



Self-Concept and Test-Anxiety among Secondary School Students

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Abstract

'Self' is the center of our daily behaviour. All of us have a set of perceptions and beliefs about ourselves. Self-concept plays significant role in inspiring ourselves and organizing our behaviors. A student's self-concept is vital because it significantly influences their academic achievement, motivation and overall well-being. A positive self-concept inspires students to take challenges and believe in their ability to succeed. Likewise, a negative self-concept can obstruct learning and lead to low self-esteem. The second part of the 20th century has been titled as the age of 'Stress, Anxiety and Coping'. Anxiety is a unique problem that occurs throughout the study process and can cause self-concept and academic performance to decline. Extreme anxiety has a negative impact on an individual's mental and physical health, as well as their overall personality development. An individual's self-concept, their perception about themselves, plays an important role in how they experience test anxiety. The present paper is an effort to study self-concept and test-anxiety of secondary school students in relation to locale and their relationship. 'Self-Concept Rating Scale' developed by Dr. Pratibha Deo (1998) is used. Test-Anxiety Scale is developed by investigator herself. Data is collected from a sample of 1000 secondary school students of Himachal Pradesh. The results of this study revealed a negative relationship between self-concept and test-anxiety. A significant difference is found in self-concept of secondary school students in relation to their locale while no significant difference is found in test-anxiety of secondary school students in relation to their locale. Significant suggestions are also made.

Keywords: Locale, Secondary School Students, Self-Concept, Test Anxiety

I. INTRODUCTION

Education plays a significant role in personality development. It fortifies an individual with the knowledge, skills and abilities they need to achieve success in life. It is education which teaches individuals to think critically and make conversant decisions. Moreover, education helps people to develop positive relationships with each-others. These factors significantly contribute to an individual's wholesome personality development. Self-concept is one of the important aspects of personality. Self-Concept means how an individual thinks about oneself and these thinking are based on their habits, skills, and attitude. It is the ability to reveal on one's own characteristics. A positive self-concept is a strong predictor of good mental health and general wellbeing as well. A healthy self-concept is attributed to one's ability to attain optimistic results in spite of challenging experiences. It comprises one's views about their personality, physical appearance, capabilities, morals, ethics, and goals. It is a self-image of an individual. Individual's self-concept can get affected by age, gender, religion, academic achievements and many more related aspects. Academic achievement is strongly influenced by intelligence, creativity, study habits, motivation and anxiety. In this era of tough competition, everyone wants to get excellence in their life. Along with the desire of excellence, competition has caused stress and anxiety among students. The stress and test anxiety affects the students' performance in academics and general life as well which further leads towards the poor health. 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 (Wikipedia). Students having poor self-concept and high level of anxiety sometimes develop some psychological problems and sometimes they even



commit suicide. According to National Crime Records Bureau's (NCRB's) Accidental Deaths & Suicides in India (ADSI) report 2021, Over 13,000 students died by in 2 021 in India at the rate of more than 35 every day with a rise of 4.5% from the 12,526 deaths in 2020 with 864 out of 10,732 suicides being due to "failure in examination". These stats are disturbing. Education must be for the all-round development of child not for putting overburden and stress. The present paper is an attempt to study the self-concept and test anxiety of secondary school students in relation to locale. Also, the relationship is studied between self-concept and test anxiety. The results and conclusions of present study will add knowledge to the existing literature.

OBJECTIVE OF THE STUDY

1. To study the relationship between self-concept and test-anxiety of secondary school students.
2. To study the self-concept and test-anxiety of secondary school students in relation to their locale.

RESEARCH METHODOLOGY

Survey method under descriptive research is used.

Sample

The sample of this study consisted of 1000 Secondary School Students of 9th class studying in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala.

Tools Used

1. Test-Anxiety Scale developed by investigator herself.
2. Self- Concept Rating Scale by Dr. Pratibha Deo (1998).

Statistical Analysis of Data

Pearson Product Moment Correlation method is used to study the correlation between self-concept and test-anxiety and to check the significance of difference in mean scores of variables, 't-test' is applied.

1. Relationship between Self-Concept and Test-Anxiety of Secondary School Students

The values of correlation coefficient for self-concept and test-anxiety of secondary school students are given in table -1

Table-1

Correlation coefficient (r) for Self-Concept and Test Anxiety of Secondary School Students

Sr. No.	Variable	Coefficient of Correlation (r)	Level of Significance
1.	Self-Concept and Test Anxiety	- 0.102**	Significant at 0.01 level

On applying Pearson Product Moment Correlation method, the value of correlation coefficient (r) between self-concept and test-anxiety came out to be -0.102 which is significant at 0.01 level. Negative value i.e. -0.102 for the relationship between self-concept and test-anxiety indicates an inverse relationship. It means that self-concept and test-anxiety move in opposite directions. It can be concluded that as self-concept of secondary school students increases, the test-anxiety tends to decrease slightly. Likewise, if secondary school students experience test-anxiety, their self-concept may lower down. This finding is supported by Nawaz,

Jahangir, Khizar, John, and Ilyas (2021), Singh (2015), Ali, Javad, Mohammad-Karim and Hamid (2007).

