



ANXIETY TOWARDS KANNADA TEST AMONG ENGLISH MEDIUM IX STANDARD STUDENTS

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ABSTRACT

The main objective of the study was to find out whether there is Kannada Test Anxiety among English Medium IX Standard Students. The investigator adopted the survey method for the study. The size of the sample was 300 English Medium IX Standard students of Raichur district. The self made tool was used for the collection of data. The tool had 25 items and it was a check list. The result indicated that Kannada test anxiety of the English Medium IX Standard students differed significantly with regard to the type of school management and nature of schools.

KEYWORDS: *Kannada Test, IX Standard Students.*

1. INTRODUCTION

Kannada Test Anxiety is seen before the performance at high school examination. On one hand teachers labour hard for their students and want them to achieve high score and on the other hand parental expectation too peaks up fairing well in examination. Parents leave no stones unturned for their wards that they do better than others. This experience of anxiety stress and discomfort occur on or before tests or examination.

2. NEED FOR THE STUDY:

Today, Kannada test anxiety is one of the major problems that English Medium adolescents are encountering. Anxiety and stress are inevitable during the life span of adolescents. Anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide. (Costello, Mustillo, Exkanli, Keelers Angold, 2003). The prevalence rates range from 4.0% to 25.0% with an average rate of 8.0% (Bernstein and Borchardt, 1991;) Boyd, Kostaski, Gullone, Ollendick and Shek, 2000). These figures could be under estimated since anxiety among a large number of children and adolescents goes undiagnosed owing to the internalized nature of its symptoms. (Tomb and Hunter, 2004). Although the reasons for anxiety can be various, the outcome is always the same. It restrains adolescents to accomplish the tasks which are reflected in school examination, cognitive abilities and activities, interaction with teachers, peer group and family. Number of factors such as psychological factors (emotion, self-esteem, anxiety, attitude, fear and motivation), instructional factors (methodology and teacher-pupil relationship) and situational setting (such as giving answer in front of the whole class) are the root causes of anxiety. It is observed in many families that young boys and girls too are spending sleepless night, struggling to get all the necessary information and materials for their better performance in order to fulfill the expectations of their parents. Adolescent girls report a greater number of worries, more separation anxiety, and higher levels of generalized anxiety (Costello, Egger & Angold 2003; Weiss



& Last, 2001). Other studies with Chinese population linking family factors and adolescent symptoms have found no significant difference between males and females (Kim & Ge, 2000; Yungetal 2000). Highly test-anxious students score about 12 percentile points below their peers. Kannada test anxiety is prevalent amongst the student population of English medium. Based on the literature review, a need was felt to conduct a research in the area of anxiety on Kannada test.

3. OBJECTIVES OF THE STUDY:

The objectives of the study are as follows

1. To study the level of Kannada Test Anxiety among English Medium IX Standard students.
2. To find the significant difference in the level of Kannada Test Anxiety among IX standard students based on following variables Gender, Locality of the school and Type of school.

4. HYPOTHESES OF THE STUDY:

There is no significant difference in the level of Kannada Test Anxiety among English Medium IX Standard students in terms of Gender, Locality of the school and Type of school.

3. METHODOLOGY USED IN THIS STUDY:

Population:

Population of the study includes the students studying at various Secondary / Higher Secondary schools in Raichur District during the academic year 2015-16.

Sample:

A stratified representative sample of 3 00 IX Standard students constituted from the schools in Raichur district with due importance given to variables namely Gender, Type of the school, Nature of the school and Parental education.

Method: Survey method

Tool:

Kannada Test Anxiety check list was prepared and validated by the investigator and guide

Statistical treatment:

Mean, Standard deviation, 't' test and F test

4. ANALYSIS AND INTERPRETATION:

There is no significant difference in the level of Kannada Test Anxiety among English Medium IX Standard students in terms of Gender, Locality of the school, Type of school and Parents qualification

Table - 1
Difference Between IX Standard Students In Their Kannada Test Anxiety In Terms Of Gender

Variable	Sub Variables	N	Mean	SD	Calculated 't' value	Remark at 0.05 Level
Gender	Male	146	16.04	5.784	1.133	Not Significant
	Female	154	15.25	6.323		

It is evident from the above table that the obtained 't' value 1.133 is less than the table value 1.96 at 0.05 level of significance. Hence, the Null hypothesis "There is no significant difference among English medium IX standard students in their Kannada Test anxiety in terms of Gender is accepted.

