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Test Anxiety in Relation to Perception of Parental Involvement among Senior Secondary School Students

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Abstract

Test Anxiety is an important area of study in these days. It is felt very necessary to investigate the causes of this anxiety and to recognise the relationship to the perception of Parental involvement. Thus, the present study is pertinent to be conducted over senior secondary school students to anticipate whether there is any impact of perception of parental involvement towards their test anxiety. Present study involves descriptive survey research with a randomly selected sample of 300 senior secondary school students from ten different Senior Secondary Schools of West Bengal Board of Higher Secondary Education from Kolkata, India. Data is subjected to descriptive statistics, Mean, SD calculated and Pearson correlation coefficient (r) is computed to find out the relationship, t -test is used for the investigation of differences. The result clearly illustrates that Test Anxiety with Perception of Mother Involvement and Father Involvement among senior secondary students is negatively correlated. It has been found that mean of Mother Involvement is little more than Father Involvement in all the dimensions under study. The study suggests reorganization and reconsideration of present educational system's structure, functions and evaluation system. Proper educational planning and further research is necessary to eliminate the negative effect of academic stress and anxiety among students. The responsibility of parents' in this regard is very significant. Their loving, caring and supporting attitude can make lots of differences towards their children's life.

Keyword: Test Anxiety, Perception of Parental Involvement etc.

Introduction

Everyone has worries and fears in life. Some common fears include fear of being evaluated in a negative way by other example being anxious while attending an examination or in a job interview. In Indian scenario Board Examination has a great importance in our education system. Especially Secondary and Higher Secondary or Senior Secondary Board Examination indicates class - XI and XII board examination. This phase implies 'Adolescence' which is a period of transition from childhood to adulthood. This transition implies many developmental changes and associated problems. This board examination provides the base for future of the students. Students are bound to secure good marks in examination so that they can get admission in the

next level of study. Until they can't prove their ability in this competitive world they can't choose their desired career option. So examination or test is the nightmare in itself. In addition parents' expectations make students almost terrorized.

It is a common picture that most of the students have unknown fear and worries about their marks, performance and also academic achievements. It is a common fact that some students get scared of examination or test. Some fall sick before taking any test due to fear of test or examination. Psychologists use different terms like "Examination Phobia", "fear of exams", "Test Anxiety" etc. to define feeling of fear or worry of examination or test for the students'. Little bit anxiety before taking any examination or a test is natural, but

when this anxiety level reaches the extreme stage while thinking about the consequences of the desired result, sometimes it provokes a student to commit suicide. Too much test anxiety creates a barrier for obtaining good result or performance. Examination phobia is a self-damaging factor which negatively affects the students and their performances. The student is unable to give his or her maximum effort and the end result becomes critical (Dr Ruwan M. Jayatunge, 2008).

Almost everyone has experienced little bit anxiety before facing a test in their life. But when this anxiety reaches to a high level, it may cause lot of problems in students, like-fear, irritability and anger, loss of focus, headache, upset stomach and sometimes depression also. Fear of examination is viewed as a state having considerable significance for academic performance (Sylvia, 2005). A senior Secondary stage or Higher Secondary school stage refers a crucial period in the life of an individual. This phase implies "adolescence". This is the transitional period from puberty to the age of maturity. According to Stanley Hall (1904) it is the period of stress and strain, storm and strife. Adolescents due to their developmental crisis are facing major challenges in their life. "Adolescence" is a crucial period in the life of an individual. Our system of education becomes a common mode of practice to acquire the knowledge, to achieve the desired destination or to be able to earn the livelihoods. Examinations or tests are important part of any system of education and it will be incomplete unless there won't be any measures of assessment. But unfortunately present system of education demands high percentage of marks from the student. As a result the students who are adolescents and not enough matured to deal with this kind of excessive pressure imposed by the parents and teachers and suffer a lot. Parental involvement has a greater impact in this regard; their positive influences can help the adolescents to a great extent. Their expression of love, affection and concern about them can make a difference in their children's life. Their support inspires students to do well in the examination.

Statement of the Problem

The problem to be investigated in this study may be entitled as:

Test Anxiety in Relation to Perception of Parental Involvement among Senior Secondary School Students.

