A STUDY ON TEST ANXIETY AND ACHIEVEMENT IN HISTORY OF HIGH SCHOOL STUDENTS

Sivakumar Ramaraj, P

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A STUDY ON TEST ANXIETY AND ACHIEVEMENT IN HISTORY OF HIGH SCHOOL STUDENTS

Dr. R. Sivakumar*
Assistant Professor, Education Wing - DDE, Annamalai University, Annamalai Nagar.
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Abstract

This article investigates the relationship between Test Anxiety and Academic Achievement in History of high school students. The aim was to determine the relationship between Test Anxiety and students’ Achievement in History. The survey method was used in the study. A sample of 350 high school students were chosen by using simple random sampling technique. Some major hypotheses were raised leading to the application of t’ test and correlation analysis. The findings of the present study indicate that shows relatively a maximum number of high school students are possessing high level of test anxiety and the achievement in history of the high school students are relatively at below average level. The findings of the present study indicate that the high school students based on gender, locality and parental education are not significant. The findings of the correlation analysis between test anxiety scores and achievement in history scores shows an insignificant correlation.

Key words: Test Anxiety, Achievement in History and High School Students.

Introduction

All generations create their future, and ours is no exception. But the idea that the future must be better than the past is relatively new. For most the history of our species, the future offered no hope for a happier life. There were new kings to worship and new wars to fight, but most of all things were the same. There really was nothing new under the sun. What we knew was based on tradition and ritual. Things were done a certain way because they had always been done that way. Those who remembered and kept these rituals became powerful scribes and priests, who would often challenge new ideas as a threat to their power.

Anxiety

Anxiety is a psycho-physiological reaction to threat. Anxiety refers to uneasiness of mind. But it is not easy to define the term Anxiety. However, there is some uniformity of opinions about its nature. Kagan and Have-Mann (1976) state "Anxiety is a vague, unpleasant feeling accompanied by a pre-motivation that something undesirable is about to happen". Anxiety is closely related to the emotion of fear, in fact it is very difficult to draw any sharp dividing line between the two.

Test Anxiety

Test Anxiety is an important psychological factor, which affects learning. Anxiety is general is an unpleasant anticipation of future occurrence. Test Anxiety is a bundle of worries of a person to know the results of his performance in the test. All the persons have such a set of worries irrespective of their abilities and age to know the results of their performance. The American psychological Association defines Anxiety as "a danger signal felt and perceived by the conscious portion of the personality. It is produced by threat from within the personality".

Achievement

Achievement refers to the general term for the successful attainment of some goal requiring a certain effort; it is the degree of success in a task. Achievement is the result of certain intellectual and objective of
proficiency. Scholastic Achievement is more important for further learning and personality development of a pupil. Assessing the pupil's progress means identifying what he has achieved. Further, it may provide continuity to progress in studies. The teacher's responsibility in the case of language development skills is to be taken for granted. Children of the same age show enormous differences in their mastery of school subjects. Even children in the same grade, in which we expect some uniformity, show a wide range of achievement in all subjects. We attribute social psychological and economic factors for this individual deference in achievement.

**Achievement Tests**

Standardized Achievement Tests are comparable to the kinds of lists teachers construct for their own use. We have Achievement Tests in reading and arithmetic and for almost every subject in the school curriculum. Ordinarily, the Achievement Test is designed to measure the attainment of the objectives of a specific learning experience. Most of these tests have logical validity since they sample the typical content of school subjects. They have also been given a large number of students; therefore, norms of performance are available for them.

**Need for the Study**

Students are the backbone of the educational process. Education is a process and acts also as an instrument to bring out the unvalued behavior of the individual. The students of today are the youth's of tomorrow and future citizens of the country, therefore proper development and growth of the students should be ensured even at the earliest age. The needful steps taken at this period ensures a healthy democracy in the country. The high school stage is a very important stage, (Particularly in the tenth standard) as it forms the feeder stage for higher education, both academic and technical. It is at this stage the every subject is very importance. History is one of the subjects in the high school section. Among the high school students the achievement is related to their test anxiety, rather than higher educational students. So, the investigator has decided to take up the research study on test anxiety and achievement in history of high school students.