Table - 2
Difference Among IX Standard Students In Their Kannada Test Anxiety In Terms Of Type Of School

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean Squares variance	Calculated 'F' value	Remark at 0.05 Level
Type of school	Between	1254.087	2	627.043	19.08	Significant
	Within	9761.58	297	132.867		

It is inferred from the above table that the calculated 'F' value 19.078 is higher than the table value 3.09 at 0.05 level. Hence the mean difference is statistically significant. Hence, the Null hypothesis "There is no significant difference among English medium IX standard students in their Kannada Test Anxiety in terms of Type of school" is rejected.

Table - 3
Difference Among IX Standard Students In Their Kannada Test Anxiety In Terms Of Nature Of School

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean Squares variance	Calculated 'F' value	Significant at 0.05 Level
Nature of school	Between	325.768	2	162.884	4.525	Significant
	Within	10689.899	297	35.993		

It is inferred from the above table that the calculated 'F' value 4.525 is higher than the table value 3.09 at 0.05 level. Hence the mean difference is statistically significant. Hence, the Null hypothesis "There is no significant difference among English medium IX standard students in their Kannada Test Anxiety in terms of Nature of school" is rejected.

Table - 4
Difference among IX standard students in their Kannada test Anxiety in terms of locality Of School

Variable	Sub Variables	N	Mean	SD	Calculated 't' value	Significant at 0.05 Level
Locality of the school	Rural	150	15.13	6.474	1.429	Not Significant
	Urban	150	16.13	5.614		

It is inferred from the above table 4 that the calculated 't' value 1.429 is less than the table value 1.96 at 0.05 level. Hence, the Null hypothesis "There is no significant difference among English medium IX standard students in their Kannada Test Anxiety in terms of Locality of the school" is accepted.

5. MAJOR FINDINGS OF THE STUDY:

1. Male and female IX standard students do not differ in anxiety towards Kannada test.
2. Kannada test anxiety of the students is found to differ according to the type of school management. From the mean scores, it is found that the IX standard students of Private schools have high anxiety towards Kannada test. Private schools encourage their students to use English in all aspects and Kannada is considered just as a subject and mere pass marks are acquired. Without much training, students of Private schools struggle to face Kannada test and this results High anxiety.
3. Kannada Test Anxiety of the students is found to differ according to Nature of the school. It is found that the IX standard students of Co-Education schools have High anxiety while Girls school students possess the least anxiety. The students of Co-Education schools are normally nervous since even a small incident can be embarrassing before opposite sex. They would not want to get low marks in any subject, especially in Kannada, which is their mother tongue, and hence it adds anxiety.
4. IX standard Students do not differ in their Kannada test anxiety in terms of locality of School.

6. Educational Implications:

Based on the findings of the study, the following recommendations are given to overcome Kannada test anxiety.

Kannada Teachers should help students in the following areas

1. Developing good study habits and strategies
2. Managing time (dealing with procrastination, distractions, laziness)
3. Organizing materials to be studied and learned
4. Take a step by step approach to build a strategy and not get overwhelmed
5. Kannada Language teachers can make the classes interesting by narrating various stories, reporting poems by eminent scholars, dramas based on our Kannada culture and tradition and insist the importance of safe guarding of our language.

7. CONCLUSION:

Test anxiety is often rooted in early childhood experiences. Fear of performing badly in exam can go back far into childhood. Anxiety can distort the view of reality. Fear often causes us to see things differently from reality. As English occupies an important position in our country it has to be taught to the children in schools. But, it does not necessarily mean that mother tongue should not be given importance. One such situation is the bilingual teaching method followed in the classroom. From the beginning of the primary level, Kannada must be taught to the students in a simple manner and scientific terms must be introduced through the same simple method. Teachers must boost the students with a soft cornered nature, so that the students can freely express their ideas and suggestions inside the classroom. It will remove the psychological fear and promote the socialization among the students. Seminars and debates can be conducted in school to develop self-confidence in children to express themselves in correct Kannada. Kannada Test Anxiety has to be eradicated or minimized so that academic achievement of the students could be improved.