A STUDY OF TEST ANXIETY IN HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL

Dissertation submitted in partial

Fulfilment of the requirements for the award

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MASTER OF EDUCATION

Under the supervision of

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CERTIFICATE

This is to certify that the Dissertation entitled "**A STUDY OF TEST ANXIETY IN HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL**" submitted by **ARSHIYA IDRIS** under my supervision in the partial fulfilment for the award of degree of **Master of Education** in Integral University, Lucknow.

Her work is original and data reported is genuine and not recorded anywhere before.

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DECLARATION

I **ARSHIYA IDRIS**, hereby declare that for the partial fulfilment of M.Ed. Educational purpose, my dissertation entitled "**A STUDY OF TEST ANXIETY IN HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL**" is solely my research work.

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"Knowledge is supreme and knowing everything" says the ancient Hindu philosophy. However in the era of information explosion the real problem is to select what is worth knowing and here comes the role of a teacher "The Guide".

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TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURE

CHAPTER 1
INTRODUCTION

A STUDY OF TEST ANXIETY IN HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL

1. INTRODUCTION

1.1 CONCEPT OF TEST ANXIETY

Anxiety is an uneasiness or an inner distress of an individual. Anxiety plays a very vital role in the process of teaching and learning. It is a type of stress which has been experienced by the individual. Anxiety in any person is normal but if a person regularly feels excessive level of anxiety then it may become mental disorder. Anxiety is one of the most common and normal emotion which has been experienced by most of the person at least once in their life. It is connected with the fall in performance **(Spielberger and Vagg, 1995).** It is a feeling in which person get worry about anything, get nervous.

Some of the physical symptoms of anxiety are unusual heartbeat, difficulty in breathing or rapid breathing, sweating, and shivering. Sometimes anxiety is sever enough to affect any individual to function properly. People usually experience fear or nervousness before confronting something or facing some challenges like interview, test, and examination. The **American Psychological Association (APA)** defines anxiety as "anxiety is an emotion which is characterized by the feeling of tension, worried thoughts and physical changes like increased blood pressure."

1.2 MANIFESTATION OF ANXIETY

There are four manifestation of anxiety which has been given by Cohen, 1980.

1. Somatic.

2. Affective.

3. Cognitive.

4. Motor.

Somatic manifestation of anxiety mainly focus on the symptoms which are physical in nature like fatigue, change in indigestion and muscular tension, dry mouth, blood pressure, heartbeat, cramps etc. may occur.

Affective manifestation of anxiety is related to emotion and also known by the term emotional manifestation.

Cognitive manifestation of anxiety is related to thoughts which changes from worry to panic or fear. Some of the symptoms which has been seen in that person are difficulty in sleeping, difficulty in taking decisions, and lack of attention.

Motor manifestation of anxiety is related to action, behaviour of the students are frequently overstressed, the students who are worried shows sudden actions which vary from shaking of the legs to the shaking of the whole body. Student start biting their nails, biting their lips, and start getting nervous.

1.3 TYPES OF ANXIETY

STATE ANXIETY: It is an emotional state that is non-permanent which is faced almost by everyone, it consist of feelings of nervousness, uneasiness, discomfort etc. in a given situation. It describes the feeling of uneasiness.

TRAIT ANXIETY: Trait anxiety is an individual probability of getting anxious in any situation. It refers relatively to a stable position. Trait anxiety basically express the personality characteristics rather than their temporary feelings **(Spielberger 1979; Lufi, Okasha and Cohen 2004)**. It refers to the difference between the people regarding their tendency to experience state.

1.4 LEVELS OF TEST ANXIETY

There are three level of test anxiety which has been defined by **Swanosn and Howell (1996)**

1. Low level of test anxiety
2. Moderate level of test anxiety
3. High level of test anxiety

Every student possess low level of test anxiety. And it is good to have low level of test anxiety because it helps in motivating every students and help then towards concentration. And such students show good academic performance. The students with moderate level of test anxiety performs well in their examinations, and normally students with low level and moderate level

Of test anxiety helps in improving their academic performances. But the students who possess high level of test anxiety or are highly anxious would not be able to perform well at the time

of the examination as high level of test anxiety is very much disastrous and may lead to various problems.

1.5 COMPONENTS OF TEST ANXIETY

There are three main components of test anxiety which has been stated by **Sarson & sarson, 1990** are:

1. Cognitive
2. Affective and
3. Behavioural

Cognitive Component:

Due to the lack of self-confidence the students were having test anxiety and they are surrounded with the negative feelings like worry, unwanted and uncontrollable negative thoughts.

Affective Component:

Affective component is related to emotions. According to the **(zeinder, 1998)** some psychological reactions has been raised by test anxiety like stretching of muscle, fast heartbeat, cold hand, shivering etc. When students are not be able to manage their emotions they feel pressure, fear and tension.

Behavioural component:

The behavioural component indicates the behavioural aspects of the students who are behaviourally test anxious like poor study skills or ineffective learning. **Zeindner (1990),** stated that students who are test anxious might take more time in giving examination or they are

having some problems in assessing it or they feel tired during examination because of the weak health or they might be weak students.

1.6 SYMPTOMS OF TEST ANXIETY

Symptoms of test anxiety may also vary, from light to critical. Some of the students used to experience very light symptom of test anxiety and are able to perform well in the examination in comparison to those of the students who experience critical level of test anxiety, such students may get panic attacks at the time of examination or test due to the sever level of test anxiety.

Broadly the symptoms of test anxiety has been classified into three parts that is physical, emotional, cognitive and behavioural symptom.

Physical symptoms: The different type of physical symptoms which has been caused by test anxiety can be easily observed. The symptoms may include diarrhoea, excessive amount of sweating, headache, fast heartbeat, shivering, breathing problem, nausea etc. This all my lead to panic attack in the students due to some fear in which students feel sever illness.

Emotional Symptoms: There are different types of symptoms which are related to emotions, this includes fear, worry, feeling low, feeling of anger, nervousness, stress, disappointment, hopelessness, depression.

Cognitive and Behavioural symptoms: It is the third type of the symptom which can be seen in any of the student. Basically it includes negative thinking and having problem in concentrating and preventing testing situations. And when this anxiety become critical or sever than the dropout rate of the students in the school become high in order to avoid the fear. Many of the students treat their anxiety by taking prescribed medicines, alcohols etc.

And many of them get blank at the time of test, even though they had studied deeply about all the information and were pity sure that they knew the answers of the questions.

1.7 CAUSES OF TEST ANXIETY

Test anxiety is a very stressful situation for those students who suffers from it. Many of the people do not even realize that what actually a test anxiety is about, as it is quite common for everyone and stress, anxiety and nervousness are the normal reaction of the students. However, for some of the students this fear of anxiety become so intense that this fear really interfere in their lives to perform well in any of the situations. Few causes of test anxiety has been mentioned by **Anxiety and Depression Association of America (ADAA)** are:

Poor testing performance in the past- if a student has done poor in their test which has been conducted in the past just because he had not studied well for their examination or was so anxious about their test they he won't be able to remember the answer of the learnt question, this may cause in the negative attitude of the student every time in the testing situations**.**

Poor habit of study- if any student has not prepared for their examination or they are having poor study habits which may lead to or add to the feeling of anxiety.

Parental pressure- if there is pressure of parents on the students for their studies than that pressure can be converted into anxiety and student get blank at the time of test which they had studied before.

1.8 CONCEPT OF LOCUS OF CONTROL

The concept of locus of control has been given by an American Psychologist**, Julian B. Rotter in 1954**. Locus a Latin term which means any location or any place or "location of control of factors that affect them" **(Ahman 2016).** It is one of the important trait of personality, generally locus of control is considered as a concept in which individual feels that they can control all the events which are affecting their lives. In the words of **Julian B. Rotter**, locus of control is the dimension of the personality which really help to describe the individual's behaviour. It is the tendency of a person to see that the events happening in their lives being controlled internally or externally **(Rotter, 19966).** Locus of control is an anticipated variable which refers to the perception of the individual about the relationship which existed between the 'actions' and 'outcomes' **(Lintner and Ducette, 1974).**

Every person has their own perception of seeing the world around them. It has been noticed that many of the time after leaving the examination hall there are some students which used to say that they hadn't prepared enough for the exam that's why they won't be able to do well in their examination while the other students used to say that their professors or teachers had given very tough paper and they blame their professors for that. LOC basically is a notion that either we will be able to control things or something will be able to control us **(Manichander, 2014).**

Locus of control can be internal as well as external which has been categorized by **(Rotter in 1966).** The individuals with internal locus of control are known as 'internals' and with external locus of control are known as 'externals' **(Ahman, 2016).** The people with internal locus of control blames themselves and believes that they can control all the bad

things going in their lives, they are personally responsible for all the outcomes of the events. For example the students who had said that they had not prepared enough for their examination possess internal locus of control and the people with external locus of control always blame their external factors like environment, classroom condition or the other person. For example the students who blame their teachers for giving difficult paper possess external locus of control. 'Internals' put lots of effort to bring improvement in their skills for success in future and this thing is absent in 'externals' because they feel that the outcome of their future totally depends upon their fate, luck etc.**(Darely and Lim, 1986).** Individuals who possess ILOC feels that internal factors will determine their failure and success, and independently they can achieve their goals and who possess ELOC finds that their lives are uncontrollable and difficult to handle **(Shinde and Joshi, 2011)**

It is quite clear that the person who possess internal locus of control are motivated to work hard and hard because they know that their hard work will bring good results and on the other hand the person with external locus of control always try to search reasons for their failure. Thus, the good results depends wholly on hard work rather than on luck, fate and environment or God's intervention. Most importantly locus of control of any of the person can change throughout their life which basically depend on all those things which they had experienced in their past. For example locus of control of young children is external as they believe that most of the things going in their life is control by external factors, but as they grow old their LOC changes from external to internal.

According to the qualities of an individual, the difference between internal and external locus of control:

Abilities: The person who possess internal locus of control have propensity (tendency) to select those activities in which their abilities can be displayed. And the person who possess external locus of control select those activities in which role of chance on their lives can be showed.

Responsibility: People with internal locus of control are responsible for all the decision taken by them, they never used to blame luck or fate for their negative outcome. And the people with external locus of control try to make efforts to decrease bad condition in their lives and try to increase good condition.

Work motivation: individuals with internal locus of control thinks that their hard work will turn into good result, they about their abilities and thinks that their good performance will get awarded. While the individual with external locus of control thinks that, for their performance if there is no prize they will not do that work hardly.

