



A study on the Level of Test Anxiety of B.A. 2nd Semester Students of Provincialised Colleges of Nalbari Town in Relation to their Academic Achievement

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Abstract

College education is an important part of higher education. Academic achievement is one of the important aspects which may determine the future success of the college students. Test anxiety is one of the factors which influences academic achievement of students. The present study may contribute to better understanding of the level of 'test anxiety', of B.A. 2nd semester students of Nalbari town and its relation with their academic achievement. Therefore, the present study is significant. Descriptive survey method has been used. Incidental sampling has been used to select the sample of students. "Test Anxiety Scale" constructed and standardized by Prof. V.P. Sharma was used by the investigator as tool by the investigator for the present study. The major finding of the present study is that there is a significant positive correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town. High parental pressure, teacher's pressure, poor previous performance etc. may be the causes of high test anxiety. The educational authority, parents, teachers, college authority, educational personnels etc should make cooperative effort to solve this problem.

Keywords: Academic achievement, Anxiety, Test anxiety, Level of test anxiety, College.

Introduction

Higher education refers to such education which encompasses all types of courses which can be pursued after the completion of higher secondary education. College education is an important part of higher education. The academic achievement is a key mechanism through which students may learn about their abilities, talents, and competencies. Academic achievement is related with some factors or variables which may either facilitate or decrease achievement of the student. These variables are called correlates of academic achievement. Test anxiety is one of such variables. Test anxiety is prevalent amongst the student populations of the world¹. Researchers suggest that between 25 to 40 percent of students experience test anxiety². The present study attempts to study the level of test anxiety of B.A. 2nd semester students of provincialised colleges of Nalbari Town in relation to their academic achievement.

Significance of the study: Students are the citizens of tomorrow. So, they need to be developed with the help of higher education. Academic achievement is one of the important aspects which may determine the future success of the students. Test anxiety is one of the factors of the factors which influence academic achievement of students. College education is one of the important stage of higher education. The present study may contribute to better understanding of college students and its relation with their academic

achievement. The level of test anxiety may determine the future academic and career success of the college students. The study may create awareness among the parents, teachers, students, curriculum constructors etc. about the influence of test anxiety among the B.A. 2nd semester students of provincialised colleges of Nalbari Town. This will create consciousness among them to take necessary steps to ensure academic achievement of the college students.

Objectives of the study: The objectives of the present study are: i. To study the level of achievement of the B.A. 2nd semester students of provincialised colleges of Nalbari Town. ii. To study the level of test anxiety of the B.A. 2nd semester students of provincialised colleges of Nalbari Town. iii. To study the correlation between Test Anxiety and Academic Achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town.

Hypothesis: The hypothesis of the present study is: There is a significant positive correlation between Test Anxiety and Academic Achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town.

Definition of key terms: The conceptual and operational definition of the key terms used in the study is as follows: **Academic Achievement:** Academic achievement refers to the pupils success in their academic career or the quantity of marks they obtained in academic examinations.

In the present study academic achievement refers to the marks obtained by the B.A. 2nd semester students of provincialised colleges of Nalbari Town in their previous end semester examination.

Anxiety: Anxiety is feeling of fear, worry, uneasiness and nervousness in relation to a problem.

In the present study anxiety refers to the feeling of fear, worry, nervousness etc. of the B.A. 2nd semester of the sample colleges of Nalbari Town.

Test Anxiety: Test Anxiety is a combination of perceived physiological over-arousal, feelings of worry and dread, self-depreciating thoughts, tension, and somatic symptoms that occur during test situations.

In the present study, test anxiety is interpreted as the scores obtained in the "Test Anxiety Scale" constructed and standardized by Prof. V.P. Sharma.

Level of Test Anxiety: It refers to the extent to which a person is in Test Anxiety.

In the present study, level of test anxiety is interpreted as the scores obtained in the "Test Anxiety Scale" constructed and standardized by Prof. V.P. Sharma.

College: A college is an educational institution which usually provides higher education.

In the present study college refers to the provincialised colleges of Nalbari Town.

Delimitation of the study: The delimitations of the study are:
i. The present study is limited to only college students of Nalbari Town. ii. The present study is confined to students of the Provincialised colleges of Nalbari Town. iii. The present study is confined to students of B.A. 2nd semester. iv. The present is confined to only the session 2014-2015. v. The present study is confined to only one correlate of achievement that is Test Anxiety. vi. The present study is confined to the affiliated colleges of Gauhati University only.

