

To Study the Test Anxiety and Academic Achievement among College Students.

Dr. Sonia Sharma

Assistant Professor, Department of Education,
Lovely Professional University, Phagwara, Punjab (India)

Deeksha

Reg no - 11711674

Scholar at Department of Education B.A. B.Ed. (Integrated)
Lovely Professional University, Phagwara, Punjab (India)

Abstract:

This present paper examines to study the Test anxiety and Academic Achievement among college students. A sample of 110 students was collected. Of them 49 male and 61 were female. Data were collected by using the questionnaire form which contains 14 items to check on the basis of anxiety level and academic achievement. Test anxiety Questionnaire (CAEX; Valero,1999): developed originally in Spain. The findings of the paper revealed that there was no significant difference seen in the anxiety level among students with respect to their gender. Female were found more anxiety than male. There was no significant difference seen in the anxiety level among students with respect to their location. The students who are living in rural area are found more anxiety as compared to urban students. In addition, there was significant difference seen in the academic achievement among students with respect to their gender. It means females have good academic achievement. On the other hand, there was no significant difference seen in the academic achievement of students with respect to their location.

Keywords: *Anxiety, academic achievement*

Introduction

In Contemporary era, most of the students facing anxiety during the test or exam which negatively impacts on their academic achievement. We studied hard and suspect we have got a grip on the material. But when test comes in front of us, we blank out or experience so worried about which you cannot get it collectively to reply the ones questions you knew the solutions. That anxious feeling that humans every so often get while they are about to take a test. Its ordinary to sense a bit anxious and fearful earlier than a test, it helps to do better. But many human beings, experience too much anxiety during the test or exam which impacts negatively on their academic performance.

Anxiety is a very common phenomena that constitutes a widespread reason of educational performance among the students worldwide. It is a incontrovertible truth in the human's life that have an effect on an person's accomplishment in several situations , a common degree of tension is beneficial in maintaining human beings hardworking and being accountable of what they need to do (Kahan, 2008 & Donnelly, 2009). Anxiety was described by (Asadullapoor, Fati, & Gharaee, 2010) as feeling that unwanted and doubtful like when individual predicts a danger situation. Anxiety at extreme degree impends person's bodily

health and intellectual and additionally has a negative impact on their social, personal, professional, familial and academic achievement (Zahrakar,2008).

One of broadest study regions in the current years has been tested concept of anxiety and its dimensions. It is a sort of anxiety which turn out specifically throughout examination. Test anxiety has been overwhelming recognized as a two element construct including the cognitive which frequently mentioned as worry and emotional components. The prime view of the affiliation among those two elements that indicates the cognitive factor that immediately affects the students overall performance in exams, at the same time as the emotionally factor is related however does now no longer directly persuade test overall performance (Cassady,2001). The person may experience a sense of distress that their performances are being prudently found out to be assessed (Cheraghian, Fereydouni, BarazPardejani & Bavarsad, 2008). Sometimes this may result in low self belief or poor educational overall performance (Moadeli & Ghazanfari, 2005).

Test anxiety refers back to the set of phenomenological, behavioral and psychological responses that accompany issue about feasible bad results or failure on an examination or comparable evaluative condition(Zeidner, 1998).Test stressful college students are characterized through a especially low reaction threshold for tension in evaluative conditions, tending to view test conditions as individually threatening. They generally tend to react with significant worry, mental disorganization, stress and physiological arousal while uncovered t evaluative conditions (Spielberger & Vagg, 1995). Test anxiety is frequently followed through maladaptive cognition such risk perceptions, emotions of decreased anticipatory failure attributions, self-efficacy and coping via self- criticism (e.g. Matthews et al., 1999). A extensively normal definition proposed through Spielberger (e.g. 1980) construes test anxiety as a situation particular personality trait. Test anxiety can also talk to annoying evaluative stimuli and contexts, and fluctuating anxiety states skilled in a test situation. In common, trait test anxiety and evaluative conditions can be visible as interacting to initiate state of anxiety (Sarason et al., 1995).

Anxiety

Anxiety is the mind and body's response to stressful, dangerous, or unusual situations. It's the feel of unceasing, distress, or dread you senses earlier than a significant event. A sure degree of anxiety enables us live alert and aware, however for the once affected by an anxiety disorder, it feels far from normal – it could be absolutely deliberating. Anxiety is your body's bodily reaction to threats. Your respiration may increase, your heart would possibly being pounding, you may get a burst of strength. Everyone feels stressful at times, and certain degree of tension is normal, or even helpful, in a few situations. Anxiety is your body's manner of preserving you safe. For instance, consider you are walking home, and you are dragging your toes due to the fact you are worn-out. Out of the corner of your eye, you suspect you spot a snake. Suddenly, you forget how worn-out you are and have burst of power that let's you get out of harm's way. Anxiety also can inspire you. If you sense a bit stressful about an task that's due or a job interview anxiety allow you to energy through. however, feeling too much anxiety about something, or feeling anxiety that's now no longer related to an obvious challenge, isn't

helpful. It can get withinside the manner of your everyday activities and have an effect on your quality of life.

There are different types of anxiety. The most common types are:

- Social anxiety
- Specific phobias
- Panic disorder
- Post traumatic

Test anxiety

Test anxiety also can be termed as anticipatory anxiety, exam anxiety that take place in scenario like facing examination. Indeed, they may be stirred up state in physiological degree inflicting over-arousal, anxiety and somatic sign and mental stage inflicting poor, attention, deterioration in belief and thoughts Fluency this will cause worry, dread, worry of failure and catastrophic experience earlier than or at same point of test situations many of the students. Feeling worried about the test is a ordinary feeling amongst university students. However, excessive emotion of hysteria and pressure earlier than and throughout an examination will have bad results. Anxiety may be complicated while prevents you from taking or doing all of your fine on an examination, reasons you to experience stressful all of the time, or will become excessive.

Test anxiety is a mixture of bodily sign and emotional reaction that intrude together along with your capacity to carry out properly on tests. Many student experience various ranges of test anxiety for some of distinction reasons. If you're a person who does, take a look out those tips and sources to lessen your textual content tension and enhance your overall checking out experience in university. Exam performance are interfered with emotions too.

Academic achievement

Academic achievement describes educational results that imply the extent to which a scholar has accomplished there learning dreams. Academics achievement is frequently measured via examination or non-stop assessments. Academic achievement or (educational) performance is the extent to which a scholar, Instructor or organization has accomplished there short or long-time period academic goals. Academic achievement represents performance results that imply the extent to which someone has completed particular desires that have been the point of interest of activities in academic environments, especially in school, college, and university. School structures generally outline cognitive desires that both apply across a couple of concern areas (e.g., critical thinking) or consist of the acquisition of information and know-how in a selected intellectual domain (e.g., numeracy, literacy, science, history). Therefore, Academic achievement have to be taken into consideration to be a multifaceted construct that contains different domains of learning.

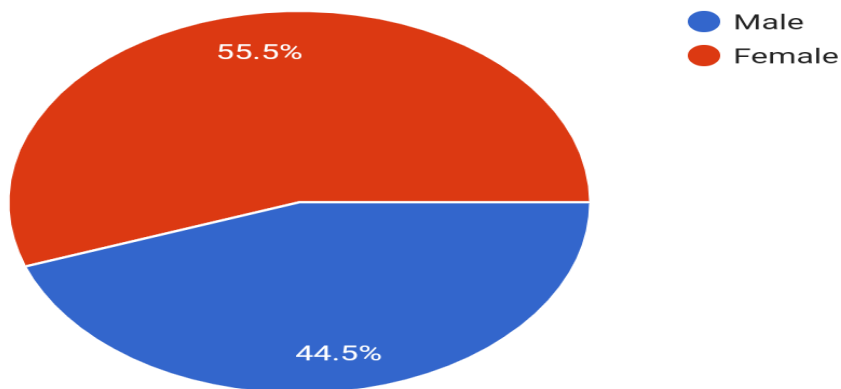
Objectives:

- To study the percentage of respondents participation in the google survey.
- To study anxiety among college students with respect to their gender and location.
- To study academic achievement among college students with respect to their gender and location.