**Objectives of the Study**

1. To find out the test anxiety of the high school students.
2. To find out the achievement in history of high school students.
3. To find if there is any significant difference in test anxiety of high school students belonging to different sub samples.
   a. Gender
   b. Locality of the students
   c. Parental Education
4. To find out if there is any significant difference in the achievement in history of high school students belonging to different sub samples.
   a. Gender
   b. Locality of the students
   c. Parental Education
5. To find out whether there is any significant relationship between test anxiety and achievement in history scores.

**Hypotheses of the Study**

1. The test anxiety of high school students is low.
2. The achievement in history of high school students is high.
3. There is significant difference between test anxiety of high school students with regard to
   a. Gender
   b. Locality of the students
   c. Parental Education
4. There is significant difference between achievement in history of high school students with regard to
   a. Gender
   b. Locality of the students
   c. Parental Education
5. There is negative correlation between test anxiety and achievement in history.

Method of the Study

Normative Survey method was adopted for the study. Random sampling Technique was used in the
selection of sample of 350 high school students from Karaikudi Educational District, have been chosen of
the areas of the population for studies. Out of 25 high school located in Karaikudi 7 high schools were
chosen by Lot method. Then from each of these 7 schools after having arranged the high school students
belonging to different group, in the alphabetical order every 5th student was chosen to constitute the
sample. Thus form these seven selected school 350 high school students were selected for the sample and
gave equal importance for boys and girls.

Tools used for the Study

- The tool namely Test Anxiety inventory Charles D. Spielberger (1991) was used in the study.
- For the achievement in History, an achievement test was constructed by the investigator.

Analysis and Interpretation of the data

Means and standard deviations of the test anxiety and achievement in history scores of the entire
sample were calculated.

Hypothesis - 1

The test anxiety of high school students is low.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety</td>
<td>350</td>
<td>17.67</td>
<td>4.43</td>
</tr>
</tbody>
</table>

The means of test anxiety score is 17.67 which shows high level of test anxiety.

Hypothesis - 2

The achievement in history of high school students is high.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement in History</td>
<td>350</td>
<td>15.47</td>
<td>4.59</td>
</tr>
</tbody>
</table>

The mean of the achievement in history score is 15.47 shows below average of achievement in history.

Hypothesis - 3

There is no significant difference between the means of the Test Anxiety scores of male and female students.
Table - 3
Mean, SD and CR of the Test Anxiety score of Male and Female students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety</td>
<td>Male</td>
<td>175</td>
<td>17.92</td>
<td>4.18</td>
<td>1.051</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>175</td>
<td>17.42</td>
<td>4.66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The details of the calculation are given in Table 3. It is seen from table 3 that there is no significant difference between male and female students in respect of their Test Anxiety score (CR = 1.051 not significant at 0.05 level). Therefore the null hypothesis concerned was accepted.

**Hypothesis - 4**

There is no significant difference between the means of the Test Anxiety scores of urban and rural students.

Table - 4
Mean SD and CR of the Test Anxiety score of Urban and Rural students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety</td>
<td>Urban</td>
<td>110</td>
<td>17.60</td>
<td>4.10</td>
<td>0.204</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>240</td>
<td>17.70</td>
<td>4.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The details of the calculation are given in table 4. It is seen from table 4 that there is no significant difference between Urban and rural students in respect of their test anxiety scores (CR= 0.204 not significant at 0.05 level) Therefore the null hypothesis concerned was accepted.

**Hypothesis - 5**

There is no significant difference between the means of the test anxiety scores of students based on their parental educational status.

