



The relationship between Religiosity and Test anxiety in high school students.

Yadollah Eghdami¹ and Ayatollah Karimi²

¹The holy prophet higher education complex of Iran.

²Teacher Training Center of Rasool Akram. Ahvaz, Iran.

Abstract:

Purpose. The aim of the present study is to determine the relationship between Religiosity and test anxiety in high school students.

Background. With respect to Previous studies it has revealed that "Religiosity has a negative correlation with Students test anxiety".

Method. The sample comprised 136 (66 males and 70 females) 9th grade high school students from Iran. Test anxiety scale (TAQ) and Religiosity questionnaire carried out on the student's group sample. Pearson correlation and two independent sample tests used to analyze the data.

Results. The results have revealed that Religiosity has a negative correlation with Students test anxiety [$r = -.46, p < .05$]. More over it was also found that there are significant gender differences in Test anxiety [$t = 5.32, P < .05$], whereas there are no significant differences between boys and girls in Religiosity [$t = .096, P > .05$]. The implications for practice and research are discussed.

KEYWORDS: Religiosity, Test Anxiety, high school students.

INTRODUCTION:

The psychological factors and their effects on academic situations are the growing concerns of the educational researchers and practitioners. Many learners experience Test anxiety in our schools today. Reported consequences of being anxious toward Test include the avoidance of Test and the decline in Test achievement. This kind of 'anxiety' was first detected in the late 1950s.

Over the past 80 years human anxiety and its consequences have been researched. Prior to 1950 there was little research on human anxiety (Spielberger). This was due to differing conceptual frameworks being used to define the phenomenon, few instruments to measure it, and ethical problems associated with inducing anxiety in laboratory settings (Spielberger).

Anxiety has been conceptualized in multiple ways throughout the years. Some researchers refer to the cognitive impairments involved, and others to the emotional reactions. According to Lazarus & Averill anxiety is An emotion initiated by the appraisal of a threat; a state that is (1972) associated with feelings of uncertainty helplessness, and a threat to the core of the personality. Spielberger (1983) believed that anxiety is an emotional state at a given moment in time and at a particular level of intensity which is characterized

Please cite this Article as : Yadollah Eghdami¹ and Ayatollah Karimi² , The relationship between Religiosity and Test anxiety in high school students. : Indian Streams Research Journal (July ; 2012)



by “tension, apprehension, nervousness, and worry, and an activation of the autonomic nervous system” (p. 4) and Beck, Emery, & Greenberg (1985) Steps a person takes to reduce danger, an emotional process Greenberg (1985) accompanied by physiological reactions.

It has defined in DSM IV as: A. Excessive anxiety and worry (apprehensive expectation), occurring more days than not for at least 6 months, regarding a number of events or activities (such as work or school performance). B. The person finds it difficult to control the worry. C. The anxiety and worry are associated with three (or more) of the following six symptoms (with at least some symptoms present for more days than not for the past 6 months). (1) feeling restless or feeling keyed up or on edge (2) coming easily fatigued (3) experiencing difficulty concentrating or having mind going blank (4) exhibiting irritability (5) feeling muscle tension (6) having sleep disturbance (difficulty falling or staying asleep, or restless unsatisfying sleep) .

DEFINITIONS OF TEST ANXIETY

Beck, Emery, defined test anxiety as an unpleasant emotional reaction to real or imagined dangers; & Greenberg (1985) anticipation of a specific confrontation with an evaluation; a feeling of vulnerability. Tobias (1985) revealed that it is an information-processing deficit approach worry during an examination distracts the learner's attention, decreasing their capacity to do specific tasks and creating retrieval deficits. Howell & Swanson (1989) believed that it is a negative perception of academic ability based on actual past academic performance, study, and testing skills.

And according to Bembenuity (2008), it is the worry that interferes with the attention, concentration, and effective information processing. Although multiple definitions have been introduced for anxiety and test anxiety, there is broad agreement that anxiety can be classified into two components, which are state and trait anxiety (Cheung, 2006). Dreger and Aiken (1957) noticed undergraduate college students reacting emotionally to arithmetic and Test. Although this reaction appeared to be similar to test anxiety in general; they found that Test anxiety has an existence of its own. They labeled it 'number anxiety'. It is often assumed that high level of anxiety impairs performance. A moderate amount of anxiety may actually facilitate performance. Beyond a certain degree, however, anxiety hinders performance particularly in the case of higher mental activities and conceptual process (Shemp, 1986).

The association between religiosity/spirituality and health has become the focus of recent interest in both lay and research communities. While researchers tend to agree that students Religiosity is an important determining factor in influencing student outcomes, there is little consensus about the relationship between students Religiosity and Test anxiety (Green, 1990; Ingersoll, 2001), Secondly, there is need for studies which will address variables in the levels of students Religiosity and Test anxiety. The objectives of the presents study therefore focuses on the correlation between students Religiosity and Test anxiety .

HYPOTHESIS

There are significant correlations between students Religiosity and Test anxiety.
There are significant correlations between students Religiosity and academic achievement

METHOD

Sample

The participants of this study comprised of 136 students of 8 grade including 66 males and 70 females, selected randomly from 16 high schools in sought of Iran.

