INVESTIGATION INTO THE CONNECTION BETWEEN TEST ANXIETY AND SELF-ESTEEM IN SECONDARY SCHOOL STUDENTS OF THIRUPATHI DISTRICT-A STUDY

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Abstract:
The importance of self-esteem lies in the fact that it concerns to ourselves, the way we are and the sense of our personal value. It affects the way we act in the world and the way we relate to everyone. The present study was conducted to determine the relation between self-esteem and test anxiety among secondary school students. The objective of this study is to study the gender differences in the level of self-esteem and test anxiety among boys and girls. In the present study the sample consist of 80 secondary school students among them 40 are boys and other 40 are girls and have been chosen from two government schools at Thirupathi through simple random sampling technique. The data were analyzed by using statistical techniques such as t-ratio and correlation method. The results indicate that there is a significant is below average self – esteem in boys and girls and their moderate level of test – anxiety. There is a low level of negative relation between self-esteem and test anxiety among boys and there is a very low level of negative relation between self-esteem and test anxiety among girls.

Key words: Test anxiety, Self-Anxiety, and Secondary School Students

Introduction
Self- esteem reflects a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example. "I am competent." "I am worthy") and emotions such as triumph despair, pride and shame smith and shame. Smith and Mackie define it by saying "The self-concept is what we think about the self-self-esteem, is the positive or negative evaluations of the self, as in how we feel about it.

American psychologist Abraham Maslow included self- esteem in his hierarchy of needs. He described two different forms of esteem. The need for respect from others and the need for self-respect or inner self-esteem Respect from others entails recognition, acceptance, status, appreciation and was believed to be more fragile and easily lost than inner self-esteem. **According to Maslow** without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization. The importance of self-esteem lies in the fact that it concerns to ourselves, the way we are and the sense of our personal value.

According to Stanley Cooper smith, (1967) the term "self – esteem refers to evaluation a person makes and customarily maintains with regards to him or herself "self – esteem express on attitude of approval or disapproval and indicate the extent to which a person believes him or herself capable, significant, successful and worthy.

The Three States of Self-Esteem
This classification proposed by Martin Ross distinguishes three states of self-esteem
Shattered: The individual does not regard themselves as valuable of lovable.

Vulnerable: The individual has a positive self-image. However, their self-esteem is also vulnerable to the perceived risk of an imminent anti-feat (such as defeat, embarrassment, shame discredit), consequently they are often nervous and regularly use defense mechanisms.

Strong: People with strong self-esteem have a positive self-image and enough strength so that anti-feats do not subdue their self-esteem.

Components of Self-Esteem

According to one definition (Branden.N, 1969), there are three key components of self-esteem;

1. Self-esteem is an essential human need that is vital for survival and normal, healthy development
2. Self-esteem arises automatically from within based upon a person's beliefs and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings, and actions.

Factors that can Influence Self-Esteem

As you might imagine, there are a number of different factors that can influence self-esteem. Genetic factors that help shape overall personality can play a role, but it is often our experiences that form the basis for overall self-esteem. Those who consistently receive overfly critical or negative assessments from caregivers, family members, and friends, for example, will likely experience problems with low self-esteem.

Test anxiety

Test anxiety has become a more frequently studied construct in educational psychology and a primary concern in the testing and assessment field. **Zeidner (1988)** defines test anxiety as the set of phenomenological, physiological and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situations. **Mc Donald (2001)** defined test anxiety as the experiences of marked psychological distress when faced with evaluative situation, **Spielberger (1966) described** test anxiety as an 'ego threat 'including fear of judgment, damage of self-esteem and negative outcomes of testing.

Test anxiety is 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 situations. It is a physiological condition in which people experience extreme stress. Anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Research suggests that high levels of emotional distress have a direct correlation to reduced academic performance and higher overall student drop-out rates Test anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioral development as well as their feelings about themselves and school.

Sign and Symptoms

A student of the University of Madras, with his hair tied to a nail in the wall, to prevent him from falling asleep (1905).

