



Relationship between Test Anxiety and Academic Locus of Control Among College Students

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Abstract

The research aims to investigate the relationship between Test anxiety and Academic Locus of Control and also gender differences among the variables in college students. 320 Undergraduate students from different districts and various colleges in Tamil Nadu, were selected by using purposive sampling method to serve as the sample for this research. They were all in the age group of 18-22 years. The tools used were personal data sheet, Test anxiety scale by Nist and Diehl (1990) and Academic Locus of Control scale by Ashton D. Trice (1985). The data was analysed using Pearson correlation and independent sampling t Test. The results shows that there is a significant positive relationship between Test anxiety and Academic Locus of Control. There is no gender difference between Test anxiety and Academic Locus of Control among college students.

I. INTRODUCTION

Anxiety is defined as an emotion characterized by feelings of tension, worried thoughts and physical changes like increased vital sign (American Psychological Association, 2017)

TEST ANXIETY: Test anxiety is the relatively stable tendency to generate a disproportionate emotional response in academic assessment situation, due to concern about poor performance and possible negative consequences. (Balogun et al., 2017; Putwain and Symes, 2018)

ACADEMIC LOCUS OF CONTROL: Locus of Control is a psychological construct that refers to people's beliefs for controlling the actions that can influence their lives as well as it is also associated with the results, just like success, failures, rewards and penalties; which are tagged as reinforcements. (Razmerfar, 2017)

II. REVIEW OF LITERATURE

Garen R (2004) conducted research on "Locus of control, test anxiety, Academic Locus of

Control and achievement among college students". A self-report of their cumulative GPA. Results highlighted that students were divided into two groups by a median split of 10.5, yielding an internally oriented group of 57 and an externally oriented group of 57. The former students showed significantly lower Academic Locus of Control, debilitating test anxiety, and reported higher academic achievement than the later.

Chapell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N. (2005) conducted a research on "Test Anxiety and Academic Performance in undergraduate and graduate students". The purpose of the research was to investigate the relationship between test anxiety and academic performance. 4000 undergraduate students, 1414 graduate students were participated in this research. The tools used were Self-Report Scale, Spielberger Trait Anxiety Inventory, and Test Anxiety Inventory. The results show that there was a significant but small inverse relationship between Test Anxiety and Grade Point Average (GPA) in both groups. Low-test-anxious undergraduate averaged ab+, whereas high test anxious female graduate students had significantly higher GPA's than high-trait-test anxious male graduate students. Female undergraduate had significantly higher test-anxiety and higher GPA's than male undergraduate and female graduate students had significantly higher test-anxiety and higher GPA's than male graduate students.

III. METHOD

Objectives

- To assess the level of Test anxiety and Academic Locus of Control of the sample.
- To find the gender difference between the Test Anxiety and Academic Locus of Control of the sample.



- To find the relationship between Test anxiety and Academic Locus of Control among the entire sample.

Hypotheses

- There will be a significant relationship between Test anxiety and Academic Locus of Control.
- There will be significant gender difference between Test anxiety and Academic Locus of Control.

Sample

Out of 320 Undergraduate students, 144 males and 176 females from different districts and from various colleges in Tamil Nadu were selected by using purposive sampling method for this research. They were all in the age group of 18-22 years. They were matched for gender, age, birth order, Place of living, Test anxiety and Academic Locus of Control.

Tools

Tools used were Personal data sheet which comprises of age, gender, birth order, place of residence, Nist and Diehl Test Anxiety Inventory (1990): Internal consistency of this inventory 0.91 and the reliability is 0.83 Academic Locus of Control scale (Trice 1985): The reliability of this scale is 0.92

Procedure

A brief description about the purpose of the research were explained to the entire sample before conducting the research. The sample were asked to fill their personal details like name, gender, age, percentage of marks, birth order etc. The Test anxiety scale and Academic Locus of Control scale were given to the entire sample. The entire sample were informed that the responses will be kept confidential and will be used only for academic purposes. The data were collected and statistically analyzed using mean standard deviation using SPSS.

