IMPACT OF TEST ANXIETY ON THE ACADEMIC ACHIEVEMENT OF KGBV STUDENTS AT SECONDARY LEVEL

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ABSTRACT

Test anxiety mirrors the unnecessary stress that may happen prior to any exams for the students. Feelings; thinking negatively is the hallmark of test anxiety A mild anxiety would always results in better results. Moreover, it is a combination of physiological and psychological feelings and depreciating thoughts occur during test conditions or situations. As test anxiety is a learned behavior pupil can learn to manage their anxiety with practice. In this fast-growing world, academic achievement has turned out to be an index of children's future. The KGBV schools are in residential mode, offering education for girl students belonging to 'lower rung off the society and to reduce the gender disparity. In this paper the researchers made an attempt to find out the impact of test anxiety on academic achievement of KGBV students. Simple random sampling technique was employed to select the sample for the study. The collected data was analysed by using appropriate statistical techniques like percentages, mean, sd, t and f test, and multiple regression analysis.

Introduction

Education is the root for the growth of a nation as well as the individual. It is the backbone for the development of humanity. Education is an important social activity planned and shared by parents, teachers and members of community. It enables individuals to become happy and responsible persons each realizing the qualities with which he/she is endowed and all human beings sharing in the common culture and contributing to the common good.

Education is indispensable for the well being and survival of mankind. It is means meeting the lifelong necessities of the individual. The main reason of the current system is to ensure sustenance of quality so that the students are equipped with life skills. It should enable them acquire employability, sociability and utility.

Test anxiety mirrors the unnecessary stress that may happen prior to any exams for the students. Feelings; thinking negatively is the hallmark of test anxiety. Some of the physical symptoms attributed to anxiety include quick breathing, muscle tension, sweating, a dry mouth, and nervousness. On the other hand, anxiety is a normal tendency and it improves performance. A mild anxiety would always results in better results. Moreover, it is a combination of physiological and psychological feelings and depreciating thoughts occur

during test conditions or situations. As test anxiety is a learned behavior pupils can learn to manage their anxiety with practice.

'Achievement' is generally used to determine the learners' success or attainment in formal education. It may be measured by ratings, tests or examination marks, reports, researchers with numerical factors. Poor school achievement in a behavioral deviation is symptom of mal adjustment (Chauhan, 2003).

In this fast growing world, academic achievement has turned out to be an index of children's future. It is the mainly key educational processes. Achieving in academics is mainly the chief goal in which every student is predictable to reach his aspirations.

Government of India (GOI) with the aim to cherish and accomplish the object of EFA (Education for All), had launched KGBVS (Kasturiba Gandhi Balika Vidyalaya Scheme) in July, 2004 especially for girl students from OBC, SC, ST and Minority Communities from the backward blocks of the Country.

Objectives of KGBVS are:
- To reduce gender disparities.
- To reduce the significant gap in enrolment of girl child from primary level to upper primary level.
- To ensure access to the girl children's from disadvantaged communities SC & ST, OBC & MINORITIES.
- To set up residential schools with boarding facilities from primary to secondary level.

Need of the Study

Performance in academics mostly depends upon the psychological aspects like, stress, interest attitudes, attention, aptitudes, and test anxiety and so on. Among these emotional phases test anxiety is a physiological phenomenon in which people experience extreme stress, anxiety, and distress prior to the test. These responses can severely obstruct an individual's ability to perform well and harmful effects on their emotional, social and behavioral development.

The KGBV schools are in residential mode, offering education. For girl students belonging to 'lower rung off the society. The main intention of the scheme is to provide education where the female rural literacy is low and also fill the Gender gap. Therefore, in this context the present study is going to throw a light on to find out the impact of test anxiety on the Academic Achievement of students who were studying in KGBV schools.

Review of Literature

Fayegh Yousefi, et al (2010) examined relationship between test-anxiety and academic achievement among adolescents; Rizwan Akram & Nasir Mahmood (2010) examined relationship between test anxiety and academic achievement; Omotere Tope (2011) investigated age, sex and Test Anxiety as a predictor of Examination Malpractices among Secondary School; Dordi Nejad, F.G. et. al. (2011) investigated the relationship between test anxiety and academic performance. Taiwo, O. K.; Olley, B. O. (2012) conducted to investigate the influence of examination anxiety and self-efficacy on academic performance among secondary schools students; Ajay Kumar Attri and Neelam (2013) studied academic anxiety and academic achievement of secondary school students.; Sridevi, K. V. (2013) explored the relationship between anxiety and academic achievement; Zamir, S., & Hina, Q. A. (2014) tried to find out the relationship between test anxiety and academic achievement; MohamadMohamadi. ZahraAlishahi and Nooshin Soleiman (2014) explored the relationship between test anxiety and self-actualization as well as test score; Hajloo, N., Seifoori, Z., Asl, S. T. S., & Azimi, F.(2015) carried out a study to determine whether test anxiety, attitude, intrinsic and instrumental motivation play any role in academic achievement of university students.

