TEST ANXIETY, STUDY HABIT AND INTELLIGENCE OF HIGHER SECONDARY SCHOOLS MALE AND FEMALE SPORTSPERSONS

Dr. Ashish Kumar Nigam[1] & Dr. Rajkumar Sharma[2]

AFFILIATIONS

[1] Sports Officer, Dean, Student Welfare, J.N. K. V. V. Jabalpur (M.P.) Mobile-9826348748, Email—dr.aknigam@gmail.com

[2] Former Gymnastics Chief Coach , SAI, Ministry of Sports and youth welfare, Govt. of India New Delhi Email-sharmagym59@yahoo.co.in, Mob. 9229144090

ABSTRACT

The aim of the present investigation was to establish the relationship between test anxiety and academic performance of male and female sportspersons. One hundred and Ten (Males=55, Females=55) sportspersons studying in 11th grade in different secondary schools of Bilaspur region were randomly selected to serve as the subjects for this study. The Test .Anxiety Inventory (TAI) (Spielberger et al., 1980), a tool that measures individual differences in test anxiety, was used to measure Test anxiety. Academic achievement was based upon the previous achievement of each level male and female sportspersons in the form of total marks obtained in five subjects and its percentage at 10th level examination. The results of the study concluded that Male and female sportspersons had significant differences test anxiety psychological variable. Male and female sportspersons did not differ in yjewir psychological variables i.e. intelligence and study habit. Female sportspersons had high test anxiety, study habit and intelligence than male respondents.

Keywords: Sportsperson, Anxiety, Intelligence, Study habit, male and female, Schools.

1. INTRODUCTION

In the present days, every individual feels the importance of educational values in their life. In the process of education, many people follow the concept of education. They think that literacy and theoretical knowledge is the only channel of education, where as, education includes the mental, physical, social, spiritual, intellectual and economical etc., dimension to the process of learning the education.

The participation in Sports contributes to building up self confidence, enhance intellectual level, personality development and outgoing tendency or extraversion as such proficiency leads to enhanced success in sports activities which is highly valued in one's group.

Academic achievement and mental health be improved in school settings with support strategies such as educational guidance, counseling and psychotherapy or other psycho-educational program such as teaching life skill.

Test anxiety is one of the factors which are responsible for students' under achievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety (Rana & Mahmood, 2010). Test anxiety is indirectly proportional to the academic achievement. Age has also no effect on test anxiety in the students (Eubank,1993). Test anxiety and study habits were associated positively with academic success and there was no association with achievement motivation (Ergene, 2011).

Bhagat, Patial & Sharma (2012) indicated insignificant difference regarding test anxiety between sportsmen and non-sportsmen. Hall, (1990) found a significant difference between the grade point averages of athletes and non-athletes, male and female students, male and female athletes, non-athletes at different grade levels, and among the varsity sports. Yousefi et. al.(2010) investigated the significant correlation between test anxiety and academic achievement among adolescents. significant difference of academic achievement was also found between male and female adolescents, whereby female score higher in their academic achievement.

Females consistently reported higher levels of test anxiety than males. The need for school interventions to reduce test anxiety among females and to assist students in developing the thought processes that give them a sense of control over the events in their life, in particular, their academic performance (Moore,2006).

Gender differences in cognitive test anxiety were documented, but those differences were not related to performance on the course exams. Examination of the relation between the emotionality component of test anxiety and performance revealed that moderate levels of physiological arousal generally were associated with higher exam performance (Cassady and Johnson, 2002).

Major causal factor involved in the gender-related differences in test anxiety among students was a greater role expectation conflict among females than among males (Spielberger, et.al, 1980). Despite research reports from different countries and cultures that female differ significantly from male on test anxiety (Sharma & Sud, 1990; Spielberger, et.al.,1980). In the current study, some researchers reported insignificant differences in anxiety scores between males and females(El-Zahhar,& Hocevar, 1991; Latas, Pantic, & Obradovic, 2010; Szafranski, Barrera, & Norton, 2012).

The aim of the present investigation was to find out the significant differences between male and female sportspersons in their test anxiety, study habits, and intelligence.

2. METHODOLOGY
2.1 Selection of Subjects:
One hundred and Ten (Males=55, Females=55) sportspersons studying in 11th grade in different secondary schools of Bilaspur region were randomly selected to serve as the subjects for this study. The subjects were selected from amongst the male and female sportspersons who had already taken part in different sports competitions.

2.2 Instrumentation
The Test .Anxiety Inventory [11], a tool that measures individual differences in test anxiety, was used to measure Test anxiety. The TAI is a 20-item paper and pencil test that takes 5-10 minutes to administer and measures two major components of test anxiety: worry and emotionality. The tool requires participants to report how frequently they experience specific anxiety symptoms in test-taking situations. Each item on the tool has a possible score of one (least anxious) to four (most anxious).

2.3 Statistical Analysis
Mean and SD, and t- test were computed for the collected data from the male and female respondents by using SPSS 16.0 software.