Stress: The person possessing internal locus of control have lot of stress and other difficulties, and the person having external locus of control does not have stress and other difficulties.

1.9 NEED AND SIGNIFICANCE OF THE STUDY

Nowadays modern education system is more goal oriented than knowledge oriented. The whole education system provide basically a frame work where students have to perform well in various tasks like academic examinations, test etc. These test can be of various types like oral test, written test or any evaluation system which is based on the performance of the students. On the basis of these test their intelligence level is being checked or evaluated by the grades or numbers they had obtained in different test. Thus, for their academic achievement students have to contribute more and more and towards their studies. Hence, the main focus of student is to obtain high marks to achieve their goals. In students feeling of fear develops in the testing situations which leads to the negative nature of the students.

As in this study students of final higher secondary school has been taken which is the part of the formal education and plays very important role in the life of the students because what they get at this stage will contribute or directs them for their higher studies in future to achieve their future goals, and this thought automatically develops anxiety in students. Test anxiety is a sort of discomfort which includes pycho-physical components **(Paul, Elam and Verhulst, 2007)** and it is observed in both low achiever and higher achiever students. Low achiever are those who find problem in obtaining good marks in their examination and high achiever are those who are very serious about their studies to achieve their goals. And in present education system test anxiety is one of the main concern to get solved. There exist the relationship between test anxiety and locus of control which is important to know. The students who have high level of anxiety possess external locus of control **(Moore, 2006; Ravin, 2008)**, this statement has also been supported by **Schwarzer and Jerusalem (1992)** by mentioning in this view that the individuals whose test anxious level is high are liable to suffer

from helplessness, feeling of inadequacy etc., which are associated with external locus of control. The findings of many studies revealed that there is low level of test anxiousness in the students who possess internal locus **(Choi, 1998; Shelton and Mallincrodt, 1991; Rastegar, Heidari and Razmi, 2013).**

The main aim of this study is to know the different levels of test anxiety in higher secondary school students in relation to their locus of control and their impact on other variables like gender, board, stream and locality. There is need to study the level of test anxiety of higher secondary school students in relation to their locus of control because test anxiety is considered as one of the main cause for all the negative outcome. And this study will help the students to control their anxiety problem by proving guidance to them, some of the suggestions has been provided to their teachers and parents also to make their child overcome with such problem and after knowing the level of anxiety some precautions can be taken to make them free from such type of stress. In higher secondary school students test anxiety is very common problem. So, there is a need to study test anxiety in higher secondary school students in relation to their locus of control to know about the level of anxiety and also the type of locus of control.

1.10 STATEMENT OF THE PROBLEM *"A study of Test Anxiety in higher secondary school students in relation to their Locus of Control".*

1.11 OPERATIONAL DEFINITION OF THE KEY WOR

Explanation of different terms used in the study are as under:

Test Anxiety:

Test anxiety is a condition which cause extreme level of stress and discomfort to any person and basically at the time of test or testing situation. In students test anxiety is nothing but an overthinking about test which brings disturbance in students mind. It somewhere affects the learning, remembering, and performance of the student because it creates mental noise. In the present study test anxiety means the score of the students obtained on the test anxiety scale.

Locus of Control:

Locus of control is a concept in which each and every individual believe that they can control all the events which are going in their life. There are internal as well as external locus of control. The students with internal locus of control blames internal factors for their outcomes and students having external locus of control blames external factors for their outcomes. Thus, in the present study locus of control means the score of the students obtained on the locus of control scale.

Higher secondary school students:

 The term higher secondary students indicates all those students who are enrolled in the +2 stage of formal education that is class 11th and 12th. Thus, in this study the students of 11th standard has been taken.

Stream:

In the present study, the term stream means the subjects student choose in their 11th and 12th accordingly. Here in the study, it is divided into two major streams that is arts and science. Usually art stream involves the study of subjects like literature, languages, economics, political science etc., and science stream involves the study of subjects like physics, chemistry, biology, mathematics, computers etc.

1.12 OBJECTIVE OF THE STUDY

1. To study about different level of test anxiety among higher secondary school students.

2. To find out the different types of locus of control of the higher secondary school students.

3. To study the relationship between test anxiety and locus of control.

4. To compare the different levels of test anxiety and locus of control on the basis of:

    Gender

    Stream

1.13 DELIMITATION OF THE STUDY:

➤ The study is limited only to Higher Secondary school students of Lucknow city.

➤ Students between the age group of 15-18 years has been taken for the study.

➤ Sample size of 150 has been considered in the study.

➤ The present study is limited to 11th standard only.
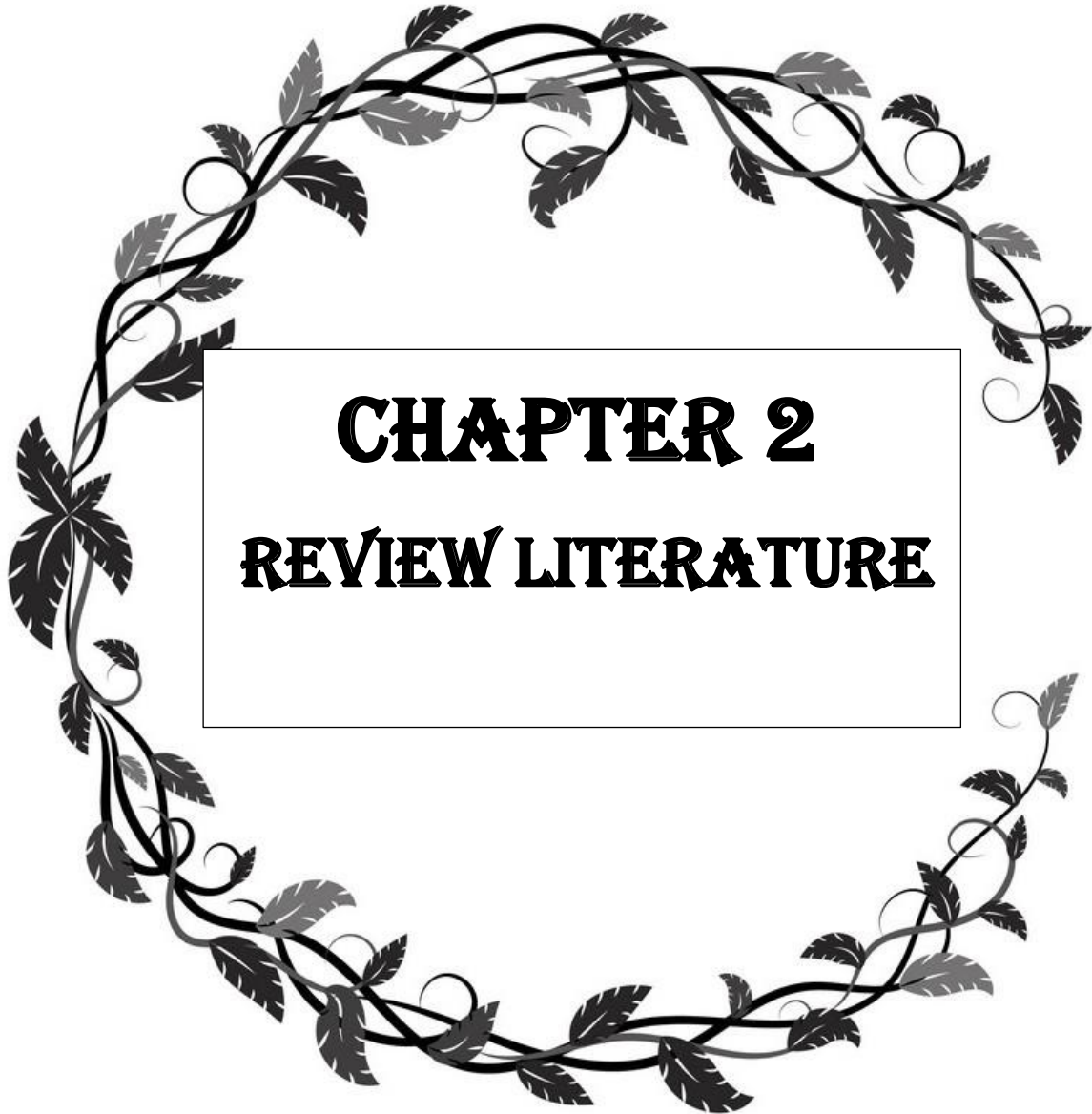
CHAPTER 2
REVIEW LITERATURE

2.1 INTRODUCTION OF REVIEW LITERATURE

Review literature is the most important part of any of the research work. It implies studying and evaluating various reports, research articles, journals, papers etc. to have an updated knowledge or information about the area in which a person is conducting a research. Researcher needs an experience in a particular field which has already been conducted in his chosen area.

In a literature review researcher does not need to present each and every detail about the study, they just have to mention the name of the researcher, topic and most importantly the findings of the study.

A careful review of related literature is an important effort of any one the research which provides a basic understanding about the topic which has already known. The main purpose of review literature is to provide a base to the researcher for his study and also to prevent duplication. It provide suggestions for the research work.

Searching for review literature is the most time taking process but necessary. Reviews of the research work which has been done in the past help the researcher to plan his research and to limit his study.

Review of literature is the second chapter in every research work and in this chapter there are reviews of research studies related to test anxiety and locus of control which has been collected from different sources. Thus, some of the reviews related to the study are as under:

2.2 STUDIES RELATED TO TEST ANXIETY

Test anxiety has always been an interesting topic as it is found in every student. The higher expectations, parental pressure, tension of examination are some of the factors which leads to test anxiety. Some of studies related to test anxiety are as under:

Cipra Critine and Muller Brigitte (2019) investigated about "Test anxiety in undergraduate medical students and its correlation with different learning approaches" and found that anxiety correlate significantly with surface learning approach.

Halder K. Ujjwal, Alam (2018) studied about "Test Anxiety and Adjustment among Secondary Students" and it has been revealed from the study that the correlation is negative between test anxiety and adjustment of secondary school students, adjustment of male and female students of secondary school, adjustment with male and female of secondary school students.

Lawal M. Abiodun, Idemundia S. Frhabor & Adewale P. Omotola (2017) investigated on "Academic Self-confidence Effects on Test Anxiety among Nigerian University Students" found that the students whose academic self confidence is high reported lower performance impairment and students of 1st year shows higher intrusive worry than that of the 2nd,3rd and 4th year students.