Researchers believe that feelings of anxiety arise to prepare a person for threats. In humans, anxiety symptoms are distributed along a continuum and different symptom levels of anxiety predict outcomes. Responses consist of increased heart rate, street hormone secretion restlessness, vigilance, and fear of potentially dangerous environment. Anxiety prepares the body physically, cognitively, and behaviorally to detect and deal with threats to survival. As a result, a person's body begins to hyperventilate to allow more oxygen to enter the bloodstream, divert blood to muscles and sweat to cool the skin.

Test Anxiety consists of:

Physiological Over arousal – Often termed emotionality. Somatic signs include headaches, stomach aches, nausea, diarrhea, excessive sweating, shortness of breath, light-headedness or fainting, rapid heartbeat and dry mouth. Test anxiety can also lead to panic attacks, in which the student may have a sudden intense fear, difficulty breathing, and extreme discomfort.

Worry & Dread – maladaptive cognitions. This includes catastrophic expectations of gloom and doom, fear of failure, random thoughts, feelings of inadequacy, self-condemnation, negative self-talk, frustration and comparing oneself unfavorably to others.

Cognitive/Behavioral –Poor concentration, "going blank" or "freezing". Confusion, and poor organization. The inability to concentrate leads to impaired performance on tests. Fidgeting during or outright avoidance of the test. Students often report "blanking out" even though they have studied sufficiently for the test.

Emotional – Low self-esteem, depression, anger, and a felling hopelessness.

Causes:

Research shows that parental pressure is associated with greater worry, test irrelevant thoughts, and stronger bodily symptoms relating to anxiety during a test. Other causes of test anxiety may include fear of failure, procrastination, and previous poor test performance. As well, characteristics of the test environment.

Review of Literature

Block, J at all conducted a study A longitudinal study of consistency and change in self-esteem from early adolescence to early adult hood. In a longitudinal study of 47 girls and 44 boys developmental change in self-esteem was examined from early adolescence through late adolescence to early adulthood. Male tended to increase and females tended decrease in self-esteem over time. This indicates in that girls have low self-esteem at adolescent age than boys.

Susan birn dorf D.O. at all (2005) conducted a study on "High self-esteem among adolescent", longitudinal trends sen difference and protective factors. The purpose of this study is to better characterize self-esteem and to identify factors in early adolescent associated with high self-esteem in later adolescence. This result indicate favor adolescent girls have high self-esteem than boys.

A study self-esteem and mental health in early adolescence; development and gender difference" conducted by **Monique B** at **all (1993).** Their objective of the study is to know answer to this question is there a global change in self-esteem during adolescence, the result show that girls tend to have a poorer self-esteem than boys.

Rossenberg, M (1989) conducted a study on "self-esteem and adolescent problem; Modeling reciprocal effects the purpose of the study is to explore the reciprocal relationship between self-esteem and poor school performance, and find that effect of school performance on self-esteem.

Revina, A Gregory, M, Gregory, F and coralline. J (2014) conducted a study on "Test anxiety levels of board exam going student in Tamil Nadu "India". The purpose of this study was to analyze the level of state anxiety among board exam attending school students. The result indicates that majority of the board exam going students experience moderate level of anxiety and it in particularly high among boys.

Tuncay Ergene, (2022) conducted a study on "the relationship among test anxiety, study habits, achievement, motivation and academic performance among Turkish high school students". He did study in Turkish 10th grade high school student consisting 510 participants, 267 of whom here females and 243 were males. The objective of the study was to know the relationship among test anxiety study habits, achievement, motivation and academics success. Finding of the study was test anxiety and study habits

ware associated positively with academic success. And the result also indicate that female students scored significantly higher than the male on total and emotionality score of test anxiety scale.

Faysesh Youscfi (2022) was conducted study on "The effect of test anxiety on memory among remain high school students". The purpose of this study was to determine effect of test anxiety on memory. The result displayed 16.5% of the respondent has mild test anxiety 65% of then has moderate test anxiety and 18.5% of the sample has severe test anxiety, the study found that test anxiety and memory were significantly correlated.

