

Association between incapability and worry and Test anxiety .**Dr.Devesh D. Pathrikar****Dr.Bharat H Mimrot****(Dept.of Psychology, NKSPT's A.S.C. College Badnapur, Dist. Jalna India)**

Abstract:- "Purpose of this study was to find out association between incapability, worry and test anxiety. Participants were selected from middle school students in CBSC schools in Badnapur City. Stratification of the sample was done by obtaining a random proportional sample of classes within 8th grade to 9th grade to ensure that a wide variety of students of different ability levels were involved. The Test Anxiety Scale was used to assess test anxiety in this study. It can be described as a 10-item, 5-point, Likert-type instrument. t-test, chi square were used to analyze the data. The results show that there is no significant difference between males and females considering the rate of test anxiety and neither on worry. Pressure placed on females to succeed in school is same as that of males in the present day world. This leads to the increase in test anxiety levels equally both in girls and boys due to increase in competency in the educational world."

Keyword:- *Test anxiety, gender and School area.*

Introduction:-

Test anxiety is really common among college students. It is normal to feel some level of anxiety or stress regarding upcoming exams, papers or presentations. Examination stress and test anxiety are pervasive problems in modern society. As the information age continues to evolve, test scores will become even more important than they are today in evaluating applicants for demanding jobs and candidates for admission into highly competitive educational programs. This is because test anxiety generally causes decrements in performance and undermines academic achievement; the development of effective therapeutic interventions for reducing its adverse effects will continue to be an important priority for counselors, psychologists, and educators. Alleviating test anxiety will also serve to counteract the diminished access to educational and occupational opportunities that is frequently experienced by test-anxious individuals.

According to one review of the research on test anxiety different possibilities have been examined. For example, some studies have identified the root of test anxiety as lying in students' poor preparation. Those studies suggest that some students ineffectively organize or process information and they perform poorly on tests because of this. Naveh-Benjamin et al (1987) have

found that when compared with less anxious students, highly test-anxious students have difficulties in organizing material to be learned. As several research studies have noted, highly test anxious students have less effective study habits compared to their low anxious counterparts. This view is also supported by Hembree (1988), who suggests that a lack of effective study skills contributes to poor performance under evaluative conditions, which in turn leads to heightening feelings of anxiety when it comes to performing in subsequent examinations. Support of this research emerged from treatment studies that have concentrated on helping students to improve study skills. The results of these studies suggest that study skills can also help to reduce test anxiety and improve performance.

So, the motive of this study was to assess the extent of test anxiety in school students and to find its' relationship with incapability and worry.

Review Of Literature:-

A lot of research has been conducted in order to identify in what way test anxiety affects performance, considering the fact that this phenomenon has a variety of sources. According to one review of the research on test anxiety different possibilities have been examined. For example, some studies have identified the root of test anxiety as lying in students' poor preparation. Those studies suggest that some students ineffectively organize or process information and they perform poorly on tests because of this. Naveh-Benjamin et al (1987) have found that when compared with less anxious students, highly test-anxious students have difficulties in organizing material to be learned. As several research studies have noted, highly test anxious students have less effective study habits compared to their low anxious counterparts. This view is also supported by Hembree (1988), who suggests that a lack of effective study skills contributes to poor performance under evaluative conditions, which in turn leads to heightening feelings of anxiety when it comes to performing in subsequent examinations. Support of this research emerged from treatment studies that have concentrated on helping students to improve study skills. The results of these studies suggest that study skills can also help to reduce test anxiety and improve performance.

Test anxiety as a phenomenon has received considerable attention since 1950s. It is considered to be a common educational problem, referring to a situation when students do not feel confident about their abilities, which is reflected especially in their performance and tests results. This view is also supported by a study conducted by Spielberg (1962) with college

students, which revealed that while only 8 out of 138 low-anxiety students dropped out of college because of academic failure, twenty six out of 129 high anxious students left for the same reason.

In any classroom it is likely at least one student can be found with test anxiety. Most research indicates the prevalence rate of test anxiety ranges from 25-40% of the population. Rates of test anxiety are higher among females according to studies using self-reported measures. Research conducted by Hambree (1988) found that test anxiety steadily increases in the early elementary grades, stabilizes around fifth grade, and remained constant through the rest of a student's school years.

Eysenck formulated one possible hypothesis for this relationship between a high level of test anxiety and lowered cognitive performance. According to Eysenck, restriction in working memory capacity is responsible for the decrements in cognitive performance of highly test-anxious individuals. In test situations these individuals encounter task-irrelevant thoughts, such as worries and concerns about self-evaluative aspects of failure, which partially occupy working memory capacity. According to this interference model of test anxiety, anxiety disturbs the recall of prior learning and thus degrades performance. In general, interference models are most applicable to complex tasks rather than to easy tasks, because in easy tasks the remaining memory capacity may suffice to fulfill task requirements.

