

A STUDY ON LEARNING DISABILITY AND TEST ANXIETY OF SECONDARY STUDENTS

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Abstract

The aim of this study is to find out the relationship between learning disability and test anxiety of secondary students. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the secondary school students studying in Tuticorin district. From the population, 300 ninth standard students were randomly selected as the sample for the study. The finding reveals that the level of learning disability and test anxiety of secondary students are found to be moderate with regard to medium of instructions. The research reveals that there is a significant relationship between learning disability and test anxiety of secondary students.

Keywords: *Learning disability, Test anxiety, Secondary Students.*

Introduction

Learning is the true imperishable riches; all other things are not riches. A man without education is like a marble in a quarry which does not show its inherent beauty till the skill of a polisher fetches out all its beauty. According to Nunn, "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity". It meets the immediate needs of a child and also prepares him for his future life. It cultivates socially refined patterns of behaviour in a child. But nowadays, people who learn more information or memorize the information are called as educated which gives some psychological problem to the students like anxiety. Anxiety can be separated into two types or categories: trait anxiety and state anxiety. Trait anxiety is an enduring personality characteristic, in which people respond on physical, psychological, and behavioral levels to anxiety producing situations with sometimes incapacitating reactions. State anxiety, on the other hand, is a more fleeting anxious reaction to a specific situation. If the situation is determined to be objectionable, then an anxious physical, psychological or behavioral reaction will be elicited. Test anxiety, which is typically referred to as a type of state anxiety. It affects people in every field of life, whenever people of all ages have to be evaluated, assessed, and graded with regard to their abilities, achievements, or interests. This anxiety leads to cognitive distraction that interferes with the student's ability to perform successfully in evaluative situations. It affects the students learning and storage of necessary information, retrieval of the necessary information. Students with learning disability are more prone to test anxiety than their typically achieving peers.

Need and Significance of the Study

Now a day's exams are said to be a vital one in studies. Exams are held for higher education or job oriented ones. It became a part in human life. Being afraid of hearing exams

students are unable to anxiety and fear students get fail in it. The society doesn't accept the strictness or punishment given by the teachers to the students. A student gets success only when there is a co-operation among society, parents and teachers to the students. They are the support and helping hand for the students to get successes in their exams. But sometimes the students get failed in their exams, even though there is a support from all the three.

Sometimes due to some deficiency or defects, the students are not able to prepare and write the exams properly. The pupils feel discouraged or inferior and guilty. When the teacher being strict to them. Pupils used to sit late night for study and would score high marks in exams. Even though they got high marks by taking a lot of effort, sometimes they were not able to get their desired field of education. For example if a twelfth standard students is unable to fulfil his dreams of getting his desired educational field even though he scored high marks he is filled with frustration and encircled in a pathetic circumstances which they are unable to bear or tolerate it emotionally.

As students get low marks in their higher studies entrance exams, their dreams have been collapsed and they couldn't tolerate the disappointed situation Parents, teachers and moreover the society has the responsibility for those kind of students to keep them away from the depression and teach them to be optimistic in choosing their department in higher education. The exams are the reason for the depression, anxiety, tension, and expectation of success. Students must be taught how to remove their fear, anxiety and tension. They must concentrate only in studies. They should be taught that they should consider success and failure as the same because they are not permanent in our life. Only changes are permanent in this world.

The society must teach them to be courageous, withstanding, and optimistic. They must have different thought provoking ideas which can be implemented in their life to achieve their goal. They must not be getting depressed if they lose their single chance. Self confidence and trust their future to be a bright one. Therefore the investigator undertakes a study on learning disability and test anxiety of secondary students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of learning disability and test anxiety of secondary students with regard to medium of instruction.
2. To find out whether there is any significant difference between Tamil and English medium students in their learning disability and test anxiety.
3. To find whether there is any significant relationship between learning disability and test anxiety of secondary students.

Hypotheses

1. There is no significant difference between Tamil and English medium students in their learning disability and test anxiety
2. There is no significant relationship between learning disability and test anxiety of secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of “Learning disability inventory” comprises of 44 items which was developed by Anantha jothi and Anandaraj (2016). “Test anxiety scale” comprises of 34 questions, which was developed and validated by the G. Visakalakshmi (investigator) and Dr. S. Anandaraj (Research supervisor) in 2017. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 secondary students studying in Tuticorin District. The data were analysed using level and correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Objective 1

To find out the level of learning disability and test anxiety of secondary students with regard to medium of instruction

Table 1 Level of learning Disability and test Anxiety of Secondary Students with regard to Medium of Instruction

Variable	Learning disability						Test anxiety					
	Low		Average		High		Low		Average		High	
	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	32	16.2	134	68.0	31	15.7	37	18.8	141	71.6	19	9.6
English	12	11.7	80	77.7	11	10.7	8	7.8	77	74.8	18	17.5

It is inferred from the above table that 16.2% of Tamil medium secondary students have low 68.0% of them have moderate and 15.7% of them high level of learning disability. 11.7% of English medium secondary students have low 77.7% of them have moderate and 10.7% of them have high level of learning disability.

18.8% of Tamil medium secondary students have low 71.6% of them have moderate and 9.6% of them high level of test anxiety 7.8% of English medium secondary students have low 74.8% of them have moderate and 17.5% of them have high level of test anxiety.

Ho1: There is no significant difference between Tamil and English medium secondary students in their learning disability and test anxiety.

Table 2 Significant Difference between Tamil and English medium secondary students in their learning disability and Test Anxiety

Variable	Gender	N	Mean	SD	Calculated Value	Remark
Learning disability	Tamil	197	88.11	15.577	0.485	NS
	English	103	88.90	12.123		
Test anxiety	Tamil	197	54.49	15.805	3.727	S
	English	103	61.22	14.327		

(at 5% level of significance the table value of ‘t’ is 1.96, NS- Not Significant, S- Significant)

It is inferred from the above table that there is no significant difference between Tamil and English medium secondary students in their learning disability. But there is significant difference between Tamil and English medium secondary students in their test anxiety.

While comparing the mean scores of Tamil and English medium secondary students, English medium (mean = 61.22) students are having high test anxiety than the Tamil medium (mean = 54.49) students.

Ho2: There is no significant relationship between learning disability and test anxiety of secondary students.

Table 3 Relationship between Learning disability and Test Anxiety of Secondary Students

Variables	N	Calculated 'r' value	Remarks
Learning disability and Test Anxiety	300	0.251	S

(at 5% level of significance, the table value of 'r' is 0.113, S- Significant)

It is inferred from the above table that, there is significant relationship between learning disability and test anxiety of secondary students.

Findings of the Study

The major findings derived from the study are:

1. The level learning disability and test anxiety of secondary students are found to be moderate with regard to medium of instruction.
2. There is a significant difference between Tamil and English medium secondary students in their test anxiety. English medium students are having high test anxiety than the Tamil medium students.
3. There is a significant relationship between learning disability and test anxiety of secondary students.

Conclusion

Individual differences among students affect their performance of their life. Some students learn quickly and someone learn slowly in different subject. Today we have to give more attentions to the students who are learning disabled. Many of them become problematic children and have some anxiety when facing the test. Due to this they become dull and develop inferior feelings and become nervous and submissive. This study reveals that, there is a positive correlation between learning disability and test anxiety. Students with learning disability may be suffering from test anxiety. Learning disabled students had a greater chance of experiencing worry, inattentiveness and cognitive obstruction. This may affect their confident to face the examination which was conducted by the school. The norms should be formed by the government for each and every school to give self-confidence programs for the learning disabled students. The teachers motivate his pupils that make them more self-confidence to face the examination without fear.

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