



# RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND TEST ANXIETY AMONG PRE-UNIVERSITY STUDENTS

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## ABSTRACT

The investigators are intended to study the relationship between academic achievement and test anxiety of pre-university students. 400 students studying in pre-university colleges taken randomly for the study. Mean median mode, SD, QD, SK, KU were calculated to know the levels of test anxiety among pre-university students due to variation in their locality parental education, and parental occupation. Dr. V. P. Sharma's test anxiety scale was used to collect data. To find out the relationship between academic achievement and test anxiety among pre-university students 'r' value was computed. The study revealed that majority of respondents scored more than average score of test anxiety. The analysis also indicates that pre-university students with higher education qualification parents have low test anxiety compare to students with school education qualification of parents

## Introduction

Quality performance is a key factor for determining the individual progress because the world is becoming more & more competitive. Parents expect their children to climb the ladder of performance as high as possible. Head of institutions are also in competent mood to acquire academic excellence from this point of view; academic achievement has become an important topic for educational research. A complete & comprehensive picture of academic achievement skill seems to include the research in a country like India. Because of increase in the population growth the needed facilities are not provided to meet the educational demands. As a result there is a sharp decline in Academic achievement standards. Due to decline in the standards of school education, authorities are forcing to undertake research on the factors affecting academic achievement & support measures to education authorities. This particular aspect inspired the investigator to find out the impact of on the academic achievement of P.U students in relation to parental education & parental occupation.

Anxiety is a common symptom found in different population especially among the students. Anxiety is a reflection of internal tension (1949). It is a negative emotional experience causes feeling of fear, worry, nervousness for feeling of un (Barlow 2002). Test anxiety is the set of phenomenological physical & behavioral responses that accompany concern above possible failure in any testing or evaluating situation (Richman, 2004). But most of the researches agree that average

level of anxiety is essential to succeed in life. It is helpful for people having more sustainable performance in life. (Zeindi & Bahrain 2011), But high academic anxiety is one of the main hindrances to academic achievement people are living in test conscious age, in which test performance not only determines people career but also their liver(Collec & Ben chain 1990) Many factors like difficult family situation, restricted school/home, environment, occupational & financial difficulties with art adequate support can also cause anxiety which is affect the academic performance as the students in schools & colleges. Without anxiety, most of the people are not motivated to do anything in life. But high level anxiety causes serious problems and leads to many consequences causing poor performance in school work and mal adjustment with peers and other situations(Matto and natri,2012). Variety of factors can contribute to students level of test anxiety.

For the present study, investigators identified Pre university students' test anxiety in relation to their locality and parental education and parental occupation

## OBJECTIVES

1. To assess the level of test anxiety among Pre university students.
2. To find out the significant difference if any, in the test anxiety of the Pre university students due to variation in their locality, parental occupation and parental education.
3. To find out the relationship between academic achievement and test anxiety of Pre university students.

## ASSUMPTIONS

Test anxiety of pre - university students may vary due to variation in their locality parental education and parental occupation.

## HYPOTHESIS

1. There exists significant variation in the test anxiety levels of Pre university students due to variation in their locality.
2. There exists significant difference in the test anxiety of Pre university students due to variation in the parental education.
3. There exists significant difference in the test anxiety of pre university students due to variation in their parental occupation.
4. There exists significant relationship between academic achievement and test anxiety of pre university students .

**VARIABLE OF THE STUDY** The following independent, dependent and demographical variables are used for the study

**A) Independent variables:** Test anxiety

**B) Dependent variable:** Academic achievement

**C) Demographical variable:** i) locality (rural and urban)

ii) Parental education: ( School education of pre-university, university education)

iii) Parental occupation (Agriculture, Business, employee)

## DESIGN OF THE STUDY:

Investigator used survey method to collect the data related to test anxiety of Pre university students in relation to their locality, parental education and parental occupation. Academic achievement scores of annual examination were obtained from respective Pre university colleges.

## LOCAL AND SAMPLE OF THE STUDY

To study the present problem the investigators selected chickballapur district of Karnataka state. Totally there are 95 pre university colleges in chickballapur district, both in private and government sector. In the **first stage** the investigators randomly selected 24 colleges. In the **second stage** 25 % of pre-university colleges are taken for the study In the **third stage** only second year pre-university students studying in both private and government colleges were selected by using **simple random sampling technique**. Thus the total sample of **400** pre-university students were used in the study.

**Table-1 Distribution of sample variables wise**

Sl.No	Variable	Sub-variable	Frequency	Percent	Total
1	Locality	Rural	180	45	400
		Urban	220	55	
2	Parental Education	School education	93	23.25	400
		Pre-university	104	26	
		University	203	50.75	
3	Parental Occupation	Agriculture	145	36.25	400
		Business	141	35.25	
		Employee	114	28.50	

The present study consists of 45.% (180) of rural area and 55% (220) of urban area pre-university students. Pre-university students parents with school education 23.25% (93), pre-university education 26 % (104), and university education 50.75 % (203) are in the study. Pre-university students parental occupation agriculture 36.25 % (145), Business 35.25 % (141) and Employees 28.50 % (114) are selected for the study. The total sample in the entire demographic variables are 400 pre-university students.