TOOLS AND MATERIALS

The instruments used in the research study are as follows:

a. Test Anxiety Scale-Iran (TAS-I):

This questionnaire was developed by Karimi 2008; and contains 31 items of situations which causes Test anxiety. Each item of this scale was rated on a five – point scale rating , from very much anxious – 5 to not at all anxious-1. Psychometric properties of this scale are computed by researchers. The correlation between scores on TAS-I and TAQ (Richardson and Suinn , 1982) was 0.92. Two weeks test-retest reliability of the scale was 0.83 and internal consistency alpha coefficient was computed 0.89.



b. Religiosity scale:

This Scale created by the researcher with 21-item self-report instrument in a four-response Likert format. This instrument was designed to gather information about religiosity level of high school student . The four response options range from 1 = completely false to 4 = completely true. The psychometric properties of this scale has shown that internal consistency alpha coefficient was computed 0.85.

RESULTS

Coefficients of correlations between student's Religiosity, Test anxiety and academic achievement are presented in the correlation matrix table 1.

Table 1. Coefficients of correlation between of students Religiosity, Test anxiety and academic performance

	students Religiosity	Test anxiety	academic performance
students Religiosity	1		
Test anxiety	-.29(**)	1	
Academic performance	.43 (**)	-.33 (**)	1

** Correlation is significant at the 0.01 level (1-tailed).

N= 136

The coefficients of correlations given in table above showed inverse relationship between Religiosity , Academic performance and Test anxiety. pearson correlations coefficients between students Religiosity and Test anxiety was [$r = -.29, p < .01$] and between students Religiosity and Academic performance was [$r = .43, p < .01$], moreover the relationships between Test anxiety and Academic performance was [$r = -.33, p < .01$].

DISCUSSION

This paper has used a sample of the students in three states in sought of India to investigate the relationship between students Religiosity , Test anxiety and Academic performance. The results demonstrated quite clearly that there is contrary relationship between three variables.

This results showed inverse relationship between students Religiosity and Test anxiety and positive relationship between students Religiosity and Academic performance . Moreover the relationships between Test anxiety and Academic performance was significantly negative.

CONCLUSION AND RECOMMENDATIONS

The present study aims to evaluate the relationship between students Religiosity with Test anxiety and academic performance. According to the above - mentioned results: a. significant negative correlation between students Religiosity and Test anxiety is found. b. A significant positive correlation between students Religiosity and academic performance is detected. It is also found that Test anxiety and academic performance in students can be predicted by set of students age, experience and education of teachers.

REFERENCES

- Dreger, R. M., & Aiken, L. R. (1957). The identification of number anxiety in a college population. *Journal of Educational Psychology*, 47, 344-351.
- Garry, V.S. (2005).The effect of Test anxiety on the course and career choice of high school students . *Journal of vocational- technical education students*, 12(3), 11-19.
- Green, L. T. (1990). Test anxiety, Test anxiety, and teacher comments: Relationships to achievement in remedial Test classes. *Journal of Negro Education*, 59(3), 320-335.
- Higbee, J. L. & ThoTAQ, P. V. (1999). Affective and cognitive factors related to Test achievement. *Journal of Developmental Education*, 23, 8-24.



- Rabalise, alien. (1988). Identification of math anxiety subtypes. Thesis submitted for degree TAQter of clinical psychology in West Virginia University.
- Richardson, F.C., & Suinn, R.M. (1972). "The Test Anxiety Rating Scale: Psychometric Data". *Journal of Counseling Psychology*, 19, 39-47.
- Shemp, R.R (1986). "The psychology of learning" Test. Penguin: Harmondsworth. 95-112.
- Suinn, Taylor & Edwards (1988). The measurement of Test anxiety: The Test anxiety rating scale for adolescents - MARS-A. *Journal of Clinical Psychology*, 38(3), 576-580.
- karimi, B.A. (2008). Development of Test anxiety scales in high school students of India and Iran. Thesis submitted for degree Ph.D of clinical psychology in Mysore University.
- McFarland, D. A. (2001). Student resistance: How the formal and informal organization of classrooms facilitate everyday forms of student defiance. *AJS*, 107, 612-678.
- Steven G. Rivkin, Eric A. Hanushek, And John F. K Ain1 (2005), (March, 2005) Teachers, Schools, And Academic Achievemen *Econometrica*, Vol. 73, No. 2, 417-458
- Ingersoll, R. M. (2001): "Teacher Turnover and Teacher Shortages: An Organizational Analysis," *American Educational Research Journal*, 38, 499-534.
- Murnane, R. J. (1975): *Impact of School Resources on the Learning of Inner City Children*. Cambridge, MA: Ballinger.
- Robertson, D., AND J. SYMONS (2003): "Do Peer Groups Matter? Peer Group versus Schooling Effects on Academic Attainment," *Economic a*, 70, 31-53.
- McLeod, D.B. (1993). "Affective Responses to problem Solving", *Test Teacher*. 86, 761-3.

