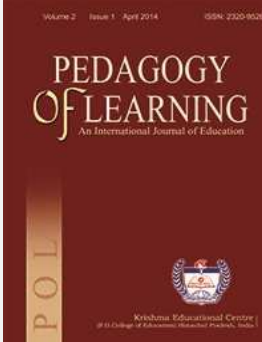
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## **Anxiety of the Secondary School Students on Terminal Test**

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### **Abstract**

The result of terminal test of secondary school students provides hope and opportunity for their future career development. All stakeholders like parents, teachers and school administrators seriously view the results of terminal test of their students and therefore put a stress on them to be competitive to have good result. In such situations, students reading in secondary level starts to think of their terminal tests and become hyperactive. The present study was undertaken to investigate and evaluate the level of anxiety of secondary school students of the Puri District of Odisha on their terminal test with respect to their gender, locality of habitation, family pattern they belong and type of schools they read. The sample of the study consisted of 100 secondary school students of the Puri District of Odisha selected randomly. The study highlighted the result that the factor of family pattern and type of schools of the secondary school students positively influenced their level of terminal test anxiety whereas the factor of gender and locality of habitation of secondary school students had no impact on their terminal test anxiety.. .

**Keywords:** Anxiety and Secondary School Students, Terminal Test

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## **Introduction**

Tests are commonly used in schools and classes in order to locate the learning difficulties of the learners and to know the level of achievement of the students. Students react to the tests in different ways. Some students accept it easily and some become worried of it and they feel mal adjusted to tests. The word, test creates stress in the mind of the students. It creates an anxiety in the students. But the test anxiety differs from one individual to another. So the text anxiety has been a common problem for the students in their academic life in the present time.

The teachers are worried about their student's performances in the schools. Parents seriously think about their children's academic achievement. All teachers and parents become optimistic about the academic achievement of children without knowing their real position, standard and progress. Students are not allowed to proceed at their own pace rather they are pressurized to memorize more to pass the examination and keep good scores in the examinations. This situation leads to develop an anxiety in the students. In the present day of complexity, some schools fail to provide good learning environment to their wards and even there are no good teachers or there is lack of teachers to teach in the schools but the students are made to appear the tests timely. This leads to create the test anxiety in the students. In the home also a number of problems like lack of facilities, economic problem of parents, illiteracy of parents and non-availability of good environment in the home as well as the problems relating to the joint family system lead to develop the test anxiety in the students. Test anxiety as an issue has also been undertaken by many investigators in general and studied its effect on the academic achievement of the students of various levels. Barinder (1985) in his study highlighted that sex is significantly related to anxiety both general and test anxiety; Girls exhibit more general anxiety as well as test anxiety than the boys, there is positive and significant relationship between general and test anxiety, socio-economic status play a role in case of boys neither in their general anxiety nor in their test anxiety and there is significant difference in general anxiety of very high socio- economic status of girls and high socioeconomic status girls' and also between very high socio-economic status girls and average socio-economic status girls. Dastidar (1981) in his study held the findings that functionally examination anxiety is related to psychological, Physiological, somatic and religious superstitious dimensions. Daugar (1988) in his study highlighted that anxiety experience is a distressing psycho-physiological reaction of an individual ensuing because of the apprehended uncertainty of one's moral integrity, competence and embeddedness. Gupta (1992) out of his study placed the findings that, test anxiety influence negatively difficult task among the high test anxious-high intelligence group but in the low- test anxious- high intelligence group. Gyanoni (1984) in his study highlighted that, the students with high level of anxiety were found to be more intropunitive and obstacle-dominant, where as in the low level anxiety the boys were more