Respondents: Percentage – participation in the google survey with respect to gender, location, age and CGPA.

Gender

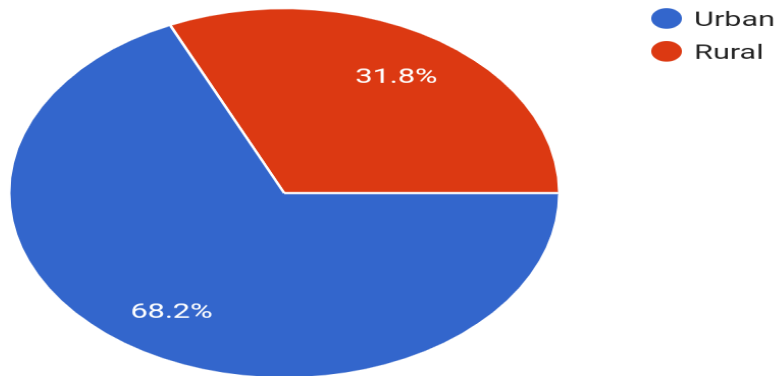
110 responses



In this pie chart 1. Shows responses on the basis of their gender. It can be inferred from this data that of total population 55.5% are female and 44.5% are males.

Location

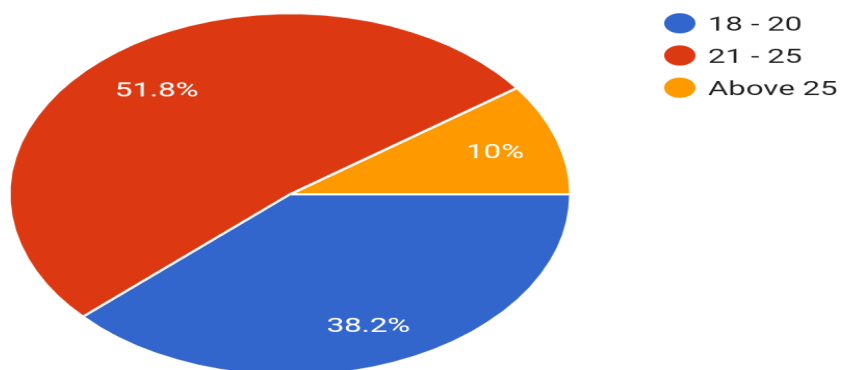
110 responses



In this pie chart 2. Reveals responses on the basis of location. It can be inferred from this data that of total population 68.2% are urban and 31.8% are rural.

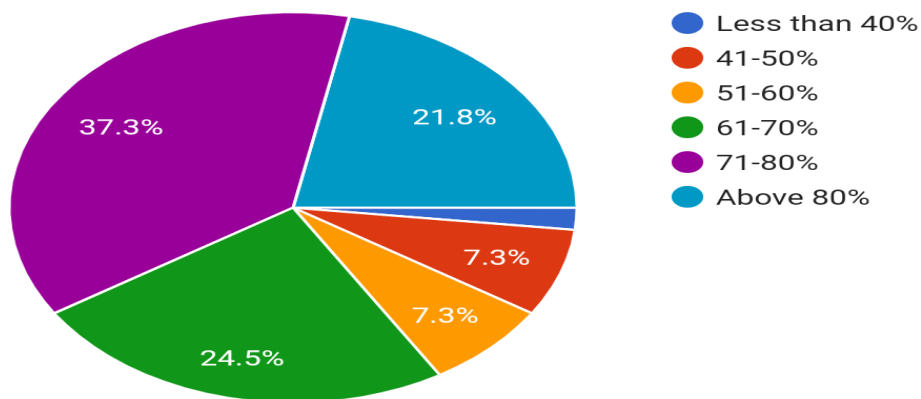
Age

110 responses



In this pie chart 3. Shows responses are from different age group. In this most of the responses come from the age group 21 – 25 (51.8%). Least responses come from above 25 age group (10%) and some of the responses come from 18 – 20 (38.2%).

CGPA obtained in the last year 110 responses



This pie chart 4. Represents responses on the basis of CGPA obtained in the last year. In this, CGPA obtained in the last year 71 – 80% is 37.3%, above 80% is 21.8%, 41 – 50% is 7.3% , 51 – 60% is 7.3%, 61 – 70% is 24.5%.

Research Hypothesis

- There is a no significant mean difference seen in the mean scores of anxiety **with** respect to their gender.
- There is a no significant mean difference seen in the mean scores of anxieties **with** respect to their location.
- There is a significant mean difference seen in the mean scores of academic achievements **with** respect to their gender.
- There is a no significant mean difference seen in the mean scores of academic achievements with respect to their location.

Review of Literature

Zollar and Ben – chain (1990) examined “that generation wherein we stay is a test-aware age wherein the lives of many humans are not simplest greatly influenced, however also are decided through their test performance”.

Test and exam strain is concept to save you a few people from reaching their academic capability. It has been determined that students consistently understand exam as a supply of boom in anxiety and a situation engulfed with uncertainty is allowing them to show their true achievements (Zollar & Ben-chain, 1990; Spielberger, 1985). Such feelings amongst students restriction their ability overall performance throughout the test situation, ensuing in higher test anxiety (Hill & Wigfield, 1984) immediately inflicting withinside the pupil achievement. There are wide variety of researchers reporting test anxiety as one of the main reason for students underachievement and low performances at unique ranges in their academic life (Oludipe, 2009) and has been proven to have an effect on students capacity to take advantage of training (Schonwetter, 1995). It is really well worth discussing a few research displaying the statistically great inverse relationship among test anxiety and students achievement since lengthy time.

Gaudry and Spielberger (1971) mentioned that excessive test anxiety is taken into consideration as one of the major element for low overall performance of students at college level.

A examine carried out through Nicholson (2009) to discover the consequences of test anxiety on pupil achievement of grade eleven students, found out that anxiety and achievement are associated with each other.

Khalid and Hasan (2009) performed a examine on a purposively decided on pattern of 187 undergraduate students to discover the connection among test anxiety and academic achievement and determined that students with educational fulfillment have low test anxiety ratings are vice versa.

Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, and McCann (2005) carried out a studies examine to discover the connection among test anxiety and educational performance. They gathered information from a big pattern of graduate and undergraduate college students and discovered a large and poor relationship among test anxiety and academic achievement.

Hancock (2001) researched the outcomes of students test anxiety and teacher's assessment practices on students fulfillment and motivation at submit the secondary level. He located statistically large effects which found out that each one students, particularly students with excessive anxiety level, carried out a poorly and had been much less stimulated to learn. Thus he concluded that after students who are especially test-stressful are uncovered to a highly evaluative evaluation surroundings of their academic institution, they carry out poorly and much less inspired to carry out Hancock (2001).

Putwain and Daly (2014) stated 16.4% of English secondary college students to be afflicted by test anxiety. Additionally, in accordance to Ergene (2003), as much as 20% of college students are test anxious. Roughly comparable charges have said by Thomas et al. (2018) who discovered approximately 25% of undergraduate college students to be incredibly test anxious. These occurrence prices are alarming due to the facts test anxiety may also debilitate educational performance and impair subjective well-being (e.g., Steinmayr et al., 2016). Test

anxiety is skilled in achievement contexts which are perceived as probably threatening to one's self-esteem (e.g., crucial exams).

