

TEST ANXIETY AMONG SECONDARY LEVEL STUDENTS: EVIDENCE FROM GUWAHATI CITY OF ASSAM

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Abstract

The present study includes various information regarding the test anxiety among the students of secondary level. Anxiety before taking a test is similar to the anxiety, some people feel before performing in front of an audience. Anxiety about tests and evaluations causes undue stress and distress. Students' degrees of test anxiety are revealed in the present study. The purpose of the research was to learn how many pupils suffer from test anxiety and how those levels vary by gender. Descriptive survey methodology was employed for this investigation. Fifteen boys and fifteen girls (as a sample) were chosen. The "Test Anxiety Scale" developed by Richard Driscoll serves as the standard instrument for data collection. The results of the data analysis show that the majority of students suffer from high levels of test anxiety, with the percentage of anxious girl students being significantly greater than that of anxious boy students.

Key terms: Test Anxiety, Students, Guwahati City, Assam.

INTRODUCTION

Emotion is a crucial part of the human experience and an integral part of the human psyche. Emotions like anger, fear, and worry can become significant roadblocks to progress in life. If we can't get rid of things like these, it will be bad for people's character growth.

Feeling anxious is an emotion. We are all aware of how high our expectations and standards are, and we make an effort to meet them. Anxiety stems from a failure to meet high expectations despite exerting considerable effort. Anxiety and other negative emotions arise when a person struggles to meet his own standards and ultimately concludes that he has no control over the situation.

There are numerous forms of worry that people experience throughout their lives, as described by Joshi (1975). For example, a young child may worry about whether or not his or her needs will be met, while a young adult may worry about his or her ability to find gainful employment or succeed in business.

Depending on the specific anxiety disorder, a wide range of symptoms may be experienced. Concerns about one's future as a student, the amount of work assigned, the cost of education, whether or not one will be accepted to a particular college, how well one will perform academically, and so on are all examples of educational anxiety. They are not equipped to handle tough situations, and as a result, their self-assurance gradually declines.

Students typically experience at least some test-related anxiety. Anxiety before taking a test is a sort of performance anxiety, which is a common reaction when the stakes are high.

A headache or stomach-ache is two symptoms of test anxiety. Some test-takers may experience palpitations, perspiration, and a rapid heart rate as they wait for the exam to be administered. While little nervousness or stress may help one perform to his or her full capacity by making him or her feel alert and focused, excessive worry can stifle creative problem solving, induce a pessimistic frame of mind, trigger panic attacks, and negatively impact academic achievement.

Anxiety about tests and evaluations causes undue stress and distress. Many average pupils have had this experience. It's not obscure or hard to grasp. If you stick to a strategy based on sound advice, you can handle it.

In spite of the fact that everyone experiences anxiety, few will ever confess it. Everyone tries to pretend that it doesn't exist and ignore it because they think it is a show of weakness.

Students today experience a plethora of negative emotions due to the intense level of competition. Several high-profile suicides have been reported in the media during exam seasons, making exam anxiety a major public health concern.

The moment has come to give some thought to students in the hopes of relieving their worry and anxiety. Those in the education sector teachers as well as stakeholders have a duty to foster an atmosphere where students treat exams like a celebration of learning.

Need of the Study

Career preparation increasingly takes precedence over general knowledge in today's schools. The educational institutions as a whole serve as a framework through which students are expected to excel. Students' IQs are determined by their performance on a battery of standardized examinations.

Students in such a scenario have to make greater sacrifices for their academic success, and as a result, focus only on improving their test scores to advance in their chosen fields. Consequently, it causes one to feel fear in response to testing circumstances and to have a variety of other undesirable mental, physiological, and emotional responses.

The current educational system has a serious problem with test anxiety that has to be addressed immediately. Students' awareness of their own exam anxiety has been raised by this study.

"This research will help guide recommendations made to the school's faculty, parents, and administration.

Students might also be given advice and strategies for coping with anxiety. Teachers and parents can benefit from advice on how to assist their children cope with anxiety. Then, both educators and parents will have a deeper understanding of their students and children.

Followings are the other importance of the study: -

- This study provides information about the level of test anxiety of the students can be known.
- Suicide cases of the students can be stopped.
- Students can become free from frustration, depression and stress.
- Students can become able to understand the real importance of examination that it is only an art to express their mental ability and thoughts.

Objectives of the Study

1. To investigate the levels of test anxiety among the students.
2. To study the levels of test anxiety on the basis of gender.

Method Used

To conduct the present study, the Descriptive Survey Method was selected as the complete data collection procedure is conducted under its natural setting. Here, the data is collecting by visiting selected institution personally and gathered the information.

