Test Anxiety and Academic Performance of Secondary School Students in the District of Paschim Medinipur, West Bengal

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Abstract:

Test Anxiety is an important issue for Secondary Students, because they take the first board examinations at the Secondary level. So the Students are terrified to take the exam. The Test Anxiety expressed in the form of General Test Anxiety, Physical Symptoms/Reactions, Thought Disruptions and Afraid/Fear. Through the present study an attempt has been made by the investigators to assess the level of Test Anxiety among the Students of Secondary level of Paschim Medinipur District in West Bengal in relation to some personal and socio-demographic variables. The investigators have used Descriptive Survey method for the present study. The sample consists of 332 Students who studied at Secondary level from various Secondary Schools of Paschim Medinipur in West Bengal. The stratified random sampling technique has been used for the selection of sample in the present study. The investigators have developed a self made questionnaire followed by Likert’s five point scale i.e. Always, Often, Sometimes, Rare and Not at all. For the analysis of data Mean, S.D., t-test, ANOVA, Correlation and graph have been used by the investigators in the present study. The results of the study explore that Test Anxiety of the Students is being Moderate in the district of Paschim Medinipur, West Bengal at Secondary Level. It is also revealed that the result is significant difference among the Secondary School Students in respect to their level of Test Anxiety on the basis of their Guardians’ Educational Qualification in the district of Paschim Medinipur. Test Anxiety has a negative impact on Students’ life when one’s Test Anxiety will increase; the Academic Performance of that person will be decreased.

Keywords: Test Anxiety, Academic Performance, Secondary School Students.

1. Introduction

The term “Test Anxiety” denotes a psychological condition that leads learner to feel uneasiness or apprehending unreasonable fears before, during and after examination. Most of the Students feel such an Anxiety before some big test. A few students is so much absorbed in Test Anxiety that it affects their grades badly. It is this Anxiety which prevents them /come as a barrier in their academic life, that they cannot give their best potentials in the exams, though they have much knowledge and skills. However, Test Anxiety is not an incurable psychological problem but can be prevented if they are taken proper care to get relieved from such an Anxiety & uplift their confidence to a higher level which will enable them to perform much better.

On the basis of the concepts of Chapell, et al. (2005), Hamberee and Mc Donald, it has been proved that in time bound examinations the students, having test anxiety cannot achieve more success than the students having low test anxiety. Spielberger (1966) described test anxiety as an ‘ego threat’ including fear of judgment, damage of self esteem and negative outcomes of testing. DSM-IV-TR; (2000) indicated that test anxiety most closely aligns
with the classification of social phobia which centers on the fear of performance in social situations due to the threat of embarrassment.

Secondary education is the first part of board examination. Therefore, test anxiety among the students can be seen more and more in the secondary level. When a student becomes a victim of test anxiety head ache, nausea, diarrhea, cough, high palpitation etc. are the psychological changes noticed in him/her. The cognitive changes that can be noticed in him/her are anger, fear, frustration, cherishing negative thoughts and to compare himself/herself with others. Test anxiety occurs among the students for various reasons such as, pressure of the parents, lack of preparation, fear of failure, weak history of exams, irrelevant thoughts etc. Text anxiety leaves negative impact on the students.

Sometime, we should keep in mind the fact that Test Anxiety is not negative all the time. It has its positive aspects. If a student does not have any Anxiety regarding their exam they will not be motivated to perform well in the exam. It serves as a tonic to put much energy and enthusiasm on his preparation which helps him to a great extent to do much better. When Test Anxiety crosses its limit it became a burden and then it causes an impediment on his way to progress.

Academic performance is an important criterion to the students since it determines higher education, professional life and other important aspects of their life. Qualification and skill of students are determined only on the basis of their academic performance. Therefore, academic performance plays a vital role in the post academic life of the students. Intelligence reading, interest, test anxiety etc. leave tremendous impact on academic performance.

2. Needs and Significance of the Study

The present study is about Test Anxiety of Secondary School Students in the district of Paschim Medinipur. Test Anxiety plays an importance role for good academic performance of students. The present study will help teachers, parents, guide scholar & counselor to understand the Test Anxiety of secondary students.