impunitive and need persistent. Kaur (1991) in his study found that for public school sample, there was significant difference in achievement sources of boys and girls, for all groups studied, the correlation between test anxiety and the various school subjects do not differ significantly from each other, test anxiety, belief and intelligence in control of re-enforcement shows a significant relationship with achievement and together accounted for 7%-32% of the true variance in achievement for the public school samples and for 9% to 30 % for the government school sample. Upmanyu (1974) in his study highlighted the major findings that, anxiety and socio-metric status were significantly correlated, Isolates and rejectees do not differ in their anxiety level, there is no significant difference between the mean score of popular, rejectees and isolates on lack of self – sentiment development, suspiciousness, paranoid-type insecurity and id-pressure and Popular and rejectees significantly differ on the component of ego- weakness. Out of the review of the studies conducted earlier on the issues of test anxiety, it is found that most of the studies address to the problem of general test anxiety of the students and no such studies have been conducted on the issue of terminal test anxiety of students. It is perceived that the teachers and the parents become more optimistic about the terminal test result of their students and they compare the result of their students with others. In the fear of such conditions students are found more serious about their terminal examinations than the other examinations. Again the result of the terminal test gives a basis for the selection of the future courses and influences the aspiration of the students. The terminal tests are important for the student's academic life and create an anxiety in them on their terminal test. Therefore keeping in view of this grate problem, the present study entitled "Anxiety of the secondary school students of the Puri District of Odisha on terminal test" was undertaken to evaluate the level of terminal test anxiety of the secondary school students in relation to their gender, locality of habitation, family pattern and types of schools.

### **Objectives of the Study**

The followings were the objectives of the present study.

1. To study the anxiety of secondary school students of the Puri District of Odisha on terminal test in relation to their gender.
2. To study the anxiety of secondary school students of the Puri District of Odisha on terminal test in relation to their locality of habitation.
3. To study the anxiety of secondary school students of the Puri District of Odisha on terminal test in relation to their family pattern.
4. To study the anxiety of secondary school students of the Puri District of Odisha on terminal test in relation to their type of schools.

### **Hypotheses of the Study**

In the present study, the following hypotheses were framed in the question form.

1. Is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their gender (Boys and Girls)?
2. Is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their locality of habitation (Rural and Urban areas)?
3. Is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their family Pattern they belong (Large and Small family)?
4. Is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their type of schools (Government and Non-Government)?

### **Methodology**

The decision about the selection of methods depends upon the nature of the problem selected and the objectives of the study. Keeping in view of the above rationale, the methodology used in the present study was descriptive survey. The study intended to explore the inner view of the respondents of the study on the issue selected for the study.

### **Delimitations of the Study**

Geographically the present study was delimited to the Puri District of Odisha. Further, the study was confined to measure the level of anxiety of the sampled respondents on their terminal test from the intention point of view. Only the 10<sup>th</sup> class students reading in the Secondary Schools who are supposed to appear their Board Examination were selected to constitute the sample of the present study.

### **Population and Sample**

All secondary school students of the Puri District of Odisha constitute the population of the present study.

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A total of 100 10<sup>th</sup> class students reading in secondary schools of the Puri District of Odisha were selected randomly to constitute the sample of the present study consisting of 50 boys and 50 girls' students. Similarly, equal proportion of 10<sup>th</sup> class students of rural and urban areas habitations were selected to form the sample. Purposively 10 Government Secondary schools and 10 Non-Govt. Secondary schools located in the rural and urban areas of the Puri District of Odisha were chosen to select the sampled population maintaining equality of their proportions. Actual number of respondents constituting the sample of the study on the grounds of their family pattern they belong was determined after collection of data and it was of 62 10<sup>th</sup> class students belonged to their large family and rest of 38 10<sup>th</sup> class students belonged to their small family environment.

#### **Tools Used**

A self-made interview schedule consisted of fifty items was used to collect the data for the present study.

#### **Statistical Techniques Used**

In the present study, t test was used as the statistical techniques for analysis and interpretation of the result. The data were tabulated and classified to determine the Mean and Standard Deviation for further statistical treatment.

