Research Paper
Impact Factor: 4. 695
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

A STUDY ON RELATIONSHIP BETWEEN STUDY HABITS AND TEST ANXIETY OF HIGHER SECONDARY STUDENTS

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Abstract

The present study aims to probe the relationship between study habits and test anxiety of higher secondary students. In this normative study survey method was employed. The population for the present study consisted of higher secondary students studying in Tirupattur Educational district. The investigator used the simple random sampling technique. The sample consisted of 300 students from 9 higher secondary schools. The investigator used the Study Habits Inventory (SHI) by Jones and Slate (1992) consists of 63 true or false Items describing appropriate (30 items) and inappropriate (33 items). The Test Anxiety Scale developed by Richard Driscoll (2004) was used to measure test anxiety. The test measures anxiety of adolescents. The test consists of 20 items. For analyzing and interpreting the data the investigator used percentile analysis, standard deviation,'t' test, and Pearson's product moment correlation as the statistical techniques. The findings show that (i) the level of study habits and test anxiety of the higher secondary students were moderate (ii) there is significant difference between locality of the student, type of management and type of family except gender of higher secondary school students study habits and test anxiety (iii) there is a significant relationship between study habits and test anxiety of higher secondary students.

Keywords: Study Habits, Test Anxiety, Higher Secondary School Students.

1. Introduction

The higher secondary level is that where the completion of the sketch out a valid personality takes place. It is the highest level of the school educational system, which releases specific citizens into the immediate society. It is the period in which the student expresses his totality not only in learning, but also in social, cultural, emotional and behavioural aspects. Hence, the higher secondary students form a definite, dedicated sample. After acquiring ten years of general education, at the higher secondary level, the students are focused to a diversification of subjects. Hence, they automatically develop into students following certain new study habits, which suit their change in the academic field. This can be achieved only by means of having proper and regular study habits. Student's need, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment.

Test anxiety is the mental distress and fear experienced by students when they have to face examinations of any type or any of its related activities. Study means to supply one's mental capacities to the acquisition of knowledge. Students of any grade level can have difficulty in school due to a lack of sufficient study skills. Habit is something that is done and on a scheduled, regular and planned basis that it not regulated to a second place or optional place in one's life. There is no doubt that study habits can be improved step by step. Study habits are very easy to improve and habits are very important for the acquisition of knowledge. Some studies have found that time management, as well as poor study habits, is one of the leading correlates of low academic performance.

2. Significance of the Study

Hence, study habits of students' plays important role in learning and fundamental to school success. In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic achievement. Students' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only it is important that teachers recognize these diversities in their students, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teachers, there may be little proof of gain in the students. Our educational institutions should take into account basic human differences in their studying, thinking etc., Importance of the Problem the present study is entitled as "A Study on Relationship between Study Habits and Test anxiety of Higher secondary students".

3. Objectives of the Study

1. To find out the level of Study habits and Test anxiety of the higher secondary school students.
2. To find out whether there is significant difference between Gender, locality of the student, type of management and type of family of higher secondary school students in study habits and test anxiety.
3. To find out the relationship between study habits and test anxiety of the higher secondary school students.

4. Hypotheses of the Study

1. The level of Study habits and Test anxiety of the higher secondary students is moderate.
2. There is significant difference between locality of the student, type of management and type of family except Gender of the higher secondary students in study habits and test anxiety.
3. There is a relationship between study habits and test anxiety of the higher secondary students.

5. Methodology

The investigator has adopted the survey method of research to find out the relationship between Study habits and Test anxiety of higher secondary school students. The investigator used the Study Habits Inventory (SHI) by Jones and Slate (1992) and Test anxiety scale developed by Richard Driscoll (2004) was used to measure test anxiety of higher secondary school students.

6. Population of the Study

The population of the study consisted of higher secondary school students in Tirupattur Educational district, Vellore, Tamil Nadu.

7. Sample of the Study

The investigator has randomly selected 432 higher secondary students from nine schools in Tirupattur Educational District, Vellore, Tamil Nadu for the present study.

Data Analysis And Findings

1. To find out the level of Study Habits and Test Anxiety of the higher secondary students.

Table 1: Level of Study Habits and Test Anxiety of Higher Secondary school Students

VARIABLE	Low		Moderate		High	
	N	%	N	%	N	%
Study habits	72	21.05	182	53.21	88	25.74
Test anxiety	74	21.63	255	74.56	13	03.81

From the above table, it is found that the moderate percentage of Study Habits level among higher secondary school students (53.21 %) is greater than the other values and it is found that the moderate percentage of Test Anxiety level among higher secondary school students (74.56) is greater than the other values. Therefore the level of Study Habits and Test Anxiety among higher secondary school students is moderate. Hence the above hypothesis is accepted.

Hypothesis 1

There is no significant difference in Study Habits and Test Anxiety among Higher Secondary School Students based on their gender.

Table 1: Showing the mean scores of Study Habits and Test Anxiety among Higher Secondary School Students based on their gender

Variable	Gender	N	Mean	Std. Deviation	SEM	Sig	Result
Study Habits	Male	152	52.06	11.412	.926	.248	Not Significant at 0.05 level
	Female	190	48.48	11.022	.800		
Test Anxiety	Male	152	79.62	13.559	1.100	.011	Significant at 0.05 level
	Female	190	77.72	16.139	1.171		

From the above table, the Study Habits reveals that the calculated 'Sig.' value (.248) is found to be greater at 0.05 level of significance. Hence there is no significant difference in Study Habits among higher secondary school students based on their gender. Therefore the above hypothesis is accepted and the Test Anxiety reveals that the calculated 'Sig.' value (.011) is found to be smaller at 0.05 level of significance. Hence there is significant difference in Test Anxiety among higher secondary school students based on their gender. Therefore the above hypothesis is rejected.

