Original Research Paper

Psychology

TEST ANXIETY AND ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY STUDENTS

Sumaila Parveen	Research Scholar, Department of Psychology, A.M.U, Aligarh
Prof. Asiya Aijaz*	Professor, Department of Psychology, A.M.U, Aligarh *Corresponding Author
Syed Zafar Sultan Rizvi	Research Scholar, Department of Psychology, A.M.U, Aligarh

ABSTRACT In today's worlds every one suffering from a different type of anxieties, worries and stress. Test anxiety is one of the most prevalent among students; it hinders the performance even if, students have superior intelligence. Low performance in an academic career is creating major problems in formulating future career choices. In this context, the study is conducted to find out the impact, correlation and difference among students. The data was collected through the self-report questionnaires of senior secondary students. Total Sample of the data is 100 (male =50, Female =50). After tabulation of t-test data, Pearson moment correlation, Linear regression, It shows there is a statistically significant difference between male and female on test anxiety. Females have higher scores than male on test anxiety. While there is a significant negative correlation on test anxiety and academic performance (academic scores) of students. Furthermore, 45% variance shows that the impact is very considerable.

KEYWORDS : Test Anxiety, academic performance, students

INTRODUCTION & BACKGROUND OF THE STUDY:

Anxiety can be defined as a Fear and dread qualities which is encompassed in a state of emotion (Lewis,1970). Test anxiety is anxiety about examination or test, has been considered as a severe and pervasive problem (Sarason, 1984 and Spielberger, Anton, & Bedell,1976). Test anxiety is characterized as a situation-specific personality trait in which a people encounter anxiety before, during, and after a test or exam (Spielberger &Vagg, 1995; Zeidner, 1998). Furthermore, Test anxiety is deliberated as a set of phenomenological, physiological and behavioural responses that accompany concern over possible negative consequence or failure at an exam or similar evaluative situation (Seiber, O'Neil & Tobias 1977 and Ergene 2003). It also referred to as an overwhelming feeling of distress which is experiences with an evaluative situation (Mc Donald 2001). Test anxiety referred to the anxious state of emotion exhibited by the student toward test-taking situation (Spielberger, 2005). Test and examination are essential and assessment tool for decision making in our competitive society. The scores of the students determine the academic success of the student because we live in a test conscious and test giving culture (Sarason, Davidson, &Highthull, 1960). Literature shows that test anxiety has an unhealthy, negative and destructive influence on performance and well-being. It may be considered that test anxieties cause many types of problems which may hinder in the acquisition of academic score during college/schools. Moreover, It effects on our cognition, emotion and behaviour. For example, Zidner (1998) identifies three components of test anxiety cognitive, affective, and behavioural. The cognitive component includes negative thoughts about the test, worry, fearfulness, problem in recalling facts, difficulty in reading and understanding questions. The affective component involves people appraisal of his/her physiological response such as tension, tight muscles and trembling. The behavioural component includes poor study skill, avoidance and procrastination of work. Rizwan and Nasir (2017) examined the association between test anxiety and academic achievement. The finding of the study revealed a significant negative association between test anxiety and student achievement scores. They also found that a cognitive factor was more responsible for test anxiety as compared to the affective factor. While other researches forecast the different aspect of test anxiety. For example, Birenbaum(2007) outlined two models of test anxiety, the interferences model and the skill deficit model. The interferences model states that anxious students are the worry, tense, fearful that interference with their ability to recall information during a test. The skill deficit model says that the reason for the test anxiety is inadequate learning before the test that results in poor performance. These models of test anxiety are very crucial to identify analysis and categorize the outcomes and cause of test anxiety. On the other hand, Academic performance has been affected by test anxiety (Yousefi, Talib, Mansor, Juhari, & Redzuan, 2014). Dordinejad, G. F. *et al.,* (2011) examined the relationship between test anxiety and academic achievement. The finding of the study revealed the negative correlation between test

anxiety and academic performance. The same results were also observed by many scholars (Hong and Thorstenson, 2002; Onyeizugbo, 2010; & Abulghasemi, 2009). Furthermore, they also found a positive correlation between age and test anxiety. Ndirangu, G. W. *et al*.,(2002) studies the test anxiety and academic performance. They found a significant difference between test anxiety level before and after the examination. Furthermore, they also found that no gender differences in test anxiety level, so both boys and girls were equally affected by test anxiety. Moreover some studies identify gender differences in test anxiety among student and found that female students have high levels of test anxiety than males students (Mwamwenda, 1994; Cassady & Johnson, 2002; Chapel *et al*., 2005)..