Operational Definition of the Keywords

The keywords of the proposed research are defined operationally as follows:

Test Anxiety: Test Anxiety is a very circumscribed condition (Beidel & Turner, 1988) and typically involves behaviours, feelings, reactions and thoughts (Wren & Benson, 2004) that occurs at all academic levels. For the present study, Test anxiety may be operationally defined as a combination of physiological over arousal, tension and somatic symptoms, along with worry, dread, fear of failure and catastrophizing that occur before or during test situation.

Parental involvement: Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student (LaBahn, J., 1995). "Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992). For the present study Parental Involvement may be operationally defined from different dimension like parent's association, parent's autonomy support and warmth towards their children.

Objectives of the Study

1. To find out the status of test anxiety among senior secondary students.
2. To find out the status of perception of parental involvement among senior secondary students.
3. To find out the relationship between test anxiety and perception of parental involvement among senior secondary students.

Null Hypotheses

1. There is no significant relationship between test anxiety and perception of parental involvement among senior secondary students.

Research Methodology

In the present study, the survey research method has been used.

Population

The students of class XI and XII of Senior Secondary School of West Bengal Board of Higher Secondary Education from Kolkata have been considered as population of the study.

Sample and Sampling Techniques

Researcher adopted random sampling technique and selected randomly ten different Senior Secondary Schools of West Bengal Board of Higher Secondary Education from Kolkata and total 300 students were selected as sample from all ten schools.

Research Tool & Test Construction

Parental Involvement Scale (PIS) and Test Anxiety Scale (TAS) adapted and standardized by the researcher.

Development of items

Parental Involvement Scale (PIS): The scale was consisted of total 42 statements responded over 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree).

Test Anxiety Scale (TAS): The Test Anxiety Scale was consisted of 23 statements responded over 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree).

Validity and Reliability Analysis

The reliability is analysed through internal reliability test. For this purpose using SPSS (Statistical software for the Social Sciences) version 17.0 and Cronbach Alpha is used which gives internal reliability of the Parental Involvement Scale as 0.758 and Test Anxiety Scale as 0.787. The content validity of the both scale has been established through consultation with subject experts.

Statistical Analysis

To analyse data, Mean, Standard Deviation, Pearson correlation coefficient (r) and t-test had been used.

Procedure

From randomly selected ten different Senior Secondary Schools of West Bengal Board of Higher Secondary Education from Kolkata (India), the tools are administered over 300 students of class XI and XII. The tools have been administered before one month of the Board Examination of class XI and XII. For analysis of data, Mean, SD calculated and Pearson correlation coefficient (r) is computed to find

out the relationship, t-test is used for the investigation of differences.

Results & Discussions

1. To find out the status of Test Anxiety Among Senior Secondary School Students.

The items of Test Anxiety Scale are dispersed over four dimensions, i.e., Emotionality, Worry, Situation and Time. As the scoring follows the pattern of 1-5 range, the minimum scores for the dimensions for Emotionality, Worry, Situation and Time, could be: 7, 8, 4 and 4. The maximum obtained scores could be: 35, 32, 20 and 20. The status of the Test Anxiety among students is explained in Table 1 and Figure 1.

Table 1.1: Status of Test Anxiety among Senior Secondary School Students

	N	Minimum	Maximum	Mean	Std. Deviation
TA_D1	300	7.00	35.00	22.6100	5.92861
TA_D2	300	8.00	32.00	23.8667	6.23687
TA_D3	300	4.00	20.00	12.4400	3.39482
TA_D4	300	4.00	20.00	12.7733	3.89090

TA_D1= Emotionality

TA_D2= Worry

TA_D3= Situation

TA_D4 =Time

The mean and SD of test anxiety describes the spread in Table 1.1

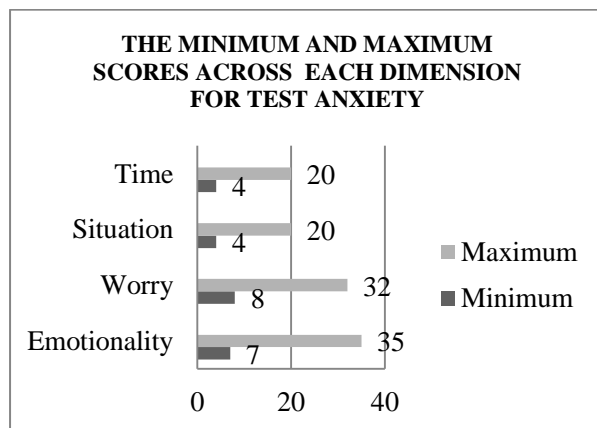


Figure 1.1: Status of Test Anxiety among Senior Secondary School Students

As in Figure 1.1, there is a wide gap between minimum and maximum mean Test Anxiety of the students across all the dimensions.