Sare Aybuke Seda, Bilek Gunal & Celik Ekrem (2017) studied about "Test Anxiety and Self-esteem in Senior High School Students: a cross-sectional Study" and it has been found that self-esteem and test anxiety are inversely proportional to each other and female students have more test anxiety than male students.

Rani Rashmi (2017) investigated about "Test anxiety among school students" and found that on the level of test anxiety there is a difference between male and female. There is high level of anxiety in female students than in male. There is high level of test anxiety in low socio-economic group as compared to high socio-economic group.

Numan Ammara, Hasan Salam Syeda (2017) studied the "Effect of Study Habits on Test Anxiety and Academic Achievement of Undergraduate Students" and found that the students having ineffective habit of study possess low level of test anxiety but perform academically high than the students having effective habit of study possess high level of test anxiety but perform academically low. Findings also revealed that girls shows better study habit show outstanding academic performance than boys.

Ahsan, Kumar Ananad (2016) investigated on "A Study of the Relationship between Test Anxiety and Study Habits of Physical Education Students" and results of the study revealed that there is a correlation between test anxiety and study, it also says that academic performance will negatively get affected because of the poor study habit and high level of test anxiety.

Hasan Mohammad (2016) studied about "Academic anxiety of male and female secondary school students in relation to their academic achievement" and found that there was a negative significant correlation between academic achievement of male and female students with high and low academic anxiety.

Ahmed A.A. Hanem (2016) investigated "Exploring the Relationship between Test Anxiety and Academic Achievement among Female Nursing Students at Zagazig University" and found that most of the student possess moderate level of test anxiety. There is a highly significant but negative relationship was found between academic achievement and test anxiety of the

students. It has also been revealed that the performance of the students get affected by anxiety when they feel anxious before or during examination.

Nunez-Pena Maria Isabel, Suarez-Pellicioni and Bono Roser (2016) enquired about "Gender difference in the Test Anxiety and their impact on Higher Education Students Academic Achievement. The findings of the study revealed that in every aspects female students have more anxiety than that of the male students but, their academic achievement did not get affected by it.

O.J. Okogu, Mark Osah and Omudjere (2016) studied about "Examination Anxiety and students' Academic performance: Social Studies Approach" the study was conducted on Nigerian students of higher institutions. The findings of the study revealed that test anxiety is common among the students which results in poor academic performance. To overcome with the negative impact of test anxiety it has been suggested to use social studies education which helps the students to build confidence to face any challenge come in their way without fear.

Kumaran, S. and Kadhiravan, S. (2015) studied about "Personality and Test Anxiety of School Students" the findings of the study revealed that female students and the also those who belong to nuclear family have high level of test anxiety than that of the male students. A positive correlation was found between the personality of the students and test anxiety.

Steinmayr Ricardo, Crede Julia, Elvany, Wirthwein Linda (2015) studied about "Subjective Well-being, Test Anxiety, and Academic Achievement: Testing for Reciprocal Effects" and finding of the result revealed that the worry component of text anxiety, inversely effects the cognitive component of SWB, while the GPA has a positive impact on the same. The GPA is also negatively influenced by the worry component.

Mary Revina Ann, Marslin Gregory, Franklin Gregory and Sheeba Caroline J. (2014) investigated "Test Anxiety levels of Board Exam Going Students in Tamil Nadu, India" the findings of the study revealed that before their board exams anxiety has been experienced by almost each and every students and most of them experience moderate level of anxiety. The level of anxiety and depression was higher among the students of 10th and 12th than that of the 9th and 11th grade because of the pressure of parents, overcrowded curriculum, over expectation lengthy formats of examination paper etc. It has also been revealed that boys experienced high level of test anxiety than that of the girls.

Chukwu, Linda (2014) investigated about "Relationship among test anxiety, academic achievement and interest of senior secondary school students in geometry in Enugu State" it has been revealed from the study that male students of secondary school possess high level of test anxiety that that of the female students. So, a significant difference exist in the test anxiety of male and female students.

Reyes D. Mayrna, Castillo C. Aida (2014) enquired about "Test Anxiety and college students' performance on Mathematics Departmental Examination: Basis for Mathematics Achievement Enhancement", The main purpose of the study was to determine the relationship of students' performance in the field of Mathematics and relationship with test anxiety, and found that for mathematics exam students are more anxious. Test Anxiety was one of the important factor which effect the performance of the students in their mathematics exam.

Bihari Saket (2014) enquired about "Academic Anxiety among Secondary School Students with reference to Gender, Habitat and types of School" and found that there was no significant difference between female and male students and rural and urban students. But between government and private school students a significant difference was found.

Akinsola F. Esther, Nwajei D. Augustina (2013) investigated "Test Anxiety, Depression and Academic performance: Assessment and Management Using Relaxation and Cognitive Restructuring Techniques" the findings of the study revealed that test anxiety, trait anxiety and depression co- exist and are positively related to each other but they are negatively related to academic performance of the students. The cognitive restructuring treatment with combination of relaxation reduces depression and anxiety than no treatment or alone relaxation treatment and enhanced the academic performance of the students. Thus it has been confirmed from the findings that efficacy and effectiveness of cognitive therapy in handling depression and anxiety and improving the academic performance and when it is combined with the relaxation technique than the academic performance has been optimized.

Arezou, Rusnani, Habibah and Maznah (2012) investigated about "Test Anxiety and its related concepts: A Brief Review" and it has been revealed on the lives of the students the impact of test anxiety could be professional, educational and emotional. Test anxiety for many of the students in the study was considered as the widespread problem and particularly for the female students.

Akinleke, O. W. (2012) studied "An investigation of the relationship between Test Anxiety, Self- Esteem and Academic Performance among Polytechnic Students in Nigeria" and findings of the study revealed that there was significant relationship between self-esteem and test

anxiety and also between academic achievement and test anxiety. The students with low level of test anxiety was much better in case of both low and high esteem group.

Akram Rizwan and Mahmood Nasir (2010) studied about "The relationship between test anxiety and academic achievement" and found that there is a significant relationship between the score of test anxiety and achievement score of students'.

2.3 STUDIES RELATED TO LOCUS OF CONTROL

Locus of control is one of the trait of personality. It is the concept in which an individual believe that they may control their life events. Some of the studies related to locus of control are as under:

Siddiquah Aishah (2019) studied "The effect of Gender, Age, Grade level, Subjects, and Family income on the Locus of control of Secondary School Students" and found that the external other and social locus of control were significantly high in female students than the male students. There was a significantly higher external locus of control in 9th grade students and in the younger age group of 12-14 years than the 10th grade students and the older ager group of 16-19 years. There were significantly higher externality and internality of art group students than that of the science group students and also there was a significant effect of family income on external locus of control.

Opatha, Jayani, H.H.D.P (2019) studied "Locus of Control: A Conceptual and Empirical study in Sri Lanka" It revealed that there exist an intellectual curiosity and contextual gap regarding locus of control which is a critical phenomenon in managing behaviour in an organisation. It has also been revealed from empirical findings that under the study the Sri Lankan manager's exhibits right type of locus of control that is internal locus of control.

Mohamed Ahmad, Mohd. Mahmoud, Ahmed Elsoud (2018) studied about "Relationship between LOC and academic achievement of nursing students at Damanhour University" and it has been found that there exist a significant relationship among experimental group between academic achievement and LOC.

Akpochafo .O. Grace (2017) studied about "locus of control as correlate of career decision making among secondary school students in Delta school of Nigeria" and it has been found that between career decision making and external locus of control a significant relationship exist. Gender was significant but internal LOC was not.

Gajendra P, Nagle. Y. K (2016) studied about "Self-Efficacy and Locus of Control in Indian Youth" and found that in the general self-efficacy of non-performing and performing group as well as gender there is no significant difference and there is high level of external locus of control in non-performing group. Though it has been clear that no significant difference was found between male and female participants, still female exhibits more external orientation than males.

Abid M.A, Kanwal Sadia, Nasir, Iqbal (2016) studied "The Effect of Locus of Control and Academic performance of the students of Tertiary level" the findings of the study revealed that locus of control changed with uncertainty and depended on ability, and according to their status the individuals reaction were identified by locus of control. It has also been revealed that external locus of control has been shown by most of the females than males.

Hill Rachel (2016) investigated about "Locus of Control, Academic Achievement, and Discipline Referrals" and found a moderate negative association between discipline referrals and American College Testing scores and also found no significant relationship between academic functioning of discipline referrals and locus of control.

Arkan, Avdal. U. Elif, Sari. Y. Hatice (2016) conducted a study on "Locus of control and self-directed learning relation on nursing students" and the findings of the study revealed that the students who are ready to self-directed learning possess high internal LOC and between self-directed learning and LOC there exist no significant relationship.

Angelova V. Natasha (2016) investigated "Locus of Control and its Relationship with some Social Demographic Factors" the main aim of the research is to find out the relation of the type of locus of control and some of the demographic factors like family status, place of residence, education and professional activity. The findings of the study revealed that majority of participants i.e., 77.7% showed external locus of control, Education, family status and professional activity are the demographic factors which exhibits a significant relationship and place of residence is the only factor which does not exhibits a significant relationship with locus of control.

Naik Abdul Raffie (2015) investigated "A Study on Locus of Control among College Students of Gulbarga city" and found that internal locus of control has been possessed by majority of students (67.3%). It has also been revealed that on the basis of locality, course of study and gender there is no difference in Locus of Control.

Aomo John Agwaya, Aloka Peter J.O. and Raburu Pamela (2015) studied "The Relationship between Locus of control and indulgence in behaviour problems among Kenyan Students" and found that students who possess external locus of control are more involve in problems related to behaviour, followed their peer without thinking twice, had concentration problem and they gave up in between the task, but the students who possess high internal locus of control have no time to waste for, and they are concentrated towards their goals.

Sarwar and Ashrafi Ghulam (2014) enquired "Students' Commitment, Engagement and Locus of control as predictor of Academic Achievement at Higher Education level" the findings stated that at higher education level commitment, engagement and locus of control, were the predictors of academic achievement. Most of the demographic factors like income, department, age, education of parents and programme had no effect on student's engagement, commitment, locus of control and academic achievement at higher level of education. According to the findings of the study female students are more committed, engaged had academic achievement and high level of internal locus of control than that of the male students. In the same way students of rural areas are more committed, engaged and had high level of academic achievement than that of the students of urban areas. Those students who stayed in university for longer period of time were connected more with commitment, engagement, internal locus of control and higher academic achievement.