SIGNIFICANT OF THE STUDY

The significant of the study is to understand the difference among male and female on test anxiety and performance, which gives the insight to the educational psychologist, professionals and teachers to make and modify their interventions, programmes and strategies accordingly. It also facilitates the researches to do empirical researches on a different level and domains of test and examination anxieties. It has a significant impact on academically and professionally like cognitive and behavioural interventions.

OBJECTIVES OF THE STUDY:
•   To assess test anxiety among students.
•   To assess the relationship between test anxiety and academic performance of students.
•   To assess the impact of test anxiety on the academic performance of the students.

HYPOTHESES OF THE STUDY
•   There is a significant difference between male and female students on the test anxiety score.
•   There is a significant correlation between test anxiety and academic performance of the students.
•   There is a significant impact of test anxiety on the academic performance of the students.

METHOD:
Participants: According to the purpose of the present study total 100 samples (50 boys and 50 girls) have been selected from different schools of Aligarh Muslim University, Aligarh (Uttar Pradesh).

Tools:
1-   Test anxiety scale – This scale was developed by Spielberger (1994). It is a self-report inventory designed to assess the test anxiety with respect to situation specific personality trait. It consists of 20 items; it is 4 points Likert type scale. The reliability of the scale is .80 to .81.
2-   Academic performance –The percentage of the total marks

obtained by the students in their last exam was regarded as the academic performance of the students.

The data were analysed using a t-test, Pearson's product moment correlation and regression. The complete analysis was done with the help of SPSS version 20.

Results and discussion:

Table 1: showing the difference between female and male students on test anxiety

Group	N	Mean	S.D	t	Sig.
Male	50	43.86	14.45	3.57	.001
Female	50	54.87	16.16		

From the table-1, the result indicates that the test anxiety of the students differs significantly (t=3.57, P- value = 0.001 < 0.005) with respect to their gender. This result is supported by Mwamwenda, 1994; Cassady & Johnson, 2002; Bharti Roy 2013; whose studies were reported that the female students have a higher score than male students. Therefore, the hypothesis that "There is a significant difference between male and female students on the test anxiety score" is accepted.

Table 2: showing the correlation between test anxiety and academic performance.

variable	N	r	Sig.
test anxiety	50	-0.68	.000
Academic performance	50		

From table 2, the result indicates that the test anxiety was negatively correlated with academic performance r = -0.68, P-value =0.000 < 0.005) which show that when test anxiety is increased, academic performance decreased. The result was supported by the earlier finding (Hong and Thorstenson, 2002; Onyeizugbo, 2010; and Abulghasemi, 2009; Khalid and Hasan, 2009). Hence, the hypothesis that "There is a significant correlation between test anxiety and academic performance of the students" is accepted.

Table 3: showing the impact of test anxiety on academic performance: Estimated Result through Regression Analysis

Model	β	t- value	R^2	Sig.
Test anxiety	-0.68	9.2	.467	.000

Predictor: test anxiety
Dependent variable: academic performance

From table 3, the result shows that 46% of the variance (P value = .000 <0.005) is explained by the regression model which indicates that test anxiety affects students performance. This result supported by Rana, R.A., & Mahmood, N. (2010). They found cognitive factor contributes more to test anxiety as compared to the affective factor. Hence, the hypothesis that "There is a significant impact of test anxiety on the academic performance of the students" accepted.

CONCLUSION-

The present study identifies the gender difference in the level of Test Anxiety. Females are more prone to Test anxiety. It may be because the females are more inherent predisposition towards anxieties or certain environmental and cultural factors. Furthermore, it finds out the negative correlation between test anxiety and academic performance and a significant amount of impact on academic performance. Therefore, school and family must assist students in managing their test anxiety through counselling , relaxation, behavioural techniques, task orientation and preparation, positive thinking, avoidance, relaxation training, self-instructional training, establishing purpose, affirmation, modalities, positive Anchors, mental simulations, use of humour, preparation of cheat sheet and study skills training (Berk & Nanda (2006), Stober (2004), Haris& Coy (2003). Broadly, It can summarise that test anxiety can be controlled through the change in three main aspects, Change in the curriculum, Psychological intervention and change in Teaching strategies. Psychological intervention can be cognitive and behavioural in nature. These treatments help them to relive their anxieties and worries prior to the examination, and during the examination, it can control the anxieties and significantly increase the performance. While teaching strategies like more engagement with students, question and answer rounds which make them fun activities, that can enlighten the students to become more curious about the subjects. Moreover, the academic curriculum should be more based on logic and Aptitude rather than memorised the facts and events. It makes the students more

enthusiastic to use their cognition and problem solving skills. It is also important for students as well that they make sure to their work properly, strategically, timely and planned manners.

