



TEST ANXIETY AND SELF-CONCEPT OF HIGHER SECONDARY STUDENTS IN CUDDALORE DISTRICT

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ABSTRACT :

The present study was explored to find out test anxiety and self-concept of higher secondary students. The study correlates in respect of test anxiety and self-concept. Survey method conducted on a random sample of 300 higher secondary students in Cuddalore District. Data was analyzed by t-test and r-value. Results found that there is no significant difference in test anxiety of higher secondary students with respect to gender and type of management. Finding also indicated that test anxiety and self-concept are not significantly correlated.



KEYWORDS : Test Anxiety, Self-concept, Higher Secondary Students.

INTRODUCTION:

Education is considered to be an indispensable thing in life, which aims to equip the youth today to meet the challenged before him in future. Expectations from education are varied and many students expect to realize their aspiration through education. Parents and teachers expect intellectual, moral and social development of their children. The functions of education thus have to be related to the expectations of students, parents and teachers. It is often found that students who glamour for education succeed in gaining admission to institution of learning, for education succeed in gaining admission to institution of learning, perform far below the standards that might be expected of them. The problem faced today in each classroom is the poor achievement of healthy and intelligent children who are neither retarder mentally not handicapped physically. Basic aim of education is to ensure a harmonious development of the child's personality, so as to make him an effective individual in the average expected environment. To achieve this supreme objective, education should strike a balance between Cognitive, Affective, Psycho-motor and social dimensions of development.

OBJECTIVES OF THE STUDY

1. To find out the level of test anxiety of higher secondary students.
2. To find out the level of self-concept of higher secondary students.
3. To study the significant difference in test anxiety of higher secondary students based on gender.
4. To study the significant difference in test anxiety of higher secondary students based on type of management.
5. To find out the relationship between test anxiety and self-concept of higher secondary students.

HYPOTHESES

1. There is no significant difference in test anxiety of higher secondary students with regard to gender.
2. There is no significant difference in test anxiety of higher secondary students with regard to type of management.
3. There is no significant relationship between test anxiety and self-concept of higher secondary students.

METHOD & SAMPLE

The normative survey method was employed for the present study. A random sample of 300 higher secondary students was selected from 6 higher secondary schools locating in Cuddalore District, Tamil Nadu.

Tools

- Test Anxiety Scale by Sharma (1978).
- Self-Concept Scale by Mukta Rani Rastogi (1979).

Data Analysis

Table 1: Level of Test Anxiety of Higher Secondary Students

Test Anxiety	N	Mean	SD
	300	24.19	0.39

Table-1 shows that the mean and SD are found to be 24.19 and 0.39. It indicates that the higher secondary student's level of test anxiety is moderate.

Table 2: Level of Self-concept of Higher Secondary Students

Self-concept	N	Mean	SD
	300	166.43	13.01

Table-2 depicts that the mean and SD are found to be 166.43 and 13.0. It implies that the higher secondary student's level of self-concept is low.

Table 3: Test Anxiety of Higher Secondary Students based on Gender

Gender	N	Mean	S.D	t-value	Remark
Boys	130	70.84	2.08	0.76	Not Significant
Girls	170	74.36	8.08		

From Table-3, the t-value 0.76 is not significant at 0.05 level. It is concluded that the higher secondary boys and girls do not differ in their test anxiety. Hence the hypothesis-1 is accepted.

Table 4: Test Anxiety of Higher Secondary Students based on Type of Management

Type of Management	N	Mean	S.D	t-value	Remark
Government	150	70.40	6.98	1.07	Not Significant
Private	150	75.27	5.30		

From Table-4, the t-value 1.07 is not significant at 0.05 level. Thus there is no significant difference in test anxiety of higher secondary students in terms of type of management. Hence the hypothesis-2 is accepted.

Table 5: Relationship between Test-anxiety and Self-Concept of Higher Secondary Students

Test-Anxiety vs. Self-Concept	'r' value
	0.047

Table-5 reveals that the obtained r-value is 0.047 which is not significant at 0.05 level. There is no significant relationship between Test-anxiety and Self-Concept of higher secondary students. Therefore the null hypothesis is accepted.

CONCLUSION

The study is aimed to find out the test-anxiety and self-concept of higher secondary students. From the results, it is concluded that the higher secondary student's test-anxiety is not significantly related to their self-concept. Therefore measures to improve self-concept are essential in enhancing test-anxiety.

REFERENCES

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