Abstract

In the present study an attempt is made to explore the Test anxiety of SC students (Boys/Girls & Rural/Urban) and to correlate their Test anxiety with their academic achievement by collecting data from 638 H.S. students (Boys-308, Girls-330, Urban-321, Rural-317) studying in 11th and 12th classes of South 24 pgs and Kolkata Districts of West Bengal with the help of culturally adapted (Bengali Population) T.A.S of V.P.Sharma. It was found that average T.A of Girls > Boys & Urban > Rural and the gender wise impact on Test Anxiety was significant enough to reject the null hypothesis. So the teachers and educational planners should use appropriate instructional designs and programmes to reduce the Test anxiety of Girls as the results shows it has a significant negative correlation with academic achievement.

1. INTRODUCTION

Academic success has been investigated extensively by researchers not only in the field of education but all other social sciences and several factors have emerged as correlates or predictor of academic success. Identifications of correlates or predictors of academic achievement can help a lot for implantation of problem specific instructional designs for augmentation of academic achievement. Scheduled castes students in India are one of the socially disadvantaged group who are lagged behind the non-SC students in terms of academic achievement in every level of education (Rajni, 1990 and Vyas, 1992 as cited by IR Janapati - 2016) and their dropout rates are also high in comparative others in school education. Due to social heatedness, isolation and low social status the students from these social groups have a negative feeling and self-confidence (Sihna, D.N, 1985). They do not attribute their success to their own effort and hard work rather they refer their success to external factors like kindness of their teacher, mercy of God and good luck (Pimpley, P.N, 1987). This tendency leads to superstitious behaviour, perception of
fatalistic outlook etc among themselves and as a result they perceive more stress in the educational settings. Among the factors associated with academic achievement, Test Anxiety is one of them. Several studies suggest that students are affected by test anxiety (Culler & Holahan, 1980; Rafiq, Ghazal & Farooqi, 2007 as cited by Yasmin Nilofer Farooqi, Rabia Ghani, Charles D. Spielberger,2012). Many students experience some level of stress while preparing for an exam. Though appropriate levels of stress can enhance students’ memory, attention, motivation, and can lead to improved test performance (Salend, 2011) but when anxiety levels exceed appropriate levels, it can be debilitating. Test anxiety is “the set of phenomenological, psychological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situations” (Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, & McCann, 2005) It is a reaction to stimuli that are associated with an individual’s experience of testing or evaluative situations” (Sansgiry and Sail, 2006).

2. TEST ANXIETY AND ACADEMIC ACHIEVEMENT

There is however broad agreement in empirical researches that Test anxiety is associated with low academic achievement (Zeidner, 1998). A lots of research studies undertaken in America and Europe showing the same results (Hembree,1988; Seippe,1991 ; Hill and Wigfield,1984; Masson, Hoyois, Nahama, Petit and Ansseau,2004 as cited by Chapell, Blanding and Silverstein, 2005). Also same result is repeated from research conducted in Iran countries i.e. it is found that 36.9% of students have high test anxiety which causes low academic achievement (Rahimi,1999, Mozaffari, 2001 and Keoghi, 2004 as cited by Fayegh Yousefi, et.al.,2010, r=-0.12). But in reference to perceive Test anxiety between the normal and disadvantaged groups, it is noticed that the later perceived more anxiety then former (Putwain, 2007) as cited by Fayegh Yousefi, et.al.,2010. It is clear from both theoretical deals and empirical researches that high test anxiety hampers the memory and performance.

In reference to gender wise variation in Test anxiety some researchers found significant difference between boys and girls (Sharma and Sud, 1990; Barnes, 2005; Jo-Ann Retaguiz,2006; Chander,2006 as cited by Syokwa, Aloka and Ndeung,2014; Rezazadah, M, 2009, Manis C Parekh,2008; Sing, S & Thukral,P,2009; Ghosh Smritikana,2013 and Alam, Md. Mahmood,2014) and in maximum studies it was reported that female perceive more anxiety than male. Some researchers also found no statistical difference among boys and girls (Fiore, 2012 as cited by Syokwa, Aloka and Ndeung,2014; Kumar,2003; Lawrence,A.S.,2014 and Singh Vijaya,2014)

In reference to Locality variation some researchers found a significant difference (Mohanti,1999; Rama Devi,1995; Sing, S & Thukral,P,2009; Gautam Sahuvar,2011; K.V. Sridevi,2013; Ghosh Smritikana,2013). Some research findings support the fact that there is no significant difference exist among rural and urban students ( Lawrence, A.S.,2014 and Singh Vijaya,2014)
But maximum research was undertaken either in international perspective or in India and all the researchers have focused on the general students as sample group. So in this study an attempt has been made to find out the Test anxiety of SC students (Boys/Girls and Rural/Urban) in relation to their academic achievement.

3. OBJECTIVES OF THE STUDY:
   i.) To find out the Test anxiety of SC students in relation to Gender and Locality.
   ii.) To find out the effect of Gender and Locality on T.A. of SC students.
   iii.) To find out the relation of T.A with Academic achievement.

4. HYPOTHESIS

HO1: There is no significant difference of T.A. among Boys and Girls SC students.
HO2. . There is no significant difference of T.A. among rural and urban SC students.
HO3: T.A is has a correlation with Academic Achievement.

5. METHODOLOGY

The researcher adopted a survey methodology to conduct the study.

Sample and Sampling Design: six hundred thirty 11th grade students from Kolkata and South 24 pgs districts of West Bengal are selected as sample by stratified purposive sampling method (Rural-317, Urban-321 and Male 308 and Female 330).