REFERENCES-

1. Daghighi, M. S., & Bahrami, N. (2011). On the relationship between test anxiety and academic performance. Procedia - Social and Behavioral Sciences, 15, 3774–3778. https://doi.org/10.1016/j.sbspro.2011.04.372
2. Ada Anyamene, N. C. (2015). Effects of Systematic Desensitisation Technique on Test Anxiety among Secondary School Students. International Journal of Humanties Social Science and Education, 2(2), 167–178.
3. Rizwan Akram Rana, & Nasir Mahmood. (2010). The Relationship between Test Anxiety and Academic Achievement. Bulletin of Education and Research, 32(2), 63–74.
4. Zarei, E., Fini, A. A. S., & Fini, H. K. (2010). A comparison of effect of group counselling methods, behavioural, cognitive and cognitive- behavioural to reduce students test anxiety in the University of Hormozgan. Procedia - Social and Behavioral Sciences, 5, 2256–2261. https://doi.org/10.1016/j.sbspro.2010.07.445
5. Yousefi, F., Talib, M. A., Mansor, M. B., Juhari, R. B., & Redzuan, M. (2014). The Relationship between Test-Anxiety and Academic Achievement among Iranian Adolescents. Asian Social Science, 6(5), 100–105. https://doi.org/10.5539/ass.v6n5p100
6. Crișan, C., & Copaci, I. (2015). The Relationship between Primary School Childrens' Test Anxiety and Academic Performance. Procedia - Social and Behavioral Sciences, 180(November 2014), 1584–1589. https://doi.org/10.1016/j.sbspro.2015.02.311
7. Cassady, J. C., & Johnson, R. E. (2002) Cognitive test anxiety and aca- demic performance. Contemporary educational Psychology, 27, 270- 295. http://www.idealibrary.comon
8. Spielberger, C. (2005). the nature, assessment, and reduction of test anxiety.
9. Sieber, J. E., O'Neil Jr., H. E, & Tobias, S.(1977). Anxiety, learning andinstruction. Hillsdale, New Jersey:Erlbaum.
10. senthil, K. J., & Amreen, J. (2016). Emotional Intelligence, Test Anxiety and Academic Stress of Students. Indian Journal of Psychological Science, V-6, No.2 (159-167) ISSN-0976 9218
11. Onyeizugbo, E. U., (2010). Self-Efficacy and Test Anxiety as Correlates of Academic Performance. Journal of Educational Research, 1 (10),477-48
12. Abulghasemi, A., (2008). Text Anxiety, Cause, Evaluation and Treatment. Methodology Research
13. Sarason, I. G. (1988). Anxiety: self-preoccupation and attention. Anxiety Research, 1, 3–7
14. Ergene, T. (2003). Effective interventions on test anxiety reduction—a meta-analysis. School Psychology International, 24(3), 313–328
15. Spielberger, C. D., Anton, W. D., & Bedell, J. (1976). The nature and treatment of test anxiety. In M. Zuckerman, & C. D. Spielberger (Eds.), Emotions and anxiety: new concepts, methods, and applications (pp. 317–345).New York: Erlbaum.
16. Zeidner, M. (1998). Test anxiety: state of the art. London: Kluwer Academic Publishers.
17. Mc Donald A.S. (2001). The prevalence and effects of test anxietyin school children. Educ Psychol.21:89–98.
18. Birenbaum, M. (2007). Assessment and instruction preferencesand their relationship with test anxiety and learning strategies. Higher Education, 53, 749–768.
19. Mwamwenda, T. S. (1994). Gender differences in scores on test anxiety and academic achievement among South African University graduate students. South African Journal of Psychology, 24 (4),
20. Berk, R.A. & Nanda, J. (2006). A randomized trial of humor effects on test anxiety and test performance. Humor: International Journal of Human Research, 19 (4), 425-454.
21. Haris, H. L., & Coy, D. R. (2003). Helping students cope with test anxiety. ERIC Digest. (ERIC Document Reproduction Service No. ED 479355). Retrieved June 25, 20008 from a World Wide Web: http://www.ericdigest.org/2005-2/anxity.html
22. Stober, J. (2004). Dimensions of test anxiety: Relations to ways of coping with pre-exam anxiety and uncertainty. Anxiety, Stress and Coping, 17 (3), 213-226.
23. Lewis, A. (1970). The ambiguous word "anxiety." International Journal of Psychiatry, 9, 62-79.