TABLE 1
AGE WISE DISTRIBUTION OF THE SAMPLE

AGE OF STUDNETS	N	%
18	26	8.1%
19	113	35.2%
20	152	47.4%
21	23	7.5%
22	6	1.8%

GRAPH1
AGE WISE DISTRIBUTION OF THE SAMPLE

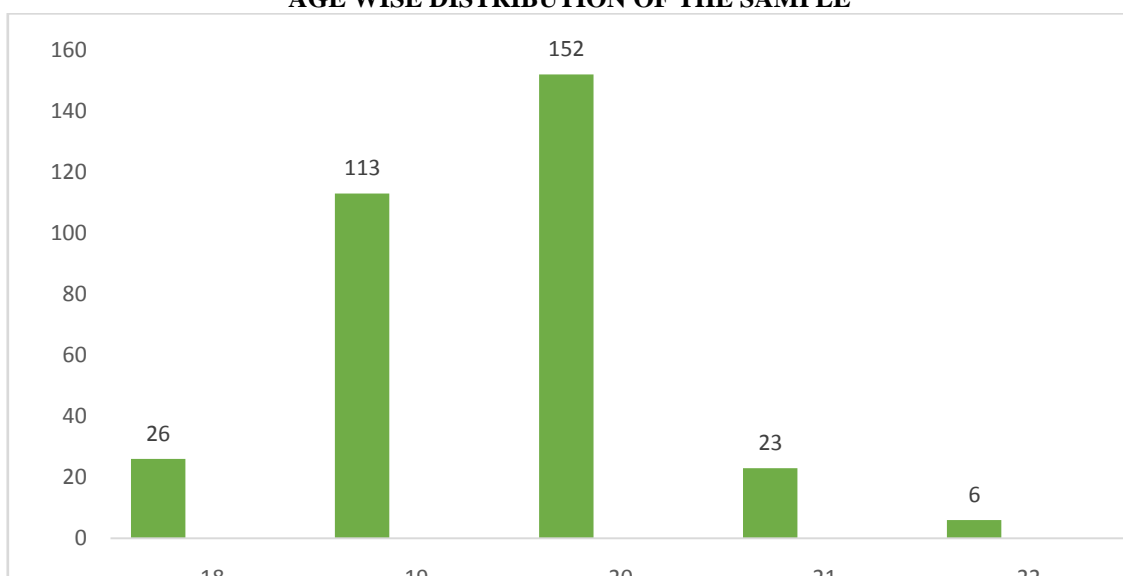


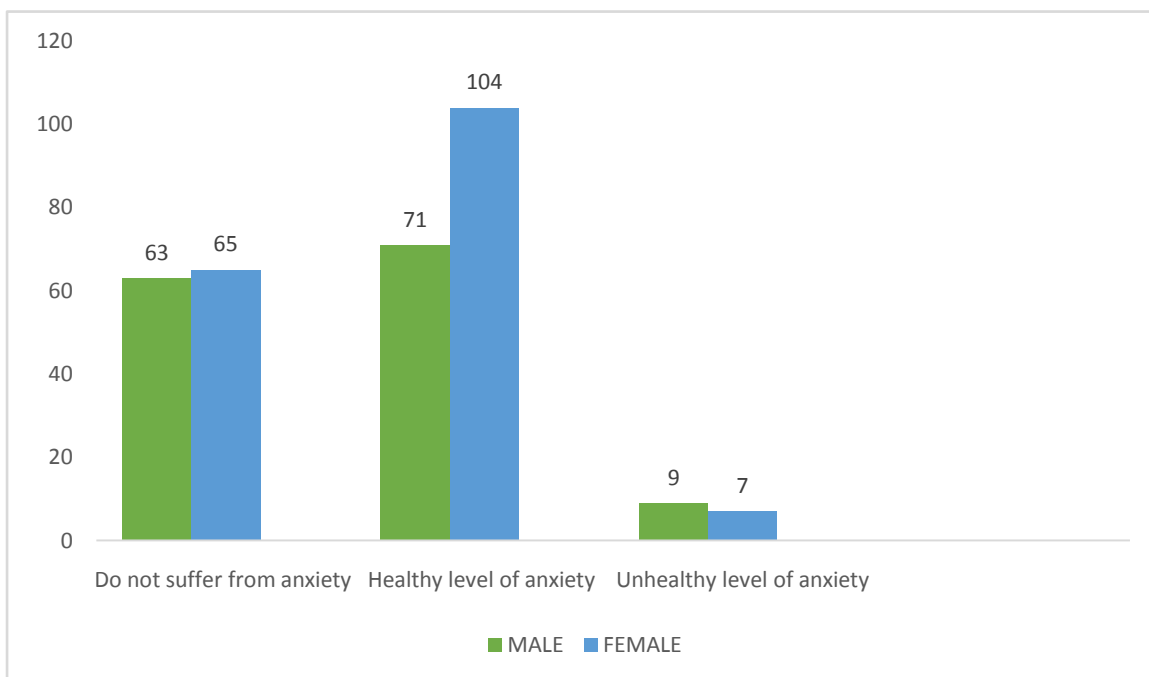
Table 1 and Graph 1 shows the age wise distribution of the entire sample. 8% students were in the age group of 18. 35% students were in the age group of 19. 47% of the students were in the age group of 20. 7% students were in the age group of 21 and 2% students were in the age group of 22.