Manichander T (2014) enquired "Locus OF Control and performance: widening applicabilites" findings of the study revealed that if an individual was dominating his fate and make self-control then for change he could give positive reactions, which exhibits that people who seemed to be more successful in career and more achievement oriented possess high internal locus of control.

Rinn .N. Anne, Bozman Janette (2014) investigated "Locus of Control, Academic Self-concept, and Academic dishonesty among high ability college students" and findings revealed that for non-honours group the academic dishonesty can't be predicted by locus of control but for honour and non-honour groups however among the variables of honours and non-honours group and also among aggregate groups several relationships were found.

Yu Xiaobo, and Fan Guanhua (2014) conduct a study on "direct and indirect relationship between locus of control and depression" and study revealed that depression and self-esteem was related to locus of control. The impact of LOC on depression was partially mediated by self-esteem and this has been showed by structural equation analysis.

Kader. A. Ahmad (2014) investigated about "Locus of control, student motivation, and achievement in principles of microeconomics" and found that the students who have internal locus of control achieved better in their academics than externals and LOC has a significant and negative impact on exam average.

Zaidi H. Imran, Mohsin M. Naeem (2013) enquired "Locus of Control in graduation students" the main focus of the research is to explore the gender difference on locus of control and direction of locus of control among graduation students of Pakistan. The findings of the study revealed that men possess internal locus of control and women exhibits external locus of control. There is a significant difference between male and female on the basis of gender difference.

Tunde, A.O and Iyabode, A.O (2013) studied the "Influence of locus of control on students illness, behaviour in Ogun State, Nigeria" The findings of the study revealed that a significant variance was predicted by locus of control in illness behaviour. There exist a significant difference between the respondents having external and internal locus of control on the illness behaviour.

Das Priyadarshini P.P and Pattanaik Puspita (2013) studied "Self- Esteem, Locus of control, Academic Achievement among Adolescents" The main purpose of the study was to know about the effect of locus of control and self- esteem on adolescent's academic achievement. It has been found from the result of the study that in the academic achievement of the

student's self- esteem and locus of control played an important role. Students with internal locus of control and high self-esteem were academically more competent than the students with external locus of control and low self-esteem.

Guoqiang (Andy) Cui (2013) studied the "effect of students' characteristics of locus of control on their satisfaction with online distance education experience" and study revealed that there is no correlation between personal characteristics, their LOC and the online satisfaction of students. It has also been revealed that there is no any contribution of online satisfaction of students through their personal characteristics and LOC.

Nwanko, Balogun K. S, Chukwudi, Ibeme .C. Nancy (2012) investigated "Self-esteem and Locus of Control as correlates of Adolescents well-Functioning" findings of the study revealed that there existed a significant positive relationship between locus of control and self-esteem. High self-esteem was correlated to internal locus of control and low self-esteem was related to external locus of control.

Zaidi. H. Imran, Mohsin Naeem (2011) investigated about "locus of control in graduation students" and it has been found that there is a difference regarding gender, female have high level of external locus of control and male have internal locus of control.

Adeyinka TELLA, Adedeji TELLA, Olufemi Sam ADENIYI (2011) studied about" Locus of control, Interest in schooling and Self-Efficacy as predictor of Academic Achievement among Junior Secondary school students in Osun State, Nigeria" and found that variables of the study i.e., locus of control, self-efficacy and interest in schooling are correlated with academic achievement. It has also been implied that better academic achievement of the students was connected with his/her capability to utilise locus of control. Self-efficacy had made least contribution but found to be significant.

KUTANIS O. Rana, MESCI Muammer, OVDUR Zeynep (2011) studied "The effect of Locus of control on learning performance: A case of an Academic Organization" and it has been found that among demographic group of students and their learning factors there are some differences.

Poggenpoel Marie, Myburgh Chris (2010) investigated "Relationship between the perception of own Locus of control and Aggression of Adolescent boys" and found that age, grade, tuition played a significant but not substantial role in the aggression of the adolescent boys. The boys who possess internal locus of control were found substantially and significantly less aggressive that the boys with external locus of control in regards to internal aggression, physical and verbal aggression.

Hsttrup Keith, Mathew, Labrador R. Jaffrey Connell (2005) investigated "Incremental validity of Locus of control after controlling for Cognitive ability and Conscientiousness" the findings of the study revealed that between conscientiousness and performance there exist a gradual relationship. The result of the study clearly demonstrate that there is a need to consider some of the variables of personality.
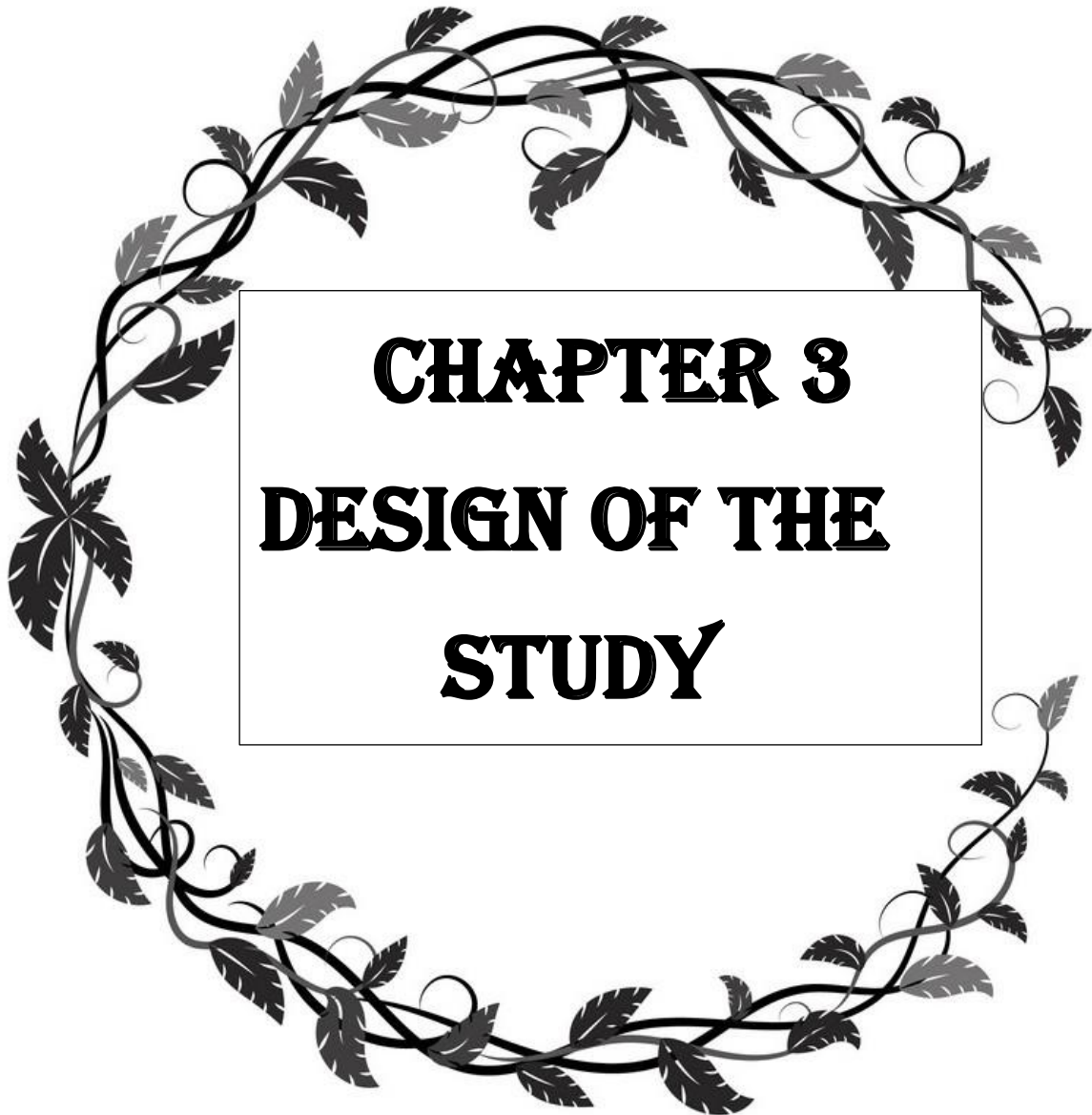
CHAPTER 3
DESIGN OF THE STUDY

METHODOLOGY AND DESIGN OF THE STUDY

3.1 INTRODUCTION

In any of the research work methodology is the one of the most important thing. Needs, significance, objectives of the study should be taken care of while preparing methodology. That is why it is termed as the complete structure of any research. In this chapter, detailed knowledge of everything should be collected like method, sample, sampling technique, variables, methods of collecting data, population etc.

3.2 RESEARCH DESIGN

Research design is a type of framework of research techniques and methods which has been choose by the researcher for planning a research and answering the research questions. It is important to obtain significant and sufficient data for any research work and to run research work smoothly it is essential to frame research design appropriately. The type of research has been explained by the design of the research. Data collection, analysis, and measurement are the three main type of the research design. Research design is a form of structure to obtain answer of the research questions. In the study which type of tool should be used and how it should be used is determined by the design phase.

Research design determines that exactly what should be and should not be included in the study. The criteria by which the results has been evaluated and conclusion has been drawn is also defined by it. The validity and reliability of the study depends on how the data is been collected, measured, analysed and interpreted. The careful selection and defining the

various section of the study like sample, population, variables of the study, data collection tool, selection of statistical technique for analysing data etc., has been simply yield by research design. In this study the research design is descriptive survey method, as the main aim of the design is to study about different dependent and independent variables (Test anxiety and locus of control). In this quantitative research survey design is found appropriate to achieve the objectives of the research. Questionnaire were used to evaluate the level of test anxiety among higher secondary students in relation to their locus of control.

3.3 METHODOLOGY

In any of the research selection of method is the most important part. To perform different research operations methods are used. The present study involves survey method and comes under descriptive research. The descriptive type of research studies are basically designed to gather information about current phenomenon or any event. Descriptive research gather accurate and relevant information about the present status of any phenomenon or event and involves classification, analysis, measurement and interpretation of the data which has been collected. Survey method is one of the most common method which has been widely used in research. It helps to collect the required data from the representative sample. It involves the analysis and interpretation in a systematic way. The description is combined with comparison involving classification, measurement, evaluation and measurement.

For the present study descriptive survey method has been used. Data has been gathered with the help of different tools and were gathered from various sections of the sample on the basis of gender and stream. Different statistical techniques were also employed to investigate about the level of test anxiety of higher secondary students in relation to their locus of control.

