ACADEMIC ACHIEVEMENT IN RELATION TO TEST-ANXIETY OF PRE-UNIVERSITY STUDENTS.

DrLeelavathi C M,

Assistant professor,

University College of Education,

 Bangalore North University,

Chikkaballapur. Karnataka

Dr S Vijaya Vardhini

Associate professor, Department of Education, HRD

Dravidian University

Srinivasavanam, Kuppam, AP-517426.

Abstract

The study was conducted to study the relationship between Test-anxiety and academic achievement of Pre university students. A sample of 400 students studying in Pre university colleges were taken by using simple random sampling technique. Test anxiety scale developed by Dr.V.P. Sharma(2009)was used to collect data. Mean , Standard deviation(SD) , t-values and Pearson product movement were used for the analysis of the data. The findings of the data revealed that there is a significant difference in the test anxiety of boys and girls and also students studying in rural and urban areas and also there is significant relationship between the academic achievement and test anxiety of Pre university students. It is concluded that girls have performed academically better than the boys and possess more test anxiety than the boys and rural area students have more test anxiety than the urban area students studying in Pre university colleges.

Introduction

Education as a process enable the individuals to acquire skills, knowledge, abilities, competencies and behaviors accepted by the society to live successfully to contribute to the development of the society. The prosperity, welfare and security of the people are determined by Education. It is the most effective instrument of social and economic change for an individual to change his/her behavior in the most desirable ways. Education is more concerned with academic achievement of students. It refers to the extent or degree of mastery in certain area of studies. Academic achievement is the pedagogical terminology used to determine learner success in formal education, which is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influence.

In this competitive world, academic achievement has become an index of the child's future. It is one of the most important educational processes and it is a major goal in which every student is expected to attain in all cultures. Academic achievement is a multi-dimensional and multi-faceted phenomenon which may be affected by one important factor that is Test anxiety. Test anxiety is negative feeling or distress relation perceived negatively in a testing situation. It is a strong emotional reaction that an individual experience

before, during and after the examination that affect the academic achievement of the students (Akea-2011).

Adolescent students studying in Pre university colleges experiencing heightened emotional tension that comes from the physical and glandular changes taking place in this period. During examination, emotionality is exhibited in the form of increase in heart rate, Nausea, Dizziness and feeling of panic. Cognitive test anxiety automatically arises emotionality and worry to test situations including before, during and after test that declines academic performance.

Objectives

1 To assess the levels of test anxiety of pre university students.

2. To find out whether there is any significant difference between the test anxiety of boys and girls of Pre university colleges.

3. To find out whether there is any significant difference between the test anxiety of rural and urban students of Pre university colleges.

4. To find out whether there is any significant difference between academic achievement in relation to test anxiety of pre university students.

Hypothesis

1. There exists significant difference in the test anxiety of boys and girls studying in Pre university colleges.

2. There exists significant difference in the test anxiety of Rural and urban area students studying in Pre university colleges.

3. There exists significant relationship between academic achievement and test anxiety of students studying in Pre university colleges.

Methodology:

Normative survey method was used to collect data related to the academic achievement and test anxiety of Pre university students.

Locale and Sample

Chickballapur is a newly formed district in Karnatak in 2008. There are 6 taluks in this district. Total population of the district is 12,55,104 lakhs. .Totaly **t**here are 95 pre-university colleges in chickballapur district. Out of 95 colleges the investigator had selected randomly 24 colleges and 25% of the pre-university colleges   are taken for the study. Only second year pre-university students are taken for the present study.   A sample of 400 pre university students studying in the second year are selected for the study by employing **simple random sampling** technique.

Tools:

1. The achievement scores are the scores obtained by the students in the annual examination and are collected from the Pre university colleges.

2. Test anxiety scale developed by Dr. V. P. Sharma (2009) was used by the investigator to collect test anxiety level of Pre university students.