## INSTRUMENTATION

To investigate the present problem the investigators employed Test anxiety scale developed by Dr V.P, Sharma.(2009). The Test anxiety scale consist of 25 statements related to the demand in specific test/examination situations that the students encounter before approaching examination time.

### Distribution Characteristics of Test anxiety scores

The Test-Anxiety scores are measured with the help of Test Anxiety scale developed by Dr.V.P.Sharma (2009). There are 25 items in the scale. The maximum score for the Test anxiety is 103 and the minimum score is 34. The distribution characteristics namely Mean(M), Median (Mdn), Mode(Mo), Range(R), Quartile Deviation (QD), Standard Deviation(S.D.), Skewness(Sk) and Kurtosis (Ku) for the Test Anxiety scores of the whole group variable wise are shown in the Table-2.

## Analysis and Interpretation

**Table-2 Description Statistics for the Scores of Test Anxiety**

Test Anxiety Variables		Min	Max	Ran.	N	Mean	Median	Mode	SD	QD	SK	KU
Locality	Rural	34	89	55	180	74.15	73.15	72.13	6.92	78.9	0.3	2.1
	Urban	53	103	50	220	71.84	70.84	70.94	8.48	74.5		
Parental Education	University	34	88	54	209	71.57	71.00	72.00	7.89	54.7	0.3	1.9
	Pre-University	55	103	48	98	73.41	72.41	74.41	8.44	78.6		
	School Education	58	88	30	93	74.92	73.92	76.92	6.93	76.2		
Parental Occupation	Agriculture	34	103	69	146	73.97	72.97	73.97	8.49	76.8	0.3	2.2
	Business	55	91	36	143	71.98	70.98	72.98	7.39	76.7		
	Employee	59	88	29	111	72.32	71.32	70.32	7.69	78.5		

It is observed from the table the maximum scores of test anxiety is 103 and the minimum score is 34. The average scores of mean, median and mode of the variables of test anxiety is 72.80, 72.96 and 73 respectively. It is found that from the scores that median < mode. So, majority of the respondents has scored more than the average score for the test anxiety. The average test anxiety score of QD and SD scores are 76.7 and 8.02 respectively and the data is not normally distributed.

It can also be said that compare to mean values of variable, locality revealed that students from rural area (74.15) possess high test-anxiety than the urban area (71.84) students.; it can be seen clearly from the graphical representation. The magnitude of average skewness is 2.1 and mean < median. Hence, the distribution of test anxiety score for the whole group is slightly negatively skewed.

## Analysis and Interpretation

### *Levels of Test - anxiety of pre-university students*

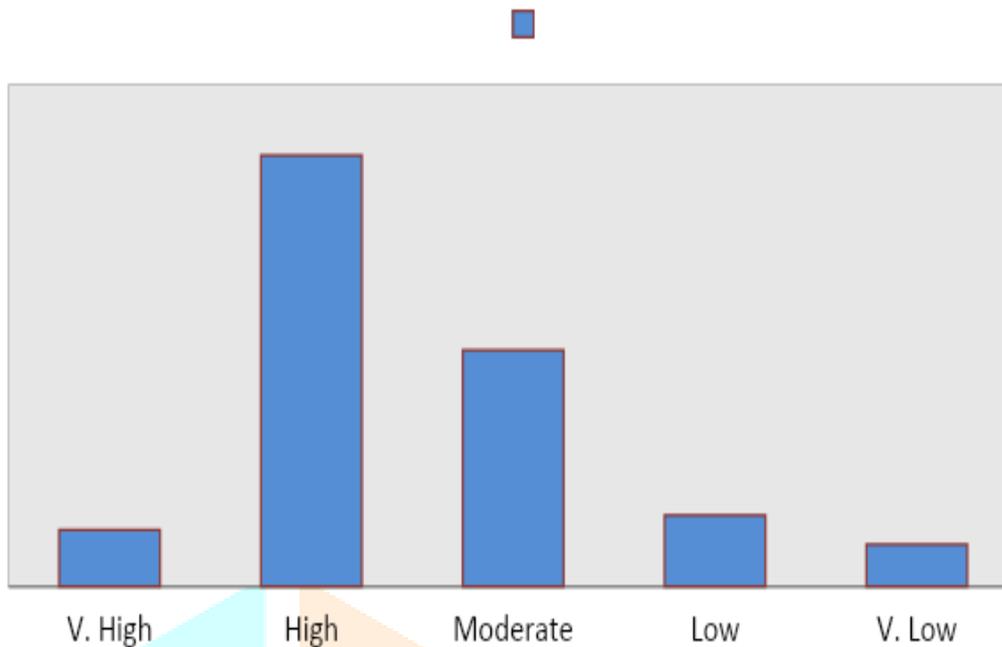
One of the objectives of study is to assess the levels of test anxiety of pre-university students. The test anxiety levels of pre-university students are divided into five groups viz., Very high, High, Moderate, Low and Very low based on the values provided in the Test anxiety scale developed by Dr.V.P.Sharma (2009) .

