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## Test Anxiety and Self-Esteem Among Higher Secondary School Students

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### Abstract

Test anxiety has become one of the most burning issues of modern school education. Academic Achievement of students is very much depending upon the test anxiety. Test anxiety can interfere with the students' ability to perform adequately and prevent students from demonstrating their knowledge on examinations. Some students have the skills and knowledge to do very well in testing situations, but their excessive anxiety impairs their performance. Poor study habits, poor past test performance, and an underlying anxiety problem can all contribute to test anxiety. Fear of failure: If you connect your sense of self-worth to your test scores, the pressure you put on yourself can cause severe test anxiety. Test anxiety is a common occurrence in classrooms, affecting the performance of students from kindergarten through college, as well as adults who must take job-related exams. Research has also documented that high self-esteem plays an important role in academic achievement, social and personal responsibility. Those who have higher academic achievement tend to feel more confident in contrast those who lack confidence in themselves achieve less. Self-esteem is the degree to which students feel satisfied with themselves and feel valuable and worthy of respect. Perceived competence is a belief that one has skills in a particular area

**Keywords:** Academic anxiety, Academic achievement, High School Students

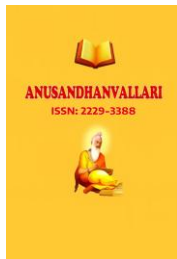
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### Introduction

Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance. Test anxiety is a combination of physical symptoms and emotional reactions that interfere with your ability to perform well on tests. Many students experience varying levels of test anxiety for a number of different reasons. According to the Anxiety and Depression Association of America, test anxiety in students stems from three things: Fear of failure. Sometimes we put so much pressure on ourselves to do well that our fear of failure can overcome us due to lack of preparation and poor test history.

### Need For The Study

Test anxiety is an important dimension in the field of education. A student's ambition can be fulfilled only through his test performance in school. It's the foundation stage of higher secondary school students to get prepared for entry into higher secondary for a better performance in academics is achievable to a student by developing a habit of withstanding test anxiety. High school stage is the transformation stage to adolescent. Adolescence is a highly critical period of any student's life to cope with academic performance. These students are to be identified and counseled specially those fall under low achievement categories. Self esteem is another important trait among the higher secondary school students specially to understand their worthiness an individual holds to himself . The investigator would like to see at the high school level whether the two variables



test anxiety and self esteem are interrelated and whether there is mutual interdependence. The finding may lead to suitable measures to improve the test anxiety and self esteem of higher secondary school students. In the changing world it is difficult to anticipate and plan for adolescent life. They have difficulty in adjusting their capacity to the demand of the parents, school and community. Adolescent who have a high self esteem of themselves would also be better adjusted in the class room.

All students may not perform well due to inability to understand, cope with lessons and lack of confidence and competence. In the present study the researcher wants to find out whether anxiety and self esteem are correlated. Therefore the research is interested in finding the level of test anxiety and its relationship to performance in the academics. The reason behind its importance is that in the test situation, anxiety is experienced by almost all members of the society and moreover the academic level of the pupil is very frequently affected by their test performance. To harmonize the specificity and to evaluate test performance in a more comprehensive and valid way, it was felt that this study be considered.

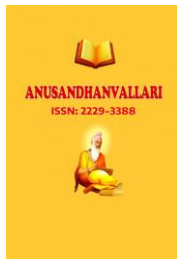
### Objectives Of The Study

1. To find the relation between Test anxiety and self esteem among higher secondary school students.
2. To find the interrelation between different factors of self esteem among higher secondary school students.
  - ✓ Competency
  - ✓ Global self esteem
  - ✓ Moral & Self control
  - ✓ Social esteem
  - ✓ Family scale
  - ✓ Body & Physical appearance
3. To find the significance difference in the level of self esteem between boys and girls among higher secondary school students.
4. To show the level of influence of select independent variables father's qualification on Test anxiety among higher secondary school students.
5. To show the level of influence of mother's qualification on Test anxiety among higher secondary school students.
6. To find the level of Self esteem related to father's qualification.
7. To find the level of Self esteem related to mother's qualification.
8. To find significance difference of scores of self esteem with respect to School environment.
9. To find significance difference of scores of Test anxiety with respect to School environment.

