

# A Study Of Test - Anxiety And Self Concept Among The Higher Secondary Students In Cuddalore District



## Education

**KEYWORDS :** Test anxiety, Self concept, Boys, Girls, Government, Private.

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### ABSTRACT

*This study examines the test anxiety and self consult of higher secondary student in Cuddalore Distinct. The study correates in respects of test anxiety and self concept. The level of test anxiety is found to moderate among the higher secondary student. The self – concept of higher secondary students is found to be is low there is negative low correlation between test anxiety and self concept.*

### Introduction

Education is considered to be an indispensable thing in life, which aims to equip the youth today to meet the challenged before him in future. Expectations from education are varied and many students expect to realize their aspiration through education. Parents and teachers expect intellectual, moral and social development of their children. The functions of education thus have to be related to the expectations of students, parents and teachers. It is often found that students who clamour for education succeed in gammg admission to institution of learning, for education succeed in gammg admission to institution of learning, perform far below the standards that might be expected of them.

This problem has been a matter of concern almost everywhere the world over. Alfred Binet was commissioned in 1905 by the French Education Ministry to examine the reasons for students' failure and suggest means for averting it, and Reagen's Commission was also appointed in USA for examining similar issues.

The problem faced today in each classroom is the poor achievement of healthy and intelligent children who are neither retarded mentally not handicapped physically. Basic aim of education is to ensure a harmonious development of the child's personality, so as to make him an effective individual in the average expected environment. To achieve this supreme objective, education should strike a balance between cognitive. Affective, psycho-motor and social dimensions of development.

The aims and objectives of education are very clearly defined in terms of development of the child but it has never been easy to realize these objectives. It is indeed a very challenging task and teachers are very much perplexed by the situations they come across in their day-to-day professional life in a classroom. Some students are found to be very serious and intellectually aspiring. They evince a very keen interest in the learning experiences and activities and exhibit a tendency to be sincere, industrious and methodical in all academic matters. They also make conscious efforts to understand and assimilate whatever is imparted to them with a remarkable alertness of mind and fare very well in their examinations. Such promising boys and girls do take pride in their academic performance. At the same time, a teacher very often fins to her better disappointment, students who are always lagging behind and are generally low, dull, indifferent and careless are too casual in their attitude towards study. In between these two extreme tendencies of students, there are other students who may be considered to possess average learning abilities and such students are neither ambitious nor lacking in seriousness of purpose. They are content with their academic performance and are easily satisfied.

### Definition of the term

#### Test anxiety

#### Self – concept

Spielberger et al (1978) defines test anxiety as a "Situation specific Personality trait that occurs before, during and after a testing session sarason I. g. (1975) deafened "Test anxiety is the king of anxiety, which prevent people from doing well in stress situations".

kehar (1962)says that self-concept can be defined as "the cluster of most personal meanings a person attributes to the self"

### Objectives of the study

1. To find out the level of test anxiety of higher secondary students
2. To find out the level of self – concept of higher secondary students
3. To find out the signficance between test anxiety of higher secondary studentst based on gender
4. To find out the significance difference between test anxiety of higher secondary students based on type of management.
5. To find out the relationship between test anxiety and self – concept of higher secondary students.

### Hypostases of the study

1. The higher secondary students test anxiety is moderate
2. The higher secondary students self – concept is low.
3. students do not differ in their test anxiety on the basis of gender
4. Students do not differ in their test anxiety on the basis of type of management.
5. There is no significant relationship between test anxiety and self – concept of higher secondary

### Design of the study

The Normative survey method was employed for the present study. A random sample of 300 higher secondary students in 6 higher secondary schools locating in Cuddalore District of Tamilnadu was selected.

### Tools use of for the study

1. **Test anxiety scale by Sharma (1978).**
2. **Self – concept Scale by Mukta Rani Rastogi (1979).**

### Statistical Techniques employed

The statistical techniques such as mean, SD, t-test and correlation were employed

### Descriptive analysis

**Table 1**

**The mean and SD of test anxiety scores of higher secondary students**

Variable	N	Mean	S.D
Test anxiety	300	24.19	0.39

From the table 1 the mean and SD are found to be 24.19 and 0.39. It indicates that the higher secondary students level of test anxiety is moderate.

**Table 2**

**The mean and SD of self concept scores of higher secondary students**

Variable	N	Mean	S.D
Self-concept	300	166.43	13.01

From the table 2 the mean at SD are found to be 166.43 and 13.01. It indicates that the higher secondary students level of self-concept is low.

**Differential analysis**

**Table 3**

**Significance of difference between the boys and girls students of test - anxiety scores**

Gender	N	Mean	S.D	Value	Significant at 0.05 level
Boys	130	70.84	2.08	0.76	N.S
Girls	170	74.36	8.08		

**\*N.S. Not significant**

It could be observed from table 3. the computed "t" value 0.76 is not significant at 0.05 level. It is concluded that Boys and girls higher secondary students do not differ in their test anxiety. Hence the null hypothesis is accepted.

**Table 4**

**Significance of difference between the government and private higher secondary students of test anxiety**

Gender	N	Mean	S.D	Value	Significant at 0.05 level
Government	150	70.40	6.98	1.07	N.S
Private	150	75.27	5.30		

**N.S. Not significant**

It could be observed from table 4 the computed "t" value 1.07 is not significant at 0.05 level. It is concluded that boys and girls higher secondary students do not differ in their test anxiety. Hence the null hypothesis is accepted.

**Correlation Analysis**

**Table - 5**

**Relationship between the test anxiety and self - concept of higher secondary students**

Variables	'r' value
Test - anxiety	0.04
Self-concept	

Table 5, the computed 'r' value 0.04 is not significant. There is no significant relationship between test anxiety and self - concept of higher secondary students. it is low correlation..

**Conclusions**

The study is aimed to the higher secondary students test - anxiety and self - concept. Its framed suitable objectives and hypotheses. The result concluded that the higher secondary students test - anxiety is not significantly related to their self - concept. Therefore measures to improved self - concept and essential in enhancing text - anxiety.

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