3. Review of the Related Literature:

Ndirangu et al. (2008) have conducted a study on “An investigation of the relationship between Test Anxiety and Academic Performance in Secondary Schools in Nyeri district, Kenya”. This research suggested that the Students experience high test anxiety before they sit their examinations which can be detrimental to their academic performance and the Test anxiety may not be one of the factors that contribute significantly to poor academic performance.

Rana & Mahmood (2010) have conducted a study on “The Relationship between Test Anxiety and Academic Achievement” This study was found that a significant negative relationship exists between test anxiety scores and students’ achievement scores. Results showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional). Therefore, it is concluded that test anxiety is one of the factors which are responsible for students’ underachievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety.
Onyeizugbo (2010) has conducted a study on “Self-Efficacy and test anxiety as correlates of academic performance”. The result showed a positive correlation between self efficacy and academic performance. There was a negative correlation between test anxiety and academic performance.

Kashfi et al. (2011) have conducted a study on “The relationship between test anxiety and educational performance among the students at School of Health and Nutrition, Shiraz University of Medical Sciences in 2011”. This study found that no statistically significant relationship between test anxiety and educational performance and a significant relationship was observed between GPA and gender and marital status.

Roy & Ghosh (2013) have conducted a study on “Test Anxiety and Academic Performance of School Students”. This research suggested that test anxiety adversely affects the performance of the school students and Female students have higher percentage in high level of test anxiety than male students.

Oladipo & Ogungbamila (2013) have conducted a study on “Academic level and student’s faculty as factors of test anxiety among undergraduates”. The result showed that students’ faculty and academic level did not have a significant relationship with test anxiety respectively and academic level and students’ faculty are not significant predictor of test anxiety among undergraduates in Nigeria.

Akinsola & Nwajei (2013) have conducted a study on “Test Anxiety, Depression and Academic Performance: Assessment and Management Using Relaxation and Cognitive Restructuring Techniques”. The finding of the study revealed that a positive and significant relationship was found between test anxiety, trait anxiety, and depression and the test anxiety levels of males and females were not significantly different.

Olaitan & Moroluyo (2014) have conducted a study on “Contributions of Test Anxiety, Study Habits and Locus of control to Academic Performance”. The result suggested that the three variables (Test Anxiety, Study Habits and Locus of control) positively correlate with, and significantly predict academic performance. This implies that academic performance is associated with non-cognitive and socio-psychological variables.

Sehnaz (2015) has conducted a study on “A study on the Level of Test Anxiety of B.A. 2nd Semester Students of Provincialised Colleges of Nalbari Town in Relation to their Academic Achievement”. This study was found that there is a significant positive correlation between test anxiety and academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari Town.

Duraku (2016) has conducted a study on “Factors Influencing Test Anxiety among University Students”. This study revealed that undergraduate students reported significantly higher levels of test anxiety compared to graduate students. Regarding anxiety reduction factors, Masters students reported higher levels of confidence, study skills, receiving good grades, and prior information gained compared to undergraduate students.

Msayar et al. (2016) have conducted a study on “The Relationship Between Test Anxiety and Academic Self-Regulated Learning Among Foundation Students”. This study was found that there was no statistically significant difference between male and female in their test anxiety and also the result showed that there was a statistically significant difference between male and female in their academic self-regulated.

Nivenitha & Nagalakshmi (2016) have conducted a study on “Influence of Test Anxiety and Mindfulness on Academic Performance among Adolescents”. This study revealed that mindfulness, test anxiety, academic performance and significant difference between mindfulness, test anxiety, academic performance there t a positive correlation between mindfulness and academic performance, negative correlation between mindfulness and test
anxiety, negative correlation between academic performance and test anxiety. It is also found that male are high in mindfulness and academic performance while as female have more test anxiety. From the results it is inferred that there is significant relationship exist between based on gender.

Balogun et al. (2017) have conducted a study on “Test Anxiety and Academic Performance among Undergraduates: The Moderating Role of Achievement Motivation”. The Results showed that test anxiety had a negative impact on academic performance. Achievement motivation had a positive impact on academic performance. Also, achievement motivation significantly moderated the relationship between test anxiety and academic performance.

