Test Anxiety among the B.Ed. College Students: An Assessment

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Abstract: *The present study has been carried out to assess the test anxiety among the B.Ed. college students of Paschim Medinipur district of West Bengal. It also tries to find out difference of test anxiety between male –female and rural –urban B.Ed. college students. For this purpose following purposive sampling method the sample of this study was selected from 120 B.Ed. college students of Midnapore District, West Bengal. The total group consisted of 60 male and 60 female B.Ed. college students (Male=60, Female=60). Test Anxiety Inventory developed by Spie-lberger (1980b) was used to measure test anxiety. The inventory consists of 20 statements. After collection of data from the selected sample, data were treated statistically. Mean and Standard Deviation were computed. t test has been applied for hypothesis testing. Findings of the study indicate that male students differ from their female counterpart in respect of their test anxiety.*

Keywords: Anxiety, Emotional Elements, B.Ed. College, Learning Habits.

Introduction: The test anxiety of pupils is the result of their faulty learning behaviors and pupils with higher test anxiety have poor study skills, when compared to pupils with lower levels of test anxiety. It is evident that when the pupils do not make use of their capabilities and potentialities effectively, it makes the pupils incompetent to prepare themselves for the upcoming examinations. Faulty learning habits give rise to poor outcomes, which in turn make the pupils highly test anxious. The findings of the experiment give way to the fact that pupils having effective and constructive learning habits vary in respect of emotional elements of test anxiety when compared to those pupils having faulty learning habits (Culler & Holahan, 1980; Udeani, 2012; Zeidner, 1998).

Test anxiety is certainly a problematic situation frequent among college going teenagers of the present generation. As times have passed, numerous efforts have been put together to investigate the effects of test anxiety on the educational achievement process. (ScLwarger, 1986). A prevalent drawback of the college teenagers is test anxiety. Although anxiety in various challenging situations may improve the educational achievement of pupils, it may lead to poor outcomes as well (Chang, 1986). Time and again, it has been found that pupils

with a higher level of test anxiety experienced lower level of success in evaluative circumstances. Pupils who suffer from higher level of test anxiety observe this state of affairs as intimidating and greet them with severe emotional reactions. (Spielberger, 1975)

Review of Literature: According to **Sarason (2010),** there is a small but substantial negative association between achievement and anxiety. He proposed that situation-specific anxiety measures, as opposed to the general anxiety scale, would be more helpful in academic settings. His findings corroborated this theory, showing a stronger negative association between test anxiety and performance than between anxiety in general with performance. For females compared to men, the negative association was greater. In their investigation, Sarason and Stoopes found that students with high levels of anxiety gave greater estimations than students with low levels of anxiety.

A.J. Iranagh et al. (2019) Test-anxious students sometimes find it difficult to focus during tests and have trouble studying. Test anxiety may have a number of negative effects, "such as prolonged study periods, higher university dropout rates, exam failures, and psychological and physical impairments. A lot of things influence exam anxiety. A student's success and stress level have been shown to be influenced by their view of their knowledge and their incapacity to improve their learning".

Test anxiety has a noticeable impact on students' performance before and during exams, claim **Yusefzadeh and Iranagh (2019).** "Exam results are greatly impacted by this interference, as is test anxiety. The findings showed that students felt less stressed at test times if a significant amount of their test scores were previously explained by activities that took place in the classroom". As a result, health sciences colleges must include anxiety-reduction plans and activities. With the assistance of lecturers, active study preparation strategies and tactics may help students manage and minimize test anxiety. In order to help students prepare for exams and finish their courses on time, department leaders and faculty members must stand by them.

Statement of the problem: Test anxiety reflects itself in students' "complaints of lacking enough time to prepare for the exams or study the course materials, or being dissatisfied with the academic performance in previous assessments. Some research on test anxiety has focused on gender differences, which has frequently reported that female students experience higher levels of test anxiety than their male counterparts" (Nabilou, 2019). Therefore the problem stated here is "**Test Anxiety among the B.Ed. College Students: An Assessment".**

Significance of the Study: the current study assess about examination anxiety of B.Ed. trainees. This Study may be very useful to the faculty of B.Ed. colleges, teachers, parents and counselors to guide trainees for their future.

Objectives: The present study has been carried out to assess the test anxiety among the B.Ed. college students of Paschim Medinipur district of West Bengal. It also tries to find out difference of test anxiety between male –female and rural –urban B.Ed college students.

Hypothesis:

Hp1-Male students will differ significantly from the Female students with respect to their Test Anxiety.

Hp2-There will be "significant difference between the Rural and Urban B.Ed. college students with respect to their Test Anxiety".

Sample : Following purposive sampling method the sample of this study was selected from 120 B.Ed. college students of Midnapore District, West Bengal. The total group consisted of 60 male and 60 female B.Ed. college students (Male=60, Female=60).