### LIMITATION OF THE STUDY

In this study the investigator focuses only test anxiety and self esteem, though there are other factors that may also influence the achievement level.

- Data collection is restricted to Madurai district only.
- The present study is restricted exclusively to higher secondary school students.
- The investigator has selected 3 types of schools viz., Government, Government Aided and Private.



- The Sample is restricted to 300.

### Tools Used For The Study

To verify the hypothesis formulated in the study, the following tools have been used.

1. Text Anxiety Inventory developed by Dr. V.P.Sharma.
2. Self Esteem Inventory by Dr.S.Karunanidhi has been used for the present study.

### Statistics Techniques Used

't' test and correlation analysis.

## FINDINGS

### HYPOTHESIS : 1

#### Test anxiety and Self esteem are interrelated.

Test anxiety and self- esteem were significantly related to each other in case of Boys from Private and Aided school. Where as in the case of the girls of Private School, boys and girls of Government school Test anxiety and self- esteem was not related to each other.

**“Test anxiety and Self esteem are interrelated.”**

To relate Test anxiety and self esteem of **Government, Government Aided and Private school students.**

Variable	Gender	N	r	t	L.S
Test anxiety and Self esteem	Boys	50	0.3930	2.960	0.01
	Girls	50	0.1410	0.9866	NS
Test anxiety and Self esteem	Boys	50	0.1380	0.9655	NS
	Girls	50	0.1090	0.7599	NS
Test anxiety and Self esteem	Boys	50	0.4145	3.1550	0.01
	Girls	50	0.2430	0.4201	NS

### HYPOTHESIS : 2

**Different factors of self esteem are interrelated in the Government, Government Aided and Private school students.**

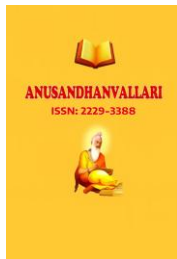
Variables	No	Mean	S.D	'r'	't'	LS
Competency vs Global Self-esteem	50	42.56	4.98	0.39	2.936	0.01
	50	46.26	6.67			
Competency vs Moral & Self control	50	42.56	4.98	0.27	1.918	NS
	50	36.52	4.59			

Competency vs	50	42.56	4.98	0.03	0.208	NS
Social esteem	50	33.98	4.05			
Competency vs	50	42.56	4.98	0.05	0.349	NS
Family scale	50	35.40	4.9			
Competency vs	50	42.56	4.98	0.104	0.724	NS
Body & Physical appearance	50	24.18	3.28			
Competency vs	50	43.92	5.97	0.3	2.1788	0.05
Global Self-esteem	50	47.52	5.21			
Competency vs	50	43.92	5.97	0.4	3.023	0.01
Moral & Self control	50	38.00	4.90			
Competency vs	50	43.92	5.97	0.227	1.061	NS
Social esteem	50	33.3	5.50			
Competency vs	50	43.92	5.97	0.105	0.7315	NS
Family scale	50	34.90	4.46			
Competency vs	50	43.92	5.97	0.34	2.5048	0.01
Body & Physical appearance	50	22.72	3.62			
Global Self-esteem vs	50	46.26	6.67	0.30	2.178	0.05
Moral & Self control	50	36.52	4.59			
Global Self-esteem vs	50	46.26	6.67	0.109	0.7597	NS
Social esteem	50	33.98	4.05			
Global Self-esteem vs	50	46.26	6.67	0.203	1.4564	NS
Family scale	50	35.4	4.9			
Global Self-esteem vs	50	46.26	6.67	0.116	0.809	NS
Body & Physical appearance	50	24.18	3.28			

The factors of self esteem were significantly related, competency was related to Global self esteem in the case of Government Aided school boys. Global self esteem was significantly related to Moral & self control.

Moral & self control was related to each other. Family scale and body and physical appearance were interrelated to each other in the case of Government aided school boys.

Competency was significantly related to Global self esteem, Moral & Self control and Body & Physical Appearance in the case of Government aided school girls.



Global self esteem was significantly related to Moral & Self control, Family scale and Body & Physical Appearance. Moral & Self control and Body & Physical Appearance was interrelated in the case of girls of Government Aided School.