Stankovska et al. (2018) have conducted a study on “Emotional Intelligence, Test Anxiety and Academic Stress among University Students”. The results indicated that the total score of emotional intelligence correlated with the test anxiety and academic stress felt, as well as the academic success achieved, by the university students. At the same time there was a significant positive relationship between emotional intelligence, test anxiety, academic stress and gender. There was no correlation between emotional intelligence and the course of study, but there was a positive relationship between test anxiety, academic stress and the course of study.

Rani (2017) has conducted a study on “Test anxiety among school students”. This study revealed that Male and female differ significantly on the level of test anxiety. The female students reported higher level of test anxiety as compared to the male student, and low socio-economic group as compared to high socio-economic group tend to be more anxious. The mean anxiety scores of low and high socio-economic group is 26.39 and 20.38. The obtained t ratio is 13.06 which is highly statistically significant at 0.01 level.

Ahsan & Anand (2016) have conducted a study on “A Study of the Relationship between Test Anxiety and Study Habits of Physical Education Students”. This study revealed that there is negative relationship between the study habits and test anxiety of male and female physical education students studying at senior secondary level. The ‘r’ value between the study habits and test anxiety of the male physical education students is found to be negative but statistically significant 0.01 level.

From the aforesaid discussion on the basis of previous work, it is clear that there is so many of studies related to Test Anxiety of secondary school Students. But none of the studies have been conducted by any researcher to find out the Test Anxiety of secondary school teachers in the district of Paschim Medinipur, West Bengal. Hence, the researcher has taken the present study to find out the level of Test Anxiety of secondary school Students in the district of Paschim Medinipur, West Bengal.

4. Objectives of the Study:

The researcher has conducted his study on the basis of the following objectives:

1. To study the level of Text Anxiety among the Secondary School Students in the district of Paschim Medinipur.
2. To find out the differences between Boys and Girls Students in respect to their level of Text Anxiety.
3. To find out the differences between Urban and Rural School Students in respect to their level of Text Anxiety.
4. To find the differences between Urban Boys and Urban Girls School Students in respect to their level of Text Anxiety.
5. To find out the differences between Rural Boys and Rural Girls School Students in respect to their level of Text Anxiety.

6. To find out the differences between Urban Boys and Rural Boys School Students in respect to their level of Text Anxiety.

7. To find out the differences between Urban Girls and Rural Girls School Students in respect to their level of Text Anxiety.

8. To find out the differences among the Secondary School Students in respect to their level of Text Anxiety on the basis of their Guardians’ Educational Qualification.

9. To find out the differences among the Secondary School Students in respect to their level of Text Anxiety on the basis of their Guardians’ Profession.

10. To find out the relationship between Text Anxiety and Academic Performance of Secondary School Students in the district of Paschim Medinipur.

5. Hypotheses of the Study

\[ H_0^1 \]: There would not have high level of Text Anxiety among the Secondary School Students in the district of Paschim Medinipur.

\[ H_0^2 \]: There is no significant difference between Boys and Girls Students in respect to their level of Text Anxiety.

\[ H_0^3 \]: There is no significant difference between Urban and Rural School Students in respect to their level of Text Anxiety.

\[ H_0^4 \]: There is no significant difference between Urban Boys and Urban Girls School Students in respect to their level of Text Anxiety.

\[ H_0^5 \]: There is no significant difference between Rural Boys and Rural Girls School Students in respect to their level of Text Anxiety.

\[ H_0^6 \]: There is no significant difference between Urban Boys and Rural Boys School Students in respect to their level of Text Anxiety.

\[ H_0^7 \]: There is no significant difference between Urban Girls and Rural Girls School Students in respect to their level of Text Anxiety.

\[ H_0^8 \]: There is no significant difference among the Secondary School Students in respect to their level of Text Anxiety on the basis of their Guardians’ Educational Qualification.

\[ H_0^9 \]: There is no significant difference among the Secondary School Students in respect to their level of Text Anxiety on the basis of their Guardians’ Profession.

\[ H_0^{10} \]: There is no significant relationship between Text Anxiety and Academic Performance of Secondary School Students in the district of Paschim Medinipur.
6. Operational Definition of the Terms

6.1 Anxiety:
Here, in this study the researcher has used the term ‘Test Anxiety’ to mean one kind of conditions which are reflected through the four reactions namely General Test Anxiety, Thought Disruptions, Physical Symptoms and Fear/Afraid before, during and after a Test.