Hypothesis 2

There is significant difference in Study Habits among Higher Secondary School Students based on their Locality.

Table 2: Showing the mean scores of Study Habits among Higher Secondary School Students based on their Locality

Variable	Locality	N	Mean	Std. Deviation	SEM	Sig	Result
Study Habits	Rural	295	50.24	11.362	.662	.877	Not Significant at 0.05 level
	Urban	47	49.02	11.125	1.623		
Test Anxiety	Rural	295	79.00	14.719	.857	.046	Significant at 0.05 level
	Urban	47	75.81	16.933	2.470		

From the above table the Study Habits reveals that the calculated 'Sig.' value (.877) is found to be greater at 0.05 level of significance. Hence there is no significant difference in Study Habits among higher secondary school students based on their Locality. Therefore the above hypothesis is rejected and the Test Anxiety reveals that the calculated 'Sig.' value (.046) is found to be smaller at 0.05 level of significance. Hence there is significant difference in Test Anxiety among higher secondary school students based on their Locality. Therefore the above hypothesis is accepted

Hypothesis 3

There is significant difference in Study Habits among Higher Secondary School Students based on their Type of Management.

Table 3: Showing the mean scores of Study Habits among Higher Secondary School Students based on their Type of Management

Variable	Type of Management	N	Mean	Std. Deviation	SEM
Study Habits	Govt.	111	40.19	6.960	.661
	Govt.Aided	93	48.04	10.084	1.046
	Self financing	138	59.39	6.513	.554

	Sum of Squares	Df	Mean Square	F	Sig.	Result
Between Groups	23209.448	2	11604.724	191.943	.004	Significant at 0.05 level
Within Groups	20495.725	339	60.459			
Total	43705.173	341				

From the above table, the Study Habits reveals that the calculated 'Sig.' value (0.004) is found to be smaller at 0.05 level of significance. Hence there is significant difference in Study Habits among higher secondary school students based on their Type of Management. Therefore the above hypothesis is accepted.

Hypothesis 4

There is significant difference in Test Anxiety among Higher Secondary School Students based on their Type of Management.

Table 4: Showing the mean scores of Test Anxiety among Higher Secondary School Students based on their Type of Management

Variable	Type of Management	N	Mean	Std. Deviation	SEM
Test Anxiety	Govt.	111	69.30	15.246	1.447
	Govt.Aided	93	77.30	16.220	1.682
	Self financing	138	86.86	7.802	.664

	Sum of Squares	Df	Mean Square	F	Sig.	Result
Between Groups	19183.067	2	9591.534	55.952	.017	Significant at 0.05 level
Within Groups	58113.143	339	171.425			
Total	77296.211	341				

From the above table, the Test Anxiety reveals that the calculated 'Sig.' value (.017) is found to be smaller at 0.05 level of significance. Hence there is significant difference in Test Anxiety among higher secondary school students based on their Type of management. Therefore the above hypothesis is accepted.

Hypothesis 5

There is significant difference in Study Habits among Higher Secondary School Students based on their Type of Family.

Table 5: Showing the mean scores of Study Habits among Higher Secondary School Students based on their Type of Family

Variable	Type of Family	N	Mean	Std. Deviation	SEM	Sig	Result
Study Habits	Joint	204	43.77	9.366	.656	.003	Significant at 0.05 level
	Nuclear	138	59.39	6.513	.554		
Test Anxiety	Joint	204	72.92	16.141	1.130	.019	Significant at 0.05 level
	Nuclear	138	86.90	7.796	.664		

From the above table, the Study Habits reveals that the calculated 'Sig.' value (.003) is found to be greater at 0.05 level of significance. Hence there is significant difference in Study Habits among higher secondary school students based on their gender. Therefore the above hypothesis is accepted. And the Test Anxiety reveals that the calculated 'Sig.' value (.019) is found to be smaller at 0.05 level of significance. Hence there is significant difference in Test Anxiety among higher secondary school students based on their Type of family. Therefore the above hypothesis is accepted.

Hypothesis 6

There is a significant correlation between Study Habits and Test anxiety of Higher Secondary School Students.

Table 6: Showing the significant correlation between Study Habits and Test anxiety of Higher Secondary School Students

		Study habits	Test anxiety
Study habits	Pearson Correlation	1	.651**
	Sig. (2-tailed)		.000
	N	342	342
Test anxiety	Pearson Correlation	.651**	1
	Sig. (2-tailed)	.000	
	N	342	342
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above table, it is found that the Pearson correlation coefficient is .651 which is significant ($p < .001$ for a two-tailed test) and shows a significant correlation between study habits and test anxiety and also the correlation is found to be positive in nature. Hence there is a significant correlation between Study Habits and Test anxiety of Higher Secondary School Students. Therefore the above hypothesis is accepted.

9. Results and Discussion

1. Higher secondary school students have moderate level of Study habits and Test anxiety.
2. There is no significant difference between gender and locality of the higher secondary school students and their is significant difference between type of management and type of family in their study habits of the higher secondary students.
3. There is a significant difference between gender, locality of the student, type of management and type of family of higher secondary school students in their Test anxiety.
4. There is no significant relationship between study habits and test anxiety of higher secondary students.

10. Conclusion

From the above study the investigator concluded that the level of study habits of the higher secondary school students is moderate and their test anxiety is also moderate. Many researchers have studied the relationship between study habits and test anxiety. Most of them prove there is a significant relationship between them and some of them prove that there is no significant relationship between them. Based on the investigator findings that there is a significant relationship between study habits and test anxiety of higher secondary schools students.

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