Spielberger (1966; 1979) was became one of the first researchers to research test anxiety in a proper systematic form. In 1966, Spielberger carried out a research in which decided on 24 high stressed scholars and 24 low anxiety students who registered in introductory psychology courses in the Duke University and the university of north Carolina. In this anxiety was determined the use of ratings at the Taylor Manifest Anxiety Scale. Spielberger observes that in testing conditions, the higher anxiety group verifies average poor achievement as the difficulty of task increased.

Academic achievement performs a function withinside the research through Colmar, Liem, Connor, and Martin (2019) and Martinez, Youssef-Morgan, Chambel, and Marques- Pinto (2019). For Colmar et al. (2019), the ability of basic faculty college students to reply educational setbacks, educational buoyancy, turned into now no longer predictive of academic achievement. However, educational buoyancy results have been proven for each studying and arithmetic achievement in Australian college students while meditation through self-concept. Psychological capital resources (e.g. efficacy, hope, optimism, resilience) are foreground in Martinez et al.'s (2019) exam of Spanish/Portuguese university students engagement and achievement. Their findings confirmed that scholars who record being engaged in studying are much more likely to be customers of mental capital who in flip are much more likely to gain better academically.

Academic achievement is incorporated additionally into the work of Eakman, Kinney, Schierl, and Henry (2019), wherein the point of interest is at the complexities of the emotional and social lives of back veterans and carrier personnel. In a complete examine, studying climate assist, post- stressful strain, melancholy, self-efficacy and educational issues are connected to achievement showing, amongst different findings, that self efficacy, much less educational issues and autonomy helping studying environments are undoubtedly associated with achievement. Moreover, those elements continued no matter melancholy or post-stressful strain levels. Achievement dreams (Elliot, 2005) underpin the research through Cho and Kim (2019) and Chen , Elliot, and Sheldon(2019). The former tested longitudinally South Korean secondary college students and additionally instigated self- decided motivation (Ryan & Deci, 2000).

Academic achievement turned into as soon as concept to be the maximizes crucial final results of formal academic reviews and even as there may be little question as to the essential function such achievements play in students lifestyles and later (kell, Lubinski, & Benbow, 2013) researchers and coverage maker are ever an increasing number of turning to social and emotional elements, in addition to the relationships amongst them, as signs of students wellness and mental development (Chernyshenko, kankaras, & Drasgow, 2018; Frydenburg, Martin, & Collie, 2017; Morrie, Mok, Chan, & Lai, 2006). Indicative of this motion is the current addition of social and emotional measures to installed Organization for Economic co-operation and Development (OECD) measures (e.g. PISA, OECD, 2019). These measure include, in line with Chernyshenko et al. (2018), emotional regulation (e.g. strain resistance, optimism), challenge

performance (e.g. motivation, persistence, self-control) and compound skills (e.g. metacognition, self-efficacy). Consistent with this theme, you may discover six fine empirical research on this issue that look at a number of the complexities of such elements, a few associated with academic with academic achievement, others now no longer, having a legitimacy of their personal right.

Hunsley (1985) investigated the correlation of numerous variables of test anxiety over the Course of the semester. The topics include of 62 undergraduate students who enrolled in data course whose test anxiety was measured throughout every of 4 examinations that had been administered during the semester. Variables had been maximum strongly correlated with test anxiety when the starting of the term. By example, the primary examination can be perceived with more uncertainty of the content. Through the final examination, poorer overall performance had been showed for plenty test – stressful students, validating a cause for those students to impeach their ability.

Research design

In this research design, conduction of this study was done to study anxiety and academic achievement among college going students with respect to gender, age and location.

Tools and measurement of data

The data was collected by using a questionnaire. Questionnaire was used to check the anxiety and CGPA of previous semester was collected to asses the academic achievement among college students with respect to age, gender and area. In this a tool of test anxiety was used in which 14 items was circulated to pupils through google form during this pandemic. Test Anxiety Questionnaire (CAEX; Valero, 1999): This questionnaire developed originally in Spain which measured test anxiety but it was administered on Indian population by number of authors. Respondents use a six point Likert-type scale Which ranging from 0 (Almost never) to 5 (Almost always), it indicates how often they experience every of the situations and selected 14 items from the total questionnaire which related to the cognitive factors of test anxiety the ones associated with fear while preparing for an exam or during an exam.

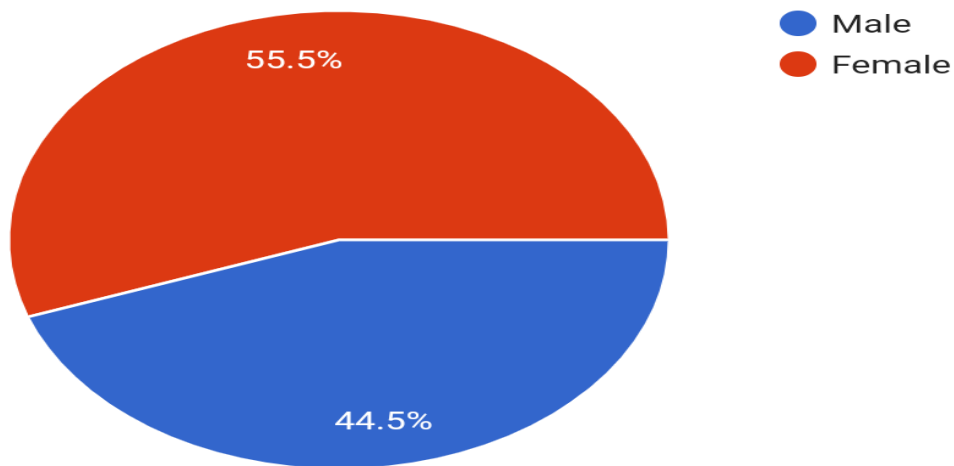
Data collection

The data was circulated through google form among the various colleges of district Jalandhar. The google form was circulated through WhatsApp, telegram, email id. Social media platform was used for the purpose of data collection. The data were collected over a two-week period. Data was collected through google form/ questionnaire. The total number of items was 14 and participants was 110. Total 110 responses was received. Of them 49 male and 61 were female. Due to covid – 19, online platform was used to collect the data.

ANALYSIS AND INTERPRETATION ON THE BASIS OF DEMOGRAPHIC VARIABLES GENDER, LOCATION, AGE AND CGPA

Gender

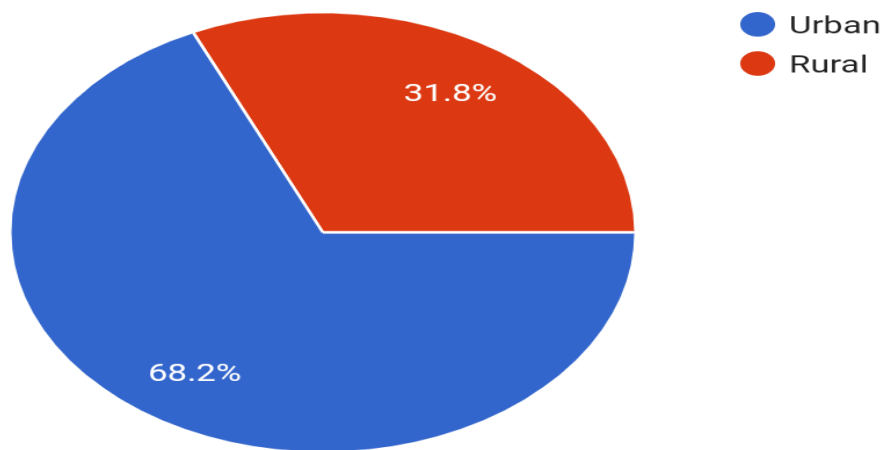
110 responses



This pie chart 5. Depicts responses on the basis of their Gender. In this, total 110 responses were collected. Of them 49 male and 61 were female. It can be inferred from this data that of total population 55.5% are female and 44.5% are male.