A study "test anxiety and academic performance of school study "was conducted by **Dr. Bharathi Roy (2021).** This study aimed investigate the effect of test anxiety on Academic achievement of school students. The result revealed that there was a significant difference in academic achievement of high, middle and low test anxiety group. Male student showed a higher percentage in moderate level of test anxiety whereas female student had higher level of test anxiety their males.

Methodology

The present study was conducted among high school students. This is descriptive research where the data collected were statistically analyzed for further interpretations. Two government schools were randomly selected off with 80 secondary school students were considered as the sample for this study.

Statement of the problem: Investigation into the Connection Between Test Anxiety and Self-Esteem in Secondary School Students-A Study

Objectives of the study:
1. To study the level of self-esteem among secondary school students
2. To study the level of test anxiety among secondary school students.
3. To study the gender difference in self-esteem among secondary school students.
4. To study the gender difference in the level of test anxiety among secondary school students.
5. To study the relation between self-esteem and test anxiety secondary school students.

Hypotheses of the study:
6. There will be moderate level of self-esteem among secondary school students.
1. There will be high level of test anxiety among secondary school students
2. There will be no gender difference in the level of self-esteem among the secondary school students.
3. There will be no gender difference in test anxiety among secondary school students
4. There will be relation between self-esteem and test anxiety among secondary school students

Operational definition
Self-esteem: Self-esteem is a judgment of oneself as well as an attitude towards the self
Test anxiety: Test anxiety is a state of physiological arousal, tension along with worry and fear of failure that occur before and during the exam.
Secondary school students: In the present study secondary school student are those who are in the class rang from 8th to 10th
Tools used:
In the present study the researcher used self- esteem inventory and test anxiety scale

Description of the tool

Self-esteem: This inventory was developed by **Stanley Cooper smith.** This inventory consists of 25 items and describes how the individual feel. Each of the statement as two alternatives i.e. "Like Me" and "Unlike Me" so subject has to (chose) 'X' mark in appropriate box that against to the statement

Scoring:

The responses to each question are scored as for the scoring key and the manual

Scoring key

S.NO	Description	Item number
1	Positive	1,4,5,8,9,14,19,20
2	Negative	2,3,6,7,10,11,12,13,15,16,174,185,21,22,23,24,25

If the positive statement is ticked as "Like me" it will be give 1 point and negative statement marked as "Unlike me" it well be given 1 point. After the sum of all score that will be multiplied with 4 then the raw score will be obtained Raw Score = (Total score) x 4

Test Anxiety: This scale is adapted from Sarson,I.G.(1980). This scale consists of 36 statements relating the emotional feelings of the test anxiety. Each of the statement has two alternatives i.e., "True" or "False". The subject has to tick in the appropriate column.

Scoring: The total number of "True" checks are the score of test anxiety. So True checks were given a score "1".

Sample: In the present study the sample consist of 80 high school student among them 40 are girls and other 40 are boys. The sample for the research has been chosen from 2 government school at Nalgonda district.

Procedure: The students were seated comfortably and rapport was established. First the self-esteem inventory was administered and the following instructions were given has follows.

"You will find a list of statements about feelings. If a statement describes how you usually feel, put X in the column "like me". If the statement does not describe how you usually feel, put on X in the column "Unlike me". There are no right or wrong answers.

Your responses would be kept confidential"

After a gap of 10minutes the "test anxiety scale" was administered to the same group of students with the following instructions.

After reading the statement carefully, please tick mark across the True or False word present on the right hand side of the statement, If the statement is according to what you usually feel like, place a tick mark on "True". Else, place a tick mark on "False". After the students complete responding to all the statements, the responses were collected.

Results and discussion

The collected data were analyzed with respective self-esteem and test anxiety among secondary school students and the following were tabulated.