**Table-3 Levels of Test-anxiety of pre-university students based on their corresponding**

**Mean scores.**

Sl. No	Levels of Test Anxiety	Number	%
1.	V. High	27	6.75%
2.	High	206	51.5%
3.	Moderate	113	28.25%
4.	Low	34	8.5%
5	V. Low	20	5%

## Levels of Test Anxiety



From the above table it is evident that majority of the pre university students revealed high level of test anxiety (51.5 %) and moderate level of test anxiety (28.25 %). Where as few students exhibited very low (5%) ,low (8.5%) level of test anxiety. Few students possessed very high-test anxiety.

**Hypothesis 1** - There exists significant difference in the levels of test anxiety of Pre university students due to variation in their locality.

**Table-4 Mean, S.D and 't' value for the test-anxiety scores of the pre-university students with respect to their locality.**

Sl. No.	Variables	N	Mean	SD	't' value
1	Rural	180	153.71	10.46	4.98*
	Urban	220	159.16	11.09	

From the above table-4, it is obvious that the calculated 't' value of test anxiety score with respect to variables locality (4.98) is greater than the table value (1.97) and significant at 0.05 level. Therefore, it can be said that the formulated hypothesis there exists significant difference in the test anxiety of pre-university students due to variation in their locality is accepted.

**Hypothesis 2** - There exists significant difference in the levels of test anxiety of Pre university students due to variation in their Parental education & parental occupation.

**Table-5 Mean, S.D and 'F' values for the test-anxiety scores of the pre-university students with respect to their community, Parental education & Parental occupation.**

Variables		Sum of Square	df	Mean Squares	F
Parental Education	Between Group	771.369	2	385.685	6.301*
	Within Group	24301.421	397	61.213	
	Total	25072.79	399		
Parental Occupation	Between Group	320.603	2	160.302	2.571@
	Within Group	24752.187	397	62.348	
	Total	25072.79	399		

Note: Significant at 0.01 level; @=Not significant at 0.01 level; Table value: 4.66.

From the above table-8, showed that the calculated 'F' value of test anxiety with respect to variable parental occupation (2.571) is less than the table value 4.66 and not significant at 0.01 level. Hence, it can be said that the formulated hypothesis "There exists significant difference in the test anxiety of pre-university students due to variation in their parental occupation is rejected. It can be also said that the calculated 'F' value of test anxiety scores with respect to variable parental education (6.301) is significant at 0.01 level and greater than table value 4.66. Therefore, it can be said that the formulated hypothesis there exist significant difference in the test-anxiety of pre-university students due to variation in their parental education is accepted. The present study findings are supported by the findings of Akanbi Samuel Toyin (2013). From the findings of the study it was found that, lower the parental background higher the measure of test anxiety.

**Hypothesis 3 :** There exists significant relationship between academic achievement and test anxiety of pre university students

**Table 6: correlation between test anxiety and academic achievement of pre-university students.**

S. No	Test Anxiety	Academic Achievement	$x^2$	$y^2$	$Xy$	R
1	29122	25258	25072.8	61560.4	10147.6	0.79

Note: @=Not Significant at 0.01 level. Table value=2.59

.From the above table: 28 it is revealed that the 'r' value -0.79 is less than the table value 2.59, and significant at 0.01 level. Therefore formulated hypothesis there exist significant relationship between test anxiety and academic achievement of pre university students is rejected. The study conducted by Prima Vitasari, Muhammad Nubli, Abdul Wahab, Ahmad Wahab, Ahamad Othman, Tutut Herawan, (2009) Surya kumar, Sinnaduri (2010), N. Karjan to and S.T. Yang (2012), Suran Blusaing (2012), Bharathi Roy (2013), K.V. Sridevi (2013), Roy Hembre (2014) Kemaraj Bhatta (2014) Begum Sehaz (2015), Revealed that there is a positive correlation between test anxiety and academic achievement of students. It implies that higher test anxiety lower will be the academic achievement.

**Findings:**

1. Majority of pre- university students revealed high level of test anxiety(51.5%) and few students exhibited low (8.5%) and very low (5%) test anxiety.

2 There exists significant difference in the text anxiety of pre-university students due to variation in their parental education university students with higher education parents have less test anxiety due to the better academic guidance and support they are provided by their parents compared to Pre university students with parental qualification of Pre-University and School education.

3 There is no significant difference in the test-anxiety of pre-university students due to variation in their parental occupation.

4 There is no significant relationship between test anxiety and academic achievement of pre university students.

**Educational implications:**

Some of the important aspects that influence Test anxiety are lack of positive behavioral patterns. In order to develop positive behavioral patterns students should be active, select best opportunities, manage situations confidently, peer adjustment, setting up realistic life goals. planning, preparing and practicing systematically, try to work hard, learn to solve problems, lean from setbacks, visualize success, reduce stress and negative emotions.

Factors like difficult family situations, restricted occupational and financial situations cause anxiety which inturn affect academic achievement of the students. Therefore the Government and voluntary agencies may take advantage to formulate various promotional schemes, which could be initiated at the earliest stages so as to prevent the lack of achievement at later stages.

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