ORIGINAL RESEARCH PAPER

Psychology

RELATIONSHIP BETWEEN TEST ANXIETY AND EMOTIONAL INTELLIGENCE AMONG XII STANDARD STUDENTS

KEY WORDS:

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ABSTRACT

The main objective of the research was to find out the relationship between Test anxiety and Emotional Intelligence. A convenient sample of 50 males and 50 females had been collected from XII standard of a private school in Coimbatore. West Side Test Anxiety Scale and Schutte Emotional Intelligence Scale were the tools used. The results showed very high Test Anxiety and moderate Emotional Intelligence in the entire sample. It also indicated Test Anxiety has negative correlation to the self recognition and empathy of males and to the Emotional Intelligence, self recognition, empathy, and handling relationship of females. There is a positive correlation noted between Test Anxiety and Emotional Intelligence, self regulation, self motivation, and handling relationships of males and self regulation and self motivation of females.

INTRODUCTION

According to Spiel Berger (1972) classification of Test Anxiety has two domains named as trait anxiety and state anxiety. Trait anxiety has been taken as individual tendency to perceive various situations as dangerous and threatening whereas state anxiety is the perception of an emotional situation as unpleasant accompanied by a physiological reaction connected to the autonomic nerves system.

Peter Salovey and Mayer had coined the term `Emotional Intelligence in 1990 describing it as `a form of social intelligence that involves the ability to monitor one's own and others `feelings and emotions'. Emotional Intelligence has been remarked with aspects like self regulation, self reorganization, self motivation, empathy, and handling relations.

The Emotional Intelligence and Test Anxiety correlation research was conducted by Malik.Misbah et al.(2014).They had found out a negative correlation between Emotional Intelligence and Test Anxiety among higher secondary students and recommended the need of planes to 'to reduce Test Anxiety and improve Emotional Intelligence.

Methodology

Objectives

To find out the levels of Test Anxiety and Emotional Intelligence in the sample To find out the relationship between Test Anxiety and variants of Emotional Intelligence among the sample.

Sample

A convenient sample design has been adapted for this research among private higher secondary school students in Coimbatore. 50 males and 50 females from different parts of the Coimbatore constituted the sample. They were matched for their age, family, income, Test Anxiety and Emotional Intelligence.

Tools

The Westside Test Anxiety scale is a brief ten item instrument designed to identify students with anxiety impairments.

Reliability and validity

Anxiety reduction as measured by the Westside anxiety scale correlated .49 and .40 with test gains. The average correlation was r=44, indicating that changes in the west side scale accounted for 20% changes in objective tests. The solid validation coefficient combined with replication had indicated that the west side scale was a reliable and valid measure of test anxiety impairment.

Schutte Emotional Intelligence Scale.

This scale had been developed by Schutte Malouff et al, in (1998).The internal consistency of emotional scale as measured by crombach's alpha as .90.And two week test retest reliability for total scores was .78.Assesing Emotions Scale correlated at .23 with outcomes in various reams of emotional intelligence.

Procedure

After obtaining permission from corresponding school authorities sample population were seated in a hall and a copy of west side anxiety scale and emotional intelligence scale had been distributed to the sample. The data were collected and statistically analyzed for the results. Percentage analysis, mean, Karl Pearson's coefficient correlation and t test for means comparison had been used.

RESULTS AND DISCUSSION

Table1 Levels of Test anxiety in the sample (n=100)

S`No	Levels of Test Anxiety	Males (N=50)		Females(N=50)	
		N	%	N	%
1	Low	50	6	50	0
2	Average	50	18	50	4
3	High	50	20	50	16
4	Very high	50	40	50	60
5	Extremely high	50	10	50	20

Table2 Level of Emotional Intelligence in the sample (n=100)

S.no	Levels of Emotional Intelligence	Males(N=50)		Females(N=50)	
		N	%	N	%
1	Low	50	0	50	0
2	Moderate	50	50	50	50
3	High	50	0	50	0

Table 3 Mean Gender difference in Test anxiety and Emotional Intelligence of the sample (N=100)

S.no	Variables	Males(N=50)		Females	N(50)	t.value	Level of significance
		Mean	Standard deviation	mean	Standard deviation		
1	Test anxiety	3	0.7	3	0.5	0.00	Not significant
2	Emotional intelligence	103	8.9	103	9.8	0.00	Not significant

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3	Self recognition	17	3.1	17	3.3	0.00	Not significant
4	Self regulation	20	3.6	17	3.6	4.16	Significant
5	Self motivation	20	3.7	20	4.3	0.00	Not significant
6	empathy	19	3.2	20	4	1.38	Significant
7	Handling relationships	29	3.7	29	3.6	0.00	Not significant

Table 4 Correlation between Test Anxiety and Emotional intelligence in Males (n=50)

S.no	Variables	Emotional Intelligence		Test Anxiety		r. value	Correlation
		Mean	Standard deviation	Mean	Standard deviation		
1	Emotional Intelligence	103	8.9	3	0.7	0.17	Positive correlation
2	Self recognition	17	3.1	3	0.7	-0.08	Negative correlation
3	Self regulation	20	3.6	3	0.7	0.03	Positive correlation
4	Self motivation	20	3.7	3	0.7	0.21	Positive correlation
5	empathy	19	3.2	3	0.7	-0.06	Negative correlation
6	Handling relationships	29	3.7	3	0.7	0.09	Positive correlation

Table 5 Correlation between Test Anxiety and Emotional Intelligence in Females (n=50)

S.no	Variables	Emotional Intelligence		Test anxiety		Value of R	Correlation
		Mean	Standard deviation	Mean	Standard deviation		
1	Emotional Intelligence	103	9.8	3	0.5	-0.04	Negative correlation
2	Self recognition	17	3.3	3	0.5	-0.04	Negative correlation
3	Self regulation	17	3.6	3	0.5	0.004	Positive correlation
4	Self motivation	20	4.3	3	0.5	0.09	Positive correlation
5	empathy	20	4	3	0.5	-0.06	Negative correlation
6	Handling relationship	29	3.6	3	0.5	-0.12	Negative correlation

DISCUSSION

As per the table 1, 40% of males and 60% of females have been marked as having very high test anxiety level which could be taken as the overall sample's test anxiety level,Females tend to have more extremely high and very high test anxiety levels than that of males.

As per the table 2, overall respondent's emotional intelligence level is moderate in which males hold50% and females also hold 50%.

As per the table 3, the mean difference between males and females has shown significant difference in self regulation and empathy.

Table shows that the test anxiety had correlated negatively with self regulation and empathy of males and it correlated positively with emotional intelligence, self regulation, self motivation, and handling relationship of males.

As per the table 5,test anxiety had correlated negatively with emotional intelligence, self regulation ,empathy, and handling relationship of females and positively with self regulation and self motivation.

CONCLUSION

Extremely high, very high and high test anxiety was remarkably presented among the entire sample. Females test anxiety was higher than that of males. Gender difference had been shown in the levels of test anxiety. Overall sample had moderate emotional intelligence without any gender difference. Emotional intelligence has correlated variably through its five components with test anxiety. Gender difference is shown as recognizable in this regard. The dynamic relationship between test anxiety and emotional intelligence might bypass academic competitive settings.

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