6.2 Academic Performance:
Here in this study the researcher has used the term ‘Academic Performance’ to means that the scores that have been acquired/obtained by the students of X grade in their last final examination conducted by their school authority.

6.3 Secondary Schools:
Here in this study the term ‘Secondary School’ means that those type of schools which are engaged to impart the secondary education (class X) to the students under the West Bengal Board of Secondary Education (WBBSE).

6.4 Students: Here in this study the researcher has used the term ‘Students’ to mean the students who were studying in Class X in different Secondary Schools under the West Bengal Board of Secondary Education (WBBSE).

7. Methodology of the Study

7.1 Method of the Study:
The present study is Descriptive type in nature. The researcher has used Descriptive type survey method in the present study. Therefore, naturally the researcher has used the different tools, techniques, strategies and methods of Descriptive survey type research to collect, analyze and interpret the data. Actually, in this study the researcher has measured the Test Anxiety and Academic Performance of Secondary School Students of the Paschim Medinipur district in West Bengal.

7.2 Population of the Study:
All the students of Secondary Schools under the West Bengal Board of Secondary Education (WBBSE) of the district of Paschim Medinipur have been treated as population for the present study.

7.3 Sample of the Study:
The researcher has selected only 332 students among the all students from the six selected Secondary Schools which are situated in the Paschim Medinipur district as sample for his present study.

7.4 Sampling Technique:
The Stratified Random sampling technique has been used in the selection of the sample. At first the researcher has selected six secondary level schools under the West Bengal Board of Secondary Education (WBBSE) of the Paschim Medinipur district. Then the researcher has selected 332 students from that six selected secondary level schools randomly to collect reliable, valid and unbiased data.

7.5 Tool of the Study:
The researcher has used one Scale as a tool for collecting the data in the present study:
7.5.1 Construction of the Tool:

In order to measure the level of Test Anxiety of Secondary School Students, the researcher himself constructed a tool. The Planning and preparation of items of the Scale have been formulated on the basis of the following Dimensions:

Table No-1: Dimensions of the Test Anxiety Scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Dimensions</th>
<th>No. of Positive Statement (Direct Scoring)</th>
<th>No. of Negative Statement (Reverse Scoring)</th>
<th>Scoring Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General Test Anxiety</td>
<td>4</td>
<td>1</td>
<td>Direct Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Always=5, Often=4, Sometime=3, Rare=2, Not at all=1</td>
</tr>
<tr>
<td>2</td>
<td>Physical Symptoms/Reactions</td>
<td>13</td>
<td>3</td>
<td>Reverse Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Always=1, Often=2, Sometime=3, Rare=4, Not at all=5</td>
</tr>
<tr>
<td>3</td>
<td>Thought Disruptions</td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Afraid/Fear</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
<td>12</td>
<td>44</td>
</tr>
</tbody>
</table>

7.6 Techniques of Data Analysis:
The researcher has used only Mean, S.D, ‘t’-Test, ANOVA, Correlation and Graph to analyze and represent the collected data.

7.7 Data Collection Procedure and Scoring:

As per previous planning the tool was administered upon the X (Ten) grade Students of 6 (Six) selected secondary schools under the West Bengal Board of Secondary Education (WBBSE) in the district of Paschim Medinipur. The authority and the concerned classes of each school were informed well in advance by the researcher for the purpose of collection of data. On the everyday and moment of data collection the researcher clearly and categorically explained the instruction to the students in the class regarding what to do and how to answer the items of the Scale within the time frame. After completion of the answering by all the students, the filled in copies of the Scale were collected from all the students carefully. After completion of the task, manuscripts were collected; all the students and authority of the university were thanked by the researcher for their heartiest cooperation they extended for the purpose of the study.

After collecting the all Questionnaires (332) from the six selected schools, the researcher has calculated the total score on a Questionnaire by computing the score against the each and every item. In computing the score of each items of the Questionnaire, the researcher has used a preselected method. In case of positive item, direct scoring method that was 5-4-3-2-1 has been used and in case of negative items, reverse scoring method that was 1-2-3-4-5
has been used by the researcher in computing the score of each and every items of the Questionnaire. This total process of computing of the Questionnaire has been done by the researcher very carefully and sensitively.