2. Self-Concept and Test-Anxiety of Secondary School Students in relation to Their Locale

To check the significance of difference in mean scores of 'self-concept' and 'test-anxiety' in relation to locale, 't-test' is applied. 't' value showing significance of difference in mean scores of self-concept of secondary school students in relation to locale are shown in table-2

Table-2: 't' Value Showing Significance of Difference in Mean Scores of 'Self-Concept' and 'Test Anxiety' of Secondary School Students in relation to Locale

Sr. No.	Variable	Locale	N	Mean	SD	t	df
1.	Self-Concept	Rural	434	219.24	18.78	6.37**	998
		Urban	566	226.49	17.05		
2.	Test Anxiety	Rural	434	117.25	12.28	0.89 NS	998
		Urban	566	117.95	12.35		

** Significant at 0.01 level
 NS - Non Significant



Table-2 presents 't' value showing significance of difference in mean scores of 'self-concept' of secondary school students in relation to locale. The value came out to be 6.37 which is greater than the table value 2.58 at 0.01 level of significance for df 998. It indicates that secondary school students belonging to rural and urban area differed significantly with respect to 'self-concept'. Further, mean score of self-concept for secondary school students belonging to urban area are 226.49 which is

higher than the mean score of self-concept for secondary school students belonging to rural area i.e. 219.24. Hence, it may be interpreted that secondary school students belonging to urban area have better 'self-concept' as compared to secondary school students belonging to rural area. Figure -1 shows the significant difference in 'self-concept' of secondary school students belonging to rural and urban area as:

Figure-1
Difference in 'Self-Concept' of Secondary School Students with regard to Locale

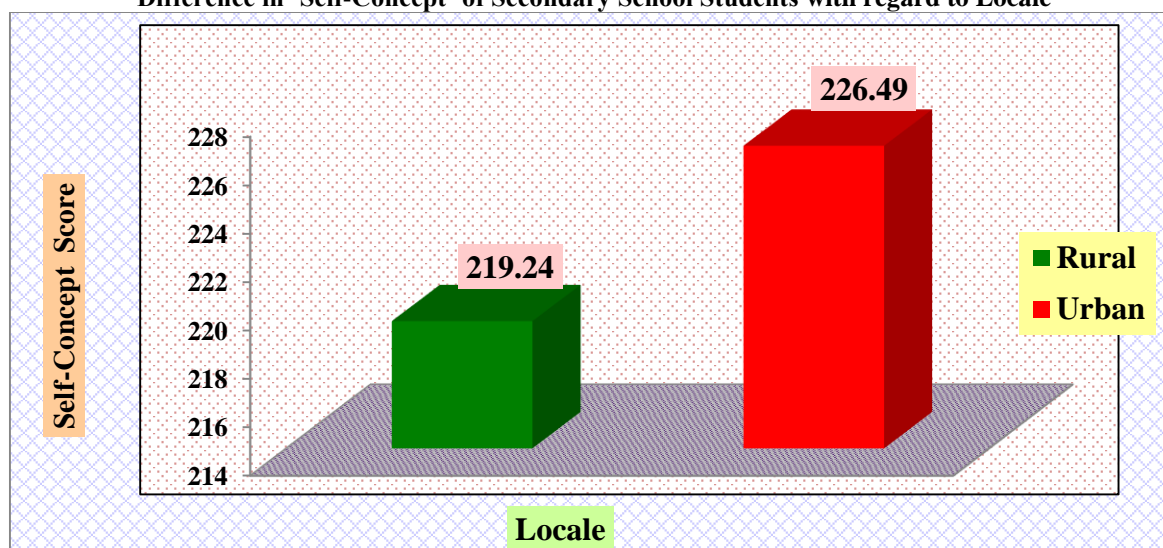


Figure-1 clearly shows that secondary school students belonging to urban area possess better self-concept as compared to secondary school students belonging to rural area.

Table-2 further shows that the calculated t-value for difference between the mean scores of secondary school students belonging to rural and urban area on 'test-anxiety' is 0.89, which is less than the table value 1.96 even at 0.05 level of significance. It means that secondary school students belonging to rural and urban area do not differ significantly on 'test-anxiety'. It can be interpreted that locale do not have any impact on test-anxiety. Both the groups have almost equal level of test-anxiety.

II. DISCUSSION OF THE RESULTS

➤ A significant negative relationship is found between self-concept and test-anxiety of secondary school students. Self-concept and test-anxiety are found to move in opposite directions. It means that if secondary school students have better self-concept they may experience less test-anxiety and vice-versa.

➤ Secondary school students belonging to rural and urban area differed significantly with respect to 'self-concept'. It has found that secondary school students belonging to urban area have better 'self-concept' as compared to secondary school students belonging to rural area.

➤ Secondary school students belonging to rural and urban area do not differ significantly on 'test-anxiety' as the locale do not have any impact on test-anxiety. Both the group experienced almost equal level of test-anxiety.

III. SUGGESTIONS

On the basis of above discussions following suggestions are made:

➤ Teachers as well as parents must focus on development of positive self-concept among children as positive self-concept reduces the chance of test-anxiety and encourages academic success.

➤ Schools must provide equal opportunities to every student to develop their self-concept. Also, must provide additional support to those who belongs to diverse background.



- Stress free learning environment must be created by schools by adopting joyful learning strategies. Parents also need to understand about their child's potential and not to put extra burden on their ward.
- Students must be encouraged to prepare and follow study plans to avoid test anxiety.
- Meditation and yoga practices must be encouraged as a better self-concept along with lowered test-anxiety can be achieved by these.

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