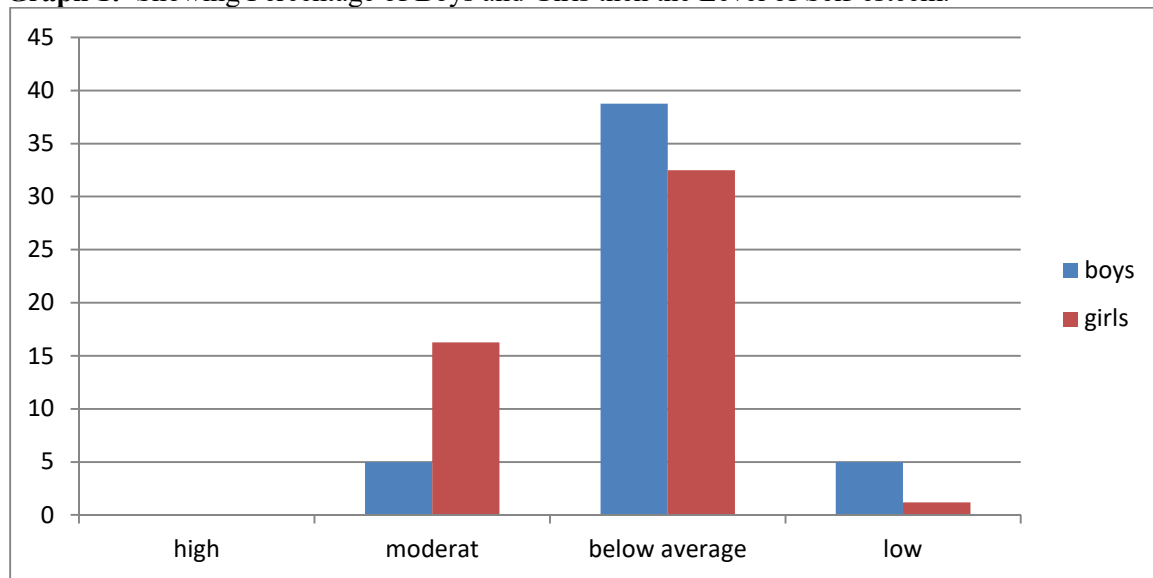**Hypothesis 1:** There will be moderate level of self-esteem among secondary school students

Table 1 Showing Percentage of Boys and Girls with respect to this level of self - esteem

Level of self – esteem	Boys%	Girls%
Low	(4) 5%	(13) 16.25%
Below average	(31) 38.75%	(26) 32.5%
Moderate	(5) 6.25%	(1) 1.25%
High	0	0

Interpretation

From table 1 it can be observed that 5% of boys and 16.25% of girls had low level of self-esteem and 38.75 % of boys, 32.5% of girls with below average level of self-esteem and 6.25% of boys, 1.2% of girls with moderate level of self-esteem.

Hence above mentioned hypothesis is rejected. It indicates that there is a below average level of self-esteem rather than moderate level of self-esteem.

Graph 1: Showing Percentage of Boys and Girls then the Level of Self-esteem.

Hypothesis 2

There will be high level of test anxiety among secondary school students

**Table 2** Showing Percentage of Boys and Girls with respect to Level of Text anxiety

Level of test anxiety	Boys%	Girls%
Low	0	0
Moderate	(34) 42.5%	(31) 38.75%
High	(6) 7.5%	(9) 11.25%

Interpretation:

From table 2 it can be observed that there were 0% of boys, 0% of girls with low level of text anxiety and 42.5% of boys, 38.75% of girls with moderate level of test anxiety and 7.5% boys, 11.25% of girls with high level of test anxiety.