Table - 5
Mean, SD and CR of the Test Anxiety scores of High school students based on their Parental Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety</td>
<td>School Level</td>
<td>270</td>
<td>17.73</td>
<td>4.38</td>
<td>0.259</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>College level</td>
<td>80</td>
<td>17.45</td>
<td>4.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The details of the calculation are given in table 5. It is seen from table 5 that there is no significant difference between school level and college level parental education in respect of students test anxiety scores (CR=0.259 not significant at 0.05 level). Therefore the null hypothesis concerned was accepted.

**Hypothesis - 6**

There is no significant difference between the means of the achievement in History scores of male and female students.

Table - 6
Mean, SD and CR of the Achievement in History scores of Male and Female students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement in History</td>
<td>Male</td>
<td>175</td>
<td>15.34</td>
<td>4.74</td>
<td>0.512</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>175</td>
<td>15.94</td>
<td>4.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The details of the calculation are given in table 6. It is seen from table 6. That there is no significant difference between male and female students in respect of their achievement in history scores (CR= 0.512 not significant at 0.05 level). Therefore the null hypothesis concerned was accepted.
Hypothesis - 7
There is no significant difference between the means of the achievement in History scores of Urban and Rural students.

Table - 7
Mean, SD and CR of the Achievement in History scores of Male and Female students.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement in History</td>
<td>Urban</td>
<td>110</td>
<td>15.63</td>
<td>4.58</td>
<td>0.437</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>240</td>
<td>15.39</td>
<td>4.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The details of the calculation are given in table 7. It is seen from table 7 that there is no significant difference between urban and Rural students in respect of their Achievement in History score (CR = 0.437 not significant at 0.05 level). Therefore the null hypothesis concerned was accepted.

Hypothesis - 8
There is no significant difference between the means of the Achievement in History scores of students related to their parental educational status.

Table - 8
Mean, SD and CR of Achievement in History of High school students based on their Parental Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Sample</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>CR</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement in History</td>
<td>School Level</td>
<td>270</td>
<td>15.39</td>
<td>4.57</td>
<td>0.389</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>College level</td>
<td>80</td>
<td>15.75</td>
<td>4.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The details of the calculation are given in table 8. It is seen table 8 that there is no significant difference between school level and college level based on student’s parental education in respect of their achievement in history score (CR = 0.389 not significant 0.05 level). Therefore the null hypothesis concerned was accepted.

Hypothesis - 9
There is negative correlation between test anxiety and achievement in history.

It may be recalled that the objectives of the present study include the finding out of the nature of relationship existing between the high school students’ Test Anxiety and their Achievement in History. For this purpose Pearson’s product moment r’ was computed between test anxiety and achievement in History scores. The details of the calculation are given in table 9.

Table - 9
The zero order correlation between Test Anxiety and Achievement in History scores

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>r’ Value</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety</td>
<td>350</td>
<td>-0.045</td>
<td>NS</td>
</tr>
<tr>
<td>Achievement in History</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is found that the correlation Co-efficient is negative but it is not significant at 0.05 level. Thus there is test anxiety in history in negative correlated but not significant.

Findings of the Study
1. Test anxiety of the high school students is high.
2. Achievement in History of high school students is below average.
3. There is no significant difference between the mean test anxiety scores of male and female students.
4. There is no significant difference between the mean test anxiety scores of urban and rural students.
5. There is no significant difference between the mean Test anxiety scores of students based on their parental education.
6. There is no significant difference between the mean achievement in History scores of male and female student.
7. There is no significant difference between the mean Achievement in History scores of urban and rural students.
8. There is no significant difference between the mean Achievement in history scores of students based on their parental education status.
9. There is negative correlation between Test anxiety and Achievement in History but it is not significant even at 0.05 level.

Conclusion
The findings of the present study indicate that shows relatively a maximum number of high school students are possessing high level of test anxiety and the achievement in history of the high school students are relatively at below average level. The findings of the present study indicate that the high school students based on gender, locality and parental education are not significant. The findings of the correlation analysis between test anxiety scores and achievement in history scores shows an insignificant.

References