



Procrastination, Test Anxiety and Academic Achievement

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ABSTRACT

The study examined the Test anxiety and its relation to Procrastination and Academic achievement of student teachers of two different districts of Tamil Nadu namely Coimbatore and Kanyakumari. The study noted that Procrastination is related positively to Test anxiety and is not related to student teachers' academic performance. The researcher raised two research questions and formulated two research hypotheses to guide the study. It was also found that majority of the student teachers were possessing moderate level of Procrastination and Test anxiety. The researcher concluded that Procrastination leads to Test anxiety which in turn can affect the student teachers performance.

KEYWORDS : Anxiety, Test Anxiety, Procrastination, Academic achievement

Introduction

Academic achievement of students depends upon several factors and one among them is test anxiety. Several studies suggest that students are affected by test anxiety (Culler & Holahan, 1980; Musch & Bröder, 1999). It is a known fact that students experience some level of stress while preparing for an exam. Appropriate levels of stress can enhance students memory, attention, motivation, and can lead to improved test performance (Salend, 2011). But when anxiety level exceeds appropriate levels, it leads to much health and psychological problem. The existence of test anxiety among students is prevalent all over the world.

Test anxiety is an emotional reaction towards evaluative tasks, specifically tests which are perceived as stressful. During Test due to anxiety many students feel a sensation running from head, through spine and down to toes. The heart beats at an abnormally fast rate and there will be an inner feeling of unexplainable fear. It also results in intense feeling of anxiety, restlessness, dizziness and difficulty in breathing. Anxiety disorder can be a nasty and devastating one. It removes much of human confidence and happiness and may result in physical exhaustion and fatigue.

Test anxiety has its immediate effect on the health and academic achievement of the learner. But a certain amount of anxiety keeps us energized, motivated, alert and focused. At the same time, too much of test anxiety can interfere with test performance by blocking our memory or thinking abilities, by fostering negative aspects of mind, or even by promoting panic reactions.

Anxiety shows different symptoms like increase in heart rate, stress hormone secretion, restlessness, vigilance and fear of potential dangerous environments (De Phil et al., 2011).

Procrastination is a common phenomena seen in all human beings and students are not an exception. Academic procrastination, which is experienced by approximately 95 percent of students (Ellis & Knaus, 1977), is defined as the purposive and needless delay in beginning or completing tasks. Academic procrastination is considered to be a form of situational procrastination, which has been described as behaviour that is linked to a specific task related to education. Procrastination, which is widely found prevalent among students, is pervasive and potentially maladaptive behaviour of many school and college students, often resulting in the feelings of psychological distress such as Test anxiety. Test anxiety caused due to procrastination puts down their academic achievement and as a consequence, the students are not able to succeed in their academics. Moreover a number of studies (Tice & Baumeister, 1997) have reported that procrastination has adverse effects on student's academic performance.

Research Questions

- What is the level of test anxiety and Procrastination among the

student teachers?

- Is there any significant relationship between student's academic performance, test anxiety and procrastination?

Research hypothesis

The research hypothesis framed to guide the study:

There is no significant relationship between student's academic performance, test anxiety and procrastination of student teachers.

Method, Variables and Participants

Survey was used as the method for data collection. The variables taken for the present study were Test anxiety, Procrastination and Academic achievement. The procrastination is taken as the independent variable and test anxiety and academic achievement as the dependent variable. The participants of the study were 600 student teachers pursuing the Bachelor of Education Programme in different Colleges of Education in Coimbatore city and Kanyakumari District.

The tools used for the study were:

Test anxiety scale (Indu & Yogeswari, 2010) & Procrastination assessment scale (Lay, 1986).

The test anxiety scale constructed consisted of 33 items and had a reliability of 0.79 and the Procrastination tool was a standardised 5 point Likert-type scale developed by Lay in 1986. It comprised of twenty questions on procrastination out of which 10 are negative statements and the remaining ten are positive statements. The procrastination scale has been demonstrated to be a valid and reliable measure of procrastination in a number of studies. Academic achievement was calculated from the marks obtained in the I semester examination

DATA COLLECTION PROCEDURE:

Data were collected from 600 student teachers studying in various Colleges of Education of Coimbatore city and Kanyakumari District. The tools were administered to student teachers of different classes in small groups. Instructions were given to the respondents before the administration of tools. All the response sheets were scored systematically using scoring keys. Five point scale was used in the test anxiety scale. The options given are never, rarely, sometimes, often and always. The scores given are 0,1,2,3,4, for positive items and 4,3,2,1,0 for negative items. The data obtained from the subjects were consolidated for the purpose of analysis

In the 5 point Procrastination scale the options were strongly disagree, disagree, undecided, agree, and strongly agree. The scoring given for positive items was 5,4,3,2,1 and the scores are reversed for the negative items.

Results and Discussion

Analysis of Level of Test Anxiety of Student teachers

The total number and percentage of students having high, moderate and low levels of test anxiety were analysed using mean and standard deviation and the results are presented in Table.1.

Table.1 Test anxiety level of student teachers

Test Anxiety level	N=600	Percentage (%)
Low (≤ 81)	175	29.2
Moderate (82-98)	231	38.5
High (≥ 99)	194	32.3
Total	600	100.0

From Table 1, it is clear that 29.2 percentage of students possess low level of Test anxiety, whereas majority, say 38.5 per cent of student teachers fall in moderate level and 32.3 per cent of students possess high level of Test anxiety.

Level of Procrastination of Student Teachers

The level of procrastination of the student teachers, are given in Table 2.

Table.2: Level of procrastination among student teachers

Procrastination	N=600	Percentage (%)
Low (≤ 10)	152	25.3
Moderate (11-15)	267	44.5
High (≥ 16)	181	30.2
Total	600	100.0

When the level of procrastination was analysed, it was found that 25.3 percent were at low level, 44.5 percent at moderate level and 30.2 percent at high level of procrastination, which reveals that most of the students were having moderate level of procrastination.

Table.3: Correlation among Test anxiety, Procrastination and Academic Achievement

Variables	Test anxiety	Procrastination	Academic Achievement (Percentage of Marks)
Test Anxiety		0.313**	0.019
Procrastination	0.313**		0.027

** ($p < 0.01$)

Correlation analysis revealed that there is a positive correlation between Test anxiety and Procrastination. Positive correlation indicates that as the procrastination increases the Test anxiety also increases. This result is in congruence with Senecal et al. (1995). They have also found in their sample that procrastination was significantly associated with Test anxiety. It is also seen that Test anxiety and Procrastination is not significantly correlated to academic achievement.

Conclusion

Test anxiety is a common phenomenon among students. The present study on Test anxiety and procrastination brings into light many ideas that are essential for teachers, parents and students. Since, it was found that procrastination is one of the factor that is responsible for Test anxiety and as it has an adverse effect on the students performance, it is necessary that proper steps has to be taken by the parents as well as the teachers to minimize the procrastination behaviour of the students. By doing so, we can make the students to succeed more in the area of achievement.

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