Naveed Shibli (2015) studied how anxiety does relate with academic achievements; Ramezani, J., Hossaini, M., & Ghaderi, M. R. (2016) examined the relationship between test anxiety and academic performance; Alghamdi, A. R. (2016) explored test anxiety and its implications; Rashmi Rani (2017) investigated the difference in test anxiety between male and female as related to socio-economic status; Chinaza Solomon Ironsi (2017) examined the effect of test anxiety on the academic performance.

Manchanda S., et al. (2018) studied test anxiety among adolescents; Hamzah, F., Mat, K. C., Bhagat, V., & Mahyiddin, N. (2018) studied Test Anxiety and its Impact on first year University Students.

Kasturba Gandhi Balikala Vidyalayas (KGBVs)

University of Hyderabad (UOH), Hyderabad (2009) studied the functioning of KGBV in the State of Andhra Pradesh; Priti Chaudhari et al (2012) investigated the impact of KGBVs on Girls' Education and Retention; Gogoi, Sampreety (2014) appraised Kasturba Gandhi Balika Vidyalaya (KGBV) implemented under Sarva Siksha Bbhijan in Assam;Gogoi, Sampreety and Goswami, Utpala (2015) studied efficacy of Kasturba Gandhi Balika Vidyalaya (KGBV) in Assam on academic performance of children; Swachitha, P., et al (2015) brought out success stories of KGBV passed out girls in Andhra Pradesh; Manorama (2016) Studied the status of Kasturba Gandhi Balika Vidyalaya of Bijnor District (U.P.); Kajal Das; Sayed Nurus Salam; Samirranjan Adhikari (2017) Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme as a facilitator to academic motivation; Pushpa Namdeo.R (2018) influence of locale on educational opportunities of the students of KGBV; Ahmad Irshad et al (2019) explored the perception of KGBV teachers in Kashmir division and Umadevi (2019) appraised the functioning of KGBVs in Kurnool district of Andhra Pradesh.

From the above studies it is clear that there are well-documented researches on test anxiety and academic achievement and still research is on its way, but researches on the impact of test anxiety on the academic achievement of *Kasturba Balika Vidyalayas* (KGBVs), especially in the State of Andhra Pradesh, seem to be in a nascent stage. As none of the studies could throw sufficient light on the problem on hand. Therefore, the researcher felt it is the need of the hour to take up the present study.

Objectives of the Study

1. To assess the Test anxiety among students of Kasturiba Gandhi Balika Vidyalaya at secondary level.
2. To find out the significant difference if any in the test anxiety of Kasturiba Gandhi Balika Vidyalaya students at secondary level due to variation in their age, class, community, parental education, parental occupation number of children and birth order.
3. To know how far and to what extent test anxiety have its impact on the academic achievement of KGBV students.

Assumptions of the Study

1. Test anxiety of Kasturiba Gandhi Balika Vidyalaya students may vary due to variation in their age, class, community, parental education; parental occupation number of children and birth order.
2. It is possible to predict the contribution of test anxiety on the academic achievement of KGBV students.

Hypothesis of the Study

1. There exists significance difference between Test anxiety of Kasturiba Gandhi Balika Vidyalaya students at secondary level due to variation in their age, class, community, parental education, parental occupation, number of children and birth order.
2. To know how far and to what extent the test anxiety have its effect on academic achievement of Kasturiba Gandhi Balika Vidyalaya students oat secondary level.

Variables of the Study

I. Dependent variable
   Academic achievement

II. Independent variable
   Test anxiety

III. Demographical variables
   1. Age   : 12-14years, 15 and above
   2. Class   : 8th and 9th
   3. Community   : OC, BC, SC/ST
   4. Parental Education   : Father/Mother (illiterate/ literate)
   5. Parental occupation   : Father/Mother (Agriculture/Business/Employee)
   6. Number of children   : 1, 2 members, 3 and above
   7. Birth order   : 1,2,3,4 and 5.

Design of the Study

For the present study, survey method was found to be more appropriate. Therefore descriptive survey method was used in the present investigation.