3.4 POPULATION

Population refers to the total of human beings and also non-human entities such as any educational institutions, organizations, object, etc. Universe is also a term which is used as the synonym for population. If the population is counted easily then it is termed as finite population. For example population of B.Ed. students in a particular university. The unknown and unlimited number of population comes under infinite population. For example adolescents, youth in Uttar Pradesh, though it can be counted but it is a very complex procedure. The population that exist in reality and comprises of object is termed as existent population whereas the population which is imaginary and exist hypothetically is termed as hypothetical population.

3.5 SAMPLE

In research sample is a group of object, people or item which has been selected from the population for measurement. Sample selected should be the representative or fulfil the characteristics of the population. The sample should be selected randomly from the population so that everyone has equal chance to get selected as a sample without any biasness. Random sample is explained as the sample where every individual of the population has non-zero chance of being selected as a sample. It is challenging to use whole population for the research that is why samples are used which represents the whole population and if the sample truly represents the population then the result can be generalised on the large group. In terms of resources and time to make the study inexpensive then subset (sample) of population being studied.

SECONDARY SCHOOL STUDENTS OF LUCKNOW CITY

↓

SAMPLE SIZE OF 150 STUDENTS OF 11TH STANDARD

75 MALE STUDENTS   75 FEMALE STUDENTS

34 Commerce   41 Science   38 Commerce   37 Science

Distribution of sample according to gender

Table-3.1

GENDER	FREQUENCY	PERCENTAGE
Male	75	50%
Female	75	50%
Total	150	100%

It has been concluded from the above given table that size of male is 75 which comprises the 50% of the total sample and the size of female is 75 which comprises 50% of the total sample. Sample size is 150.

Graphical representation of the data: Table -3.1
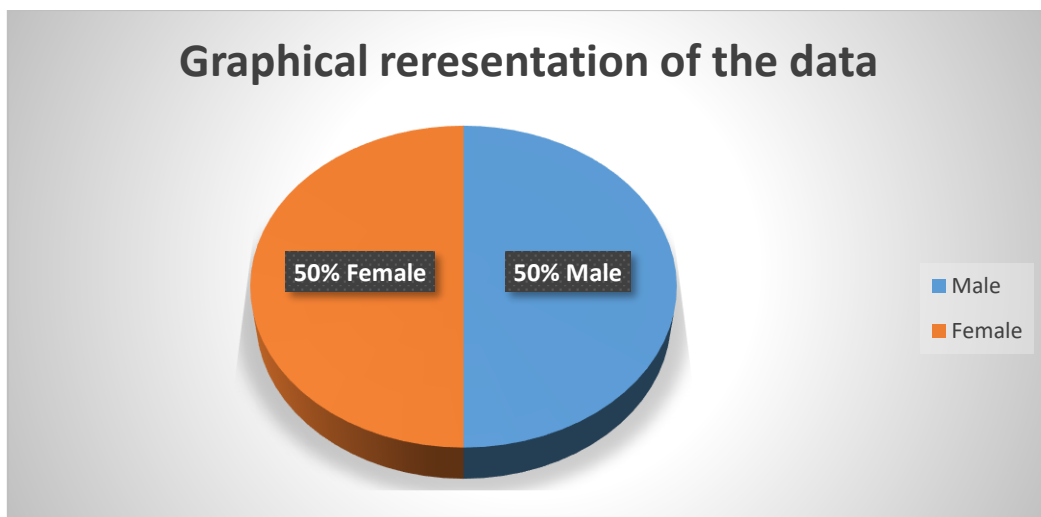
Distribution of sample according to stream

Table - 3.2

STREAM	FREQUENCY	PERCENTAGE
Science	77	51.3
Commerce	73	48.7
Total	150	100.0

It has been concluded from the above given table that the size of science stream student is 77 which comprises of the 51.3% of the total sample and the size of commerce stream student is 73% which comprises of 48.7% the total sample. Sample size is 150.

Graphical representation of the data: Table- 3.2
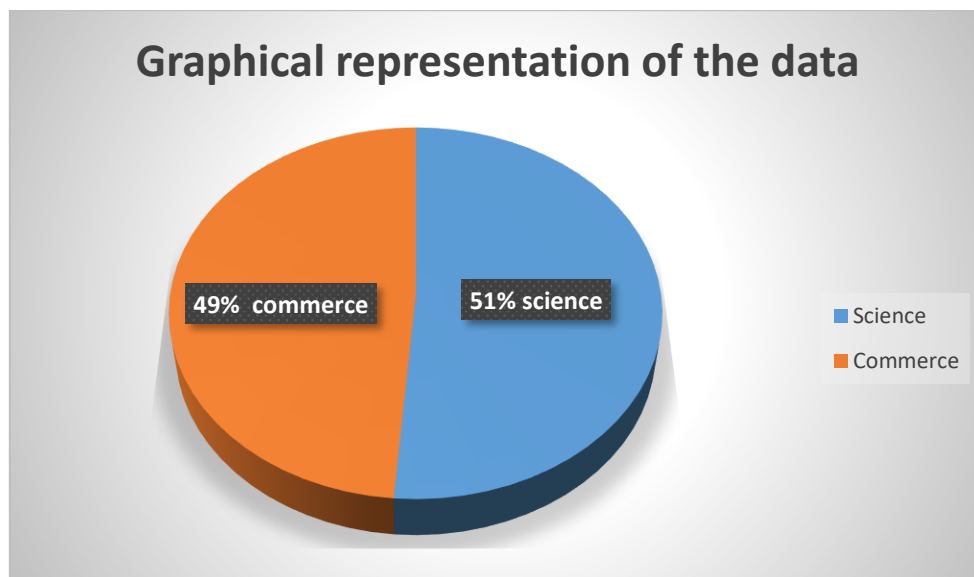
3.6 TOOL USED FOR DATA COLLECTION

In research, tools are known as the instruments which has been used to collect data from the sample which has been selected for the study. Tool may be self-developed or pre-coded which has been used according to the nature of the study and with the help of such tools reliable data has been collected from the representatives or participants. There are various types of tools which has been used in research work to yield any type of information.

In the present study, standardised tool has been used to collect reliable data. Two scale has been used in the present study that are TEST ANXIETY SCALE by V.P. Sharma, and LOCUS OF CONTROL SCALE by Sanjay Vohra for the collection of data. Scales were concern with the NPC (National Psychological Construct).

3.7 DESCRIPTION OF TOOL USED

Test Anxiety scale by V.P Sharma

Test Anxiety scale was one of the tool which has been used in the present study to measure the level of test anxiety in the students of higher secondary school students. This tool was developed by V.P. Sharma. This is a five point scale which consist of 25 items and every item has 5 responses ranged from minimum level of test anxiety to maximum. It was self-directed inventory which can be administered on the group as well as on the individual. Instructions regarding test has been clearly mentioned on the test form/questionnaire. Time limit for this test is 30 min. and there was no wrong or right answer.

SCORING PROCEDURE

The test anxiety scale was designed in such way that scoring can be done accurately by hand. There was no such stencil or scoring key has been given for scoring. The participants were asked to tick most appropriate option of the given question and no one is allowed to omit any item. The scoring was decided as given below:

ALTERNATIVE NO.	SCORE/WEIGHT ASSIGNED.
Alternative (a)	1
Alternative (b)	2
Alternative (c)	3
Alternative (d)	4
Alternative (e)	5

Low level of test anxiety- is indicates if score obtain is 25th percentile and below.

Normal level of test anxiety- is indicated if score is above 25th and below 75th percentile.

High level of test anxiety- is indicated if score is 75th and above percentile.

RELIBILITY OF THE TEST

The scale developer that is V.P. Sharma tested the scale reliability by using the methods given below: (a) by using test retest method (means retest has been conducted after 10 days and result has been found as r_{tt} =0.927.

(b) Split half method was used and odd even method by employing Spearman Brown Formula and result found was rtt=0.876

VALIDITY OF THE TEST

Dr. V.P. Sharma determined the test anxiety's co-efficient and co-relation. As calculated by person's product moment correlation method it was found to be 0.66

Levenson's Locus of Control Scale by Sanjay Vohra

For the collection of reliable data to know about the locus of control of higher secondary school students, Levenson's locus of control scale has been used in the present study which was developed by Sanjay Vohra. It was a Likert type scale which was used with 5 multiple choice response. The scale was designed to know about the various dimensions of locus of control such as (1) powerful other, (2) chance control and (3) individual control. The questionnaire consist of 24 items which have 5 options and they were equally divided into powerful other, chance control and individual control, means eight statement in every category. The test developer developed and finalise the statement of every category.

SCORING PROCEDURE

It is a Likert type 5 point scale. The test developer provided the scoring key to give score by hand. Separately for all three factors score has been provided. The highest or the maximum score which has been provided for each category was 40 and 8 to the minimum. Every response has a definite score as describe below:

RESPONSES	SCORE
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

RELIABILITY AND VALIDITY

The test developer had used different methods to test the reliability of the scale used in the present study. The scale was basically divided into 2 parts which consist of 12 statements in every section and every item carries 4 options. That are P, C, and I. N was 380 and reliability for P-0.72, C-0.79 and I-0.65. Again by using odd- even method, reliability coefficient for P-0.69, C- 0.72 and I- 0.66. One of the essential quality of valid test is that it should be reliable and the scale showed fairly high reliability coefficient. Apart from all these the scale was validated the Rotter's Locus of Control Scale, and with this way there is the establishment of concurrent validity.

3.8 METHOD OF DATA COLLECTION

For any of the successful research collection of authentic data is the most important part. Before the collection of data the permission was taken from the Head of Department of the University as well as by supervisor. After the grant of permission investigator used to visit various schools, colleges, according to their study and take the permission of principal or head for the collection of data. For the present study data has been collected from 3 school which

are affiliated to ISC, CBSE, and U.P board from rural and urban areas. 50 students has been selected as the participants of the study from ISC board and 50 students from CBSE board of urban area and 50 students from U.P board of rural area. After getting permission from the head of the institution the investigator tell the students about the purpose of data collection. Students were asked to go through the questionnaire and answer that most appropriate answer and not allowed to leave any question. Proper instruction had also been given to the students and guide them if they are facing some problem in understanding any question and at last investigator asked the students to leave the questionnaire after its completion.

STATISTICAL TECHNIQUES

After the collection of data the next step is to analyse the collected data by employing various statistical techniques are used in the present study.