Sample

As a sample 15 boys and 15 girls have been selected for the study from "Cotton Collegiate Government H. S. School".

Tools

In this study, a standardized tool is used to collect the data which is "Test Anxiety Scale" by Richard Driscoll.

Analysis and Interpretation of Data

The basic purpose of this stage of analysis and interpretation of data is to summarize the observations in order to draw some suitable results, which will again help to develop a new area of knowledge.

The analysis and interpretation of data gathered is an essential part of research study. The analysis and interpretation of collected data are elaborately discussed as follows: -

Analysis and Interpretation of Objective No. 1

Objective No. 1: To Investigate the Levels of Test Anxiety among the Students.

In order to find out the different levels of text anxiety among the students, we must find out what are the different levels of test anxiety. The test developer divided the Test Anxiety levels into Six categories i.e., "comfortably low"; "normal or average"; "high normal"; "moderately high"; "high"; and "extremely high".

Data were collected from each sample unit and then analysed to identify the respective level of test anxiety. The data collection is shown in the following table:

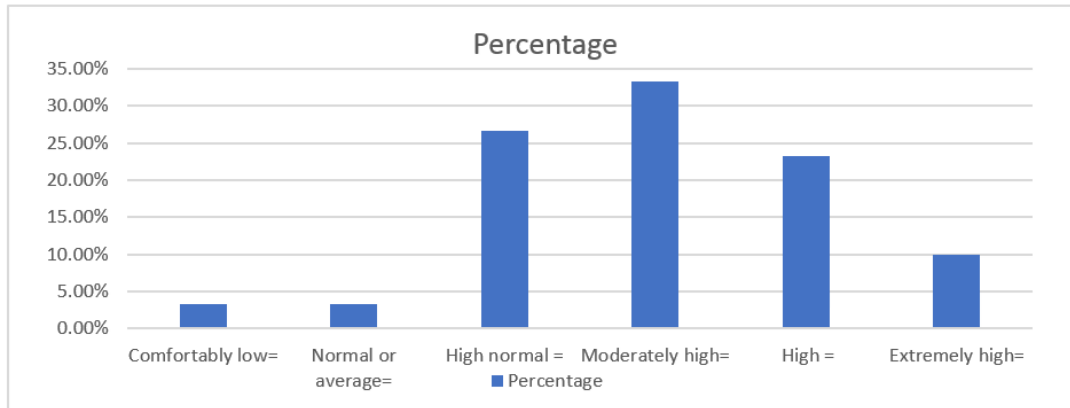
Table No. 1

Levels of Test Anxiety	Number of Students	Percentage (%)
Comfortably low	1	3.33%
Normal or average	1	3.33%
High normal	8	26.66%
Moderately high	10	33.33%
High	7	23.33%
Extremely high	3	10%
Total	30	100%

Interpretation

According to the data presented above, 33.3% of students fall into the "moderately high" category, while 26.66% do so in the "high normal" category, 23.33% in the "high" category, 10.0% in the "extremely high" category, and 3.33% in both the "comfortably low" and "normal or average" categories.

Students with "high normal," "moderately high," and "high" levels of test anxiety are in the majority, while those with "comfortably low" and "normal average" levels of test anxiety are in the minority. Since most students score in the "moderately high" range for test anxiety, this conclusion holds. Below is a visual representation of the pupils' average test-day worries-



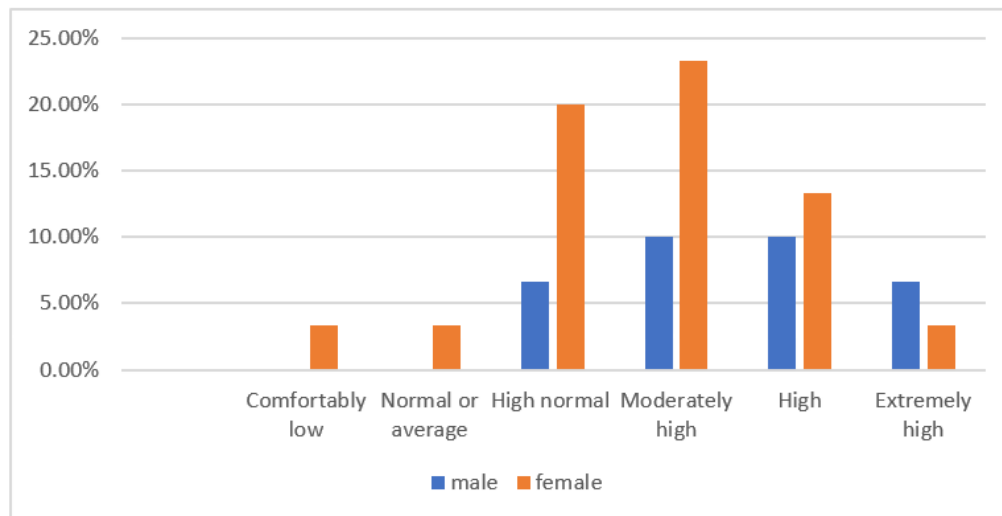
1. Objective No. 2 To study the levels of test anxiety on the basis of gender.