Location

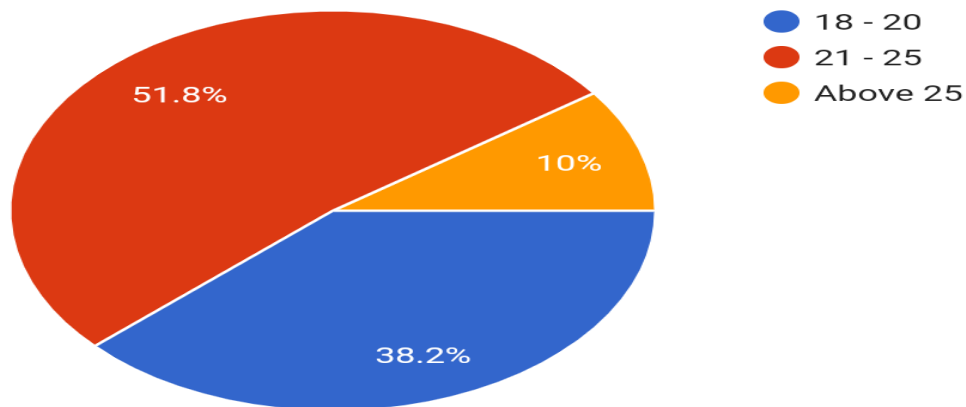
110 responses



In this pie chart 6. Reveals responses on the basis of location. Total 110 responses were collected. Of them 75 urban and 35 were rural. It can be inferred from this data that of total population 31.8% are rural and 68.2% are urban.

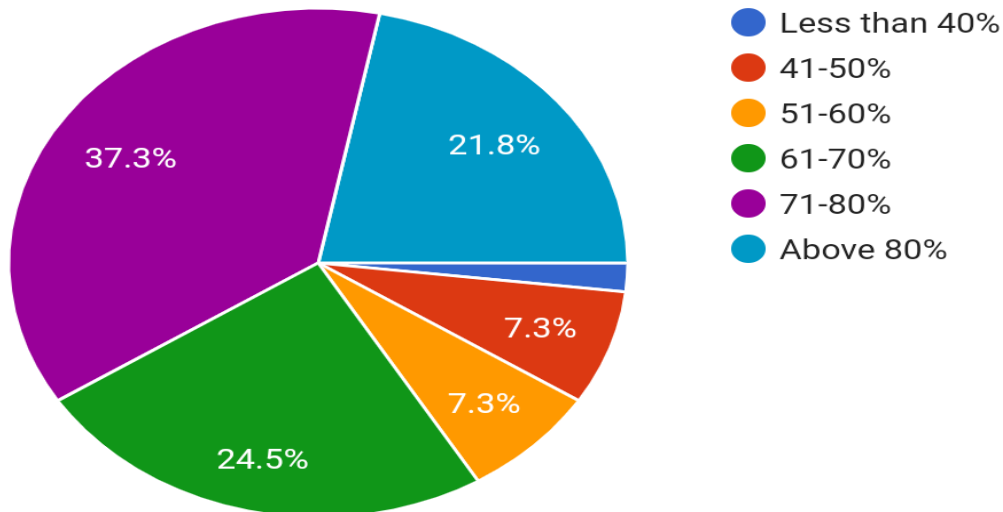
Age

110 responses



In this pie chart 7. Shows respondents are from different age group. Total 110 responses were collected. Most of the responses come from the age group 21 – 25 (51.8%). Least responses come from above 25 age group (10%) and some of the responses come from 18 – 20 (38.2%).

CGPA obtained in the last year 110 responses



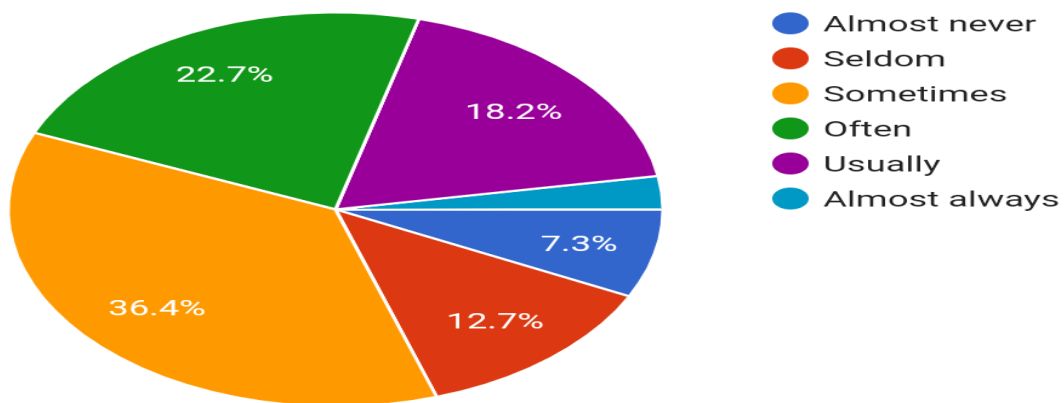
This pie chart 8. Represents responses on the basis of CGPA obtained in the last year. Total 110 responses were collected. In this, CGPA obtained in a last year 71 - 80% is 37.3%, Above 80% is 21.8%, 41 - 50% is 7.3%, 51 - 60% is 7.3%, 61 - 70% is 24.5%.

ANALYSIS AND INTERPRETATION ON THE BASIS OF QUESTIONNAIRE RESPONSE BY RESPONDENTS

Table 1. Showing the Sample of questionnaire.

1. During a test I feel nervous if the teacher stands next to me, and then I can no longer answer the questions.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
2. I often cry after a test, thinking about how badly I've done, even if I don't know my Mark.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
3. While I'm sitting a test, I think about how badly I'm doing.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
4. I get nervous if I see that others have finished the test before I have.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
5. I think the teacher is constantly watching me.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
6. I usually bite my nails or chew my pen during a test.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
7. I'm constantly restless throughout a test (moving my feet, playing with my pen, looking around the room, at the clock, etc.).	Almost never	Seldom	Sometimes	Often	Usually	Almost always
8. I think I'm going to fail the test, even if I've studied beforehand.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
9. Before taking the test, my thought is that I've forgotten everything and that I'm going to fail.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
10. If I sit at the front of the class I feel more nervous.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
11. If the test is time – limited I get more nervous and do worse.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
12. My feeling as I leave the test room is that I've done badly.	Almost never	Seldom	Sometimes	Often	Usually	Almost always
13. I think beforehand that I'll be nervous and that I'll forget everything .	Almost never	Seldom	Sometimes	Often	Usually	Almost always
14. It takes me a long time to answer most of the questions or to decide to hand in my test paper.	Almost never	Seldom	Sometimes	Often	Usually	Almost always