Social esteem and Family scale are significantly related to Body & Physical Appearance in the case of government as aided school girls.

**HYPOTHESIS : 3**

**Various factors of self esteem are related to each other in the case of Government school students."**

Competency was significantly related to Global self esteem, Moral & Self control, Social esteem and Body & Physical Appearance in the case of government school boys.

Global self esteem was significantly related to Moral & Self control and Family scale. Social esteem was related to Family scale and Body & Physical Appearance in the case of government school boys.

Competency was significantly related to Global self esteem, Social esteem, Family scale and Body & Physical Appearance in the case of government school girls.

Global self esteem was significantly related to Moral & Self control, Social esteem and Family scale. Moral & Self control and Family scale was interrelated and social esteem and Family scale was interrelated in the case of government school girls.

**HYPOTHESIS : 4**

**Different factors of self esteem are interrelated in the case of Private school students.**

The factors Global self esteem, Moral and Self Control and Body & Physical Appearance was significantly related to Competency in the case of Private school boys.

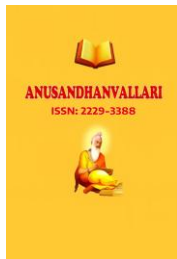
Global self esteem was interrelated to the other factors of self esteem. Moral and social control was interrelated to Social and Body & Physical Appearance in Private School boys. Social esteem and Family scale was significantly related and Family scale and Body & Physical Appearance was related to each other in the case of Private school boys. Competency was significantly related to Global self esteem, Moral and social control and Body & Physical Appearance. Global self esteem was interrelated to other factors of the self esteem in the case of Private school girls. Moral & self esteem and Social esteem are related the other factors of the self esteem.

**HYPOTHESIS : 5**

**Gender plays a very important role in deciding the scores of Competency among higher secondary school students**

To differentiae Competency between Boys and Girls of Government, Government Aided and Private school students.

Variables	Gender	No	Mean	S.D	C.R	L.S
Competency	Boys	50	42.56	4.98	1.25	N.S
	Girls	50	47.92	5.97		



Competency	Boys	50	41.36	5.73	0.99	N.S
	Girls	50	42.48	5.42		
Competency	Boys	50	44.2	5.74	0.185	N.S
	Girls	50	44.02	5.3		

#### **HYPOTHESIS : 6**

**Gender plays a very important role in deciding the value of Global self-esteem among higher secondary school students.**

Gender plays significant role on Global Self-Esteem between boys and girl of Government school students. Were as gender has no affect in case of the Private school and Government Aided school students.

#### **HYPOTHESIS : 7**

**Gender plays a very important role in deciding the value of Moral and Self Control among higher secondary school students.**

Gender plays significant role on Moral and Self Control between boys and girl of Government school students. Gender has no affect in case of the Private school and Government Aided school students.

#### **HYPOTHESIS : 8**

**Gender plays a very important role in deciding the score of Social Esteem among higher secondary school students.**

Gender plays significant role on Social Esteem between boys and girl of Government school students. Does not affect in case of the Private School and Government Aided school students.

#### **HYPOTHESIS : 9**

**Gender plays a very important role in deciding the value of Family Scale among higher secondary school students.**

Gender plays significant role on Family Scale between boys and girl of Government school students. In case of the Private School and Government Aided School students gender has no affect.

#### **HYPOTHESIS : 10**

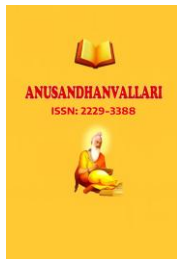
**Gender plays a very important role in deciding the score of Body & Physical appearance among higher secondary school students.**

Gender plays significant role on Body & Physical Appearance between boys and girl of Government Aided school students. Gender has no affect in case of the Private school and Government school students.

#### **HYPOTHESIS : 11**

**Test anxiety of higher secondary school students as an influence over Father's qualification.**

Father's qualification doses not affect the level of Test anxiety in high school boys and girls of Government Aided School, Government school and Private School.



**HYPOTHESIS : 12**

**Test anxiety of higher secondary school students as an influence over Mother's qualification.**

Mother's qualification doses not affect the level of Test anxiety in higher secondary school students.

