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"A STUDY ON TEST ANXIETY OF STUDENTS"



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Short Profile

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ABSTRACT:

A Study reveals that anxiety level of college male & female students, the present study attempts that level of anxiety among college students the study shows that females have more anxiety then the male. The male have less anxiety then the Female.

KEYWORDS

test anxiety , luxuries and financial security , scientific advancement and latest technology.

INTRODUCTION:

Today as we all know is the age of the fast and rapid changes with scientific advancement and latest technology. Everybody is running for getting hold of the each and every luxury at his or her place of work and at home. This cat & mouse race gives luxuries and financial security but side by side, it gives lot of tensions and anxieties to human beings. People have no time for pleasant communications at home, to properly look after their children, to look after their health or enjoy the life with some entertainment and relaxation. All this leads to uncongenial environment of family at home and work place.

As we all know that adolescence is a transition period from childhood to adulthood. According to the old sayings this is the period of great strain, storm and turmoil. In this period adolescent continuously strives for achieving his or her ego identity. If adolescent copes up with the environmental problems smoothly he or she achieves a good sense of identity for himself herself. But if he or she is not able to cope up with the day to day problems, smoothly he becomes an identity confused person. Therefore at this crucial juncture or critical developmental period of life adolescent faces a lot of difficulties to answer the question who am -I?

Taking all the above said points into consideration researchers felt to undertake this small project to find out the anxiety level of adolescents by a behavioral measuring questionnaire having main focus on personality characteristics and anxiety. Secondly, as we all are aware that the adolescent are the nation builders and strong pillars of any society or nation therefore their psychological stress must be removed and proper channelization of surplus energy of adolescents is essential. For proper all round personality development, counseling sessions were also given to high anxious and average anxiety level group of adolescents.

In this project mainly two theoretical terms of psychology were taken into consideration. Anxiety and adolescence with emphasis on counseling procedures and techniques.

From the very down of life, anxiety has been without break, playing its significant role in human life, it occupies a very important place in the study of human personality & multitude activities of the mind.

Actually in this modern age of uncertainties, man has few moral beliefs to guide him, as a consequence. The modern youth groods blindly around myriad of superstition & so-called social programs-seeking an answer that would satisfy his moral aesthetic, spiritual & economic well being. But unfortunately the modern youth is in perpetual state of anxiety, unhappiness & bewilderment, he does not find any successful way the fulfillment of his best potential & creative capacities because he is not able to achieve a well balance in his present circumstances & situation, political, economic & social problems. If we study newspapers of today, we find that there is racial discrimination & prejudices that have been harming both home and community.

Sigmund Frend was the first to define anxiety the within the context of psychological theory, According to him 'Anxiety is something felt, unpleasant effect of state or condition".

This state was characterized by all this is covered by the word nervousness, apprehension or anxious exception & different discharge phenomena.

FREUD SPOKE OF THREE MAIN KINDS OF ANXIETY:

1. Realty Anxiety:

Any time a person confronts an environmental situation which is, at least in part, reminiscent of an early traumatic experience, reality anxiety may be felt. The current anxiety-provoking situation might involve the prospect of physical injury, this is especially frightening due to the earlier trauma of the castration complex, or the anxiety may be brought on by the loss of a loved one, thus also reflecting infantile traumatic circumstances. In both of these examples, the person is reacting to the outside world with anxiety because of the danger of repeating an earlier traumatic moment.

2. Neurotic Anxiety:

The source of neurotic is internal instead of external the neurotically-anxious person is concerned over expression of an instinctual impulse which, should it be acted upon, would serve to get person into trouble, notice that while the source of concern is the internal instinct, the impulses perverse is not feared. It is only the anticipated consequence of its expression, which provoke anxiety.

Freud suggests that our instincts become a source of neurotic anxiety because their expression has in the part been met with punishing consequences, as children we may be verbally threatened by our parents or spanked severely for manifesting aggressive or sexual behaviors. The instinct upon which such childhood aggressive & sexual behaviors were beside later arouse neurotic anxiety in the adults as then come close to being overtly acted upon.

3. Moral Anxiety:

This third kind of anxiety, otherwise known as guilt. Is experienced by the EGO if it perceives that a superego standard is in danger of transgressed. The source of moral anxiety is therefore, also internal, only now the punitive conscience is implicated instead of the instincts. A second similarity between moral & neurotic anxiety in that the origins of both can traced to real world event, in the case of neurotic anxiety. One can see that the instincts serve as a source only because their impulsive expression had been met with actual aversive consequences at earlier times, similarly, the origins of moral anxiety can be found in the punitive action of parents towards their children. These action are later internalized FS within the child's personality as a conscience.

The national objectives of education cannot be achieved as long as our children are properly guided. Children should know their abilities & must have clear self-conception. Without the knowledge of their things, they are maladjusted which gives rise to anxieties worries, insecurity and tension. All these things are directly or indirectly in the way of need satisfaction of the individual. Many a talent go waste because the child has not had the opportunity to understand himself & where the individual does not know himself, his adjustment in life is affected.