Mean and standard deviation- As a measure of central tendency mean value has been calculated for the score of test anxiety and locus of control which has been obtained by the students of higher secondary school.

Mean of Grouped Data:

$$\bar{x} = \frac{\sum fx}{n}$$

$where:$ $\bar{x}$ = mean

f = frequency of each class

x = mid-interval value of each class

n = total frequency

$\sum fx$ = sum of the producst of mid − interval values and their corresponding frequency

Again to study about the score variation and to do some advanced computation the standard deviation value has been computed.

$$S = \sqrt{\frac{\Sigma(X - \overline{X})^2}{N}}$$

where S = the standard deviation of a sample,
Σ means "sum of,"
X = each value in the data set,
$\overline{X}$ = mean of all values in the data set,
N = number of values in the data set.

Where,

f = Frequency

d = Deviation from assumed mean

N = No. of sample

C.I = Class Interval

Standard Error of Mean

$$SE = \frac{\sigma}{\sqrt{n}}$$

Where,

SE = standard error

O = standard deviation of total population

N = number of sample

T-test:

T-test is used to measure the significant difference between mean score. It has been used in the present study to measure the significance of the mean difference of the score locus of control and test anxiety oh higher secondary school students in relation to locality, stream, gender, board.

$$t = \frac{(x_1 - x_2)}{\sqrt{\frac{(s_1)^2}{n_1} + \frac{(s_2)^2}{n_2}}}$$

Where,

X_1 = Mean of the first group

X_2 = Mean of the second group

Correlation:
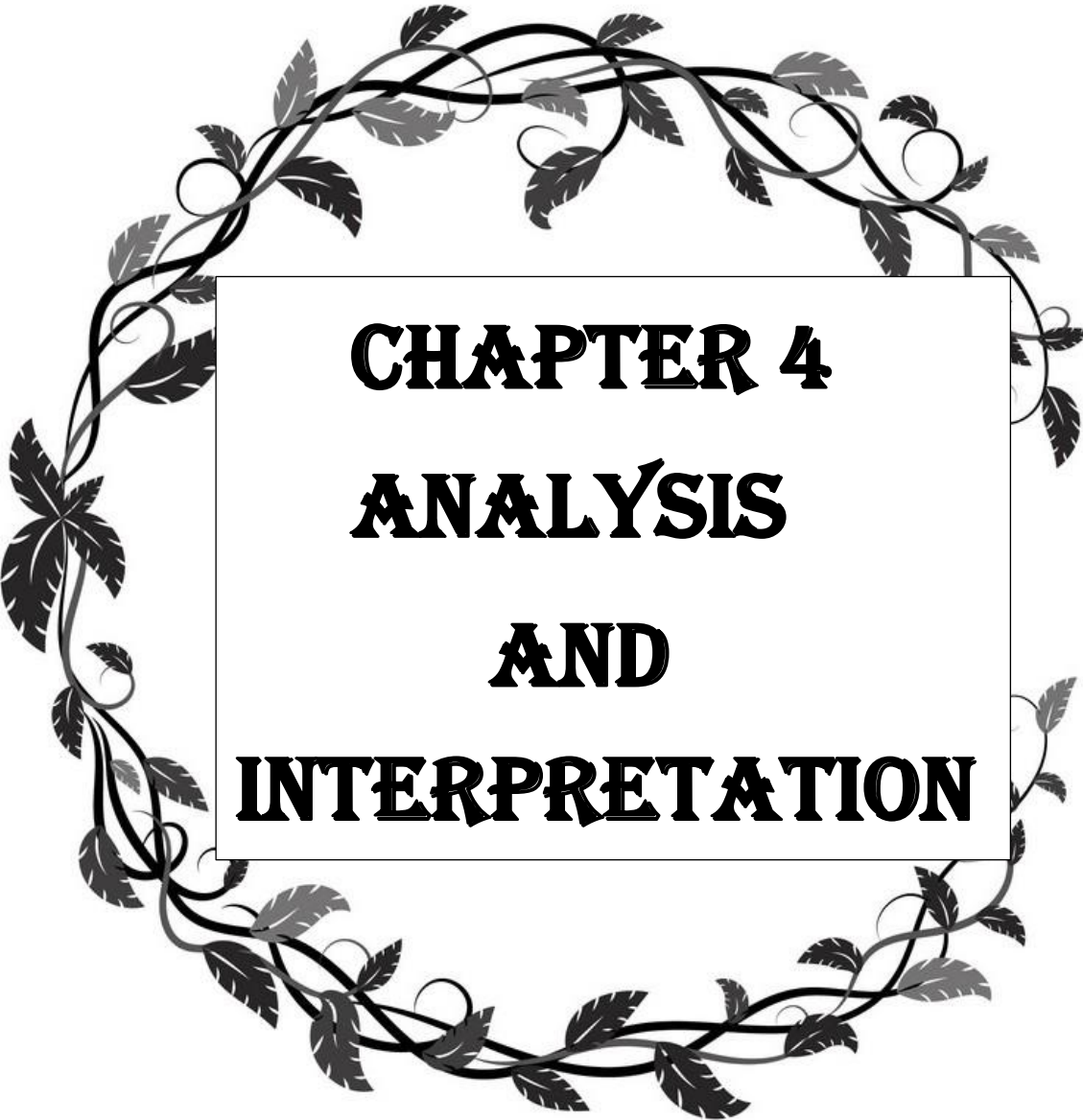
Pearson's coefficient correlation values are calculated to know about the relationship between different types of variables. In the present study it has been used to know the relationship between test anxiety and locus of control.

LEVEL OF SIGNIFICANCE

It is a predetermined level by which real difference has been identified between the parameters of the population. A difference has been marked when the gap between the parameters of the population from which the sample were drawn if $P>0.5$ then the value are significant, if $P<0.5$ then the values are not significant.

Degree Of Freedom

The no. of degree of freedom in a distribution is the no. of observation or value that are independent of each other and cannot be deduced from each other. It is denoted by symbol (df).

CHAPTER 4

ANALYSIS
AND
INTERPRETATION

4.1 ANALYSIS AND INTERPRETATION

In this analysis and interpretation of the data collected has been done. This section deals with the presentation, organisation, analysis and interpretation of data, which are the important steps of any of the research. Data organisation includes variety of steps like tabulating, editing and classifying the information which has been collected. The investigator studied the tabulated and an organised data so that meaning of the data has been organised during the procedure of data analysis. For the sake of the interpretation of the data, it break down the factors which are complex into smaller units and then try to synthesize those smaller units. On the basis of objectives and hypothesis which has been selected in the research study, interpretation has been made. In the present study quantitatively, data has been analysed and interpreted. Various statistical techniques has been used to find out the output of the result (analysis and interpretation of the data) and result has been discussed in an elaborated way.

4.2 LEVELS OF TEST ANXIETY

In order to find out the level of test anxiety, the test developer divided the level of test anxiety into various categories, they are:

Low level of test anxiety

Normal level of test anxiety

High level of test anxiety

From each unit data were collected and then analysed to discriminate the different level of test anxiety.

Table- 4.1

LEVEL OF TEST ANXIETY

Level of test anxiety	No. of students	Percentage
Low level of test anxiety	41	27.33
Normal level of test anxiety	79	52.67
High level of test anxiety	30	20
Total	150	100

The above table 4.1 shows that most of the student possess normal level of test anxiety that is about 52.67%. The number of students who possess high level of test anxiety are about 20% and the students who possess of test anxiety are 27.33%.

The presence of both the level that is high as well as normal level of test anxiety shows that most of the students have anxiety problem, and the students who possess low level of test anxiety is comparingly insignificant. Thus the conclusion has been drawn that higher secondary school students experience high level of test anxiety. These level of test anxiety are graphically presented in Fig- 4.1 (page no. 43)

FIGURE- 4.1

GRAPHICAL REPRESENTATION OF THE LEVEL OF TEST ANXIETY
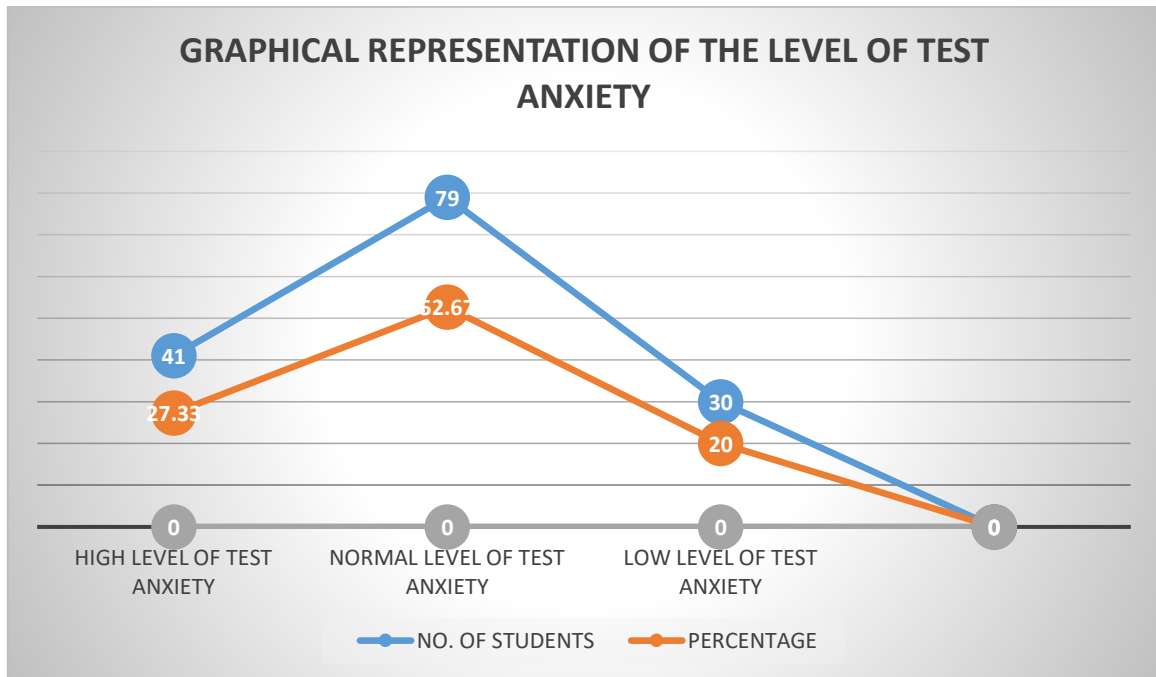
The above graphical representation shows the distribution of sample on the basis of level of anxiety that is high, normal and low level of anxiety. Out of the total sample size of 150.