2. To find out the status of Perception of Parental Involvement Among Senior Secondary School Students.

The Perception of Parental Involvement is dichotomised in Perception of Mother Involvement and Father Involvement (Table 2.1 and Table 2.2). For the dimensions, Association, Autonomy Support and Warmth, the number of items are 6, 9 and 6, respectively. The responses are ranged from Strongly Agree (1) to Strongly Disagree (2).

Table 2.1: Status of Perception of Mother Involvement among Senior Secondary School Students

Dimensions	N	Minimum	Maximum	Mean	SD
MD1	300	13.00	30.00	21.88	3.65
MD2	300	16.00	43.00	30.55	4.31
MD3	300	12.00	30.00	22.04	4.11

MD1= Mother Association

MD2 = Mother Autonomy Support

MD3 = Mother Warmth

The spread of mean scores for Mother Involvement is shown in Table 2.1.

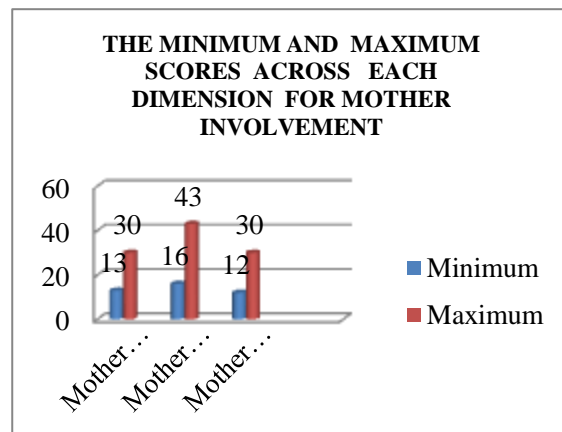


Figure 2.1: Status of Perception of Mother Involvement among Senior Secondary School Students

The spread shown in Figure 2.1 depicts the maximum and minimum mean scores obtained in Mother Involvement. The minimum and maximum scores across each dimension for Mother Involvement, i.e., Association, Autonomy Support and Warmth, show the leniency in ratings among Senior Secondary School Students.

Table 2.2: Status of Perception of Father Involvement among Senior Secondary School Students

Dimensions	N	Minimum	Maximum	Mean	SD
FD1	300	10.00	30.00	20.1633	3.81
FD2	300	9.00	42.00	30.4100	4.58
FD3	300	11.00	30.00	21.5267	3.84

FD1= Father Association

FD2 = Father Autonomy Support

FD3 = Father Warmth

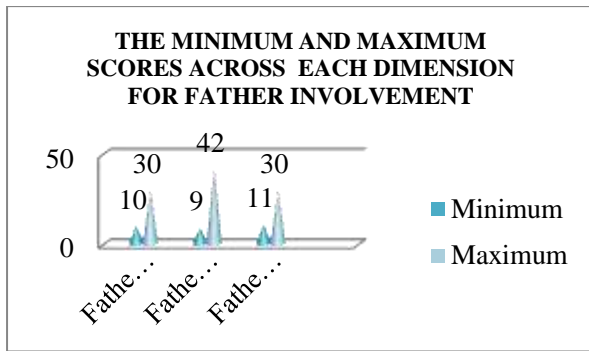


Figure 2.2: Status of Perception of Father Involvement among Senior Secondary School Students

The spread shown in Figure 2.2 illustrates the maximum and minimum mean scores obtained in Father Involvement. As the minimum score which could be scored for Association, Autonomy Support and Warmth, could be 6, 9 and 6, respectively, the scores obtained showed the leniency in the ratings among the Senior Secondary School Students for Father Involvement.

There is a comparison of Mother Involvement and Father Involvement which has been shown in Table 2.3.

Table 2.3: Perception of Parental Involvement among Senior Secondary School Students

Dimensions	N	Mean	SD	df	t	Sig
MD1	300	21.88	3.65	598	5.625	0.00**
FD1		20.16	3.81			
MD2	300	30.55	4.31	598	0.385	0.785
FD2		30.41	4.58			
MD3	300	22.04	4.11	598	1.11	0.121
FD3		21.52	3.84			

*significant at 0.05 level

**significant at 0.01 level

The comparison of Mother Involvement and Father Involvement across different dimensions is shown pictorially in Figure 2.3.