3.RESULTS
To assess the test anxiety, study habits, and intelligence of male and female sportsperson, means, standard deviations and t-ratios were computed. and data pertaining to this has been presented in Table 1 to 3

TABLE 1
DESCRIPTIVE STATISTICS OF TEST ANXIETY, STUDY HABIT, AND INTELLIGENCE OF MALE AND FEMALE SPORTSPERSONS

S.N0.	School Courses	Male Sportsperson		Female Sportsperson	
		Mean	SD	Mean	SD
1.	Test anxiety	40.80	9.36	43.35	11.07
2.	Study Habit	166.68	17.17	166.92	22.87
3.	Intelligence	50.79	12.87	51.31	12.07

The mean scores of test anxiety, study habit, and intelligence of male and female sportspersons studying in different higher secondary schools of chhattisgarh have been depicted in figures 1 and 3.

TABLE 2
SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF MALE AND FEMALE SPORTSPERSONS ON TEST ANXIETY, STUDY HABIT AND INTELLEGENCE

Psychological Variables	Sex	M	MD	σ DM	t-ratio
Test Anxiety	Male	40.80	2.55	0.90	2.83*
	Female	43.35			
Study Habit	Male	166.68	0.24	1.78	0.13
	Female	166.92			
Intelligence	Male	50.79	0.52	1.09	0.48
	Female	51.31			

*Significant at .05 level, t.05 (498)=1.96.

It is quite obvious from Table 2, that statistically significant difference was found between male and female sportspersons on test anxiety, as the obtained t-value of 2.83 was

high than the required t.05 (498)=1.96. But They did not differ on study habit and intelligence variables, as the obtained t-values of 0.13 and 0.48 respectively were lesser than the required t.05 (498)=1.96.

4. DISCUSSION

Mean and SD, and t- test were computed for the collected data from the male and female respondents by using SPSS 16.0 software. The means and standard deviations of collected data on test anxiety, study habits, and intelligence of male and female sportsperson as well as significance of difference in mean scores of selected psychological variables between both sex sportspersons were established.

Descriptive statistics revealed that the female sportspersons with high test anxiety, study habit and intelligence than their counter parts. Male sportspersons with low test anxiety, study habit and intelligence than their counter parts.

When the male and female sportspersons were compared together on selected psychological variables i.e. test anxiety, study habit and intelligence, they had no significant difference in study habit and intelligence. But the significant difference was observed in test anxiety, which may be due to lack of preparation and reading, variations in mental and intellectual ability, variation in class attendance, fear of failure, less study habit, teacher feedback, parental support, peer influence and extracurricular activities etc.

5. CONCLUSIONS

1. Male and female sportspersons had significant differences test anxiety psychological variable.
2. Male and female sportspersons did not differ in yjewir psychological variables i.e. intelligence and study habit.
3. Female sportspersons had high test anxiety, study habit and intelligence than male respondents.

REFERENCES

Rizwan Akram Rana & Nasir Mahmood (2010). The Relationship between Test Anxiety and Academic Achievement. Bulletin of Education and Research 32 (2), 63- 74.

Cynthia C. Eubank (1993). The Relationship among Test Anxiety, Academic Achievement, and Age in Associate Degree Nursing Students. Unpublished Master's Thesis, Drake University, Des Moines Iowa .

Tuncay Ergene (2011). The Relationships among Test Anxiety, Study Habits, Achievement, Motivation, and Academic Performance among Turkish High School Students. Education and Science 36 (160), 320-330.

Khushi Ram Bhagat, Pawan Kumar Patial and .Y.P.Sharma (2012). A Comparative Study of Achievement Motivation and Test Anxiety among Sportsmen and Non-Sportsmen of Himachal Pradesh University. Indian Streams Research Journal 1 (12), 1-4. DOI : 10.9780/22307850,

James Weldon Hall, (1990). Intercollegiate Athletes Academic Success at Southwest. 1-4

Fayegh Yousefi., Mansor Abu Talib., Mariani Bte Mansor., Rumaya Bte Juhari., and Marof Redzuan (2010). "The Relationship between Test-Anxiety and Academic Achievement among Iranian Adolescents" Asian Social Science 6 (5), 100-104. DOI: http://dx.doi.org/10.5539/ass.v6n5p100

Michele Marie Moore (2006). "Variations in Test Anxiety and Locus of Control Orientation in Achieving and Underachieving Gifted and Non-gifted Middle School Students". Unpublished Doctoral Dissertation, University of Connecticut.

Jerrell C. Cassady And Ronald E. Johnson (2002)."Cognitive Test Anxiety and Academic Performance" Contemporary Educational Psychology 27(2), 270–295. doi:10.1006/ceps.2001.1094C. D. Spielberger, et.al. (1980). Test Anxiety Inventory. (Available from Consulting Psychologists Press, Inc., 3803 E Bayshore Road, Palo Alto, CA 94303

Sharma, S., & Sud, A. (1990). "Examination Stress and Test Anxiety: A Cross-Cultural Perspective". Psychology & Developing Societies, 2(2), 183-201. doi: 10.1177/097133360101300103.

El-Zahhar, N & Hocevar, D. (1991). Cultural and Sexual Differences in Test Anxiety, Trait Anxiety and Arousability: Egypt, Brazil, and the United States. Journal of Cross-Cultural Psychology, 22,238-249. doi: 1 0.11 77/00220221 91 222005

Latas, M., Pantic, M., & Obradovic. D. (2010). Analysis of test anxiety in medical students. Med Pregl, 63(11-12), 863-866. doi: 10.2298/MPNS1012863L

Szafranski, D., Barrera, T., & Norton, P. (2012). Test anxiety inventory: 30 years later. Anxiety Stress & Coping: An International Journal, 25(6), 667-677. doi: 10.1080/10615806.2012.663490.