Text Anxiety in Relation to Academic Achievement of Kasturiba Gandhi Balika Vidyalaya (KGBV) Students – A Study

T.Aruna Kumari

Research Scholar, Department of Education & HRD
Dravidian University, Kuppam, Andhra Pradesh, India

S.Vijayavardhini

Assistant Professor, Department of Education & HRD
Dravidian University, Kuppam, Andhra Pradesh, India

Abstract

Test anxiety is a typical experience in classrooms, changing the performance of students from school for college, as a whole being adults who must take job-related exams. Test anxiety can also move termed as anticipatory anxiety, examination anxiety that occurs in a situation like facing the exam. Indeed, there is a stirred upstate in physiological level causing over-arousal, tension and somatic symptoms and psychological level causing poor attention, deterioration in perception and thought fluency this can lead to worry, dread, fear of failure, and catastrophic experiences before or during test situations among the students. In this context, the research attempted to study the present problem, i.e., Text Anxiety about Academic Achievement of Kasturba Gandhi Balika Vidyalaya(KGBV) students. For the study, the researcher identified 100 students studying (8th and 9th standard) in KGBV schools of Kuppam and Gudipalle Mondal of Chittor district of Andhra Pradesh.

Keywords: anticipatory anxiety, catastrophic, perception, and tension.

Introduction

Test anxiety is 'excessive' stress that may occur before a test or during a trial. Negative thoughts and feelings contribute to Test anxiety. Anxious feelings are composed of feelings of dread and fear. Physical symptoms may include a faster heartbeat, quick breathing, sweating, muscle tension, a dry mouth, and butterflies in the stomach. It is to know that some anxiety is normal and improve performance. Performance anxiety can increase energy focus, providing it is not too excessive. Since test anxiety is learned behavior, students can learn to manage their symptoms of anxiety with practice. Test anxiety is a compound of perceived physiological over-arousal feelings of worry and dread, self-deprecating worries, tension, and somatic manifestations that occur during test situations.

Academic Achievement is the amount of knowledge acquired from my learning. The child gains knowledge by instructions is /she receives at school and are formed around a set of core exercises in which a teacher assigns tasks to peoples and evaluates furthermore compares the quality of their work. The school presents a wide variety of achievement experiences than does the family. Academic performance is based on the number of factors, such as children's attitudes, interest, personality characteristics, and social class, in addition to learning. Academic achievement is a multidimensional phenomenon and may be defined by two main types of factors viz.

Subjective or personality factors and objective factors. Different factors are related to specific himself, his knowledge, learning ability, aptitude, achievement motivation, self-concept, perception of school, study habits, attitude towards the subject, attitude towards the teachers, level of aspiration etc. and physical factors lie within the environment socio-economic status, family traits, home environment, school environment, guidance system, system of evaluation, school situation, type of the school, number of the student in the class etc.

Literature Review

Akanbi Samuel Tovin (2013) researched comparison of test anxiety level of senior secondary school students across gender, year of study, school type, and parental guidance background. 362 students in Nigeria are the sample of the study. Results indicate that no statistically significant difference was identified in the test anxiety course of participants based on a year of study. But considerable difference occurs in the test anxiety of course of participant across gender, school type and parental education background with a female, public school and low parental background students scoring higher the measure of test anxiety.

Mohd. Shakeer (2014), the study was conducted to study the relationship and the effects of academic anxiety on the academic achievements of students. A sample of 352 student's senior secondary school was taken through a random sampling technique. A reliable and valid, academic anxiety scale standardized by Dr. A.K.Singh and Dr. A.Sengupta was used to collect the data. Mean, SD, co-relation, and T-test were employed for the analysis of the data. Research findings reveal an inverse relationship (Negative correlation) between the academic achievement and the academic achievement of High and Low educational anxiety group of students, between High and Low academic group of males, between High and Low academic anxiety group of females, between High academic anxiety group of male and female students. And also between Low educational anxiety groups of male and female students.