Locale and Sample of the Study

- To study present problems, the researcher selected the students studying in KGBV at secondary level. Andhra pradesh state consists of two regions namely Coastal Andhra and Rayalaseema region. There are 13 districts in Andhra Pradesh, and 345 KGBV schools.
- In the first stage the researcher identified 3 districts from costal Andhra and 3 districts from Rayalaseema region.
- In the second stage the researcher identified 4 schools from each District i.e. 12 KGBV schools from Costal Andhra and 12 KGBV schools from Rayalaseema Region.
- In the third stage the researcher selected the students of 8th and 9th standards from 24 KGBV schools from 6 districts of Andhra Pradesh by using simple random sampling technique. Thus the total sample consists of 1200 students.

Tools used in the Study

Test anxiety scale developed by Dr. V.P. Sharma (2009) was adopted for the present study. Test anxiety scale consists of 25 statements.

Data Collection

By obtaining prior permission from principals of the schools and briefed about the purpose of the work, the researcher collected the data from the students of KVBV's at secondary level.

Statistical Techniques

To analyse the data the investigator employed appropriate statistical techniques like Percentages, Mean, SD, 't' test, F test, and Multiple Regression Analysis

Levels of Test Anxiety of KGBV Students

Level of test anxiety of KGBV students, one of the objectives of study, is to access the learning of test anxiety of KGBV students. The best anxiety level of KGBV students are divided in to five group's viz. very high, high, moderate, low and very low based on the values provided in the test anxiety scale developed by Dr. V.P. Sharma and values are show in the table-1.

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Table 1: Levels of Test anxiety of KGBV student

S. No.	Levels of test Anxiety	Number	Percentage
1	Very high	0	0.00
2	High	44	3.70
3	Moderate	1090	90.80
4	Low	52	4.30
5	Very low	12	1.20
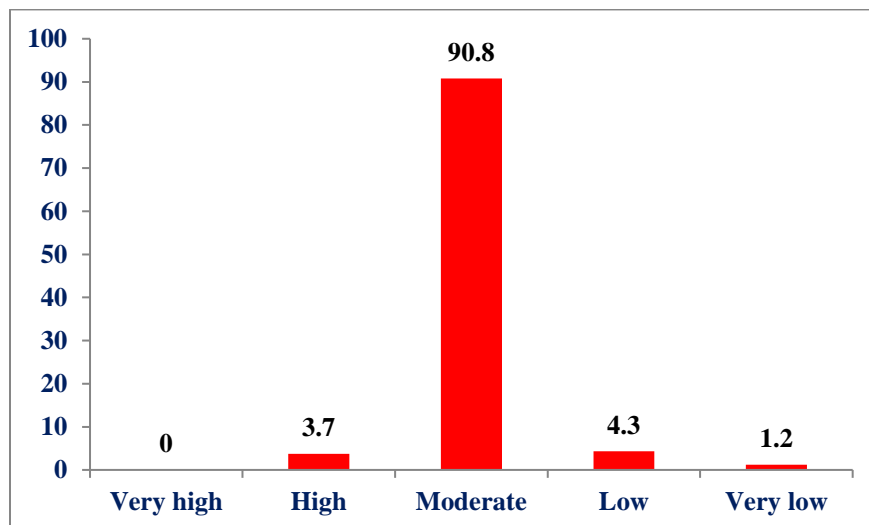
Graph - 1: Levels of Test anxiety of KGBV students

From the above table-1 and the graph, it is clearly shown that 90.80 percent of the students possess moderate level of test anxiety, 4.30 percent of the students possess low level of test anxiety, and 3.70 percent of the students possess high level of test anxiety and 1.20 % of the students expressed very low level of test anxiety. The findings of the present study were support by the findings of Arul Lawarence (2014) revealed that test anxiety of the higher secondary students were moderate.

Hypothesis:

There exists significant difference in the Test anxiety of KGBV students due to variation in their Age and Class.

Table–2: Mean, standards deviation and t value level of significance in the Test anxiety of kgbv students due to variation in their Age and Class

	Variables	N	Mean	Sd. Deviation	t-value	Level of Significance
Age	12-14 Years	1158	75.83	6.87	0.768	@
	15 and Above	42	75.00	6.26		
Class	8th Class	600	75.83	6.49	0.149	@
	9th Class	600	75.77	7.15		

Note: @ Not significant at 0.01 level, Table Value – 2.58

From the above Table -2, it is obvious that the obtained t- values of test anxiety scores with respect variable Age (0.768) and Class (0.149) is less than the table value 2.58 and not significant at 0.01 level. Hence, the formulated hypothesis there exist significant difference in the test anxiety of KGBV students due to variation in their Age and Class is rejected.

