

RELATIONSHIP BETWEEN STUDY HABITS AND TEST ANXIETY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The present study aims to probe the relationship between study habits and test anxiety of higher secondary students. In this normative study survey method was employed. The population for the present study consisted of higher secondary students studying in Tirunelveli district. The investigator used the simple random sampling technique. The sample consisted of 300 students from 10 higher secondary schools. The investigator used the Study Habits Scale by Santhy, K. R. (2010) and Test Anxiety Scale by Sharma, V. P. (1997). For analyzing and interpreting the data the investigator used percentile analysis, standard deviation, 't' test, and Pearson's product moment correlation as the statistical techniques. The findings show that (i) the level of study habits and test anxiety of the higher secondary students were moderate (ii) there was no significant relationship between study habits and test anxiety of higher secondary students.

Keywords: study habits, test anxiety, examination anxiety, higher secondary students

INTRODUCTION

The higher secondary level is that where the completion of the moulding of a genuine personality takes place. It is the highest level of the school educational system, which releases specific citizens into the immediate society. It is the period in which the student expresses his totality not only in learning, but also in social, cultural, emotional and behavioural aspects. Hence, the higher secondary students form a definite, specialized sample. After acquiring ten years of general education, at the higher secondary level, the students are focused to a diversification of subjects. Hence, they automatically develop into students following certain new study habits, which suit their change in the academic field. Many students undergo private tuition to improve their performance, but this improvement cannot be achieved overnight. What they need is improvement in studies by various ways and means. This can be achieved only by means of

having proper and regular study habits. Students' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students.

SIGNIFICANCE OF THE STUDY

Students are the pillars of the nation. They should possess qualities needed for the effective performance of their roles. Education should speed out the kinds of desirable changes needed by the society and now these changes are to be brought among the students. For this educational institutions should try to study and understand various problems of the society in specific areas from time to time and should become the integral part of social development. The students should be involved in studies to attain the whole development. Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying. Higher secondary is a stage where the students can improve their study habits. A good classroom climate enhances the study habits of the student and it should reduce the fear of facing the examination. Scoring marks in their higher +2 examinations is very important because the marks or achievement direct the students for their future vocation. The future destiny of the students is mostly determined by the higher secondary achievements. This leads the investigator to find out the relationship between the study habits and test anxiety of higher secondary students.

STATEMENT OF THE PROBLEM

The present study is entitled as "***Relationship between Study Habits and Test Anxiety of Higher Secondary School Students***".

OPERATIONAL DEFINITIONS

Relationship

It means the connection between two variables. In this study, the connection between study habits and academic achievement was found out.

Study Habits

In the manual of Rao's study habits inventory, study habits are defined as "the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn". Here, the investigator means the same.

Test Anxiety

Test anxiety is the mental distress and fear experienced by students when they have to face examinations of any type (or) any of its related activities. Here the investigator refers Test Anxiety of Higher Secondary students facing or doing examination.

Higher Secondary Students

By higher secondary students, the investigator means the students studying the higher secondary course, i.e., XI and XII standards after completion of their SSLC / 10th standard.

OBJECTIVES

1. To find out the level, significant difference if any in the study habits of higher secondary students in terms of background variables.
2. To find out the level, significant difference if any in the test anxiety of higher secondary students in terms of background variables.
3. To find out the relationship between study habits and test anxiety of higher secondary students.

METHODOLOGY

The investigator adopted the survey method to find out the relationship between study habits and test anxiety of higher secondary students. The population for the present study consisted of higher secondary students studying in Tirunelveli district. The investigator used the simple random sampling technique. The sample consisted of 300 students from 10 higher secondary schools. The investigator used the Study Habits Scale by Santhy, K. R. (2010) and Test Anxiety Scale by Sharma, V. P. (1997). For analyzing and interpreting the data the investigator used percentile analysis, standard deviation, 't' test, and Pearson's product moment correlation as the statistical techniques.

DATA ANALYSIS AND FINDINGS

1. To find out the level of study habits of the higher secondary students.

Table-1
Level of Study Habits of Higher Secondary Students

| Variable | Low | | Moderate | | High | |
|--------------|-----|------|----------|------|------|------|
| | N | % | N | % | N | % |
| Study Habits | 70 | 23.3 | 147 | 49.0 | 83 | 27.7 |

It is inferred from the table that 23.3% of higher secondary students have low, 49.0% of them have moderate and 27.7% of them have high level of study habits.

- To find out the level of test anxiety of the higher secondary students.

Table-2
Level of Anxiety of Higher Secondary Students

| Variable | Low | | Moderate | | High | |
|--------------|-----|------|----------|------|------|------|
| | N | % | N | % | N | % |
| Test Anxiety | 74 | 24.7 | 148 | 49.3 | 78 | 26.0 |

It is inferred from the table that 24.7% of higher secondary students have low, 49.3% of them have moderate and 26.0% of them have high level of test anxiety.

Null Hypothesis-1

There is no significant difference between higher secondary school boys' and girls' in their study habits.

Table-3
Difference between Higher Secondary School Boys' and Girls' in their Study Habits

| Gender | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|--------|-----|-------|-------|----------------------|---------------------|
| Boys | 123 | 49.03 | 10.87 | 1.36 | NS |
| Girls | 177 | 50.67 | 9.33 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between higher secondary school boys' and girls' in their study habits.

Null Hypothesis-2

There is no significant difference between rural and urban higher secondary school students in their study habits.

Table-4
Difference between Rural and Urban Higher Secondary School Students in their Study Habits

| Locality of School | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|--------------------|-----|-------|-------|----------------------|---------------------|
| Rural | 150 | 50.15 | 10.49 | 0.263 | NS |
| Urban | 150 | 49.84 | 9.51 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban higher secondary school students in their study habits.