TABLE 2
LEVELS OF TEST ANXIETY OF THE SAMPLE

N=320

LEVEL OF TEST ANXIETY	Males		Females		N	%
	N	%	N	%		
DO NOT SUFFER FROM ANIXETY (10-19)	63	44	65	37	129	40
HEALTHY LEVEL OF ANXIETY (20-35)	71	50	104	50	175	55
UNHEALTHY LEVEL OF ANXIETY (35 AND ABOVE)	9	6	7	5	16	5



GRAPH 2 LEVEL OF TEST ANXIETY OF THE ENTIRE SAMPLE

Table 2 shows the level of anxiety of the entire sample. 129 students (40%) were not having test anxiety, 175 students (54%) had a healthy level of test anxiety and 16 students only (5%) belongs to Unhealthy level of test anxiety.

Lowe, P. A (2019) conducted a research on "Implementation intentions and test anxiety: Shielding academic performance from distraction". The aim of the research measure test anxiety of the college students who completed working memory-intensive math exam with televised distractions. 51 undergraduate students from New York University



were participated in this research. The tool used was Spielberg's Test Anxiety Inventory. The results show that, Test Anxiety increased, the effectiveness of temptation- inhibiting implementation intention increased, task facilitating implementation increase

harmful performance as test anxiety increased. In addition to consequences of these plans differed significantly for those high in test anxiety. This research supports the present research.

TABLE 3
LEVEL OF ACADEMIC LOCUS OF CONTROL OF THE ENTIRE SAMPLE

Levels of Academic Locus of Control	Males		Females		N	%
	N	%	N	%		
Internal locus of control (0-14)	65	45	94	53	143	47
External locus of control (15-28)	78	55	82	47	176	53