7.8 Techniques of Measuring Correlation:

Table No-2: Shows the Various Levels of Correlation and their Interpretation

<table>
<thead>
<tr>
<th>SL No</th>
<th>Levels of Correlation</th>
<th>Results/Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>± 0.00 ± 0.20</td>
<td>Very Low</td>
</tr>
<tr>
<td>2</td>
<td>± 0.21 ± 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>± 0.41 ± 0.60</td>
<td>Moderate(Average)</td>
</tr>
<tr>
<td>4</td>
<td>± 0.61 ± 0.80</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>± 0.81 ± 0.99</td>
<td>Very High</td>
</tr>
<tr>
<td>6</td>
<td>± 1.00</td>
<td>Full Positive / Negative correlation</td>
</tr>
</tbody>
</table>

8. Results and Discussion

H01: There would not have high level of Text Anxiety among the Secondary School Students in the District of Paschim Medinipur.

Analysis of Level of Test Anxiety of the Students on the basis of Cut off Point

Table No-3: Shows the Number, Mean and S.D of the Total Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>332</td>
<td>122.97</td>
<td>16.49</td>
</tr>
</tbody>
</table>

\[ M \pm \sigma \]

\[ M + \sigma = 122.97 + 16.49 = 139.46 \]

\[ M - \sigma = 122.97 - 16.49 = 106.48 \]

Table No-4: Shows the Level of Test Anxiety of the Students on the basis of Cut off Point

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Level of Test Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above-139.46</td>
<td>44</td>
<td>13.25%</td>
<td>High</td>
</tr>
<tr>
<td>Between-106.48 to 139.46</td>
<td>246</td>
<td>74.10%</td>
<td>Moderate</td>
</tr>
<tr>
<td>Below-106.48</td>
<td>42</td>
<td>12.65%</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1. Graphical Representation of level of Test Anxiety of Secondary School Students on the basis of Cut off Point

On the basis of Cut off Point, from the above table, we can see that out of the total 332 Students, 13.25% Students have scored above 139.46, 74.10% Students have scored between 106.48 to 139.46 and 12.65% Students have scored below 106.48 on the Test Anxiety measuring Questionnaire constructed by the researcher for the Students. Therefore, we can see that maximum percentage (%) of the Students have scored between 106.48 to 139.46, which indicates that the level of Test Anxiety of the Students is being Moderate in the district of Paschim Medinipur, West Bengal at Secondary Level.
Table No-5: Shows the Results of t-Test of different Groups of Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>Mean Difference</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Boys</td>
<td>164</td>
<td>117.12</td>
<td>16.69</td>
<td>330</td>
<td>11.56</td>
<td>1.70</td>
<td>6.81**</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>168</td>
<td>128.68</td>
<td>14.16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence</td>
<td>Urban Students</td>
<td>164</td>
<td>119.62</td>
<td>16.66</td>
<td>330</td>
<td>6.61</td>
<td>1.78</td>
<td>3.72**</td>
</tr>
<tr>
<td></td>
<td>Rural Students</td>
<td>168</td>
<td>126.23</td>
<td>15.69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban Boys</td>
<td>82</td>
<td>114.60</td>
<td>17.02</td>
<td>162</td>
<td>10.05</td>
<td>2.49</td>
<td>4.04**</td>
</tr>
<tr>
<td></td>
<td>Urban Girls</td>
<td>82</td>
<td>124.65</td>
<td>14.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rural Boys</td>
<td>82</td>
<td>119.63</td>
<td>16.07</td>
<td>166</td>
<td>12.89</td>
<td>2.21</td>
<td>5.83**</td>
</tr>
<tr>
<td></td>
<td>Rural Girls</td>
<td>82</td>
<td>132.52</td>
<td>12.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban Boys</td>
<td>82</td>
<td>114.60</td>
<td>17.02</td>
<td>162</td>
<td>5.04</td>
<td>2.58</td>
<td>1.95@</td>
</tr>
<tr>
<td></td>
<td>Rural Boys</td>
<td>82</td>
<td>119.63</td>
<td>16.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban Girls</td>
<td>82</td>
<td>124.65</td>
<td>14.77</td>
<td>166</td>
<td>7.88</td>
<td>2.10</td>
<td>3.74**</td>
</tr>
<tr>
<td></td>
<td>Rural Girls</td>
<td>86</td>
<td>132.52</td>
<td>12.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05, **Significant at 0.01 and @ Not Significant [Table Value of ‘t’ against df-330, 162, 166 at 0.05 level = 1.97, 1.98 & at 0.01 level = 2.59, 2.61].
Table No-6: Shows the Number, Mean and S.D of the Students of Different groups of students on the basis of Guardian’s Educational Qualification and Occupation