**HYPOTHESIS : 13**

**Self esteem has no effect on father's qualification in the higher secondary school students.**

Father's qualification doses not affect the level of Test anxiety in higher secondary school students.

**HYPOTHESIS : 14**

**Self esteem has no effect on mother's qualification in the higher secondary school students.**

Mother's qualification doses not affect the level of Test anxiety in higher secondary school students.

**HYPOTHESIS: 15**

**School environment will alter the scores of Self Esteem among higher secondary school students.**

School environment has a significance difference on scores self esteem among the Government Aided School and Government school boys and girls. School environment has no significance difference in scores of Self esteem among the Private school boys and girls.

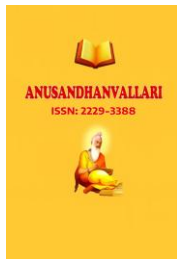
**Critical ratio of self esteem between boys and girls of Government, Government Aided and Private school students.**

Variable	No	Gender	Mean	SD	CR	L.S
Self esteem	50	Boys	202.58	17.98	2.98	0.01
	50	Girls	213.86	19.81		
Self esteem	50	Boys	232.31	20.36	0.25	NS
	50	Girls	231.26	21.22		
Self esteem	50	Boys	202.58	17.98	2.98	0.01
	50	Girls	213.86	19.81		

**HYPOTHESIS : 16**

**School environment will alter the scores of Test Anxiety among higher secondary school students**

School environment has a significance difference on the scores of Test anxiety among the Government Aided School and Private school boys and girls and in the case of Government school boys and girls.



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### **Educational Implications**

In the educational scenario it is found that the high school part of education in the school system is very significant milestone of a student. This is due to change in emotional, physical, mental aspects of the higher secondary school students. These changes give rise to various ideas, different attitude and anxiety problems. At the high school stage normally find it difficult to adjust with home, school, peer and social setting. They also normally possess, an unstable Self – esteem.

This study in self esteem and Test anxiety of higher secondary school students will throw more light on the impact of self – esteem and Test Anxiety in relation to their education. If the self esteem is high the test anxiety also has been low. Where as in the present study the students revealed to have more test anxiety and high levels of self esteem and found that the students also learn and perform better in their school subjects. Higher levels of self esteem might be inductive of impact of other psychological variables.

The following tentative conclusion may be best capture our current understanding of Self esteem in gender difference for systemic reform efforts i.e., confidence in their abilities, perceived utility of the subjects, perception of the female role and the subject, perception of the male role in the subject, anxiety to succeed on subject tests, and intention or desire to study any subject. Furthermore, the findings of this study suggest that girls have more self esteem than the boys, moreover girls feel more test anxiety about succeeding on their subjects than do the boys.

The research in this area has confirmed that students with high test anxiety are not only prone to failure in situation where time factors attenuate performance and retrieval of key information, but even in takes home examinations. Although exam performance were not available for this study, and conclusion regarding the stability of a detrimental impact of test anxiety on performance can be drawn, the results demonstrated the level of reported anxiety is consistent over time despite variations in course of exam format. That is, the level of anxiety induced by take- home examination did not differ significantly from the level of anxiety induced by the closed book multiple - choice exam.

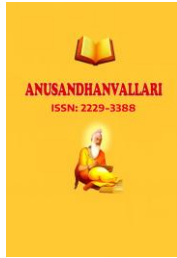
Therefore it seems that test anxiety thoughts and behavior are likely prompted by the presence of evaluation tasks, regardless of testing format. This finding extends previous work demonstrating no differential rates of cognitive test anxiety induce by in-class and online testing formats.

### **Conclusion**

Test anxiety is an uneasiness or apprehension experienced before, during, or after an examination because of concern, worry, or fear. Almost everyone experiences some anxiety. But some students find that anxiety interferes with their learning and test taking to such an extent that their grades are seriously affected. Self esteem is essential for any student to understand the self and what is his capability in the school academics. When there is increase in the self – esteem it may lead to decrease in level of test anxiety. If test anxiety is more than the student cannot present himself to fullest in the academics. So it is extremely necessary to develop high self-esteem which in turn would positively complement the level of test anxiety.

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