GRAPH 3
LEVEL OF ACADEMIC LOCUS OF CONTROL OF THE ENTIRE SAMPLE

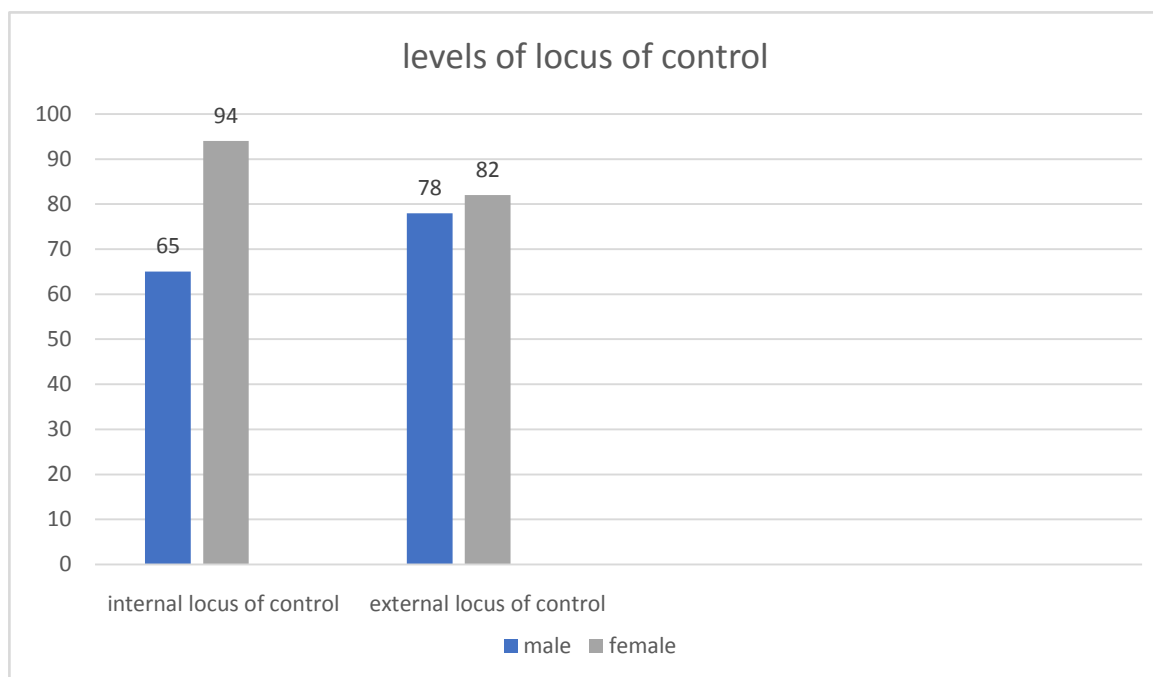


Table 3 shows the level of Academic Locus of Control of the entire sample. 45% of the students had internal locus of control who are more responsible of their academic achievement as result of their efforts, and 53% of the students had external locus of control who are likely to believe that their academic achievement has a high influence of outside factors.

Iskender, M., Akin, A (2010) conducted research on social self - efficacy, Academic Locus of Control and Internet addiction in computer and education. The research examines the relationship between social self - efficacy, Academic Locus of Control and internet addiction. Participants were 311 university students who completed a questionnaire package that included the Online Cognition Scale,



the Academic Locus of Control Scale, and the Perceived Social Self-Efficacy Scale. According to results internal Academic Locus of Control was predicted positively by social self-efficacy. Also, internet addiction was explained negatively by

social self-efficacy and internal Academic Locus of Control and positively by external Academic Locus of Control. This research supports this current research.

TABLE 4
MEAN GENDER DIFFERENCE BETWEEN TEST ANXIETY AND ACADEMIC LOCUS OF CONTROL

N = 320

Variables	Sample	Mean	SD	t value	Level of significance
TEST ANXIETY	MALES	21.21	7.88	0.0298	N.S
	FEMALES	21.8	7.15		
ACADEMIC LOCUS OF CONTROL	MALES	13.54	3.479	0.044	N.S
	FEMALES	14.47	2.877		

Table 4 shows the gender difference of Test Anxiety and Academic Locus of Control.

The mean Test Anxiety score of males is 21.21 and females is 21.8 and the t value is 0.0298, which shows that there is no statistically significant gender difference in Test anxiety. The mean score of Academic Locus of Control in males is 13.54 and females is 14.47 and the t value is 0.044, which shows there is no statistically significant gender difference in Academic Locus of Control, This may be due to the attitude of the present generation in perceiving the academic locus of control.

LIMITATIONS OF THIS RESEARCH

- Sample size is small.
- 1-year UG students were excluded
- Intervention for test anxiety were not administrated
- Various variables were not included.

SUGGESTIONS FOR FURTHER RESEARCH

- Intervention for test anxiety should be given.

- Students who pursue post-graduation can be included.

- Other variables like academic performance, academic motivation can be included in the further research.

- Future research may focus on identifying various other dimensions of test anxiety and other dimensions of locus of control among students

IMPLICATIONS OF THE RESEARCH

College Counsellor should be appointed to meet the needs of students issue, Motivational programmes should be conducted periodically to enhance academic performance.

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