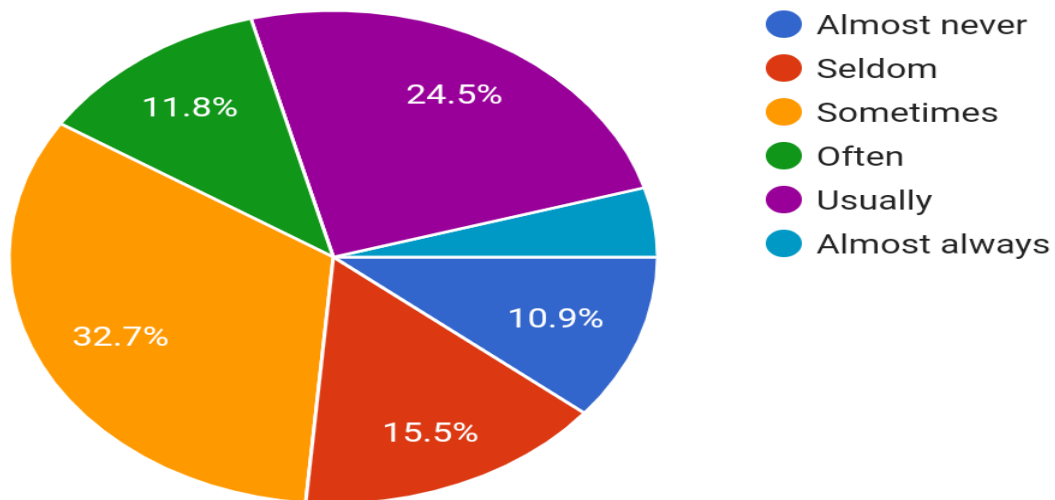
1. During a test I feel nervous if the teacher stands next to me , and t...ger answer the questions.
110 responses



This pie chart 9. Depicts a situation student during a test feel nervous if the teacher stands next to me and then they can no longer answer the questions. In this, 36.4% students choose sometimes, 22.7% students choose often, 18.2% students choose usually, 7.3% students choose almost never and 12.7% students choose seldom.

2. I often cry after a test, thinking about how badly I've done, even if I don't know my mark.

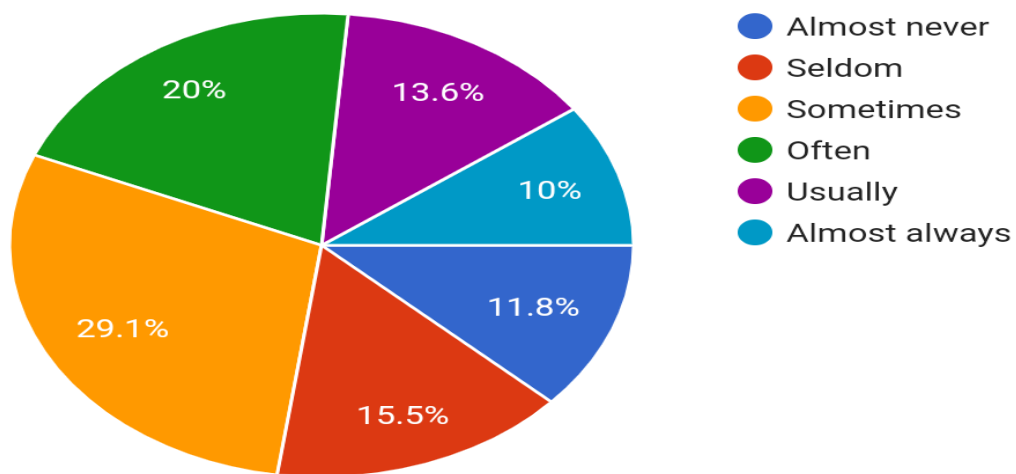
110 responses



In this pie chart 10. Shows a situation when students often cry after a test thinking about how badly they have done, even if they don't know their marks. In this 32.7% students choose sometimes, 11.8% students choose often, 24.5% students choose usually, 10.9% students choose almost never and 15.5% students choose seldom.

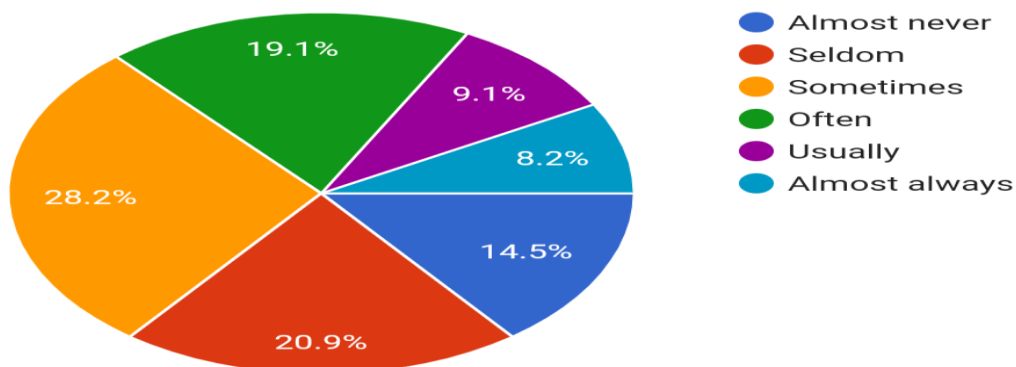
3. While I'm sitting a test, I think about how badly I'm doing.

110 responses



This pie chart 11. Depicts a situation of a students while I'm sitting a test, I think about how badly I'm doing. In this, 29.1% students choose sometimes, 20% students choose often, 13.6% students choose usually, 10% students choose almost always, 11.8% students choose almost never and 15.5% students choose seldom.

5. I think the teacher is constantly watching me.
110 responses

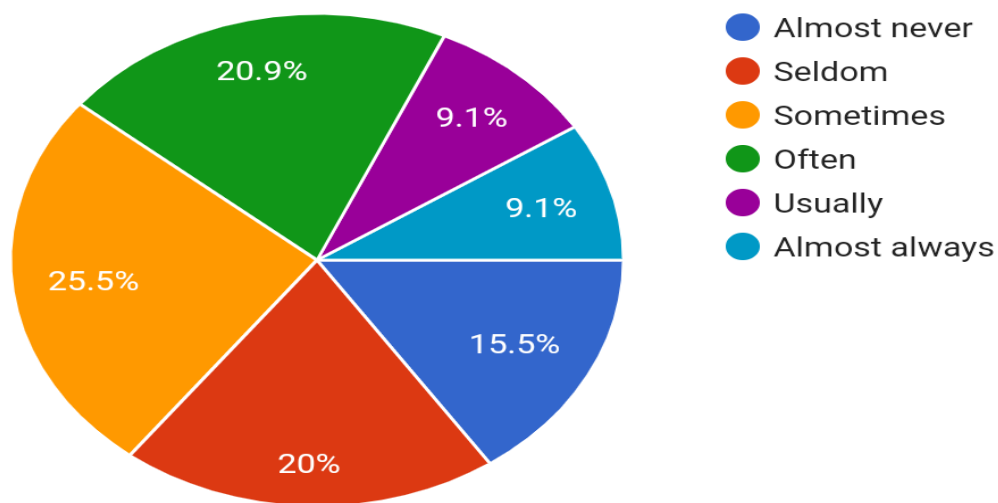


This pie chart 12. Shows how students get nervous when they see others have finished the test before they have. In this, 34.5% students choose sometimes, 19.1% students choose often, 12.7% students choose usually, 12.7% students choose almost always, 7.3% students choose almost never, 13.6% students choose seldom according to the question.

This pie chart 13. Depicts about when students think teacher is constantly watching me. In this, 28.2% students choose seldom, 19.1% students choose often, 9.1% students choose usually, 8.2% students choose almost always, 14.5% students choose almost never, 20.9% students choose seldom according to the question.