Hence above mentioned hypothesis is rejected. It indicates that there is moderate level of test anxiety.
Grape-2: Showing Percentage Boy and Girls on the Level of Test anxiety
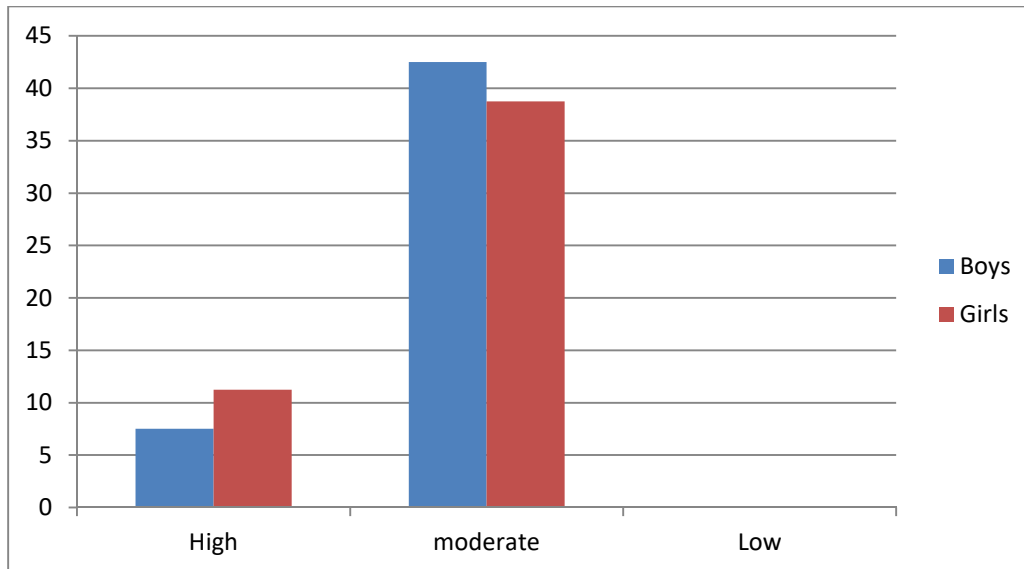
Hypothesis 3

There will be no gender difference in the level of self-esteem among secondary school students.

Table 3 Showing Mean, Standard deviation and t-ratio for Level of Self - esteem among secondary School Students
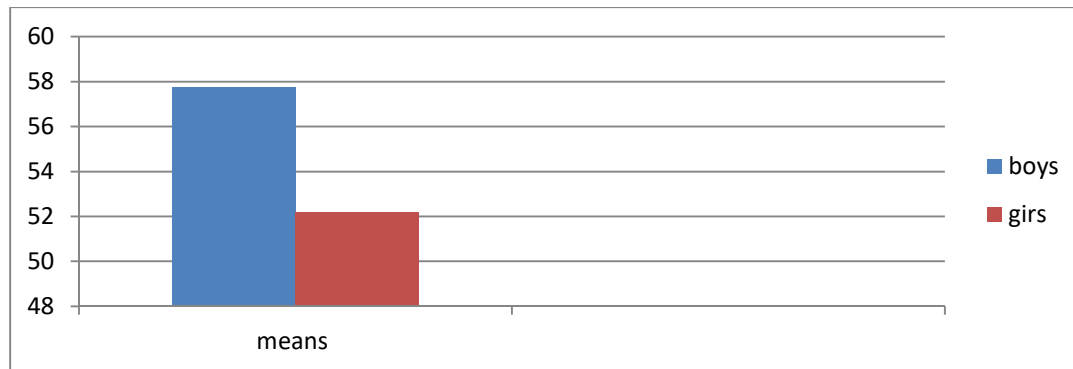
Variable	Boys		Girls		t-ratio
	Mean	Standard deviation	Mean	Standard deviation	
Self - esteem	57.75	7.9	52.2	6.9	3.347 ☆☆

☆ ☆Significant at 0.01 level

Interpretation:

From the table it can be understood that mean and standard deviation of the boys less than the girls it indicate the boys are moderate self – esteem than the girls, and t-ratio value is more significant at 0.01 level. Hence above mentioned hypothesis is rejected. It indicates that there is a significant difference between boys and girls in their level of self – esteem

Graph 3 Graph showing Mean of the Boys and Girls and their Level of Self – esteem.