Table No. 2

Level of Test Anxiety	Number of Students		Percentage (%)	
	Male	Female	Male	Female
Comfortably low	0	1	0%	3.33%
Normal or average	0	1	0%	3.33%
High normal	2	6	6.66%	20%
Moderately high	3	7	10%	23.33%
High	3	4	10%	13.33%
Extremely high	2	1	6.66%	3.33%
Total	30			

Interpretation

The study was also conducted to understand the gender- based discrimination regarding the levels of test anxiety. The above-mentioned table shows that test anxiety is a bit higher in female students than in male students. In the level of "comfortably low" the percent of male students is 0% and female students is 3.33%; followed by 0% of male students and 3.33% of female students in "normal or average" level; 6.66% of male students and 20% of female students in "high normal" level; 10% of male students and 23.33% of female students in "moderately high" level; 10% of male students and 13.33% of female students in "high" level; and 6.66% of male and 3.33% of female students in "extremely high" level of test anxiety. The collected data shows that female students possess a higher level of test anxiety than male students. The collected data is graphically presented below –



FINDINGS OF THE STUDY

Objective wise findings of the study are-

1. Findings related to the study about the levels of test anxiety among the students of secondary level

- Students having "comfortably low" and "normal or average" level of test anxiety are very less in number. Only 3.33% students are there in these two categories, which is the lowest number among all the categories.
- 26.66% of students are under the category of "high normal".
- 33.33% of students are there in the category of "moderately high", which is the highest among all the categories.
- 23.33% of students are there in the category of "high" test anxiety.
- 10% of the students are there in the category of "extremely high"

- Most of the students are test anxious (including "high normal", "moderately high" and "high").

2. Findings related to the Test Anxiety and Gender-

- 0% of male students and 3.33% of female students fall into the "Moderately high" and "normal or average" categories, respectively.
- The "high normal" population consists of 6.66 percent of male students and 20 percent of female students.
- The "Moderately high" category includes 10% of male pupils and 23.33% of female students.
- The "high" category includes 10% of male students and 13.33% of female students.
- Finally, 3.33 percent of women and 6.66 percent of men fall into the "extremely high" category.

Suggestions

The results of this investigation into secondary school students' test-taking nerves are illuminating. Due to the paucity of research into the topic, it is essentially unproven. The following are a few recommendations-

- Only secondary school pupils are included in this analysis. It is also possible to do research along these lines on secondary and tertiary levels of education.
- Results are limited to those of "Cotton Collegiate Government H. S. School" only. It is possible to choose other educational institutions for the research.
- Students' test anxiety can be compared across a variety of demographic and contextual criteria, including socioeconomic position, community, instructional medium, academic discipline (e.g., science, arts, and commerce), and so on.
- The influence of educators and parents in reducing students' test-day nerves deserves careful consideration.
- The effect of extracurricular activities on anxiety reduction can also be investigated.
- Emotion, curiosity, intelligence, and other facets of one's personality are equally fertile ground for similar research.

CONCLUSION

The current research attempted to quantify the extent to which secondary school pupils worry about taking exams. The primary goal of this research was to distinguish between various degrees of test anxiety and how they relate to gender. The secondary school years are the most formative in a person's life because they not only usher in the next level of education but also encompass the formative years of adolescence. It's a time of change that can affect you on every level: physically, mentally, emotionally, socially, etc.

They need to be carefully cared for so that they can grow up to have a complete and well-rounded character. Simply put, test anxiety is a debilitating mental state that has a severe impact on pupils' academic performance. Finding the pupils that suffer from test anxiety is the first step in solving the problem. Anxiety is an emotion, so teachers need to take into account how emotionally developed their students are in order to effect positive behavioural changes. The negative effects of test anxiety can be greatly mitigated by fostering healthy emotional growth. Again, attention should be paid to assisting and guiding the kids towards maturing into well-rounded adults. Students can fare better in stressful situations if they have a healthy and optimistic outlook.

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