Procedure of study: The data were collected from the selected samples by culturally adopted Test Anxiety Scale of V.P. Sharma as independent variable and their results in secondary Examination are taken as Achievement which is the dependent variable in the present study. Then the collected data are analyzed by descriptive statistics (Mean and S.D) to represent their Test anxiety scores. To test the hypothesis based on gender and location effect on independent variable two ways ANOVA was used. Then the product moment correlation coefficient are calculated to find out relation of T.A with A.A.

6. DESCRIPTIVE ANALYSIS:

Table 1: Sample and Sub Sample wise Mean and S.D. of Test Anxiety

<table>
<thead>
<tr>
<th>Boys (153)</th>
<th>Girls (164)</th>
<th>Total (317)</th>
<th>Boys (155)</th>
<th>Girls (166)</th>
<th>Total (321)</th>
<th>Total (638)</th>
<th>Girls Total (330)</th>
<th>G.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td>57.29</td>
<td>12.32</td>
<td>60.89</td>
<td>16.04</td>
<td>59.17</td>
<td>14.48</td>
<td>57.48</td>
<td>11.88</td>
<td></td>
</tr>
<tr>
<td>63.93</td>
<td>14.81</td>
<td>60.82</td>
<td>13.84</td>
<td>57.39</td>
<td>12.08</td>
<td>62.41</td>
<td>15.49</td>
<td>60.00</td>
</tr>
</tbody>
</table>

Partha Sarathi Mallik :: Test Anxiety of Scheduled Caste Students and Its relation with Academic Achievement
Interpretation: From the above table it is clear that the average Test anxiety of SC students is 60 and S.D. 14.14. The girls (Mean-62.42 & S.D.15.49) perceived more anxiety than Boys (Mean-57.37, S.D. 12.08) and the anxiety perceived by girls are more dispersed than boys as S.D. of girls>boys. Average urban students (Mean-60.82) perceive a little bit more test Anxiety than Rural students (59.17).

HO1: There is no significant effect of Gender on T.A. of SC students.

HO2. . There is no significant effect of Locality on T.A. of SC students.

Table 2: Two Way ANOVA results of Test Anxiety --Gender and Locality

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>4780.154a</td>
<td>3</td>
<td>1593.385</td>
<td>8.197</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>2284926.364</td>
<td>1</td>
<td>2284926.364</td>
<td>11754.476</td>
<td>.000</td>
</tr>
<tr>
<td>LOCAL</td>
<td>416.480</td>
<td>1</td>
<td>416.480</td>
<td>2.143</td>
<td>.144</td>
</tr>
<tr>
<td>GENDER</td>
<td>4010.826</td>
<td>1</td>
<td>4010.826</td>
<td>20.633</td>
<td>.000</td>
</tr>
<tr>
<td>LOCAL * GENDER</td>
<td>323.247</td>
<td>1</td>
<td>323.247</td>
<td>1.663</td>
<td>.198</td>
</tr>
<tr>
<td>Error</td>
<td>123241.846</td>
<td>634</td>
<td>194.388</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2424822.000</td>
<td>638</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>128022.000</td>
<td>637</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table data it is evident that only the null hypothesis based on effect gender is rejected at .01 level of significance i.e. Calculated F value is more than the significance value at .01 level of significance. So it can be stated that significant differences exist among the boys and girls in relation to test anxiety. The hypothesis 2 is not rejected as the calculated F value is less than .05 level of significance. So it is found that Locality has no significant effect on T.A. Also the interaction of Gender and Locality is found to be insignificant to reject the null hypothesis.

HO3: T.As has a no significant correlation with Academic Achievement.
<table>
<thead>
<tr>
<th>TEST ANXIETY</th>
<th>Language</th>
<th>Science</th>
<th>Social Science</th>
<th>Total A.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig.(Two tailed)</td>
<td>1</td>
<td>-.340**</td>
<td>-.291**</td>
<td>-.289**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)

From the table it can be concluded that there exist a negative correlation of Test anxiety with the Academic achievement (-.323) and test anxiety with language subjects (-.340), science subjects (-.291) and social science (-.289). So the null hypothesis is rejected at .01 level of significance. So it can be concluded that higher the academic achievement in different subject there will be lower test anxiety and vice versa.

7. CONCLUSION

The result of the present study is some extent corroborated with the research finding of previous researches and some extent different from some findings. In reference to gender wise variation as it is found a significant gender difference in terms of SC students, the present research findings is same as previous research findings of Sharma and Sud, 1990; Jo-Ann Retaguiz,2006; Chander,2006, Rezazzadah,M,2009 ; Ghosh Smritikana,2013 and Alam, Md. Mahmood,2014 and different from research findings of Fiore, 2012; Kumar,2003; Lawrence,A.S.,2014 and Singh Vijaya,2014 who had found no significant gender difference in terms of Test Anxiety. In reference to Locality difference the present study result is same as research results found by Lawrence, A.S.,2014 and Singh Vijaya,2014 and different from Mohanti,1999; Rama Devi,1995; Gautam Sarkar,2011; K.V. Sridevi,2013; Ghosh Smritikana,2013. In relation to correlation of Test anxiety with academic achievement, the present study is same as the previous research findings of Chapell, Blanding and Silverstein, 2005, Mozaaffari, 2001 and Keoghi, 2004 and Fayegh Yousefi, et.al. 2010.

So Caste/ethnicity as a variable in some areas does not impact on test anxiety and in some context it is till now a social factor which is to be addressed in the positive discriminative way and Gender as a sub variable within Test anxiety has impact on the academic achievement as T.A. shows a significant negative correlation with academic achievement. So the educational planners and instructional designers should try to reduce the anxiety level of girls by appropriate guidance and instructional designs.

8. REFERENCES