Hypothesis 4

There will be no gender difference in test anxiety among secondary school students

Table 4 Showing the Means, Standard deviation and t-ratio for Level of Test anxiety among secondary school Students

| Variable	Boys		Girls		t-ratio
	Mean	**Standard deviation**	**Mean**	**Standard deviation**	
Test anxiety	17.67	3.8	18.7	2.6	1.414 ☆

☆Significant at 0.05 level

Interpretation

From the above table it can be understood that the means and standard deviation of boys slightly lesser than girls, however't' ratio indicates there is a no significant difference between boy and girls in the level of their test anxiety.

Hence the hypothesis is accepted.

Graph 4

Graph showing Mean of the Boys and Girls in their Level of Test Anxiety.
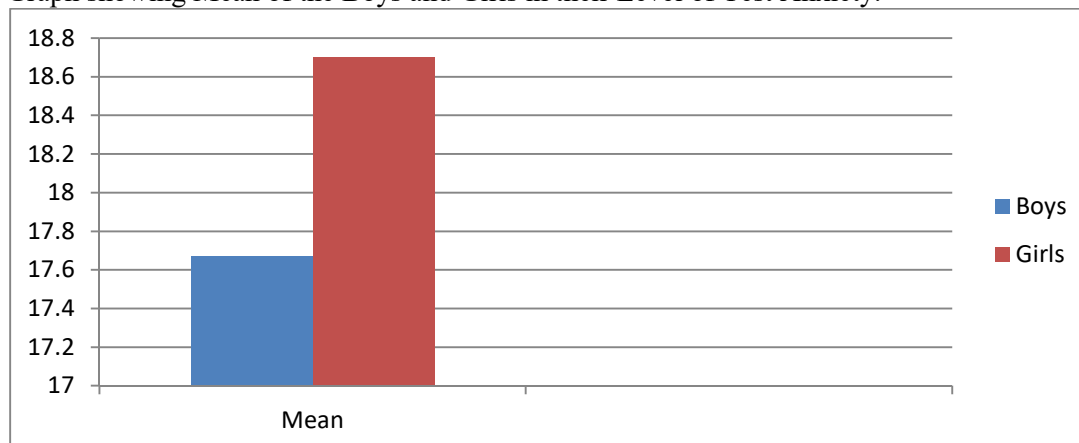
Hypothesis 5

There will be relation between self-esteem and test anxiety among secondary school student

Table 5(a) Showing relation between Self-esteem and Test Anxiety among secondary school Students

Variable	Co-relation between Self-Esteem & Test Anxiety
Boys	-0.155
Girls	-0.08

Interpretation

From table 5 it can be understood there is a low negative relation between self – esteem and test anxiety among secondary school boys.

From table 5(a) it can be understood that, there is very low negative relation between self – esteem and test anxiety among secondary school girls.

Summary and Conclusion

Investigation into the Connection Between Test Anxiety and Self-Esteem in Secondary School Students of Tirupathi district-A Study

The sample consist of 80 secondary school students who were selected randomly. The objectives of the study of the level of self – esteem and test anxiety among high school students and gender difference in self-esteem and test anxiety among secondary school student's relation between self – esteem and test anxiety among secondary school students are to know the significant difference between gender in their level of self-esteem and test anxiety. And to know the relation between self-esteem and test anxiety among boys and girls. Hypothesis of the study there will be moderate level of self-esteem among secondary school students and there will be and high level of test anxiety among secondary school students and no gender difference in the level of self-esteem and test anxiety among high school students and there will be no gender difference in the level of test anxiety among high school students and there will be relation between self-esteem and test anxiety among high school students. To analyze the data "t" ratio was used the result were obtained.

From above results and discussion, it can be concluded that there is a significant difference between boys and girls in the level of their self-esteem. And it is also concluded that there is a no significant difference between boys and girls in the level of their test anxiety. And there is a low level of negative relation between self-esteem and test anxiety among boys and here is a very low level of negative relation between self-esteem and test anxiety among girls.

Limitations:

- This study is limited to government schools only
- This study was conducted in Tirupathi district only
- In the present study the sample is limited to 80 members only

Suggestions for further research

- The study can be taken another socio economical and demographical variable such as Rural and Urban etc., among high school students.
- The study is confined to secondary school students but it can be expanded to intermediate students.

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