Percentage of Male and Female B.Ed. College Students

Male Students	Female Students
N=120	
N$_1$= 60 (50%)	N$_2$=60 (50%)
TOTAL – 100%	

Variable:

Dependent Variable: Test Anxiety

Independent Variable: Male, Female, Rural and Urban

Tools: Test Anxiety Inventory (TAI)- By Spie-lberger (1980b): Test anxiety was measured using the Test Anxiety Inventory. Spie-lberger was the one who created it (1980b). There are twenty statements in the inventory. "The frequency with which a person exhibits anxiety symptoms before to, during, and after the test is indicated by these statements. Together with the results on the two subscales, worry and emotionality", the inventory provides a score for overall test anxiety.

Scoring: On a four-point scale, with Almost Never = 1, Sometimes = 2, Often = 3, and Almost Always = 4, responses were collected. Together with the results on the two subscales, worry and emotionality, the inventory provides a score for overall test anxiety. The inventory's initial item has a reversed score. "Test anxiety's emotionality component (TAI-E) score is determined by looking at items 2, 8, 9, 10, 11, 15, 16, and 18. Test anxiety scores on the worry component (TAI-W) are determined by looking at items 3, 4, 5, 6, 7, 14, 17, and 20". Add all of the inventory items to get the total test anxiety score (TAI-T).

Reliability and Validity: For male and female college students, the Test Anxiety Total (TAI-T) test-retest reliability over a two-week to one-month period is.80 to.81, respectively. By using the Test Anxiety Inventory in conjunction with Sarason's Test Anxiety Inventory (1978), construct validity of this measure was determined. Strong concept validity was shown by the high correlation (.82 to.83) between the overall scores on the two inventories (Spielberger, 1980b). The results of this research showed that the TAI's dependability was.85, while the scores for concern and emotionality were.73 and.79, respectively.

Statistical Techniques: After collection of data from the selected sample, data were treated statistically. Mean and Standard Deviation were computed. t test has been applied for hypothesis testing.

Table 1: t- Value Showing the Difference between Male and Female B.Ed. college students respect to their Test Anxiety

	Independent Samples test				
	Mean	**S.D.**	**t-Value**	**df**	**Level of Significance (2-tailed)**
Test Anxiety of Male Students	**55.69**	**6.926**	**6.787****	**118**	**0.01**
Test Anxiety of Female Students	**64.93**	**7.933**			

**Significant at 0.01 level

Table- According to Figure 1, the mean test anxiety scores for male and female students are, respectively, 55.69 and 64.93. At the 0.01 level of significance, the computed t-value of -6.787 with df = 118 is more than the 2.62 table value.

The **hypothesis no. 1** said that Male students will differ significantly from the Female students with respect to their Test Anxiety.

Hence the **Hypothesis no.1** is retained and the result confirms the male students differed significantly from the Female students with respect to their test anxiety.

Table-2: t-Value Showing the Difference between Rural and Urban B.Ed. college students with respect to their Test Anxiety

	Independent Samples test				
	Mean	**S.D.**	**t-Value**	**df**	**Level of Significance (2-tailed)**
Test Anxiety of the Urban B.Ed. college students	53.77	7.240	.468	118	.641
Test Anxiety of the Rural B.Ed. college students	54.02	10.092			

Table-2 shows that the mean values of test anxiety of the Urban and Rural B.Ed. college students are 53.77 and 54.02 respectively. The obtained t-value is .468 with df =118, which is much lesser than the table value of 1.98 at 0.05 level of significance.

The Hypothesis no.2 said that there will be significant difference between the Rural and Urban B.Ed. college students with respect to their Test Anxiety.

Hence **Hypothesis no.2** is rejected and the result said that there is no significant difference between the Rural & Urban B.Ed. college students with respect to their Test Anxiety.

Discussion: Again, the present research has shown that the male & female B.Ed. college students differed significantly with respect to their test anxiety and female students have shown better mean score in test anxiety compared to their male counterpart. Tanveer. A, et al (2012) in "his study shown that female students of different universities concentrate more on their studies; have more effective study habits and higher academic achievement as compared to male students". Dhanalakshmi. K & Murthy. K.V.S.N (2019) stated that the Study Habits of students pursuing B.Ed. exist at an average level. Their Study Habits vary depending upon their gender. It clearly indicates that study habit has a directly positive relationship with the test anxiety.

Findings: • There is no substantial difference in test anxiety between male and female B.Ed. college students.
• There is no test anxiety difference between rural and urban B.Ed. students.

Suggestion: It is important to improve B.Ed. college students' study habits which can reduce their test anxiety. Moreover, "it is recommended that improving students' study habits will not only enhance their academic performance but also impede them to experience high level of test anxiety".

Conclusion: People of all ages are assessed according to their accomplishments, talents, and abilities via tests and exams at all educational levels, particularly in higher education. These assessments are seen as a significant and potent instrument for decision making in our competitive culture. According to eminent academics, "we live in a test-conscious age where many people's lives are not only greatly influenced, but are also determined by their test performance." It is believed that stress related to tests and exams prevents certain people from realizing their full academic ability. It has been shown that students often see exams as a cause of anxiety spikes and as an environment filled with doubt and injustice that prevents them from showcasing their actual accomplishments.

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