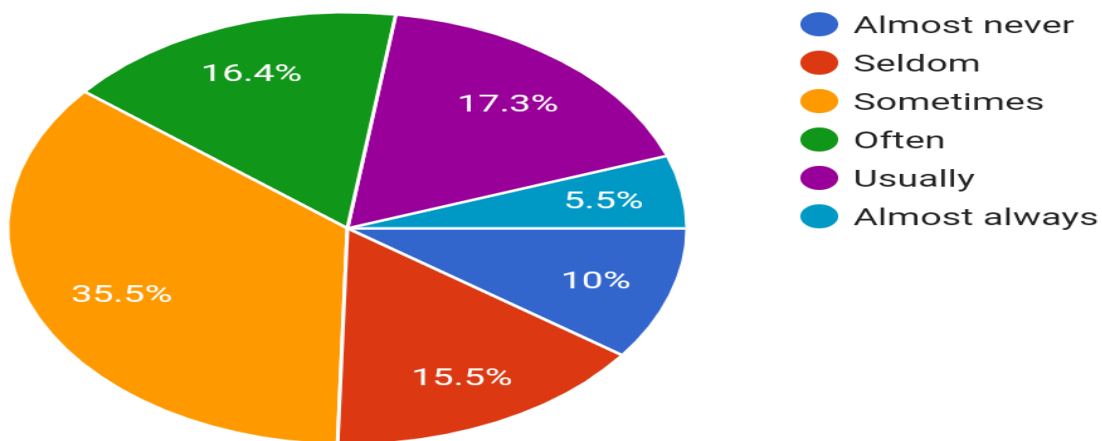
6. I usually bite my nails or chew my pen during a test.

110 responses



This pie chart 14. Reveals about a situation of a student during the test like when someone bite the nails, chew pen during the test . In this 25.5% students choose sometimes, 20.9% students choose often, 9.1% students choose usually, 9.1% students choose almost always, 15.5% students choose almost never, 20% students choose seldom according to the question.

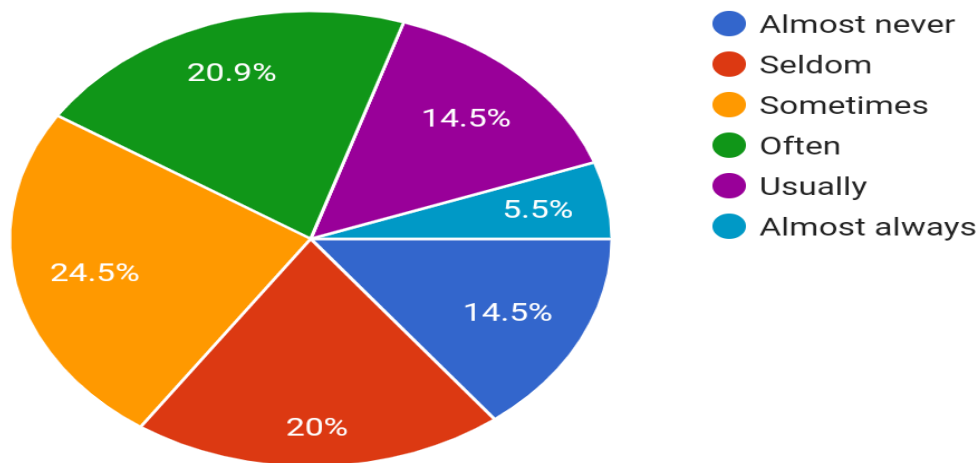
7. I'm constantly restless throughout a test
(moving my feet, playing w...oom, at the clock, etc.).
110 responses



This pie chart 15. Reveals about how students feel constantly restless throughout the test. In this, 35.5% students choose sometimes, 16.4% students choose often, 17.3% students choose usually, 5.5% students choose almost always, 10% students choose almost never, 15.5% students choose seldom according to the question.

8. I think I'm going to fail the test, even if I've studied beforehand.

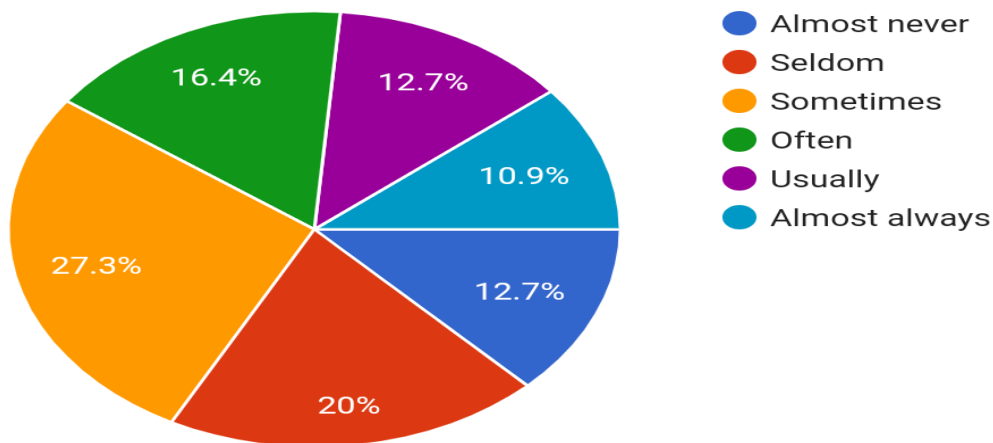
110 responses



This pie chart 16. Depicts a situation when student thinks I'm going to fail the test, even if I studied beforehand. It shows 24.5% students choose sometimes, 20.9% students choose often, 14.5% students choose usually, 5.5% students choose almost always, 14.5% students choose almost never, 20% students choose seldom, according to the question.

9. Before taking the test, my thought is that I've forgotten everything and that I'm going to fail.

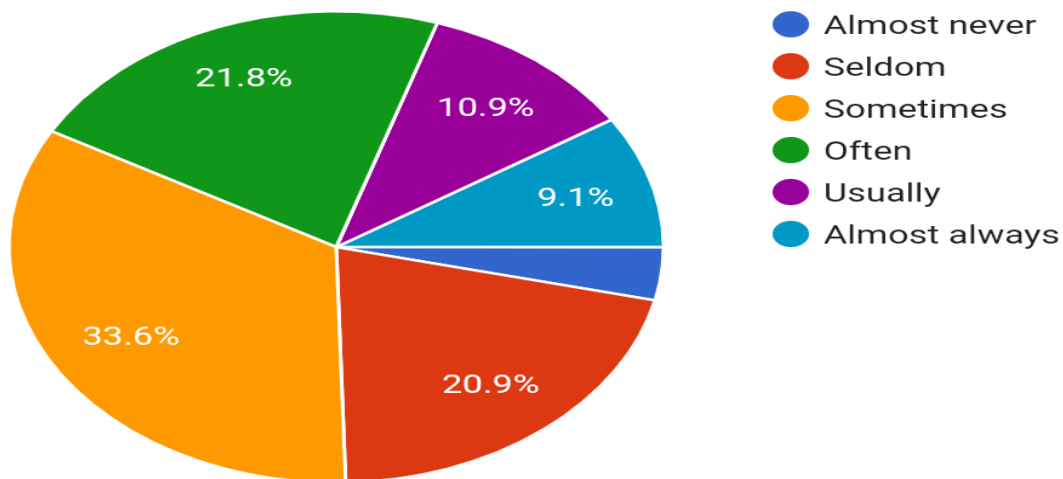
110 responses



This pie chart 17. Shows the condition before taking the test, students thoughts that they have forgotten everything and going to fail. In this, 27.3% students choose sometimes, 16.4% students choose seldom, 12.7% students choose usually, 10.9% students choose almost always, 12.7% almost never, 20% students choose seldom according to the question.