Hypothesis:

There exist significant differences in the Test anxiety of KGBV students due to variation in their Parental Education.

Table-3: Mean, standard deviation, t value and level of significance in the Test anxiety of KGBV students due to variation in their Parental Education

	Variables	N	Mean	Std. Deviation	t-value	Level of Significance
Father Education	Illiterate	695	75.70	6.62	2.188	*
	Literate	505	76.90	7.15		
Mother Education	Illiterate	855	75.52	6.38	2.232	*
	Literate	345	76.49	7.86		

Note: * Significant at 0.05 level, Table Value – 1.96

From the above Table-3, it is obvious that the obtained t- values of test anxiety scores with respect variable Father education (2.188) and Mother education (2.232) is greater than the table value 1.96 and significant at 0.05 level. Hence, the formulated hypothesis there exist

significant difference in the test anxiety of KGBV students due to variation in their parental education is accepted.

Hypothesis:

There exists significant difference in the Test anxiety of kgbv students due to variation in their Number of children and Birth Order.

Table-4 Mean, standard deviation t value and level of significance in the Test anxiety of kgbv students due to variation in their Number of children & Birth Order

	Variables	N	Mean	Sd. Deviation	t-value	Level of Significance
No of Children	1-2 Members	553	75.85	6.76	0.232	@
	3 Members and above	647	75.75	6.93		
Birth Order	1-2 Members	930	75.83	6.76	0.334	@
	3 Members and above	270	75.67	7.13		

Note: @ Not significant at 0.01 level, Table Value – 2.58

From the above Table-4, it is obvious that the obtained t- values with respect to the Number of children (0.232) and Birth Order (0.334) are less than the table value 2.58 and not significant at 0.01 level. Hence, the formulated hypothesis there exist significant difference in the test anxiety of kgbv studentswith respect to Number of children & Birth Order is rejected.

Hypothesis:

There exists significant difference in the Test anxiety of KGBV students due to variation in their Community.

Table-5 Mean square, Sum of Square, F-value, t value and level of significance in the Test anxiety of KGBV students due to variation in their Community

Community	Sum of Squares	Df	Mean Square	F	Level of Significance
Between Groups	563.34	3	187.78	4.00	*
Within Groups	56132.052	1196	46.933		
Total	56695.392	1199			

Note: * Significant at 0.01 level, Table Value – 3.78

From the above Table-5, it is obvious that the obtained f- value with respect to Community (4.00) is greater than the table value 3.78 and significant at 0.01 level. Hence, the

formulated hypothesis there exists significant difference in the test anxiety of kgbv students with respect to Community is accepted.

Hypothesis:

There exists significant difference in the Test anxiety of students due to variation in their Father Occupation.

Table-6: Mean square, Sum of Squares, F – value and level of significance in the Test anxiety of students due to variation in their Father Occupation

Father Occupation	Sum of Squares	df	Mean Square	F	Level of significance
Between Groups	300.18	2	150.09	3.19	@
Within Groups	56158.369	1197	46.916		
Total	56458.549	1199			

Note: @ Not significant at 0.01 level, Table Value – 4.60

From the above table-6, it is obvious that the obtained t- values with respect to Father Occupation (3.19) is less than the table value 4.60 and not significant at 0.01 level. Hence, the formulated hypothesis there exists significant differencein the test anxiety of kgbv students with respect to Father Occupation is rejected.

Hypothesis:

There exists significant difference in the Test anxiety of KGBV students due to variation in their Mother Occupation.

Table–7: Mean square, Sum of Squares, F – value and level of significance in the Test anxiety of KGBV students due to variation in their Mother Occupation

Mother Occupation	Sum of Squares	df	Mean Square	F	Level of significance
Between Groups	204.015	2	102.007	2.181	@
Within Groups	55984.372	1197	46.771		
Total	56188.387	1199			

Note: @ Not significant at 0.01 level, Table Value – 4.60

From the above table-7, it is obvious that the obtained t- values with respect to Mother Occupation (2.181) is less than the table value 4.60 and not significant at 0.01 level. Hence, the formulated hypothesis there exists significant difference in the test anxiety of kgbv students with respect to Mother Occupation is rejected.

Prediction of the Test anxiety to the academic achievement of KGBV students

Objective ;   To know how far and to what extent the Test anxiety have its effect on academic achievement of Kasturiba Gandhi Balika Vidyalaya students at secondary level.