41 students have high level of test anxiety, 79 students have normal level of test anxiety and 30 students have low level of test anxiety.

4.3 TEST ANXIETY AND GENDER

Different psychologist and educationist have established a gender based difference regarding test anxiety. Keeping this in mind, the investigator conducted the study to understand the level of test anxiety regarding gender based discrimination among the students of higher secondary school students. The data was collected from various schools considering the gender and stream. The result are shown in the form of table. The computed result is shown in table 4.2. (Page no. 44)

Table- 4.2

TEST ANXIETY ON THE BASIS OF GENDER OF HSS STUDENTS.

GENDER	LEVEL OF TEST ANXIETY			TOTAL
	HIGH	NORMAL	LOW	
MALE	13 (43.33%)	39 (49.37%)	23 (56.1%)	75
FEMALE	17 (56.67%)	40 (50.63%)	18 (43.90%)	75
TOTAL	30	79	41	150

The above table no – 4.2 shows that the level of test anxiety is much higher in female students in comparison to male students. In case of normal level of test anxiety male possess 49.37% and female possess 50.63%. Again in case of low level of test anxiety male possess 56.1% and female possess 43.90%. Hence it shows that female students possess high level of test anxiety in comparison to male students.

The result of the present study is similar to the result of the study which has been conducted by (**Sare Aybuke Seda, Bilek Gunal & Celik Ekrem, 2017)** and found that female student possess high level of test anxiety in comparison to that of the female and also parallel to the result of the study which has been conducted by**(Nunez-Pena Maria Isabel, Suarez-Pellicioni and Bono Roser** in **2016)** to enquire about "gender difference in the test anxiety and their impact on higher education students' academic achievement" and study revealed that in every aspect female students have more test anxiety in comparison to that of the female students.

The data which has been collected has been graphically represented and shown with the help of Fig- 4.2 (page no. 45)

Figure-4.2

GRAPHICAL REPRESENTATION ON THE BASIS OF GENDER
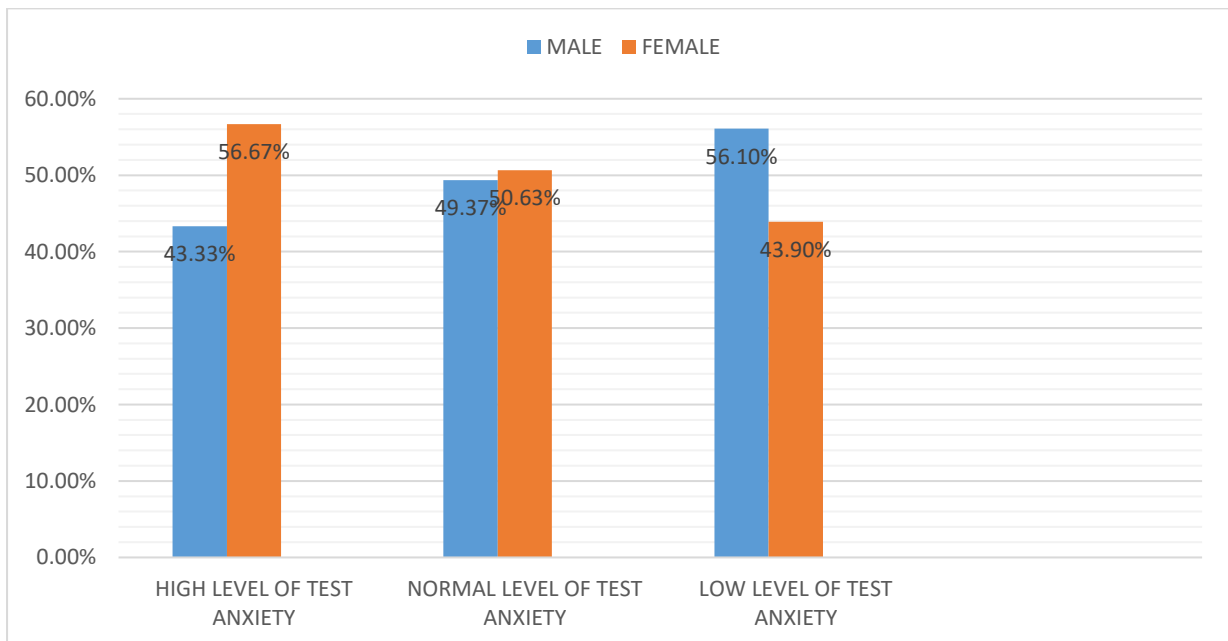
The above representation shows the levels of test anxiety on the basis of gender out of the sample size of 150.

Table- 4.3

MEAN DIFFERENCE IN THE SCORE OF TEST ANXIETY ON THE BASIS OF GENDER

GENDER	N	MEAN	STANDARD DEVIATION	STD. ERROR MEAN	CR. VALUE df=148	SIGNIFICANCE
MALE	75	73.04	16.925	1.954		Not Significant at .05 level
FEMALE	75	77.27	17.329	2.001	1.511	

The above table no. 4.3 shows that number of males are 75. The mean value of male on test anxiety is 73.04, SD is 16.925. Number of female s are 75, their mean value on test anxiety is 77.27 and SD is 17.329. The CR value which has been calculated between male and female is 1.511 at df 148 and 0.05 level of significance. It shows that the computed CR value is less than that of the t- value, so it is very clear by this that there exist no significant difference between male and female on the basis of gender.

After the collection of data is has been found that the girls are very ambitious, they are determined and worried about their career, future goals and they considered their result as they key component for the successful career. It has been noticed that the girls are very hardworking and believe in hard work as well to achieve their goals. Most of the girl were observed competitive in nature. The graphical representation of the data has been show with the help of Fig- 4.3 (page no. 47)

Figure 4.3

Graphical representation of the data of test anxiety on the basis of gender
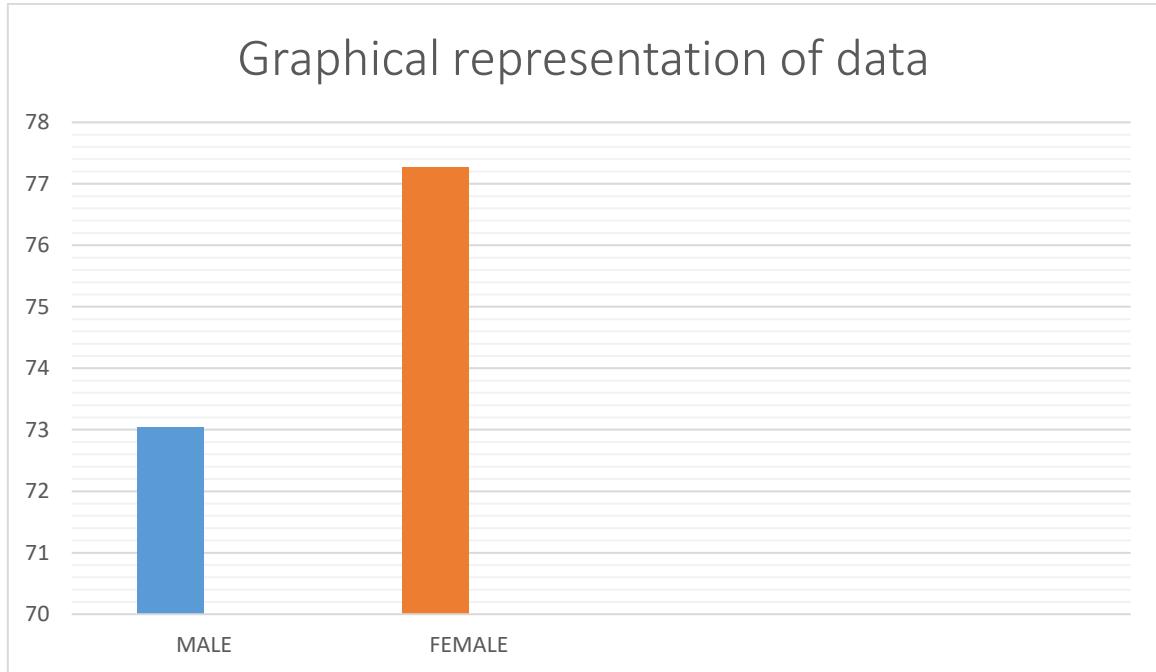
Above diagram shows the mean score of male and female students in relation to the test anxiety. Mean score of male is 73.04 and that of female is 77.27.

4.4 LEVEL OF TEST ANXIETY AND STREAM

The data were collected and analysed to determine on the basis of stream of test anxiety among higher secondary school students. It means whether the test anxiety level among the students of science stream differentiates from the students of commerce stream. The students having different test anxiety level on the basis of stream are shown below in the table- 4.4 (page no. 48)

Table – 4.4

TEST ANXIETY ON THE BASIS OF STREAM

STREAM	LEVEL OF TEST ANXIETY			TOTAL
	HIGH	NORMAL	LOW	
SCIENCE	13 (43.33%)	42 (53.17%)	22 (53.66%)	77
COMMEREC	17 (56.67%)	37 (46.83%)	19 (46.34%)	73
TOTAL	30	79	41	150

The findings of the present study shows that the students of commerce stream suffer high level of test anxiety i.e., 56.67% than the students of the science stream i.e., 43.33%. Again it has been seen that 53.17% of the students possess normal level of test anxiety and that of the commerce students is 46.83%. The number of commerce students who possess normal level of test anxiety is 46.34% and that of the students of science stream is 53.66%.