Null Hypothesis-3

There is no significant difference between day-scholar and hosteller higher secondary students in their study habits.

Table-5
Difference between Day-scholar and Hosteller Higher Secondary Students in their Study Habits

| Mode of Stay | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|--------------|-----|-------|-------|----------------------|---------------------|
| Day-scholar | 233 | 50.23 | 10.02 | 0.687 | NS |
| Hosteller | 77 | 49.32 | 9.96 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between day-scholar and hosteller higher secondary students in their study habits.

Null Hypothesis-4

There is no significant difference between private tuition going and non-going higher secondary students in their study habits.

Table-6
Difference between Private Tuition Going and Non-going Higher Secondary Students in their Study Habits

| Private Tuition | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|-----------------|-----|-------|-------|----------------------|---------------------|
| Going | 113 | 50.38 | 10.34 | 0.506 | NS |
| Non-going | 187 | 49.76 | 9.80 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between private tuition going and non-going higher secondary students in their study habits.

Null Hypothesis-5

There is no significant difference between higher secondary school boys' and girls' in their test anxiety.

Table-7
Difference between Higher Secondary School Boys' and Girls' in their Test Anxiety

| Gender | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|--------|-----|-------|--------|----------------------|---------------------|
| Boys | 123 | 48.99 | 10.458 | 1.43 | NS |
| Girls | 177 | 50.70 | 9.636 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between higher secondary school boys' and girls' in their test anxiety.

Null Hypothesis-6

There is no significant difference between rural and urban higher secondary school students in their test anxiety.

Table-8
Difference between Rural and Urban Higher Secondary School Students in their Test Anxiety

| Locality of School | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|--------------------|-----|-------|--------|----------------------|---------------------|
| Rural | 150 | 50.26 | 10.047 | 0.456 | NS |
| Urban | 150 | 49.73 | 9.978 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban higher secondary school students in their test anxiety.

Null Hypothesis-7

There is no significant difference between day-scholar and hosteller higher secondary students in their test anxiety.

Table-9
Difference between Day-scholar and Hosteller Higher Secondary Students in their Test Anxiety

| Mode of Stay | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|--------------|-----|-------|-------|----------------------|---------------------|
| Day-scholar | 233 | 49.55 | 9.66 | 1.23 | NS |
| Hosteller | 77 | 51.28 | 10.87 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between day-scholar and hosteller higher secondary students in their test anxiety.

Null Hypothesis-8

There is no significant difference between private tuition going and non-going higher secondary students in their test anxiety.

Table-10
Difference between Private Tuition Going and Non-going Higher Secondary Students in their Test Anxiety

| Private Tuition | N | Mean | S.D. | Calculated 't' value | Remarks at 5% level |
|-----------------|-----|-------|-------|----------------------|---------------------|
| Going | 113 | 49.97 | 10.10 | 0.033 | NS |
| Non-going | 187 | 50.01 | 9.96 | | |

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between private tuition going and non-going higher secondary students in their test anxiety.

Null Hypothesis-9

There is no significant relationship between study habits and test anxiety of higher secondary students.

Table-11
Relationship between Study Habits and Test Anxiety of Higher Secondary Students

| Variables | N | ' γ ' value | Remarks |
|-------------------------------|-----|--------------------|---------|
| Study Habits and Test Anxiety | 300 | 0.010 | NS |

(At 5% Level of significance the table value of ' γ ' is 0.113)

It is inferred from the above table that there is no significant relationship between study habits and test anxiety of higher secondary students.

RESULTS AND DISCUSSION

From the above study the investigator has come to conclusion that the level of study habits of the higher secondary students is moderate and level of test anxiety of the higher secondary students is also moderate.

The investigator found that there is no significant difference between higher secondary school boys' and girls' in their study habits. This finding contradicts the findings of Arul Lawrence (2013) & Doss (2012) and supports the findings of Kulandai Samy (2007) & Helen Kevin (2007). There is no significant difference between rural and urban higher secondary school students in their study habits. This finding supports the findings of Arul Lawrence (2013), Doss (2012) and Helen Kevin (2007). There is no significant

difference between day-scholar and hosteller higher secondary students in their study habits. This finding contradicts the findings of Arul Lawrence (2014) and Doss (2012). There is no significant difference between private tuition going and non-going higher secondary students in their study habits.

The investigator found that the test anxiety of girls was higher than the boys. This finding supports the findings of Devine et al. (2012), Baskar (2012), Surjit Singh (2010) and Mark Chapell (2005). There is no significant difference between rural and urban higher secondary school students in their test anxiety. This finding supports the findings of Baskar (2012). There is no significant difference between day-scholar and hosteller higher secondary students in their test anxiety. This finding contradicts the findings of Baskar (2012). There is no significant difference between private tuition going and non-going higher secondary students in their test anxiety. This finding supports the findings of Baskar (2012). There is no significant relationship between study habits and test anxiety of higher secondary students.

CONCLUSION

In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic achievement. Here the investigator thought that students' academic achievement and their excellence in studies depends mainly on two factors such as their study habits and their test anxiety. For this matter, it is the effort of teachers to develop good study habits among school students. If we develop the good study habits among the students their test anxiety will be diminished automatically. This study will help to identify the study related problems especially test anxiety which blocks the academic achievements and advancements. Present study enhances the learning strategies and helps one to develop good study habits. This study will be of great use to the 10th and 12th standard students who will be under great stress and anxiety before writing their public examinations. If the student follows proper study habits then he can overcome his test anxiety and score more. Also, this study will definitely help to reduce dropouts, wastage and stagnation in learning process.

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