Table–8: Prediction of independent variable (Test anxiety) to the dependent variable (academic achievement) of KGBV students.

S. No.		Sum of Squares	df	Mean Square	F	level of significance
1	Regression	55934.1	1	559341.1	4.83	*
	Residual	13867683	1198	11575.695		
	Total	13923618	1199			
Independent variable - Test Anxiety						
Dependent variable - Academic Achievement						

Note: * = Significant at 0.01 level, Table Value 3.84

From the above table-8, it is obvious that the obtained F- value (4.83) is greater than the table value 3.84 and significant at 0.01 level. Hence,it is said that there is a significant positive relationship between test anxiety and academic achievement of KGBV students at secondary level.

Findings of the Study

- Majority (90.8%) of the students expressed moderate level of test anxiety 4.30% of the students revealed low level, 1.20% of the students very low level of test anxiety and 3.71% of the student expressed high level of test anxiety.
- There is no significant difference in the test anxiety of KGBV students with respect to their Age, Class, Number of Children and birth order
- There exist significant difference in the test anxiety of KGBV students with respect to their community and parental education.
- Variable community revealed that, students belonging to SC and ST community possessed high test anxiety compared to students belonging to BC and OC community.
- Variable parental education showed that compared to children of illiterate parents, literate parents' children possessed high level of test anxiety. Maybe it is due to illiterate parents are not compelling their children to work hard and get good marks in the examination.
- By the predictions that are made the independent variable (test anxiety) to the dependent variable (academic achievement), both variables are positively related. As the test anxiety of the students is moderate, the academic achievement is high.

Implications of the Study

- A student with moderate test anxiety will have high motivation, confidence to face any type of tests without any fear of evaluation. Therefore students should change their behavior. Good study habits and attending regularly classroom instructions, taking self-evaluation tests regularly reduce test anxiety and develop high confidence to face any type of tests/ examination.

- Many students are under great parental pressure to score high marks. Complex curriculum and heavy loads of restricted movements which sometimes creates high pressure and academic anxiety in some students and in turn affect their academic performance. Parents should be friendly, supportive encourage for free expression of the difficulties of their children. Parent-teacher relationship must be healthy, so that they can plan together for bringing out the best in their boys and girls. So, that test anxiety among the students can be reduced.

- High test-anxiety causes difficulty in making decisions, sleeplessness, nervousness, changed physiological status, impaired communication. Since, adolescence is a stage to grow into maturity in human life; students should have good mental and physical health. Therefore student's parents and teachers should observe the behaviors of their children and give proper co-operation and to help them to solve their academic problems.

- Academic achievement is the prime constant responsibility of a school or any other educational institution to promote wholesome scholastic growth and development of a student. Therefore school should provide suitable facilities and environment for learning. Evaluation situation should be free from stress. Using modern evaluation techniques following effective method of teaching train the student to face any test situations confidently.

- Head of the institution need to organize guidance and counseling sessions for equitable attitude promotions programs, training in self awareness, sharing their problems and to reduce their negative emotionality.

Strategies to reduce test anxiety

  - ➢ **Encouraging relaxation techniques**
    To reduce test-anxiety, stress and tension among students some of the relaxation techniques should be practiced by the students. Exercises, yoga, meditation, going to small trips, taking short rest breaks during normal school days, should be introduced in the schools for reducing stress among the students.

  - ➢ **Encourage group activities**
    Isolation is one of the major factors that affect anxiety, and academic achievement of students. Encouraging co-operative learning, learning together in groups, discussing about academic aspects to a greater extent to reduce text anxiety.

Conclusion

Generally students express anxiety and stress before or during examination times. It is a physiological phenomena or condition which effects their learning as well as text performance. Infact a lower amount of test anxiety helps for better performance. From the present study the researchers observed that the KGBV students from Coastal Andhra and Rayalaseema region of Andhra Pradesh exhibited moderate level of test anxiety and their academic achievement is at high level. Therefore it can be concluded that less is the test anxiety better will be academic achievement. In theis particular context student studying in KGBV are having test anxiety at in lower end, it may be due to healthy or good teacher and taught relationship that prevails in the classroom environment. Further it may be because of the focus of the teachers on continuous learning, the students are well prepared for the examinations. Therefore it is perceived from the study that the school management, teachers and the institutions environment should be strive towards creating an congenial atmospher where students will prepare well for the examinations inturn the students academic achievement will be at higher end.

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