#### **Testing of Hypotheses and Discussion of Result**

**Table-1: Study of anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their gender (Boys and Girls)**

Variable	Respondents (N=100)	Mean	SD	SED	't' Value	'p' Value (1.96 at 0.05 level) (df =98)
Gender	10 <sup>th</sup> Class Boys N=50	30.9	9.19	1.72	1.31**	<P
	10 <sup>th</sup> Class Girls N=50	28.64	8.01			

\*-Significant at 0.05 Level of significance, \*\*-Not Significant at 0.05 Level of Significance

Table-1 showing data analysis on the study of anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their gender reveals the facts that mean anxiety score on terminal test of 10<sup>th</sup> class boys' students was higher (30.9) than the 10<sup>th</sup> class girls' students (28.64). But statistically boys' students and girls' students significantly did not

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differ on their terminal test anxiety and their terminal test anxiety was seen to be equal as the calculated t value (1.31) was found to be less than the p value at the 0.05 level of significance. Therefore it is concluded that gender as a factor significantly did have any role to influence the terminal test anxiety of secondary school students of the Puri District of Odisha and as a result, the research hypothesis No.1, i.e. Is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their gender (Boys and Girls)? is negatively affirmed. The attributing cause may be that 10<sup>th</sup> class students irrespective of their gender variability have perceived the prospects and importance of the terminal test in their academic life.

**Table-2: Study of the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their locality of habitation (Rural and Urban areas).**

Variable	Respondents (N=100)	M	SD	SED	't' Value	'p' Value (1.96 at 0.05 level) (df =98)
Locality of Habitation	10 <sup>th</sup> Class Students inhabiting Rural Areas N=50	29.98	8.62	1.66	1.66**	<P
	10 <sup>th</sup> Class Students inhabiting Urban Areas N=50	27.22	8.08			

\*Significant at 0.05 Level of significance, \*\*Not Significant at 0.05 Level of Significance

Table No.2 shows the result after collapsing the gender of the sampled respondents that the mean terminal test anxiety score of 10<sup>th</sup> class students inhabiting the rural areas was higher (29.98) than the 10<sup>th</sup> class students inhabiting the urban areas (27, 22). Statistically 10<sup>th</sup> class students inhabiting the rural and urban areas significantly did not differed on their level of anxiety on their terminal test and their terminal test anxiety was seen to be equal as the calculated t value (1.66) was found to be less than the p value at the 0.05 level of significance. Therefore, it is concluded that locality of habitation as a factor significantly did not have any impact on the terminal test anxiety of secondary school students of the Puri District of Odisha and as a result, the research hypothesis No.2, Is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their locality of habitation (Rural and Urban areas)? is negatively affirmed. The attributing cause may be that 10<sup>th</sup> class students irrespective of their differences in locality of habitation have understood the impact of the result of their terminal test in their academic life as well as the reactions of their parents and teachers.

**Table-3: Study of the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their family pattern they belonged (Large and Small family)**

Variable	Respondents	M	SD	SED	't' Value	'p' Value (1.96 at 0.05 level) (df =98)
Family Pattern	10th Class Students belong to Large Family (N=62)	30.89	9.86	1.88	1.99*	>P
	10 <sup>th</sup> Class Students belong to Small Family (N=38)	27.24	8.26			

\*Significant at 0.05 Level of significance, \*\*-Not Significant at 0.05 Level of Significance

The above table No.3 reflects the result after collapsing the gender and locality of habitation of the sampled respondents that the mean terminal test anxiety score of 10<sup>th</sup> class students belonging to their large family pattern was higher (30.89) than the 10<sup>th</sup> class students belonging to the small family pattern (27, 24). Statistically calculated t value (1.99) was found to be higher than the p value at the 0.05 level of significance. The terminal test anxiety of 10<sup>th</sup> class students belonging large size family was significantly more than their counter part 10<sup>th</sup> class students belonging small size family. Therefore it is concluded that the family pattern as a factor significantly had positive impact on the terminal test anxiety of the secondary school students of the Puri District of Odisha. Thus, the research hypothesis No.3, i.e is there any significant difference in the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their family Pattern they belong (Large and Small family)? is positively affirmed. The secondary school students of large family showing more anxiety on their terminal test than the secondary school students belonging to small family due to the attributed cause may be that their preparation for the test might be disturbed due to family members' interferences or they might be getting less study facilities in their large family environments.

