TEST ANXIETY AS PREDICTOR OF ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

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ABSTRACT: The focus of present study was to explore test anxiety as predictor of academic performance among university students. Descriptive survey method was used to conduct the study. One hundred university students were selected as a sample of the present study through convenience sampling technique. In order to collect the responses of respondents, questionnaire of test anxiety by Nist and Diehl (1991) was used. Statistical techniques namely Pearson's coefficient of correlation and linear regression analysis were used to analyze the data. Results of study revealed that in case of university students 1) test anxiety has negative and statistical significant relationship with academic performance; 2) test anxiety has statistical significant contribution towards academic performance, but test anxiety is not the strong predictor of academic performance in case of university students.

KEYWORDS: Academic Performance, Test Anxiety and University Students.

I.   INTRODUCTION

Anxiety is an unavoidable phenomenon of everyone's routine life. The degree of anxiety differs from individual to individual. Sometimes, it acts as a force to catalyze an act to be completed. Anxiety can be positive and negative. But many a time, Anxiety leads to negative impact on an individual. It might leads to many mental, physiological and psychological disorders in an individual.
In the words of Merriam Webster (2012), "the term anxiety means a painful apprehensive uneasiness of mind usually over impending or anticipated ill".
Test anxiety is a type of anxiety which occurs among students at the time of test.
If test anxiety regular dominating the students mind than along with academic performance, it negatively influence the psychology well being of the student. In today's time of huge competitions, parents and teachers ignored the psychological well being of students. Due to the lack of this guidance many a times, students cannot perform well in the examination. They may prepare for the exam but due to test anxiety, their attention can be diverted. Due to test anxiety many a times, students lose their confidence and get confused at the time of exam. But proper care and guidance help the students to cope up with the test anxiety.
This research paper deals with the relationship of the test anxiety and academic performance among university students.

II. REVIEW OF RELATED LITERATURE

Seipp (1991) did Meta analysis of findings of the research studies related to anxiety and academic performance. Analysis of data revealed that the correlation value between anxiety and academic performance varies from intense positive to negative values.
Cassady (2001) studied academic performance of students in relation to their cognitive test anxiety. Analysis of data revealed that cognitive test anxiety of students negatively related with test scores; and there is significant difference in test anxiety of students with respect to gender, but these differences were not related with their academic performance.
Chapell et al (2005) studied academic performance and anxiety related to test of undergraduate and graduate students. Investigators reported that male students have low anxiety and GPA as compared to the female students.
Vitsari, Wahab, Othman, Herawan and Sinnadurai (2010) explored the association of academic performance and anxiety among students of engineering stream. A significant relationship was found between academic

performance and anxiety; and students of engineering stream with low level of anxiety have high performance in academics and vice versa.

Mazalan, Wahab, Sani and Sainpuddin (2011) investigated the variation of academic performance with anxiety among students of IIUM. Investigators found that students' anxiety have negative association with academic performance.

Dobson (2012) explored the influence of test anxiety on the performance of normal and special need students. Investigator also explored the ability of without and with learning disabilities students to cope up with the anxiety in school. Result of the research showed that levels of anxiety inversely associated with the performance of students i.e. high level of anxiety leads to poor performance whereas compare to low level of anxiety leads to high performance.

Afolayan, Donald, Onasoga, Babafemi and Juan (2013) studied the association of test anxiety with academic performance among nursing students. Results revealed that there was no statistical significance difference in test anxiety of nursing students with respect to gender; there was no statistical significance difference in academic performance of nursing students with respect to gender; and test anxiety negatively association with academic performance in case of nursing students.

Das, Haldar and Mishra (2014) studied academic achievement and test anxiety of secondary school level students. Results showed that high test is an obstacle in the path of academic achievement and decreases the academic efforts and motivation of the students with respect to achivement.

Hafiz (2015) investigated the emotion regulation and academic performance among students. Investigator found significant relationship between emotion regulation and academic performance; and emotion regulation did not predict academic performance of students.

Mirawdali, Morissisey and Ball (2018) explored the effects of test anxiety on academic performance of students. Results of the study revealed that strategic studying, time management and academic competence are the key factors related with the anxiety associated with test; and academic performance of the students significantly influenced by their studying strategies, time management and academic competence.

III. STATEMENT OF PROBLEM

Test Anxiety as Predictor of Academic Performance among University Students

IV. OBJECTIVES

1. To explore association between test anxiety and academic performance among university students.
2. To explore test anxiety as predictor of academic performance among university students.

V. HYPOTHESES

1. There exists a statistical significant negative association between test anxiety and academic performance among university students.
2. Test anxiety is a statistical significant predictor of academic performance among university students.