<table>
<thead>
<tr>
<th>Different Aspects</th>
<th>Groups/Variables</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian’s</td>
<td>M.A/M.Sc</td>
<td>18</td>
<td>106.44</td>
<td>16.95</td>
</tr>
<tr>
<td>Educational</td>
<td>B.A/B.Sc</td>
<td>20</td>
<td>112.30</td>
<td>20.14</td>
</tr>
<tr>
<td>Qualification</td>
<td>HS</td>
<td>31</td>
<td>124.03</td>
<td>19.60</td>
</tr>
<tr>
<td></td>
<td>M.P</td>
<td>67</td>
<td>125.04</td>
<td>14.58</td>
</tr>
<tr>
<td></td>
<td>Under M.P</td>
<td>196</td>
<td>124.69</td>
<td>14.98</td>
</tr>
<tr>
<td>Guardian’s</td>
<td>Service</td>
<td>35</td>
<td>112.11</td>
<td>16.58</td>
</tr>
<tr>
<td>Occupation</td>
<td>Business</td>
<td>91</td>
<td>120.70</td>
<td>17.93</td>
</tr>
<tr>
<td></td>
<td>Cultivation</td>
<td>119</td>
<td>125.41</td>
<td>14.62</td>
</tr>
<tr>
<td></td>
<td>Labour</td>
<td>87</td>
<td>126.36</td>
<td>15.32</td>
</tr>
<tr>
<td></td>
<td>Service</td>
<td>35</td>
<td>112.11</td>
<td>16.58</td>
</tr>
</tbody>
</table>

Table No-7: Shows the Results of ANOVA

<table>
<thead>
<tr>
<th>Different Groups of Students</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Between Group</td>
<td>Within Group</td>
<td></td>
</tr>
<tr>
<td>Guardians’ Educational</td>
<td>8098.53</td>
<td>81882.11</td>
<td>2024.63</td>
</tr>
<tr>
<td>Qualification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardians’ Occupation</td>
<td>6299.33</td>
<td>83681.31</td>
<td>2099.78</td>
</tr>
</tbody>
</table>

* Significant at 0.05, ** Significant at 0.01 and @ Not Significant [Table Value of ‘t’ against df-4, 327 & 3, 328 at 0.05 level = 2.41, 2.64 & at 0.01 level = 3.38, 3.85].

Table No-8: Shows the Relationship between Test Anxiety & Academic Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Value of ‘r’</th>
<th>Table Value</th>
<th>Result</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety &amp; Academic</td>
<td>332</td>
<td>-0.38**</td>
<td>0.113 at</td>
<td>Significant</td>
<td>Low Negative</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td>0.05 Level</td>
<td>at 0.01 level</td>
<td>Correlation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.148 at</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.01 Level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05, ** Significant at 0.01 and @ Not Significant.

Testing of \( H_0 \) and Interpretation:

From the Table No-5, it is observed that the calculated ‘t’-value (6.81) is greater than the table value at the 0.01 level of significance (2.59 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Boys and Girls Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. Hence, the null hypothesis is rejected at the 0.01 levels of Significance. We can say that
Boys Students of the Secondary Schools of the district of Paschim Medinipur are comparatively low anxious about their Test than the Girls Students on the basis of their obtained mean score.

**Testing of H0₁ and Interpretation:**

From the **Table No-5**, it is observed that the calculated ‘t’-value (3.72) is greater than the table value at the 0.01 level of significance (2.59 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Urban and Rural School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. Hence, the null hypothesis is rejected at the 0.01 levels of Significance. We can say that Urban Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Rural Students on the basis of their obtained mean score.