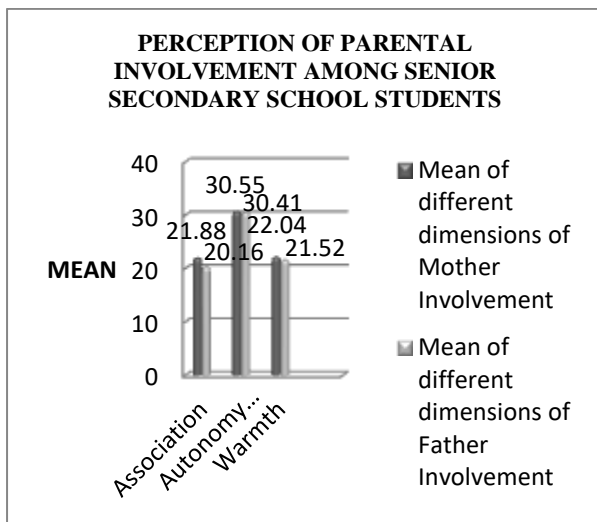


Figure 2.3: Perception of Parental Involvement among Senior Secondary School Students

The Mean values of different dimensions of Mother Involvement & Father Involvement show Mother Association (21.88) is greater than Father Association (20.16). Moreover, Mother Autonomy Support (30.55) somewhat same as for Father Autonomy Support (30.41). Similarly, Mother Warmth (22.04) has hardly any difference with Father Warmth (21.52). The result illustrates that, there is a significant difference between Mother Involvement and Father Involvement for the dimension “Association” at 0.01 level of significance. For the dimensions, Autonomy Support and Warmth, there is no significant difference in Parental Involvement at 0.05 and 0.01 level of significance. It has been found that mean of Mother Involvement is little more than Father Involvement in all the dimensions under study.

3. To find out the relationship between Test Anxiety and Perception of Parental Involvement among Senior Secondary School Students.

The Test Anxiety is spread over four dimensions, i.e., Emotionality, Worry, Situation and Time, where the Perception of Parental Involvement is dichotomised in Perception of Mother Involvement and Father Involvement, for the dimensions, Association, Autonomy Support and Warmth. To find out the relationship between Test Anxiety and Perception of Parental Involvement among Senior Secondary School Students, the data is subjected to test of Pearson correlation is calculated as shown in Table 3.1.

In Table 3.1, it has been found that there are significant relationships between the Test Anxiety and Perception of Mother Involvement among Senior Secondary School Students, at 0.01 level of significance, for the dimensions of both the variables. However, there is no significant correlation between Mother Autonomy Support and Time in Test Anxiety among Senior Secondary School Students.

Table 3.1: Relationship between Test Anxiety and Perception of Mother Involvement among Senior Secondary School Students

Variables		TA_D1	TA_D2	TA_D3	TA_D4
MD1	Pearson Correlation	-.354**	-.339**	-.255**	-.281**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	300	300	300	300
MD2	Pearson Correlation	-.229**	-.208**	-.185**	-.070
	Sig. (2-tailed)	.000	.000	.001	.224
	N	300	300	300	300
MD3	Pearson Correlation	-.279**	-.291**	-.275**	-.218**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	300	300	300	300

** Correlation is significant at the 0.01 level (2-tailed).

Table 3.2: Relationship between Test Anxiety and Perception of Father Involvement among Senior Secondary School Students

Variables		TA_D1	TA_D2	TA_D3	TA_D4
FD1	Pearson Correlation	-.303**	-.254**	-.170**	-.209**
	Sig. (2-tailed)	.000	.000	.003	.000
	N	300	300	300	300
FD2	Pearson Correlation	-.192**	-.148*	-.147*	-.053
	Sig. (2-tailed)	.001	.010	.011	.358
	N	300	300	300	300
FD3	Pearson Correlation	-.180**	-.241**	-.151**	-.164**
	Sig. (2-tailed)	.002	.000	.009	.004
	N	300	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Findings

The null hypothesis, there is no significant relationship between Test anxiety and Perception of Parental Involvement among Senior Secondary School Students, stands not accepted. Thus the result reflects that there is a significant relationship between Test Anxiety and Perception of Parental Involvement.

The present research suggests perception of parental involvement is likely to reduce the threat implied in the feelings or experiences of test anxiety. The questionnaire is prepared in such a way that the feelings of test anxiety and perception of parental involvement among senior secondary school students can be expressed.

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