STATISTICAL METHOD AND FORMULA

Data were analyzed by the methods of co-efficient of correlation ‘t’ –test the systematic representation of different methods with their formulas have been given below:

$$M = \frac{\sum x}{N}$$

$$S.D = \sqrt{\frac{\sum X^2}{N}}$$

Critical Ratio Test (T)

$$t = \frac{M_1 - M_2}{SED}$$

$$= \frac{\sqrt{E(X - M)^2}}{N} \quad [\text{where , } X=(X-M)]$$

$$r = \frac{\sum XY}{N.SDX.SDY}$$

$$SED = \sqrt{\frac{S.D1^2}{N_1} + \frac{S.D2^2}{N_2}}$$

Table -1

Show the mean and standard deviation of text Anxiety scores for the student of class ix.

| Student of class ix | N | M | S.D |
|---------------------|-----|-------|-------|
| Girls | 100 | 66.80 | 7.816 |
| Boys | 100 | 60.28 | 8.295 |

Table -2

Shows the mean and standard deviation of Academic Achievement scores for the student of class ix

| Student of class ix | N | M | S.D |
|---------------------|-----|-------|--------|
| Girls | 100 | 54.08 | 12.44 |
| Boys | 100 | 48.10 | 12.751 |

ANALYSIS OF DATA

Analysis of data pertaining to H₁

[H₁ : There is a Signification correlation between Test Anxiety and Academic Achievement.]

Table -3
Showing the value of ‘r’ (correlation) between Test anxiety and Academic Achievement for the student of class ix.

| Group | N | M | S.D | r |
|----------------------|-----|-------|-------|-------|
| Test Anxiety | 200 | 63.54 | 8.518 | -0.24 |
| Academic Achievement | 200 | 51.09 | 13 | |

From the Above table -3 indicates that the value of ‘r’ is between (.21) to (.40). So, correlation between Test Anxiety and Academic Achievement of students is negative and very low or hypothesis is rejected.

Analysis of data pertaining to Ho₂

[Ho₂: There is no Significant difference of Test Anxiety in respect to sex at secondary level]

Table -4
Showing the distribution of 't' of Test Anxiety of the girls and Boys reading in the secondary schools.

| Group | N | M | S.D | SED | t | df | Level of significance |
|-------|-----|-------|-------|------|------|-----|-----------------------|
| Girls | 100 | 66.80 | 7.816 | 1.14 | 5.72 | 198 | 0.01 and 0.05 |
| Boys | 100 | 60.28 | 8.295 | | | | |

From the above table the 't' value is 5.72, that is the significant at 0.01 level and 0.05 level. Hence, it may be said that there is a significant difference of Test Anxiety in respect of sex at the secondary level or the null-hypothesis(Ho₂) is rejected.

Analysis of data pertaining to Ho₃

[Ho₃: There is no significant difference of Academic Achievement in respect to sex at secondary level.]

Table-5
Showing the distribution of 't' of Academic Achievement of the girls and Boys reading in the secondary schools.

| Group | N | M | S.D | SED | t | df | Level of significance |
|-------|-----|-------|--------|------|------|-----|-----------------------|
| Girls | 100 | 54.08 | 12.44 | 1.78 | 3.36 | 198 | 0.01 and 0.05 |
| Boys | 100 | 48.10 | 12.751 | | | | |

From the above table the 't' value is 3.36 ,that is significant at 0.01 level and 0.05 level. Hence, it may be said that there is a significant difference of Academic Achievement in respect of sex at the secondary level or the null-hypothesis (H_{03}) is rejected.

Analysis of data pertaining to H_{04}

[H_{04} : There is no Significant mean difference in the Academic Achievement in respect of High and Low Test Anxiety at secondary level.]

Table-6
Showing the distribution of 't' of Academic Achievement score of High and Low Test Anxiety group of class ix.

| Group | N | M | S.D | SED | t | df | Level of significance |
|-------------------|-----|-------|-------|------|-------|-----|-----------------------|
| High Test Anxiety | 97 | 70.49 | 5.82 | 0.78 | 18.05 | 198 | 0.01 and 0.05 |
| Low Test Anxiety | 103 | 56.41 | 5.149 | | | | |

From the above table the 't' value is 18.05 that are significant at 0.01 levels and 0.05 levels. Hence, it may be said that there is a significant difference of Academic Achievement in respect of High and Low Test Anxiety at the secondary level or the null-hypothesis(H_{04}) is accepted.

FINDING OF THE STUDY:

A summary of the important finding may be given here after.

1. In Case Of Between Test Anxiety And Academic Achievement Pertaining H_{01} Revealed That There Is A Negative And Very Low Correlation Between Anxiety And Academic Achievement
2. Analysis Of Data Pertaining To H_{02} Revealed That The Value Of "T" Is Significant At 0.01 Levels And 0.05 Levels. Hence, It May Be Concluded From The Result That The Boys And The Girls Reading In Secondary Schools Do Not Differ Significantly In Their Test Anxiety.
3. Analysis Of Data Pertaining To H_{03} Revealed That The Value Of "T" Is Significant At 0.01 level And 0.05 Levels. Hence, It May Be Concluded From The Result That The Boy And The Girls Reading In Secondary School Are Differ Significantly In Their Academic Achievement.
4. Analysis Of Data Pertaining To H_{04} Reveled That The Value Of "T" Is Not Significant At 0.01 Levels And 0.05 Levels. Hence, It May Be Said That There Is No Significant Mean Difference In Academic And Achievement In Respect Of High Low Test Anxiety At The Secondary Level.

CONCLUSION:

Test anxiety is actually a type of performance anxiety - a feeling someone might have in a situation where performance really counts or when the pressure is on to do well .In actual situation text anxiety can bring on " butterflies " ,a stomachache , or a tension headache .A student with really strong test anxiety may even feel like he or she might pass out or throw up .

The test anxiety of high achievers was different from those of low achievers. The usual expectations was that low achievers would have highest level of test anxiety than the high achievers .And in the sample investigated the findings ,was similar to their expectation .However , many researcher in the field have obtain the findings that low achievers have lower test anxiety than the high achievers.

REFERENCES:

1. Aggarwal, J. C.(2007).Essentials of Educational psychology, Vikas publishing House pvt. Ltd.
2. Best, J. W. (1978). Research in Education, prentice Hall of India PVT LTD, NEW Delhi. P. 25.
3. Bhatia, H. R. (1973).Elements of Educational psychology, Orient Longman Ltd.
4. Chauhan, S. S. Advanced Educational psychology, Vikas publishing House Pvt. Ltd. p.439-448.
5. Dasgupta, J. C. F. (1962).Test on Inventory for Meashment of Mental Health, published by the author from David Hare Training College, Calcullta
6. Edwards, A. I.(1968). Experimental designs in psychological Research, New york, Halt Rinecheart and Winton Inc, p. 100.
7. Garret, H. E. Statistics in psychology and Education, Paragon International Publishers, P. 337-461.
8. Mangal, S. K.(2009). Statistics in psychology and Education , PHI Learning private Limited, New Delhi.
9. Sengupta, A., Singh, A. K. (1983).Mental Health Battery,
10. Sharma, V. P. (1971).Test Anxiety scale .
11. Singha, N. C. P. (1970). Need for Achievement and Academic Attainment Indian Educational Review, 5 (2), P.59-63