**Testing of H0₂ and Interpretation:**

From the **Table No-5**, it is observed that the calculated ‘t’-value (4.04) is greater than the table value at the 0.01 level of significance (2.61 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Urban Boys and Urban Girls School Students in respect to their level of Text Anxiety. Hence, the null hypothesis is rejected at the both levels of significance. We can say that the Urban Boys Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Urban Girls Students on the basis of their obtained mean score.

**Testing of H0₃ and Interpretation:**

From the **Table No-5**, it is observed that the calculated ‘t’-value (5.83) is greater than the table value at the 0.01 level of significance (2.61 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Rural Boys and Rural Girls School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. Hence, the null hypothesis is rejected at the both levels of significance. We can say that the Rural Boys Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Rural Girls Students on the basis of their obtained mean score.

**Testing of H0₄ and Interpretation:**

From the **Table No-5**, it is observed that the calculated ‘t’-value (1.95) is less than the table value at the 0.05 level of significance (1.98 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Urban Boys and Rural Boys School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. Hence, the null hypothesis is accepted at 0.05 level of significance. We can say that the Urban Boys Students of the Secondary Schools of the district of Paschim Medinipur are comparatively low anxious about their Test than the Rural Boys Students on the basis of their obtained mean score.
Testing of $H_0^7$ and Interpretation:

From the Table No-5, it is observed that the calculated ‘t’-value (3.74) is greater than the table value at the 0.01 level of significance (2.61 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is significant difference between Urban Girls and Rural Girls School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. Hence, the null hypothesis is rejected at the 0.01 levels of significance. We can say that the Rural Girls Students of the Secondary Schools of the district of Paschim Medinipur are comparatively high anxious about their Test than the Rural Girls Students on the basis of their obtained mean score.

Testing of $H_0^8$ and Interpretation:

From the Table No-6 and 7, It is observed that the calculated ‘F’-ratio is 8.09 which is greater than the table value at the 0.01 level of significance. Therefore, the result is significant and we can say that there is significant difference among the Secondary School Students in respect to their level of Test Anxiety on the basis of their Guardians’ Educational Qualification in the district of Paschim Medinipur. Hence, the null hypothesis is rejected. We can say that the Students whose Guardian’s Educational Qualification of M.A/M.Sc is comparatively low Anxious about their Test than the other group of Students in the district of Paschim Medinipur. And the Students whose Guardian’s Educational Qualification is M.P of comparatively high Anxious about their Test than the other group of Students in the district of Paschim Medinipur.

Testing of $H_0^9$ and Interpretation:

From the Table No-6 and 7, It is observed that the calculated ‘F’-ratio is 8.23 which is greater than the table value at the 0.01 level of significance. Therefore, the result is significant and we can say that there is significant difference among the Secondary School Students in respect to their level of Test Anxiety on the basis of their Guardians’ Profession in the district of Paschim Medinipur. Hence, the null hypothesis is rejected at the 0.01 level of significance. Therefore, we can say that the Students whose Guardian’s Profession is Service is comparatively low Anxious about their Test than the other group of Students in the district of Paschim Medinipur. And the Students whose Guardian’s Profession is Labour is comparatively high Anxious about their Test than the other group of Students in the district of Paschim Medinipur.

Testing of $H_0^{10}$ and Interpretation:

From the Table No-8, The calculated value of ‘r’ that is -0.38 is significant at 0.01 level of significance. But the value shows low negative correlation between Test Anxiety & Academic Performance among the Secondary School Students in the district of Paschim Medinipur, West Bengal. Hence, the null hypothesis is rejected and it can be said that when one’s Test Anxiety will increase, the Academic Performance of that person will be decreased or negatively affected and vice versa.
9. Major Findings of the Study:

1. It is found that there is moderate level of Test Anxiety among the Secondary Level School Students in the district of Paschim Medinipur, West Bengal.

2. It is found that there is significant difference between Boys and Girls Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. It is also found that the Boys Students of the Secondary Schools of the district of Paschim Medinipur are comparatively low anxious about their Test than the Girls Students on the basis of their obtained mean score.

3. It is found that there is significant difference between Urban and Rural School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. It is also found that the Urban Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Rural Students on the basis of their obtained mean score.

4. It is found that there is significant difference between Urban Boys and Urban Girls School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. It also found that the Urban Boys Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Urban Girls Students on the basis of their obtained mean score.