Sridevi. K.V (2013) conducted a study to the relationship among general anxiety, test anxiety,

and academic achievement of higher secondary students. The investigator randomly selected a total number of 12 schools for the study that included Government, Private aided, and private unaided schools. The sample comprised of 180 students for the study. The study finds out that there is a high positive correlation between general anxiety and test anxiety. There is a low negative co-relation between general stress and academic anxiety. There is a weak negative correlation between anxiety and academic achievements of higher secondary students.

Methodology

Keeping in view the scope, including the purpose of the study, the investigator used the survey method.

Locale & Sample of the Study: There are 3 KGBV schools in Kuppam Mondal and 1 KGBV school in Gudipalli Mondal. Out of 4 KGBV schools, the investigator identified 2 KGBV schools one from Kuppam and one from Gudipalli Mondays of Chittoor District. From each KGBV school, the researcher selected 25 students from 8th and 9th stranded by using simple random sampling technique. Thus the total consists of 100 students.

Objectives of the Study

*   To assess the text anxiety of Kasturba Gandhi Balika Vidyala students.
*   To find-out significant difference if any in the Test Anxiety of Kasturba Gandhi Balika Vidyala students of due to variation in their class, parental education, and community.
*   To find out the significant relationship between Test Anxiety and academic achievement of Kasturba Gandhi Balika Vidyala students of secondary level.

Hypothesis

*   There exist a significant difference in the Test Anxiety of Kasturba Gandhi Balika Vidyala students of due to variation in their class, parental education, and community.
*   There exist a significant relationship between Test Anxiety and academic achievement of Kasturba Gandhi Balika Vidyalastudents of secondary level.

- Tools used: To study the present problem, the investigator adopted Text Anxiety scale developed by Dr. V.P. Sharma.
- Statistical Techniques used: To examine the data, the investigator used appropriate analytical techniques like mean, SD, 't' test, F test, and Pearson product-moment correlation.

From the above table-1, 72% of the students liked Moderate level of test anxiety, 19% of students possess High level of test anxiety and 9% of the students poses Poor level of test anxiety.

Hypothesis: There exists a significant variance in the Text Anxiety of KGBV students of 8th and 9th Standard due to variation in their 'Class.'

Results and Discussion

Table 1 Level of Test Anxiety of KGVB Students

S. No	Level of Test Anxiety	No	%
1	High	19	19%
2	Moderate	72	72%
3	Poor	9	9%

Table 2 Mean SD, t Value, and Level of Significance for the Text Anxiety of KGBV Students Concerning their 'Class.'

S. No.	Class	No	Mean	SD	't' test	Level of Significance
1	8th	50	205.6	27.4	0.25@	Not Significant
2	9th	50	206.8	19.5		

Note: @= Not significant at 0.01 level. * = Significant at 0.01 level Table Value – 2.63

From the above table-2, it is obvious that the calculated 't' value (0.25) is less than the table value 2.63 and not significant at the 0.01 level. Hence, the formulated hypothesis is 'there is no significant difference in the Text Anxiety of KGBV students due to variation in their Class is refused. And it is concluded that there is no significant difference in the mean values of both 8th and 9th Class students of KGBV.

Hypothesis: There survives a significant difference in the Text Anxiety of KGBV students of 8th and 9th Standard due to variation in their 'Parental Education.'

Table 3 Mean SD, t Value, and Level of Significance for the Text Anxiety habits of KGBV students concerning their 'Parental Education.'

S. No.	Parental Education	No	Mean	SD	't' test	Level of Significance
1	Illiterate	60	200	1.77	0.03@	Not Significant
2	Literate	40	205	78.1		

Note: @= Not significant at 0.01 level. * = Significant at 0.01 level Table Value – 2.63

From the above table-3, it is obvious that the calculated 't' value (0.03) is less than the table value 2.63 and not significant at the 0.01 level. Hence, the formulated hypothesis there exists a significant difference in the Text Anxiety of KGBV students due to variation in their Parental Education is refused. And it is also concluded that there is no significant difference in the mean values of both literate and illiterate of parental education of KGBV students.