10. If I sit at front of the class I feel more nervous.

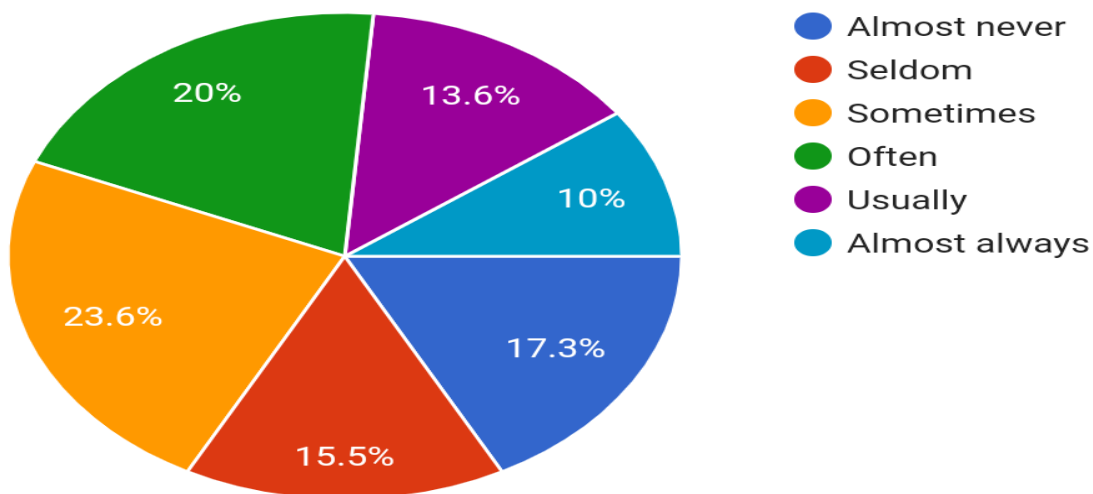
110 responses



This pie chart 18. Depicts a situation when students sit at the front of the class they feel more nervous. In this, 33.6% students choose sometimes, 21.8% students choose often, 10.9% students choose usually, 9.1% students choose almost always, 20.9% students choose seldom according to the question.

11. If the test is time-limited I get more nervous and do worse.

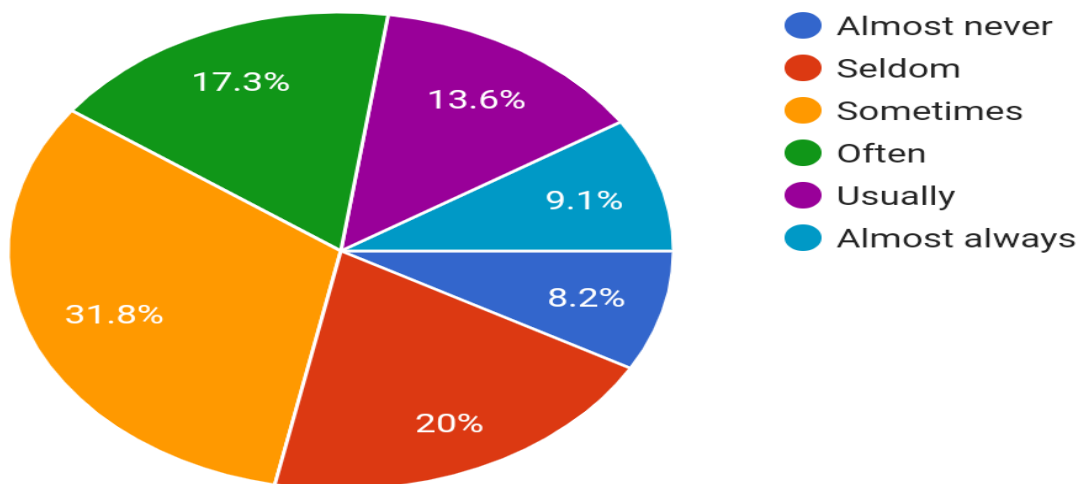
110 responses



This pie chart 19. Shows what students feel when the test is time- limited , they get nervous and do worse. In this 23.6% students choose sometimes, 20% students choose often, 13.6% students choose usually, 10% students choose almost always, 17.3% students choose almost never, 15.5% students choose seldom according to the question.

12. My feelings as I leave the test room is that I've done badly.

110 responses

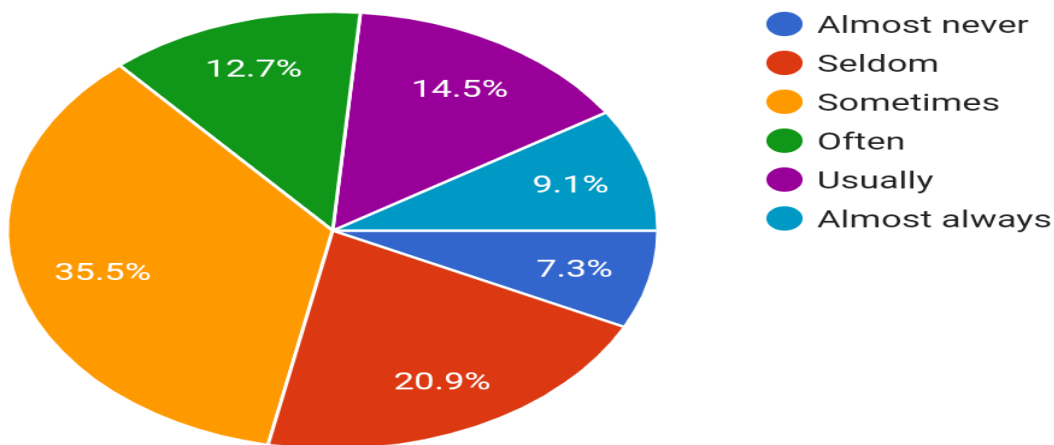


The pie chart 20. Shows how students feel as I leave the test room is that I have done badly. In this, 31.8% students choose sometimes, 17.3% students choose often, 13.6% students

choose usually, 9.1% students choose almost always, 8.2% students choose almost never, 20% students choose seldom according to the question.

13. I think beforehand that I'll be nervous and that I'll forget everything.

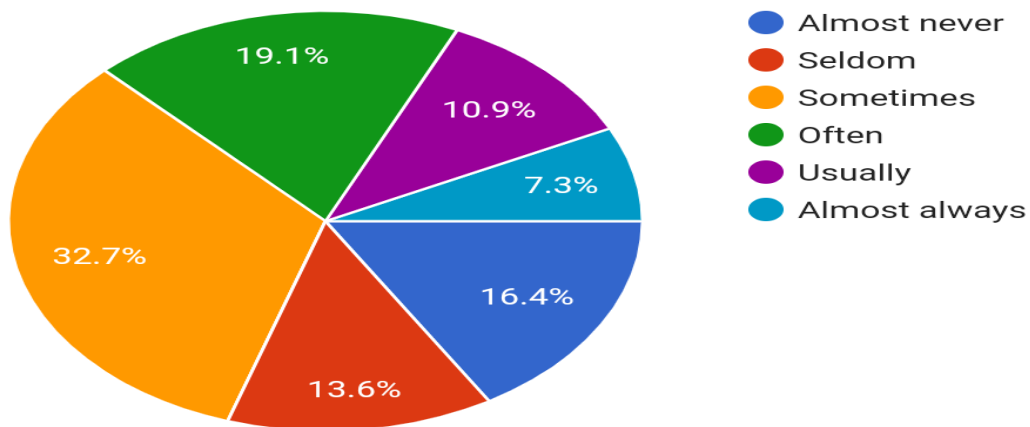
110 responses



This pie chart 21. Reveals how students think beforehand that they will forgot everything due to nervousness. In this, 35.5% students choose Sometimes, 12.7% students choose often, 14.5

students choose usually, 9.1% almost always, 7.3% students choose almost never, 20.9% students choose seldom according to the question.