For long period psychologists included the concept of anxiety as a trait in the various personality tests. No separate scale was constructed to measure the concept of anxiety. But theory and research were greatly stimulated in 1950 by the publication of three important books MAY'S — The meaning of anxiety: MOWRER - Learning theory and Personality dynamics & DOLLARD & MILLER'S 'Personality and

Psychotherapy'- In 1953 MIS TAYLOR, constructed 'Manifest anxiety scale'. On the basis of MMPI then in 1957 RAYMOND B. CATTELL constructed IPAT anxiety scale questionnaire.

In India S. D. Kapoor has adopted Yule's IPAT anxiety scale questionnaire in 1957. In 1966 Ourganand sinha has constructed & standardized a W. A. Sihha anxiety scale to measure general anxiety. A Hindi adaptation of Yule's anxiety scale was developed in 1967 by B. N. Singh & RC. Thakur, A.K.R Sinha & L.N.K. Sinha 1969 also constructed a comprehensive anxiety- test which is now widely used in various behavioral science researches.

But all these were comprehensive test of anxiety aspects of this anxiety is test anxiety. The reason behind its importance is that the test situation is experienced by almost all members of our society more curs the academic lives of people are very frequently affected by their test performance. We live in a test giving & test conscious culture. Moreover test anxiety is not only frequent but is also associated with severe personality disturbances & concomitant difficulties in the school learning situations.

In order to inhere its specificity and to evaluate, test performance in more comprehensive and valid way, test anxiety scale was developed for first time in 1950 by Sarason & Mondler.

PROBLEM:

To find out the test anxiety of degree college students.

HYPOTHESIS:

Girls and Boys are having same test anxiety.

VARIABLES:

Independent variable: sex.

Dependent variable: Anxiety

OBJECTIVES:

- 1) To know the extent of test Anxiety among the students.
- 2) To find out the sex difference in the amount of test anxiety.
- 3) To find out the co-relation among the girls and boys of the anxiety.

METHODOLOGY:

1) SAMPLE: The total sample consists of 100 students, out of the which are 50 boys and 50 girls studying in degree college of gulbarga city

2) TOOLS: The scale to measure test anxiety developed by Dr. V. R Sharma is used In the present study. In addition, the general information on age and sex of degree college was also collected.

TEST ADMINISTRATION:

For the collection of the data field investigation method was adopted, is the test anxiety scale was administered on the sampel. This test consisted of 25 questions in all each item is followed by 5 alternatives, out of which respondent should give his response to only one.

The subjects were asked to read the instruction carefully given there Care was taken to see that the respondent will not omit any questions of the scale and also it was checked whether subject responds to only one alternative to each question. Though there is no time limit the subject were asked to complete at the earliest.

SCORING:

The scoring for each question of the scale was carried out according to t he weights a signed to each alternative of each question given as under:

Alternative	Score
First	1
Second	2
Third	3
Fourth	4
Firth	5

The answer ticked by the testee are to be taken into consideration and the weights are to be assigned regarding t he response obtained for each situations, the sum of all the weights assigned would be the total anxiety score if the individual.

The present study was conducted examine the level of test anxiety. The result are presented in the tables

DISCUSSION:

Freud was the first to define anxiety within the context of prychological theory. According to him "Anxiety is something felt, unpleasant effect of state or condition" this state was characterized by all that is covered by the word nervousness, approbation or anxious phenomena.

Table No. 1 showing the frequency under the categories of Anxiety
Extremely Low

Category of Anxiety	Male (N=50)	Female (N=50)
Extremely High	6	7
High	26	33
Normal	18	10
Low	-	-
Extremely Low	-	-

The table shows the frequency under the categories of Anxiety of male and female students. The number of the extremely high test anxiety for males among fifty students is 6 for high test anxiety (for males among fifty) is twenty six (26). Normal test anxiety group has 18 male students. The low and extremely test anxiety for Male & Female student is nil 50 p., female students extremely high test anxiety students are 7 students of [S high test anxiety are 33 and in normal test anxiety there are 10 female students.

It is to be seen generally that the female students show more anxiety response than the male students. This is seen according to the tabular representation as extremely high test anxiety of male is 6 and female is 7 high test anxiety for male is 26 and for female, it is 33 for normal test anxiety it is 18 and for female it is 10.

Finally female students dominate in externally high-test anxiety along with high-test anxiety stage. But normal test anxiety shows a different picture. Here the male students are higher than the female students. Thus females are found to be more test anxiety than males.

Table 2

	Male	Female
N	50	50
Mean	64.83	68.9
S.D.	2.98	5.74
T- Value	4.45	

Significant at 0.01 level.

The Table No. 2 shows male and female anxiety test score. The mean score for male student is 64.83 while the mean score for female students is 68.90. The standard deviation for male students is

2.98 and for female students is 5.74. The T-value being 4.45 reveals that female anxiety is significantly higher than the males. This reveals that females have significantly higher test anxiety than males.

CONCLUSION:

1. There is more number of females in high and extremely high category of test anxiety.
2. Females are significantly higher in test anxiety than males.

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