Hypothesis: There exists a significant relationship between the Text Anxiety and Academic Achievements of KGBV students of 8th and 9th Standard due to variation in their community.

Table 4 Mean square, a sum of squares and F value and level of Significance for the Text Anxiety habits of KGBV students concerning their 'Community

Community	Sum of Squares	Df	Mean Square	F	Levels of sig
Between Groups	340.5	3	113.5	0.4	@
Within Groups	822	97	8.47	13.4	*
Total	1162.5	100			

Note: @= Not significant at 0.01 level. * = Significant at 0.01 level Table Value – 4.82

From the above table -4, it is obvious that the calculated t value (13.4) is greater than the table value 4.82 and significant at 0.01 levels. Hence the formulated hypothesis there exists a significant difference in the test anxiety of KGBV students due to variation in their community is accepted

Table 5 Correlation between test anxiety and academic achievement of KGBV students

S. No.	Text Anxiety	Academic Achievement	x^2	Y^2	Xy	r
1	3035	9370	110.84	160182	1647.68	0.39

Note: Significant at 0.01 levels.

From the above table-6, it is evident that the calculated 'r' value (0.39) is higher than the table value (0.36) and significant at 0.01 levels. Hence, the formulated hypothesis 'There exists a substantial relationship between Text Anxiety and academic achievement is accepted. Therefore, it can be asserted that there is a positive correlation between Text anxiety and academic performance of KGBV students at the secondary level.

Findings of the Study

- The students of KGBV of 8th and 9th standard possess a moderate level of test anxiety.
- There is no significant difference in the test anxiety of KGBV students concerning their Class.
- There exists no significant difference in the test anxiety of KGBV students concerning their Parental Education.
- There exist a significant positive correlation between the study habits and academic achievement of KGBV students.
- There exists a significant difference in the test anxiety of KGBV students concerning their community.

Conclusion

In Academics, memory plays a significant role. The power of long retention and rapid recall and recognition reflects good memory. The success of individual learning depends on his mind. The psychological factors like stress, anxiety, conflicts, and other similar emotional as well as mental problems lead to forgetting. Especially Test fear shows significant impact on academic achievement of the students. If they Test anxiety in high the educational administration will be low, I.e., due to excessive fear causes for the small feat in this same manner if a person's test anxiety is little, his/her academic achievement will also be low, why because. If he or she is not involved in studies, naturally they won't express any fear about their examinations. Hence the results will below. Generally, it is opined that emotions should be at an optimum level if it is so one can have a balanced personality. The present study reveals that the KGBV students expressed a moderate level of text anxiety and high-level academic achievement.

References

Saxena, J. et al. *Quality Education*, A.P.H. Publishing Corporation, New Delhi, 2009.

Chakrabarati, M. *New Frontiers in Education*, Kanishka Publication, New Delhi, 2008.

Siddiqui, M.H. *Educational Evaluation*, A.P.H. Publishing Corporation, New Delhi, 2009.

Sinha, N. *Academic Talent*, The Associated Publishers, 1993.

Raymont. T. *Modern Education*, Mohit Publications, 1998.

Yatendra Kumar, S. Pal. *Problems of Education*, A.P.H. Publishing Corporation, 2013.

Author Details

T.Aruna Kumari, *Research Scholar, Department of Education & HRD, Dravidian University, Kuppam, Andhra Pradesh, India.* **Email ID:** *baluakkim123@gmail.com.*

S.Vijayavardhini, *Assistant Professor, Department of Education & HRD, Dravidian University, Kuppam, Andhra Pradesh, India.* **Email ID:** *vijayavardhiniss@gmail.com.*