VI. DELIMITATION

The present study was delimited to undergraduate university students of Law and Arts only.

VII. DESIGN OF THE STUDY

Descriptive survey method was used to conduct the study. One hundred university students were selected as a sample of the present study through convenience sampling technique. In order to collect responses of the respondents, questionnaire of test anxiety by Nist and Diehl (1991) was used. Data related to academic performance of students was measured through their CGPA. In order to find association between test anxiety and academic performance among university students, Pearson's coefficient of correlation was used. In order to explore test anxiety as predictor of academic performance among university students, linear regression analysis was used.

VIII. RESULTS AND DISCUSSION

Analysis of data, result, and interpretation of findings has been done keeping in view the objectives and hypotheses of the study.

Result Pertaining to Relation between Test Anxiety and Academic Performance among University Students

The objective was to analyze explore the association in academic performance and test anxiety among university students. After administering the scale pertaining to test anxiety and collecting CGPA, calculation of the r-value was made through Pearson Product Moment Correlation Method. The results are shown in table 1.

Ha: There exists a statistical significant negative association between test anxiety and academic performance among university students

Table 1
Association between Test Anxiety and Academic Performance among University Students

Variables	N	df	r-value	Remark
Test Anxiety and Academic Performance	100	98	-0.21	Significant at 0.05

Critical values of r (df=98) at 0.05 level of confidence are 0.195.

Interpretation

Table 1 showed the data, wherein the value of Pearson Product Moment Correlation Coefficient between test anxiety and academic performance among university students is -0.21. This value of correlation (-0.21) is negative and statistically significant at 0.05 level of confidence. Thus, the stated hypothesis that there exists a statistical significant negative association between test anxiety and academic performance among university students is not rejected.

Hence, test anxiety has negative and statistical significant association with academic performance among university students.

Results Pertaining to Test Anxiety as Predictor of Academic Performance among University Students

The objective was to explore test anxiety as predictor of academic performance among university students. After administering, test anxiety scale and collecting CGPA as measure of academic performance of university students, linear regression analysis was computed and results have been presented in table 2, 3 and 4.

Ha: Test anxiety is a statistical significant predictor of academic performance among university students.

Table 2
Summary of Model

R	R^2	Adjusted R^2	Standard Error of the Estimate
0.21	0.044	0.034	1.41357

Table 3
Summary of ANOVA

Model	Sum of Squares	Degree of Freedom	Mean Square	F-ratio	p-value
Regression	8.85	1	8.85	4.43	0.038
Residual	191.82	98	1.99		
Total	200.68	99			

IX. INTERPRETATION

It is clear from the regression table 2 and 3 that school climate yielded coefficient regression (R) of 0.21 and R square for same found to be 0.044.This indicated in modal that test anxiety explained 4.4% variation in academic performance among university students. The variation of 4.4% is significant at (0.05) level of significance. So, it is evident from the table 5 (R square = 0.044) that only 4.4% of the academic performance has been explained by the test anxiety of university students. Therefore, independent variable (test anxiety) explained 4.4% variation in the academic performance and 95.6% variation in the academic performance will be explained by other variables, which are beyond the scope of this study.

Table 4 Coefficients of Regression

Model	Un-standardized Coefficients		Standardized Coefficients	T	p-value
	B	Std. Error	Beta		
Constant	8.131	0.511	-	15.92	0.000
Academic Performance	-0.05	0.024	-0.21	2.11	0.038

Interpretation

From the table 4 of coefficients of regression, the regression equation is

Academic Performance = 8.131-0.05 (Test Anxiety)

So, with one unit increase in test anxiety, there will be 0.05 times decrease in academic performance among university students.

Hence the stated hypothesis, test anxiety is a statistical significant predictor of academic performance among university students, is partially accepted.

X. FINDINGS

1. Test anxiety has negative and statistical significant association with academic performance among university students;
2. Test anxiety has statistical significant contribution towards academic performance among university students, but test anxiety is not the strong predictor of academic performance in case of university students.

The same results reported by Cassady (2001); Vitsari, Wahab, Othman, Herawan and Sinnadurai (2010); Mazalan, Wahab, Sani and Sainpuddin (2011); Dobson (2012); Afolayan, Donald, Onasoga, Babafemi and Juan (2013); Das, Haldar and Mishra (2014); and Mirawdali, Morissisey and Ball (2018) that test anxiety has got considerable influence over the academic performance of university students.

Implications

In this study, it was found out that test anxiety contributes the students significantly. Test anxiety among the university students has a negative contribution. As a result of it, they are unable to overcome the test anxiety during their academic tests. Therefore, students should be provided guidance and counseling from teachers and parents for keeping their test anxiety low; develop confidence and remove confusion during the time of all type of tests/academic tests.

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