Review of related literature: Satake, Eiki and Amato (1995) studied the incidence, correlates and effects of mathematics anxiety on their scholastic achievements of Japanese children, and compared the same with mathematics anxiety among American children³. Rolbers, Clandia. M. and Schreider (1999) studied self-concept and anxiety among immigrant elementary school children in Germany and found that migration did not lead to decrease of self concept to an increase of general anxiety ; however the immigrant did differ in their self concept in German language as well as Test Anxiety from the non immigrant⁴. J.C. Cassady and Ronald E. Johnson(2001) studied on cognitive test anxiety and academic performance and found that the cognitive explanations of performance deficits encountered by students will heightened

levels of test anxiety⁵. Rizwan Akram Rana and Nasir Mahmood (2010) studied on the relationship between Test Anxiety and Academic Achievement and found that a significant negative relationship exists between test anxiety scores and students' achievement scores⁶. Gowdhaman K. and Nachimuthu K. studied item analysis of history achievement test on difference index (DI) in the Criterion Referenced Measurement and found that totally 190 items were used for item analysis of criterion referenced test. The difference index (DI) was calculated. 85 items are not fitting because they reflect only small gains. So these items were rejected. Finally 105 items (80+25) were accepted for the history achievement test. This item analysis used to construct the history achievement test⁷. Bhadouria Preeti, studied the role of emotional intelligence for academic achievement for students and found that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education⁸.

Methodology

The effectiveness and success of the research work mainly depends upon the kind of methods and procedure followed in stepwise execution of the study. The method and procedure followed in the present study may be discussed as below:

Design of the study: In order to conduct the present study descriptive survey method was used on the basis of the formulated objectives. In the present study the required data have collected from both the Primary and Secondary sources. The primary data on test anxiety have been collected with the help of a standardized "Test Anxiety Scale" constructed and standardized by Prof. V.P. Sharma. While the primary data on academic achievement have collected from office records kept by the college. Secondary data have been collected through with the help of journals, seminar proceedings, internet etc.

Study area: The study area of the present study covers the two provincialised colleges of Nalbari Town.

Population of the study: There are only two provincialised colleges in Nalbari Town. So, the population of the present study consists of 1341 students of B.A.2nd semester of the two provincialised colleges of Nalbari Town which are affiliated to Gauhati University.

Sample of the study: The Sample of the present study consists of 200 students of the degree colleges of Nalbari Town. The researcher had selected both the provincialised colleges of Nalbari Town, namely- M.N.C. College and Nalbari College. The sample students were selected by using incidental sampling technique.

Tools used in the study: “Test Anxiety Scale” constructed and standardized by Prof. V.P. Sharma was used and adapted by the investigator for the present study.

Description of the Test: The Test Anxiety Scale (TAS) developed by Prof V.P. Sharma is a scale which consists of 25 items, each having 5 response opinions, ranging from minimum to maximum Test Anxiety.

Scoring of the Test: The scoring of the TAS is easy and quantitative in nature. The scale can be scored accurately by hand and no scoring key or stencil was required. This scale consists of situations having 5 alternative answers hierarchically presented. These five alternative answers are assigned weights-

Table-1
Alternative Answers and Weights Assigned

Alternative No	Weights Assigned
First Alternative	1
Second Alternative	2
Third Alternative	3
Fourth Alternative	4
Fifth Alternative	5

According to the instructions provided in the manual for TAS the answers ticked by the testee are to be taken in to consideration and the weights are to be assigned regarding the responses obtained for each situation. The sum of all the weights assigned would be the total anxiety score of the individual.

Administration of the test: It is an inventory which may be administered individually as well as in group. The instructions are printed on the title cover of the test booklet. It takes about 30 minutes to complete this self administered scale.

Reliability of the test: The reliability coefficient has been determined by Dr. V.P. Sharma, by using the following methods (a)Coefficient of stability by test retest method (after 10 days): $r_{tt}=.927$
(b)Coefficient of Internal consistency by Split Half technique: Odd-Even method using Spearman Brown formula: $r_{tt}=.876$
Thus the results obtained by both methods shows a high reliability of the test.

Validity of the test: The co- efficient of co-relation of the test anxiety scale was determined by Dr. V.P. Sharma. It was found to be 0.66 as calculated by person’s product moment correlation method.