Variables of the study:

The following independent and dependent variables are used for the study –

A) Independent Variable: Test anxiety **B**) **Dependent Variable:** Academic achievement

C) Demographical Variables: 1 Gender **2** Locality (Rural and urban)

Data Analysis: The collected data was analyzed with the help of Mean, Standard Deviation (SD), t-test, F-test (Analysis of Variance (ANOVA), Pearson Product Moment Correlation .The SPSS-12.0 software was applied to compute all statistical calculations for the present investigation.

Data 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) .
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Table : 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%
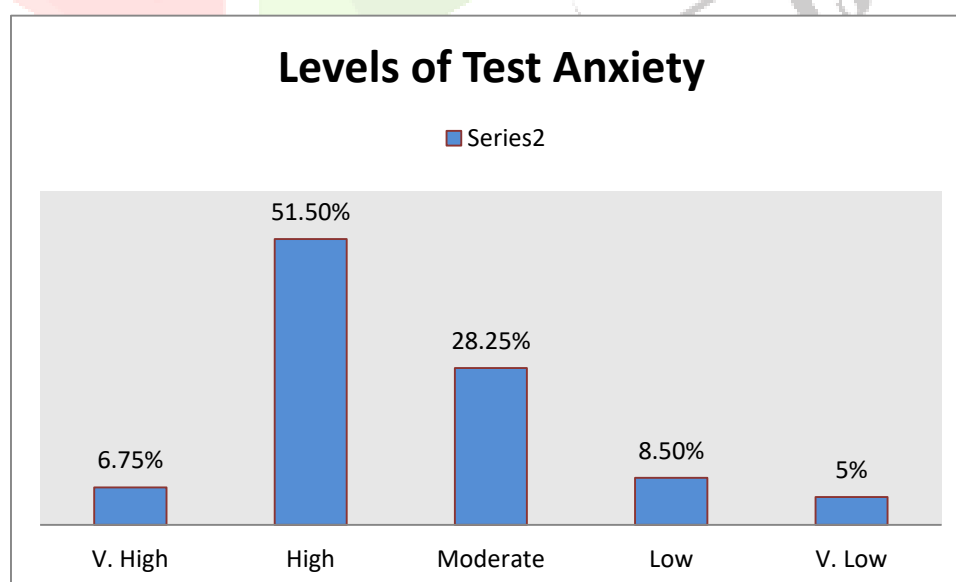
From the above table and the graph, it is clearly shown that 51.5% of the students possess high level of test anxiety, 28.25% of the students possess moderate level of test anxiety, 8.5% of the students

possess low level of test anxiety, 6.75% possess very high level of test anxiety and 5% of the students possess high level of low test anxiety.

In the present study 51.5% of the students scores high level of test anxiety. The studies conducted by Dr Ajay Kumar Attri (2013), Bharati Roy (2013) Mohamad Shakir (2014) supported the present study. Whereas the study conducted by Khem Raj Bhatta (2014) revealed that 52% possess normal level of test - anxiety. This may be due to the strategies adopted in the schools and the support they got in the family.

Test anxiety causes low motivation, poor performance, low concentration, increase in school dropout rates and general anxiety (Hancok 2001, Lowe & Lee 2007). High test-anxiety might minimize the success expectancy's level & relegate significant learning outcomes protectively (Bembennutty 2008), other negative connotations include low self-esteem, reading difficulties and low Maths achievement, failing grades, disruptive classroom behavior, negative thoughts, feeling unease & fear (Peleg 2009) ,problem sloving process becomes more complex (Akea 2011), test anxiety can have negative psychological effects to the body like hypertension, coronary head disease, respiratory distress and suppressed immune system functioning (Aysan et al 2001).The quality life of students ,whether it is psychological, emotional, physical or academic adversely affected by test outcomes. In order to eliminate test anxiety, teachers can make use of biofeedback, behavior therapy, and cognitive behavioral therapy among students.

Hypothesis and Interpretation

Hypothesis 1 – There exists significant difference in the test anxiety of Pre University students due to variation in their gender.

Table 1 : Mean, SD and t value of test anxiety among Pre university boys and girls

Gender	N	Mean	SD	t- value
Boys	219	70.99	7.72	5.18
Girls	181	74.99	11.61	

Significant at 0.01 level

The above table reveals that the obtained t-value 5.18 is greater than the table value and is significant at 0.01 level of significance. Therefore, it is said that the formulated hypothesis- There exists significant difference in the test anxiety of Pre university students due to variation in their gender is accepted. The study is conducted by Singh .S. Thurkal. P(2009), Dr. Ajay Kumar Attri(2013), Akanbi Samuel, Toyin (2013), Bharathi Roy (2013), K.V.Shridevi (2013), Khem Raj Bhatta (2014),Stephen Antwi-Danro (2015) revealed that test anxiety was significantly high among female students compared to male students.

Hypothesis 2 – There exists significant difference in the test anxiety of Pre University students due to variation in their locality.

Table 2 : Mean, SD and t value of test anxiety of rural and urban students.

Locality	N	Mean	SD	t- value
Rural	220	71.84	8.48	2.95
Urban	180	74.15	6.92	

Significant at 0.01 level.

It is evident from the above table that the calculated t value of test anxiety with respect to Locality 2.95 is significant at 0.01 level and greater than table value 2.59. Therefore, the formulated hypothesis- There exists significant difference in the test anxiety of Pre university students due to variation in their locality is accepted and rural area Pre university students are having more test anxiety than urban area students.

Hypothesis 3 – There exists significant relationship between the test anxiety and academic achievement among Pre University students .

Table 3 : Correlation between test anxiety and academic achievement of Pre university students.

Test anxiety	Academic achievement	X2	Y2	XY	R
29122	25258	250728	61560.4	10147.6	0.79

Significant at 0.01 level.

The above table revealed that the 'r' value -0.79 is less than the table value 2.59 and significant at 0.01 level. Therefore, the formulated hypothesis is accepted and there is significant difference between test anxiety and academic achievement of Pre university students.

The studies conducted by Bharathi Roy(2013), K.V.Sridevi (2013), Roy Hombre (2014), Kemraj Bhatte (2014), Begum Schay (2015) revealed that there exists positive correlation between test anxiety and academic achievement of Pre university students, whereas the study conducted by Dr.Attri (2013) revealed that girls had high test anxiety and attained high test scores and findings of Chen, Wan Che (2009) also revealed that test anxiety increased test scores.

Findings

01. Distribution of total test anxiety scores for the whole group is negatively skewed, and on the whole test anxiety of the pre university students is positive.

02. The total sample group expressed 6.75 % very high test anxiety, 51.5% high test anxiety. More than 58% of pre university students of the sample have high test anxiety.

03 There exists significant difference in the test anxiety of boys and girls. It is concluded that girls have more test anxiety than boys.

04 There is significant difference in the test anxiety of urban and rural area students. It is concluded thats the students from rural area exhibited high test anxiety than urban area Pre university students.

05 There is significant relationship between the test anxiety and academic achievement of Pre university students. It is concluded that there is significant impact of test anxiety on academic achievement of Pre university students.

Educational Implications:

- The results of the study revealed that more than 50% of the P.U. students are possessing high test anxiety. This causes poor performance, low concentration, fear of examination increase in dropout and failure rate, excessive worry, low level of confidence and general anxiety. Since, higher secondary level is a mile stone in the academic life any students, adolescents at this stage should develop confidence to face any type of competive exam/test for their higher education or career without any anxiety.

- A student with low test anxiety will have high motivation, confidence to face any type of tests without any fear of evaluation. Therefore students should change their behavior. Good study habits and attending regularly classroom instructions, taking self-evaluation tests regularly reduces test anxiety and develop high confidence to face any type of tests/ exam.

- Academic achievement is the prime constant responsibility of a school or any other educational institution to promote wholesome scholastic growth and development of a student. Therefore school should provide suitable facilities and environment for learning . Evaluation situation should be free from stress. Using modern evaluation techniques following effective method of teaching train the student to face any test situations confidently.

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