

## STUDY INVOLVEMENT AND TEST ANXIETY OF XII STANDARD STUDENTS

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### **Abstract**

*The present study examines the relationship between study involvement and Test Anxiety. The sample consists of 250 participants at XII standard students procured from 10 schools in Tuticorin through a random sampling technique. The collected data was analyzed statistically by using the SPSS package. There is a significant difference between study involvement and test anxiety of XII standard students with reference to some demographic variables.*

**Keywords:** *Study Involvement, Test Anxiety, and XII Standard Students.*

### **Introduction**

Education is as old as the human race or human kind and it is a continuous process. It has accepted through many ages and stages in the process of evolution and at every phase, it has a different meaning according to conditions then prevailing. The concept of education is still in the process of evolution, and this process never comes to an end. The reason is that “Education is an abstract concept and it is dynamic.” Education is a purposeful, continuous, and life long process. It serves as a dynamic process for individual adjustment and development. It is very significant for the growth of an individual and society. It is through education that men expand his thoughts and interpretation, problem solving and imagination, intelligence and ability, positive sentiments and skills and, good values and attitudes. It is through education that is transformed into a human, social, ordinary and, spiritual being. One of the institutions that have made man cultured and civilized is education.

### **Need for the Study**

Students are the pillars of the nation. The students should possess the qualities needed for the efficient performance of their roles. Education should speed out the kinds of desirable changes wanted by the society, and now these changes are to be brought among the students.

The education should try to study and understand various problems of the civilization in specific areas from time to time and should become an integral part of social development. The learners should be involved in studies to accomplish the whole development.

### **Statement of the Problem**

“Study Involvement and Test Anxiety of XII standard Students”.

### **Operational Definitions**

The investigator wants to give explanations for the terms used in the title of the study

**Study Involvement**

Study involvement refers to the degree of one's own confidence, interest, balancing burdens, achievement, problem-solving abilities, positive and negative attitude towards his studies. Here the investigator refers to the involvement of XII standard students in their study.

**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 to Test Anxiety of XII standard students facing or doing the examination.

**XII standard Students**

XII standard Students are those students undergoing one year of study after they complete their 11<sup>th</sup> standard exams to enable them to join a college.

**Objectives of the Study**

1. To find out whether there is any significant difference in study involvement of XII standard students with respect to the location of school.
2. To find out whether there is any significant difference in study involvement of XII standard students with respect to the group.
3. To find out whether there is any significant difference in test anxiety of XII standard students with respect to gender.
4. To find out whether there is any significant association in test anxiety of XII standard students with respect to father's education.

**Hypotheses**

1. There is no significant difference in study involvement of XII standard students with respect to the location of school.
2. There is no significant difference in study involvement of XII standard students with respect to the group.
3. There is no significant difference in test anxiety of XII standard students with respect to gender.
4. There is no significant association in test anxiety of XII standard students with respect to father's education.

**Method of the Study**

In the present study survey method was employed.

**Sample of the Study**

The sample has 250 XII standard students from 10 schools.

### Tools Used

A great variety of research tools are widely employed for collecting relevant data. The selection of a suitable device is a necessary condition for any successful research. The research depends on the nature of the study selects the relevant tools, either readymade or new ones.

The tools used for the present investigation are:

1. Personal data form.
2. Study Involvement Inventory by Asha Bhatnagar (1983).
3. Test-Anxiety Scale by Sharma V.P (1997).

### Hypothesis-1

There is no significant difference in study involvement of XII standard students with respect to the location of school.

**Table 1: Difference between Rural and Urban School XII Standard Students in their Study Involvement**

Variable	Rural(133)		Urban(117)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Study involvement	55.86	8.735	59.68	6.716	3.827	S

It is inferred from the above table that, the calculated value (3.827) is greater than the table value (1.97) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban school XII standard students in their study involvement.

### Hypothesis-2

There is no significant difference in study involvement of XII standard students with respect to group

**Table 2: Difference between Science, Arts and Vocational Group XII Standard Students in their Study Involvement**

Variable	Source of variation	Sum of square	Degrees of freedom	Mean square variance	Calculated 'F' value	Remark
Study involvement	Between	64.172	2	32.086	0.491	NS
	Within	16142.852	247	65.356		

It is inferred from the above table that the calculated value (0.491) is less than the table value (3.02) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in study involvement of XII standard students with respect to group.

### Hypothesis-3

There is no significant difference in test anxiety of XII standard students with respect to gender.

**Table 3: Difference between Boys and Girls XII Standard Students in their Test Anxiety**

Variable	Male(158)		Female(92)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Test anxiety	64.44	13.253	69.10	10.165	2.907	S

It is inferred from the above table that, the calculated value (2.907) is greater than the table value(1.97) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between boys and girls XII standard students in their test anxiety.

### Hypothesis-4

There is no significant association in test anxiety of XII standard students with respect to father's education.

**Table 4: Association between Father's Education of XII Standard Students in their Test Anxiety**

Variable	Father's education	Low	Average	High	Calculated ' $\chi^2$ ' value	Remark
Study involvement	Illiterate	8	19	13	8.940	NS
	Upto SSLC	65	76	36		
	Upto HSC	17	11	5		

It is inferred from the above table that, the calculated value (8.940) is less than the table value (9.488) at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant association in test anxiety of XII standard students with respect to father's education in their test anxiety.

### Interpretation

- The 't' test analysis shows that there is a significant difference between rural and urban XII standard students in their study involvement. While comparing the mean value of urban school students are better than rural school students in their study involvement. The reason may be urban school students are naturally better motivated to achieve and they have a good competition among themselves.
- The 't' test analysis shows that there is a significant difference between male and female XII standard students in their study involvement. While comparing the mean value female students are better than the male students in their test anxiety. The reason may be female

students are naturally having better understanding, persistence and perseverance. They are goal-oriented and matured.

### **Conclusion**

Study involvement in views of Morse and Wingo(1970) implies “keen interest in the task, working with perseverance and imagination and sharing the responsibility for own learning.” In the learning process, study involvement and test anxiety play a vital role. Participation in studies not only makes the learning a pleasurable activity but also yields improvement in learning outcomes of higher-order and develops positive attitudes towards learning and decreases the test anxiety. Therefore the study involvement of the students today has got a cumulative growth in their future performance.

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