5. It is found that there is significant difference between Rural Boys and Rural Girls School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. It is also found that the Rural Boys Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Rural Girls Students on the basis of their obtained mean score.

6. It is found that there is no significant difference between Urban Boys and Rural Boys School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. But it is also found that the Urban Boys Students of the Secondary Schools of the district Paschim Medinipur are comparatively low anxious about their Test than the Rural Boys Students on the basis of their obtained mean score.

7. It is found that there is significant difference between Urban Girls and Rural Girls School Students in respect to their level of Text Anxiety in the district of Paschim Medinipur. It is also found that the Rural Girls Students of the Secondary Schools of the district of Paschim Medinipur are comparatively high anxious about their Test than the Rural Girls Students on the basis of their obtained mean score.

8. It is found that there is significant difference among the Secondary School Students in respect to their level of Text Anxiety on the basis of their Guardians’ Educational Qualification in the district of Paschim Medinipur. It is also found that the Students whose Guardian’s Educational Qualification of M.A/M.Sc is comparatively low Anxious about their Test than the other group of Students in the district of Paschim Medinipur. And the Students whose Guardian’s Educational Qualification is M.P of comparatively high Anxious about their Test than the other group of Students in the district of Paschim Medinipur.

9. It is found that there is significant difference among the Secondary School Students in respect to their level of Text Anxiety on the basis of their Guardians’ Profession in the district of Paschim Medinipur. It also found that the Students whose Guardian’s Profession is Service is comparatively low Anxious about their Test than the other group of Students in the district of Paschim Medinipur. And the Students whose
Guardian’s Profession is Labour is comparatively high Anxious about their Test than the other group of Students in the district of Paschim Medinipur.

10. It is found that low negative correlation between Test Anxiety & Academic Performance among the Secondary School Students in the district of Paschim Medinipur. Therefore, it can be said that when one’s Test Anxiety will increase, the Academic Performance of that person will be Decreased or negatively affected.

8. Conclusion:

In the light of the above discussion we can say that majority of Students feel a remarkable level of Test Anxiety before, during & after examination. When such Test Anxiety has an adverse effect on his/her Academic Performance, it becomes a big problem.

Most of the secondary level students in the district of Paschim Medinipur feel moderate level Test Anxiety, their Test Anxiety is neither too much nor too less. There are a few Students who have very low Test Anxiety while the others have very high Test Anxiety. In this research, we see that Test Anxiety has a negative correlation with Academic Performance, i.e., the increase of Test Anxiety leads to the decrease of Academic Performance & the decrease of Test Anxiety leads to increase in Academic Performance. Students having Test Anxiety Perform poorly in the Test & those having less Test Anxiety Perform well in the Test. It has also been seen from this research that the Girls have more Test Anxiety that the Boys i.e., the Girls are much worried regarding exam, Urban Students have less Test Anxiety than the Rural students. The Students having highly Qualified Parents, feel less Test Anxiety & Student having low Qualified Parents, comparatively feel much Test Anxiety. Students, having job holder Guardians feel less lest Anxiety & Students, having Labour class Guardians feel much Test Anxiety.

To summarize this discussion, it is concluded that we live in a test-taking society and that when Students are anxious before during and after Tests, Test Anxiety has a significant and effective impact on their performance. The Students can be helped by Teachers, Parents, Guardians’ & Educational Administrators by treating their cognitive, effective &behavioral strategies to manage the Test Anxiety of the students very effectively. Further suggestion is that the Students Should be given a clear idea regarding the nature of course, duration of the Academic year, level of industry necessary for the successful completion and this can be best given by the faculty and Administration concerned. The Students who have higher level of Test Anxiety must be first identified and then treated in a proper way to make a great progress in their Academic Performance & Achievement.

It is the duty of the Students to make a continuous review of their personal situation & skills with developing a habit of good study, make strategies, plan for effective time management to gain confidence prior to examination. Test Anxiety persists before any test & therefore Students should remind to do their best and to make a proper management for success instead of acquiring a habit which will turn into a major impediment on Test Performance. So, there are a few solutions to remove Test Anxiety:
1. Systemic Preparation
2. Enough Sleep
3. Physical Exercise
4. We have to discuss with psychiatrist & other Experts related to human psyche for their opinion & suggestion.
9. References:


