



## A STUDY ON IMPACT OF TEST ANXIETY AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS IN TIRUVALLUR DISTRICT.

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### ABSTRACT

*This study examined the relationship between Test Anxiety and Academic Achievement Among higher Secondary school students in higher secondary school students in Tiruvallur district. The study adopted survey method of research. Participants were 300 school students randomly selected from in tiruvallur district. The research Tools used for data collection was Test Anxiety inventory developed by Dr.V.P.Sharma tested at 0.05 and 0.01 level of significance. The findings indicated that there is a Negative relationship between the test Anxiety and Academic Achievement.*

**Keywords:** Survey Research Method, Test Anxiety, Academic Achievement.

### Introduction:

Examination play important role in the academies studies, if there were no exams most of the scholars would have been less informed than they are today. We live in the real world, and in the real world, we face some sort of test on a daily basis. Some tests in the real world are very formal. A teacher-created assessment is truly reliable, students who retake a test should receive close to the same score if they have not been re-taught the material that is being tested (Farrow, 2008). On the other hand, if they have been re-taught the objectives the test covers, students who retake that test should receive a much better grade. In this sense, the more reliable a test is, the better it can be used as an indicator of a student's academic progress over time (Jacobs, 1991). But the students in the higher secondary school are very much excited about the exams they are facing in the second year. Due to some sort of psychological problem like anxiety their academic level may come below the standard.

### Anxiety

The term anxiety originates from the Latin word 'anxious' which denotes "an experience of varying kinds of uncertainty, agitation and dread". Anxiety has become one of the most important phenomena of the present age. It is a social problem of the present generation. Anxiety is one of the dynamic personality variables which act as a barrier to the learning process.

According to Freud (1948) "Anxiety is as something felt, unpleasant effect of state or condition". This state was characterized by all that is covered by the word 'nervousness', apprehension or anxious expectation and different discharge phenomena. Anxiety is generated within the individual who is apprehensive but cannot attach his feelings to any specific cause. It is a universal problem. Anxiety seems to thrive in a climate of uncertainty and particularly in situations dominated by

hostility. It shows up feelings of depression. The chronically anxious person is in a state of stress because of some internal conflict which cannot be reduced by defensive behavior.

According to Freud (1954) "Anxiety is a danger signal to the ego". Anxiety, an intense negative emotional experience. Although anxiety may arise from realistic fears, it may also occur in the form of neurotic anxiety, in which irrational impulses emanating from the id threaten to burst through and become uncontrollable. Freud believed that people develop a range of defense mechanisms to deal with it. Defense mechanisms are unconscious strategies that people use to reduce anxiety by concealing the source from themselves and others. Academic achievement

Hine et al. (1994) concluded in their study on 'Solitary and Peer Group Leisure Activities of Rural Adolescents' that the students tended to have higher than average academic achievement and socioeconomic status. All participants described their communities as places where there is nothing to do. The students took advantage of extracurricular school activities engaged in creative solitary activities, were quite active in volunteer community work, and enjoyed uniquely rural outdoor activities.

### Statement of the Problem

A Study on Impact of Test Anxiety on Academic Achievement among Higher secondary school students in Tiruvallur District.

### Objectives of the study

1. To find out the level of
  - a) Test Anxiety among the twelfth standard students
  - b) Academic Achievements among the twelfth standard students

2. To find out whether a significant difference exists between male and female of twelfth standard students with respect to their.

- C) Test Anxiety
- d) Academic Achievements

3. To find out whether a significant difference exists between Rural and Urban of twelfth standard students with respect to their

- C) Test Anxiety
- d) Academic Achievements

4. To find out whether a significant difference exists between joint and Nuclear Family of twelfth standard students with respect to their

- C) Test Anxiety
- d) Academic Achievements

5. To find out whether a significant difference exists between Tamil and English Medium of twelfth standard students with respect to their

- C) Test Anxiety
- d) Academic Achievements

6. To find out whether a significant difference exists between among twelfth standard in different type of management with respect to their

- C) Test Anxiety
- d) Academic Achievements

7. To find out whether a significant difference exists between Test Anxiety and Academic Achievement of twelfth standard students.

**Hypothesis of the study**

1. The level of Test Anxiety among the twelfth standard students is low
2. The level of Academic Achievements among the twelfth standard students is low
3. There is no significant difference between the twelfth standard students with respect to Test Anxiety based on their Gender.
4. There is no significant difference between the twelfth standard students with respect to Academic Achievement based on their Gender.
5. There is no significant difference between the twelfth standard students with respect to Test Anxiety based on their Gender.
6. There is no significant difference between the twelfth standard students with respect to Test Anxiety based on their Location.
7. There is no significant difference between the twelfth standard students with respect to the Type of family based on their Test Anxiety.
8. There is no significant difference between the twelfth

standard students with respect to Type of family based on Academic Achievement.

9. There is no significant difference between the twelfth standard students with respect to the Type of Medium based on their test Anxiety.

10. There is no significant difference between the twelfth standard students with respect to Type of Medium based on Academic Achievement.

11. There is no significant difference between the twelfth standard students with respect to Test Anxiety based on their Type of Management.

12. There is no significant difference between the twelfth standard students with respect to Academic Achievement based on their Type of Management.

13. There is no significant relationship between the Test Anxiety and Academic Achievement of twelfth standard students.

**Research Design :**

**Methodology:**

The study was conducted through normative survey method of research and its most suitable for the present study.

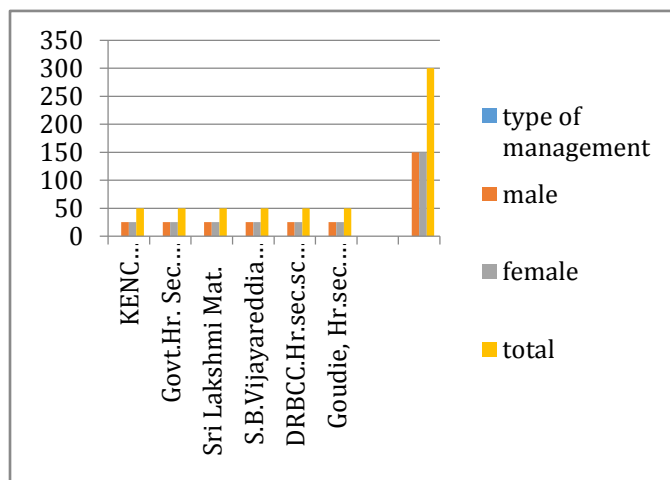
**Variables;**

- Dependent variable: Test Anxiety
- Independent Variable: Academic Achievement

**Sample:**

A Started random sampling techniques was adopted for the se;ection of sample. 300 students were taken for the study.

**Distribution of Sample in various School.**



**Research Tools:**

To Verify the hypotheses formulated in the study, the following tools have been used.

- A] Test Anxiety inventory developed by Dr.V.P.Sharma.

- B] The purpose of collecting data for the academic achievement marks of half-yearly Examination have collected.

**Statistical Techniques:**

For the analysis of the data the following statistical techniques have been used.

1. Arithmetic mean
2. Standard Deviation
3. Karl Pearson’s correlation
4. T-test

**Major findings**

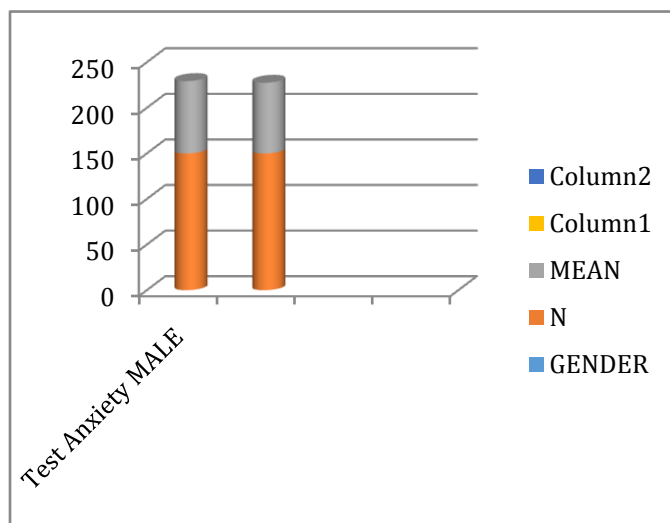
- The level of Test Anxiety among the twelfth standard students is found to be moderate in nature.
- The level of Academic Achievements among the twelfth standard students is found to be moderate in nature.
- There is no significant difference found between male and female students among t twelfth standard students with regard to their Test Anxiety.
- There is no significant difference between the twelfth standard students with  
Respect to Academic Achievement based on their Gender.
- It is found that there exists a significance difference between the Urban and Rural students on their Test Anxiety mean scores.
- There is no significant difference between the twelfth standard students with respect to Academic Achievement based on their Location.
- It is found that there a is significant difference between twelfth standard students Type of family based on their Test Anxiety.
- It is found that a There is significant difference between the twelfth standard students Type of family based on Academic Achievement.
- It is found that there is a significant difference between the twelfth standard students Type of Medium based on their test Anxiety.
- It is found that there is a significant difference between the twelfth standard students Type of Medium based on Academic Achievement.
- It is found that there exists a significant difference between Government, private, aided school students based on their Test Anxiety.
- It is found that there exists a significant difference between Government, private, aided school students based on their Academic Achievement.
- It is found that there is a Negative relationship between the Test Anxiety and Academic Achievement.

**Table I**

Table shows the Significant Difference Between the Twelfth Standard Students with respect to the test Anxiety based on their Gender Using Mean Scores.

VARIABLE	GENDER	N	MEAN	SD	t-value	Level of Significance
Test Anxiety	MALE	150	79.36	28.24	0.050	Not Significant
	FEMALE	150	77.53	30.77		

**Graph I**

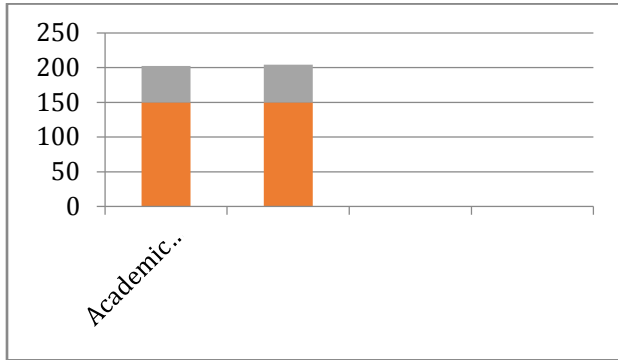


**Table II**

Table shows the Significant Difference Between the Twelfth Standard Students with respect to the Academic Achievement based on their Gender Using Mean Scores.

VARIABLE	GENDER	N	MEAN	SD	t-value	Level of Significance
Academic Achievement	MALE	150	52.37	17.50	0.961	Not Significant
	FEMALE	150	54.35	18.18		

**Graph II**

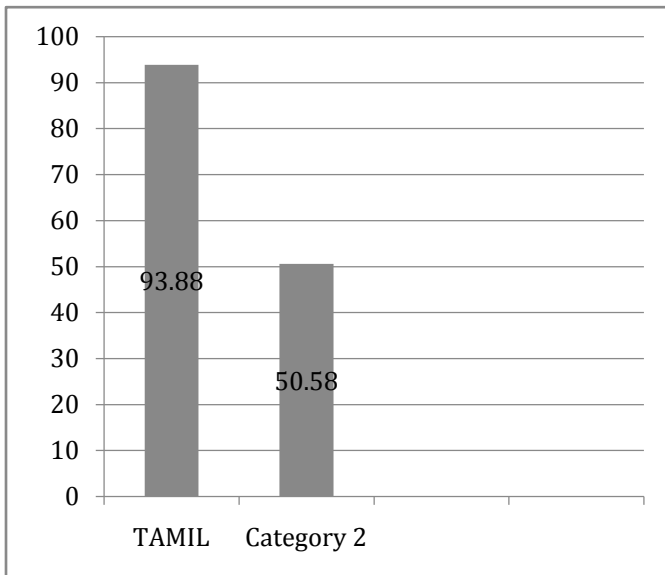


**Table III**

Table shows the Significant Difference Between the Twelfth Standard Students type of medium based on Test Academic Anxiety based on their Mean Scores.

VARIABLE	Type of Medium	N	MEAN	SD	t-value	L.S
Test Anxiety	Tamil	20	93.88	22.50	17.186	0.01
	English	10	50.58	15.99		

**Graph III**



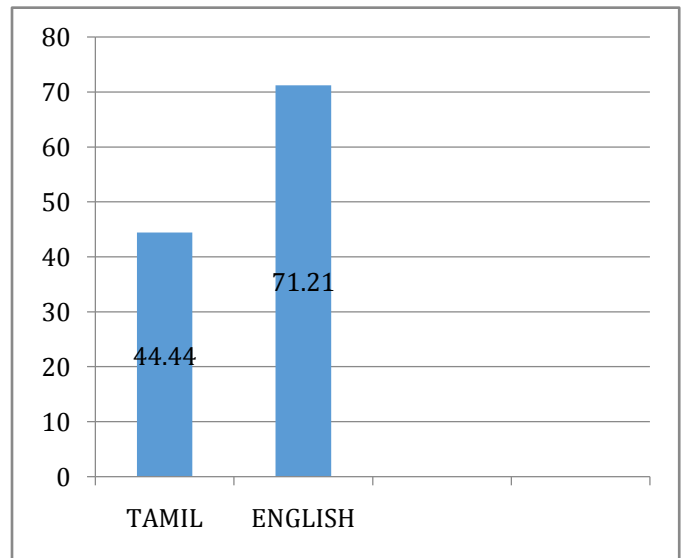
**Table IV**

Table shows the Significant Difference Between the Twelfth Standard Students with respect to type of Medium based on Test Academic Achievement based on their Mean Scores.

VARIABLE	Type of Medium	N	MEAN	SD	t-value	L.S
Academic Achievement	Tamil	20	44.44	13.91	17.327	0.01
	English	10	71.21	9.48		

**Graph IV**

Graphs shows the mean difference between the twelfth standard students academic achievement based on their medium of instruction



**Educational Implications:**

In the educational scenario it is found that the high school part of education in the school system is very significant milestone of a student. This is due to change in emotional, physical, mental aspects of the high school students. These changes give rise to various ideas, different attitude and anxiety problems. At the high school stage normally find it difficult to adjust with home, school, peer and social setting. They also normally possess, an unstable academic achievement.

The research clearly shows that the mean score of test anxiety of male students is better than female student because of the psychological adolescent nature of the gender it arises. Proper guidance and counseling must be provided to the students to solve this differentiation is important.

Locality plays a major role in creating the anxiety among the students. The urban students have less anxiety because of the resources they attained from their place.

The rural students are helpless in this matter. Hence the teachers must act according to this problem and solve it by encouraging the rural students, motivating them and helping them.

The mean score of the variable Test Anxiety is lesser for Joint family students (68.86) than for Nuclear family students (86.02). This is due to the situation and atmosphere prevails in the joint family setup. In the joint family setup there are more ways of getting guidance and experience from their elders

### Conclusion:

Test anxiety is the result of many interrelated beliefs and experiences. Ineffective study methods and procrastination can lead to anxiety and a lowered self-image. Poor performance in a course can lead to increased pressure on oneself, especially if the outcome of a test or of a course is very important. A single experience of extreme test anxiety can leave a student uncertain if it will occur again.

Test – anxiety reduction is seen to provide stronger test gains to low-achieving probation students and more modest gains for higher-achieving students. A test-anxiety reduction program may significantly improve school performance for students on academic probation.

It is reasonable for colleges to teach not just information and reasoning, but also the ability to think clearly and perform well amid the competitive pressures that follow us throughout our lives. Test - anxiety reduction may have an important place in our educational institutions.

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