According to Hodge, McCormick, and Elliot (1997), for instance, explored the level of test anxiety in a large group of adolescents as they approached their last exam. He found that most of the students, especially girls, were encountering a high level of distress during this time, and variables like poor socio-economic condition and the perception of academic competence makes them to be most vulnerable to these negative states. Cole, Truglio, and Peek (1999) in assertion of aforementioned studies, found that female students mentioned elevated levels of anxiety and depression and also devalue their academic competence, while male students showed a reversed trend and overvalued their competency. Consistent with previous research, some other studies also showed that both female undergraduate and graduate students experience more test anxiety than male counterparts in spite of having higher GPAs than male students.

Problem:- To Assess of test anxiety of male and female students

Aims/Objectives:-

1. Find out of levels of test anxiety in school students.
2. To search relationship between test anxiety levels in male and females.
3. Relationship between incapability, worry and gender.

Hypotheses:-

1. There will be significant difference between males and females rate of test anxiety.
2. There will be significant difference between males and females considering the level of incapability.
3. There will be significant difference between males and females considering the level of worry.

METHODOLOGY:-**Sample And Procedure Of Data Collection:-**

Participants were 150 middle CBSE school students in Badnapur city. Students were from middle school who volunteered to take part in this study. Stratification of the sample was done by obtaining a random proportional sample of classes within 8th to 9th. Test Anxiety Scale was administered on the sample. The instructions were given to the sample stating that no answer is right or wrong and answer honestly. This process enabled the researcher to ensure that students answered all the items in the questionnaire.

The Test Anxiety Scale was used to assess test anxiety in this study. It can be described as a 10-item, 5-point, Likert-type instrument. Students were required to read the assertions, and then check the scale number which indicated how much they are frightened when in the mentioned situation. The instrument was modified for the purpose of this study in an attempt to make the items easier to understand by the young participants. For example “exam” was replaced with “test”. The test was conducted to measure anxiety impairments with six items assessing incapability and four items measuring worry and dread which interferes with concentration. The Westside scale combines six items assessing impairment, four items on worry and dread, and no items on physiological over-arousal. The cognitive items are similar to those in the Cassady-Johnson (2001) Cognitive Test Anxiety Scale and in other familiar anxiety scales, and the impairment items are similar to those on the Alpert-Haber (1960) Debilitative Anxiety Scale. The Westside scale thus has high face validity, in that it includes the highly relevant cognitive

and impairment factors but omits the marginally relevant over-arousal factor. The questionnaire was administered was given to the sample. Participation by students was purely voluntary and confidentiality was strictly maintained.

Data analysis and Results:-

To analyze data from the anxiety measure, the researcher totaled the scores on the survey and divided the number by ten to get each student’s Test Anxiety score.

The primary purpose of this study was to investigate the relationship between test anxiety and gender. Findings show that 10% of students in our sample suffer from test anxiety. The analysis shows that there is no meaningful relationship between test anxiety and gender variation. This is inconsistent with the previous researches on gender effects on test anxiety. However, this difference has been evidenced by some researches. This statistical analysis was done to explore to assess the level of test anxiety in school students and to find its’ relationship with incapability and worry.

Table no. 1 shown to describe that the total test anxiety status, test anxiety status of boys and girls and total test anxiety percentage.

Test Anxiety Status	Boys	Girls	Total	Percentage
Low	8	7	15	10
Moderate	32	33	65	43.3
Moderately High	27	28	55	36.6
Extreme	8	7	15	10

Table no. 2 shown to describe gender, mean and standard deviation of test anxiety level

Gender	Mean	Std. Deviation	t
Male	2.70	0.5275	0.33
Female	2.82	0.5605	
Total	5.60	1.0881	

Table no. 3 shown to describe gender, mean and standard deviation of incapability and worry.

Gender	Incapability		T	Worry		T
	Mean	Sd		Mean	Sd	
Male	1.73	0.38	0.05	1.05	0.30	0.16
Female	1.70	0.38		1.09	0.29	
Total	3.4	0.7714		2.1746	0.5811	

Interpretation of results:-

In the first analysis the researcher's purpose was to test the first hypothesis "There will be difference between males and females considering the rate of test anxiety". The t-test was conducted. The results show that there is no significant association between males and females considering the rate of test anxiety. Comparing the mean of test anxiety scores between male and female students shows that there is no meaningful difference between males and females considering the rate of test anxiety. As it is shown in table no.2 the mean of test anxiety score for female students (Mean=2.82, SD=0.5605) was almost same as the mean of test anxiety score for male students (Mean=2.70, SD=0.5275). In the second analysis, the researcher aimed at finding the relationship between incapability and sex of a person.

To test the second hypothesis "There will be significant difference between incapability and gender" the data collected by test anxiety questionnaire (test anxiety scores) and the students' GPA (grade point average) was analyzed. It was tested using the t-test. The results show that there is a no significant differences between these two variables.

In the third analysis, the researcher intends to test the third null hypothesis "There is no relationship between worry and gender". For testing this, the t- test was conducted. The results show that there is no meaningful relationship between worry and gender. Further, the correlation between the incapability and worry was computed and it was found that the variables are uncorrelated.

Conclusion:-

- There is no difference between males and females considering the rate of test anxiety".
- There is no significant difference in incapability of female and male.
- There is no meaningful relationship between worry and gender.

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