Collection of Data: The data collection was started in the year 2015. The researcher first of all sought permission from the Principal and then from the Head of the department or from the concerned faculty members in the class rooms in both the colleges. The respondents were assured that their responses will

be kept strictly confidential and will be used for only research purpose.

Later on, the SGPA obtained by the B.A. 2nd semester students in their B.A. 1st semester final examination were collected from the official record kept by the college.

Analysis and Interpretation: For analysis of the collected data simple statistical techniques like – Mean, Standard Deviation, Skewness, Kurtosis, significance of r etc. have been used.

Table-2
Level Academic Achievement of the B.A. 2nd semester students

Sample (N)	Mean	Standard Deviation	Skewness	Kurtosis
200	5.85	.49	0	0.46

From table no.-2, it is observed that the mean and standard deviation of academic achievement of the B.A. 2nd semester students of provincialised colleges Nalbari Town are-5.85 and .49 respectively.

The computed value of skewness of the distribution is 0 which indicates that the distribution of academic achievement scores is massed at the middle.

The computed value of kurtosis is 0.46 which indicates that the distribution is platykurtic, i.e. the distribution is more flatter than the normal distribution.

Table-3
Level of test anxiety

Sample (N)	Mean	Standard Deviation	Skewness	Kurtosis
200	60.95	8.66	-0.71	0.5

From table no.-3, it is observed that the mean and standard deviation of the test anxiety scores of the B.A. 2nd semester students of provincialised colleges of Nalbari Town are 60.95 and 8.66 respectively.

The computed value of skewness of the distribution is -0.71 which indicates that the distribution of the test anxiety scores are skewed negatively or to the left as scores are massed at the high end of the scale.

The computed value of kurtosis is 0.5 which indicates that the distribution is platykurtic, i.e. the distribution is more flatter than the normal distribution.

To test the hypothesis, product moment coefficient of correlation (r) was computed and its significance was tested as shows the table no.- 4.

Table-4

Correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town.

Variable	Product-moment coefficient of correlation (r)	Significance
Test anxiety and Academic Achievement	0.75	Significant at 5% and 1% level

The Product-moment coefficient of correlation (r) between the test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town is 0.75 .The r is significant at 0.01 and 0.05 level as the calculated value is greater than the table values of r at both the levels. This indicates a positive correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town. Hence the null hypothesis is rejected .So, it can be said that there is a significant positive correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town.

Results and Discussion

The results of the present study are –The present study revealed that academic achievement of B.A. 2nd semester students of provincialised colleges Nalbari Town is not too high. It may be due to lack of proper guidance from the teachers and parents and lack of proper facilities and may be because of some other underlying variable associated with their academic achievement. The study also revealed that the level of test anxiety of B.A. 2nd semester students of provincialised colleges of Nalbari Town is also not too high. It may be due to having a positive outlook towards life and career. The major finding of the present study is that there is a significant positive correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town. Therefore, it can be said that students with high test anxiety may be able to maintain a high academic achievement with proper guidance of teachers and parents. It can also be assumed that the student with high test anxiety are more likely to achieve better academically than the students with low test anxiety. Thus, a positive correlation between academic achievement and test anxiety of B.A. 2nd semester students of provincialised colleges of Nalbari Town seems to be justified.

Suggestions: On the basis of the findings of the study the following suggestions may be provided: i. To improve the academic achievement training in study skills and test taking skills should be provided to B.A. 2nd semester students of provincialised colleges of Nalbari Town. ii. A favourable environment should be provided at home and college for raising the academic achievement of the students. iii. Special care and guidance should be provided to the low academic achievers to

boost up their level of academic achievement. iv. Although a positive relationship between test anxiety and academic achievement has been found in the present study, extremely high test anxiety may lead to low quality performance, depression, suicide, etc. So, measures should be taken to reduce extremely high test anxiety.

Suggestions for future research: The study was done within a short period of time with a limited sample. The very nature of entitles that there should be further scope for investigation and research. With this aim in view, the following suggestions are made for future research. i. The present was carried out in Nalbari Town, so similar type of investigation may be carried in another area also. ii. There is scope to find out the relationship between educational aspiration and level of test anxiety of college and university level students. iii. A comparative study can be conducted between level of test anxiety and academic achievement of Nalbari District and other District of Assam.

Conclusion

In conclusion it may be said that there is a significant positive correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town. It is hoped that the study may be considered useful for carrying out some further investigation in the same field and also for improving the academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari town.

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