**Table-4: Study of the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to their type of schools (Government and Non-Government)**

Variable	Respondents (N=100)	Mean	SD	SED	't' Value	'p' Value (1.96 at 0.05 level) (df =98)
Type of Schools	Govt. Schools N=50	31.3	8.34	1.73	2.14*	>P
	Non. Govt. Schools N=50	27.66	8.99			

\*Significant at 0.05 Level of significance, \*\*Not Significant at 0.05 Level of Significance

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Table No.4 showing the study of the anxiety of secondary school students of the Puri District of Odisha on their terminal test in relation to the type of school they read (Government and Non-Govt. schools) after collapsing their gender, locality of habitation and family pattern underlined the result that the mean terminal test anxiety score of 10<sup>th</sup> class students reading in Govt. secondary schools was higher (31.3) than the 10<sup>th</sup> class students reading in Non-Govt. secondary schools (27, 66). Statistically calculated t value (2.14) was found to be higher than the p value at the 0.05 level of significance. Thus, the 10<sup>th</sup> class students of the government secondary schools significantly had more of their terminal test anxiety in comparison to their counter parts 10<sup>th</sup> class students of Non-government secondary schools. Therefore, it is concluded that the type of schools as a variable significantly had positive role in influencing the terminal test anxiety of secondary school students of the Puri District of Odisha and thus, the research hypothesis No.4, i.e Is there any significant difference in the anxiety of secondary school students of the Puri of Odisha on their terminal test in relation to their type of schools (Government and Non-Government)? is positively affirmed. The students of Govt. secondary schools showing more anxiety on their terminal test than the students of non-government secondary schools because of the attributed cause may be that their preparation for the terminal test might be disturbed due to improper teaching learning care .provided by the government schools or lack of teacher's cooperation and motivation availed from the government schools.

#### **Findings of the Study**

The major findings of the present study were the followings.

1. Statistically and significantly boys' and girls' students of the secondary schools of the Puri District of Odisha did not differed in their terminal test anxiety and their level of terminal test anxiety was seen to be equal neutralizing the factor of gender.
2. Secondary school students of the Puri District of Odisha inhabiting the rural and urban areas did not significantly differed in their terminal test anxiety nullifying the impacting factor of Locality of their habitation (Rural and Urban areas).
3. The family pattern as a factor significantly had positive impact on the terminal test anxiety of secondary school students of the Puri District of Odisha as a result secondary school students belonging to large family pattern had more of their terminal test anxiety than their counter parts, secondary school students belonged to small family pattern.
4. The type of schools (Govt. and Non-Govt. secondary schools) as a variable significantly had positive role in influencing the terminal test anxiety of secondary school students of the Puri District of Odisha, as the level of terminal test anxiety of secondary school students reading in Govt. secondary schools was found more than their counterparts' students reading in Non-Govt. secondary schools.



### **Implication of the Study**

Out of the result of the present study it is implied that, terminal test result of secondary school students is viewed seriously by different stake holders like parents, teachers and school authorizes. Terminal test result also provides an insight into the career prospects of students and for their future course of action. Therefore terminal test is an important issue for all secondary school students irrespective of their gender, locality of habitation, family patter they belong and type of schools they read. All secondary schools should provide a healthy and inspiring academic environment to their students and teachers are to cooperate, motivate and help their students in the preparation for facing the terminal tests boldly. Teachers should eradicate all sorts of doubts of their students before appearing the terminal tests. Parents should inspire their wards to learn and provide adequate study materials in time before the onset of their terminal test. They should motivate, encourage and help their students in their learning. Parents should not indulge their students in household activities at the time of their study and while preparing for their tests. All government secondary schools should be equipped with sufficient trained teachers as per the requirement to cope with the teaching-learning activities in the schools. Students reading in the government secondary schools should not be neglected in their learning process and their courses should be completed in due time. Feedback mechanism and acceleration programme for the students in the secondary schools should be strengthened more.

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