14. It takes me a long time to answer most of the questions or to decide to hand in my test paper.
110 responses



This pie chart 22. Represents a situation when students takes long time to answer most of the questions or to decide to hand in my test paper. In this, 32.7% students choose sometimes, 19.1% students choose often, 10.9% students choose usually, 7.3% students choose almost always, 16.4% students choose almost never, 13.6% students choose seldom according to the question.

ANALYSIS AND INTERPRETATION ON THE BASIS OF MEAN DIFFERENCE ON THE SCORES OF ANXIETY AND ACADEMIC ACHIEVEMENT

Table 2. Showing mean difference on anxiety scores of male and female

Gender	N	SD	MEAN	MD	T-test
Male	49	11.54	33.57	1.51	0.73*
Female	61	10.05	35.08		

p>0.05 level

As shown in Table 2, mean differences on anxiety scores of male and female in which male n =49, SD = 11.54 and Mean = 33.57. Mean differences on anxiety scores of male and female in which female n = 61, SD = 10.05 and Mean = 35.08. Additionally , MD = 1.51 and value of T- test = 0.73. So, it indicates that the males recorded less anxiety is 33.57 whereas the females were slightly at high level 35.08. To find out the level of anxiety among male and female t-test scale was used to find the value of t-test that is 0.73. Results vividly indicates that the value of t-test was not significant. Therefore the hypothesis I “*There is a no significant mean difference seen in the mean scores of anxiety with respect to their gender is accepted*”.

Table 3. Showing mean difference on anxiety scores of rural and urban

Location					
	N	SD	MEAN	MD	T-test
Urban	75	11.35	33.2	3.80	1.74*
Rural	35	8.84	37		

p>0.05 level

As shown in Table 3, mean differences on anxiety scores of rural and urban in which rural n = 75, SD = 11.35 and Mean = 33.2. Similarly, mean differences on anxiety scores of rural and urban in which urban n = 35, SD = 8.84 and Mean = 37. In this, MD = 3.80 and value of T-test = 1.74. It indicates that the urban areas students recorded as less level of anxiety is 33.2 while on the other hand high level of anxiety noticed in rural areas students is 37. The value of t-test is 1.74 got by using t- test scale. Additionally, by seeing the value of t-test studied that is not significant. Therefore the hypothesis “*There is a no significant mean difference seen in the mean scores of anxiety with respect to their location is accepted*”.

Table 4. Showing mean difference on academic achievement scores of male and female

Gender					
	N	SD	MEAN	MD	T-test
Male	49	15.22	63.87	6.62	2.33**
Female	61	14.42	70.49		

p>0.05 level

As shown in Table 4, mean differences on academic achievement scores of male and female in which male n = 49, SD = 15.22 and Mean = 63.87. Mean differences on academic achievement scores of male and female in which female n = 61, SD = 14.42 and mean = 70.49. Additionally, MD = 6.62 and value of T- test = 2.33. It indicates that the males have less grades in academics 63.87 whereas the females academic grades are slightly more grades is 70.49. The value of t-test is 2.33 got by using t- test scale. In this , the value of t- test is significant. Therefore the hypothesis “*There is a significant mean difference seen in the means score of academic achievement with respect to their gender is rejected*”.

Table 5. Showing mean difference on academic achievement scores of rural and urban

Location	N	SD	MEAN	MD	T-test
Urban	75	15.43	68.26	2.26	0.73
Rural	35	14.38	66		

p>0.05 level

As shown in Table 5, mean differences on academic achievement scores of rural and urban in which urban n = 75, SD = 15.43 and Mean = 68.26. Similarly, mean differences on academic achievement scores of rural and urban in which rural n = 35, SD = 14.38 and Mean = 66. In this, MD = 2.26 and value of T- test = 0.73. It indicates the urban areas students recorded as slightly high grades as compared to rural areas students. On the other hand less academic grades noticed in rural areas students is 66. The value of T- test is 0.73 got by using T- test scale. It is clear indicates that the value of T- test is not significant. Therefore the hypothesis “ *There is a no significant mean difference seen in the mean scores of academic achievement with respect to their location is accepted*”.

Findings & Discussion

Findings on the basis of analysis and interpretation through Demographic variables, it has found that are following:

- The males recorded less anxiety is 33.57 whereas the females were slightly at high level 35.08. The mean differences on the scores of anxiety in which the males recorded less anxiety whereas on the other hand females were slightly at high level as compared to males anxiety.
- The urban areas students recorded as less level of anxiety is 33.2 while on the other hand high level of anxiety noticed in rural areas students is 37. Through mean differences on the scores of anxiety in which found that the urban areas students recorded as less level of anxiety whereas high level of anxiety noticed in rural areas students as compared to urban students.
- The males have less grades in academics 63.87 whereas the females academic grades are slightly more grades is 70.49. The mean differences on the scores of academic achievement in which found that the males recorded less academic grades in comparison to females academic grades.
- the urban areas students recorded as slightly high grades as compared to rural areas students. On the other hand less academic grades noticed in rural areas students is 66. The mean differences on the scores of academic achievement in which found that the

urban areas students recorded as slightly high grades as compared to rural areas students. On the other hand less academic grades noticed in rural areas students.

These results are much allied to the study through Nicholson (2009) to discover the consequences of test anxiety on pupil achievement of grade eleven students, found out that anxiety and achievement are associated with each other. In addition, finding from the present study was supported by Khalid and Hasan (2009) performed a examine on a purposively decided on pattern of 187 undergraduate students to discover the connection among test anxiety and academic achievement and determined that students with educational fulfillment have low test anxiety ratings are vice versa. Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, and McCann (2005) carried out a studies examine to discover the connection among test anxiety and educational performance. They gathered information from a big pattern of graduate and undergraduate college students and discovered a large and poor relationship among test anxiety and academic achievement. These findings agree to the work done by Hancock (2001) researched the outcomes of college students test anxiety and teacher's assessment practices on college students fulfillment and motivation at submit the secondary level. He located statistically large effects which found out that each one college students, particularly college students with excessive anxiety level, carried out a poorly and had been much less stimulated to learn. Thus he concluded that after college students who are especially test-stressful are uncovered to a highly evaluative evaluation surroundings of their academic institution, they carry out poorly and much less inspired to carry out Hancock (2001).

Based on the findings of the study, the following recommendations are suggested :

- Encourage the students prepare for the examinations earlier in order that they'll increase confidence therefore that assist to save you or lessen test anxiety.
- Encourage the students to do meditation and yoga which helps to reduce test anxiety and boost their academic achievement.
- To avoid undue pressure on the scholars, examinations and non- stop evaluation tests have to be properly deliberate which maximum possibly triggers anxiety.
- Beneficial resources are provided to students who are living in rural areas.

Conclusion

Results of this study vividly indicates that there was no significant difference seen in the anxiety level among students with respect to their gender. Female were found more anxiety than male. There was no significant difference seen in the anxiety level among students with respect to their location. The students who are living in rural area are found more anxiety as compared to urban students. In addition, there was significant difference seem in the academic achievement among students with respect to their gender. It means females have good academic achievement. On the other hand, there was no significant difference seen in the academic achievement of students with respect to their location.

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