The collected data has been graphically represented with the help of Fig- 4.4 (Page no. 49)

Figure – 4.4

Graphical representation of data on the basis of stream
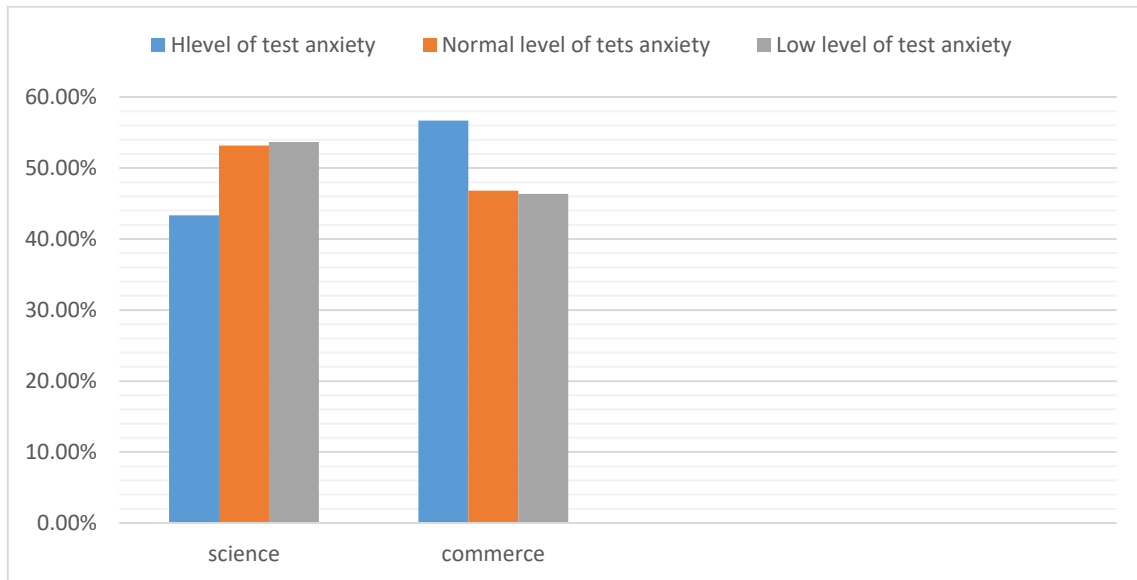
The above graphical representation of the data shows the level of anxiety on the basis of stream- science and commerce.

Table 4.5

MEAN DIFFERENCE OF TEST ANXIETY ON THE BASIS OF STREAM

STREAM	N	MEAN	STANDARD DEVIATION	STD. ERROR MEAN	CR VALUE df = 148	Significance
Science	77	73.64	15.651	1.784		Not significant at 0.05 level
Commerce	73	76.75	18.674	2.186	1.105	

The above table 4.5 shows that the number of science students are 77 whose mean is 73.64, standard deviation which has been calculated is 15.651. Standard error mean is 1.784. The number of commerce students are 73 whose mean is 76.75, standard deviation which has been calculated is 18.674. Standard error mean is 2.186. The CR value which has been calculated between the students of science stream and commerce stream is 1.105 at df 148 and 0.05 level of significance. It shows that the computed CR value is less than that of the t-value 1.96 at 0.05 level. So it is very clear by this that there exist no significant difference of test anxiety on the basis of stream.

After the data collection process it has been observed that the students of commerce and science stream both have test anxiety issues. They shows dedication towards their studies and very much concern about gaining new knowledge in one or the other way. Hence, it can be concluded that there is no significant difference of test anxiety on stream basis.

The graphical presentation of data on the basis of stream in fig- 4.5. (Page no. 51)

Figure 4.5

Graphical distribution of data of test anxiety on the basis of stream:
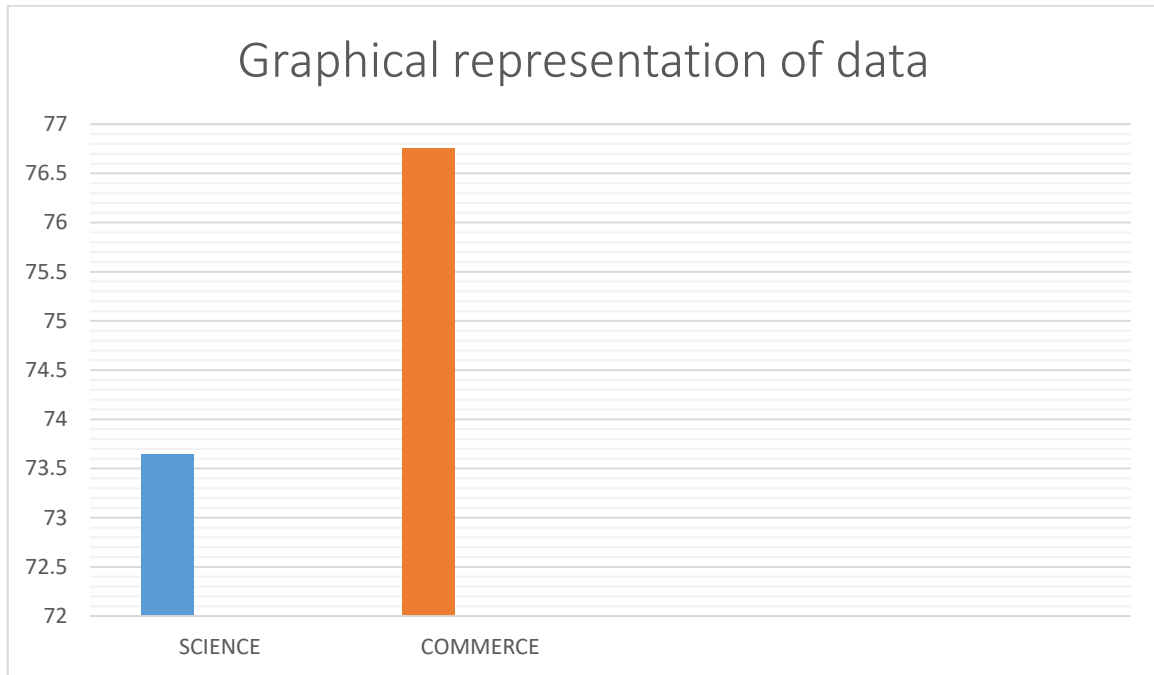
The above graph shows the mean score of science and commerce stream students in relation to their test anxiety. Mean score of science side students is 73.64 and that of the commerce side students is 76.75.

4.5 LOCUS OF CONTROL AND ITS LEVEL

In present study investigator had used the Levenson's locus of control scale which has been developed by Sanjay Vohra. The investigator attempted to find out the level of locus of control on the basis of percentile. The students who get 25% and below possess low level of test anxiety, students who get above 25% and below 75% possess normal level of locus of control, and the students who get above 75% possess high level of test anxiety. The data has been shown in table no. 4.6 (page no. 52)

Table – 4.6
LEVEL OF LOCUS OF CONTROL

LEVEL OF LOCUS OF CONTROL	FREQUENCY	PERCENTAGE %
HIGH LEVEL OF LOC	36	24
NORMAL LEVEL OF LOC	77	51.33
LOW LEVEL OF LOC	37	24.67
TOTAL	150	100

Figure 4.6

Graphical representation of the data of locus of control
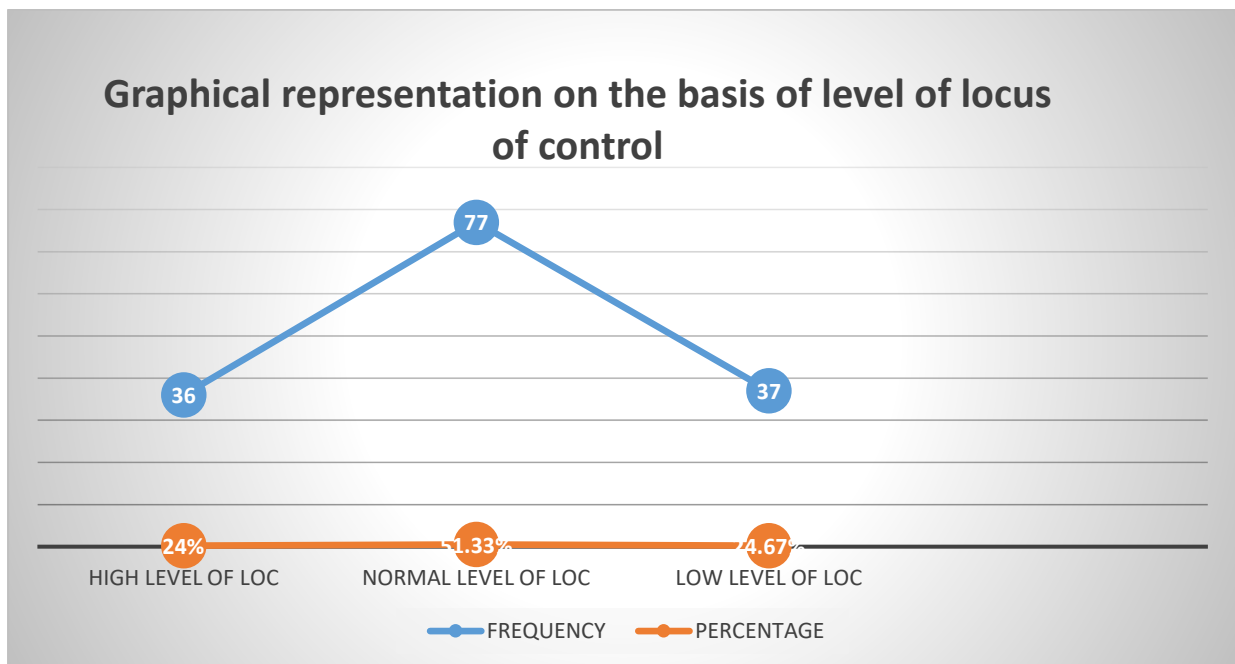
Graphical representation on the basis of level of locus of control

The above representation shows the distribution of sample on the basis of level of anxiety.

Out of the total sample size of 150 students 36 students have high level of LOC, 77 students

have normal level of LOC and that of the 37 students have low level of LOC.

4.6 LOCUS OF CONTROL AND GENDER

In the present study gender has been selected as one of the variable by the investigator. Here all the three level of locus of control has been determined for the students. To make it clear the investigator has analysed the level of locus of control in relation to gender. In this the different level of locus of control are determined on gender basis and tried to find out the difference between mean on a separate basis.

After collecting data different level of locus of control has been determined on the basis of obtained score. The table has been shown under table -4.7 (page no. 54)

Table- 4.7

LOCUS OF CONTROL ON THE BASIS OF GENDER

Gender	LEVEL OF LOCUS OF CONTROL			TOTAL
	HIGH	NORMAL	LOW	
MALE	21 (58.33%)	36 (46.75%)	18 (48.65%)	75
FEMALE	15 (41.67%)	41 (53.25%)	19 (51.35%)	75
TOTAL	36	77	37	150

The findings of the study shows that male possess high level of locus of control i.e., 58.33% and that of the female is 41.67%. Again in case of normal level of locus of control male is 46.75% and that of female is 53.25%. 48.65% of the male and 51.35% of the female possess low level of locus of control. It is graphically represented in Fig- 4.7 (page no. 55)

Figure - 4.7

Graphical Representation of Locus of Control On The Basis Of Gender
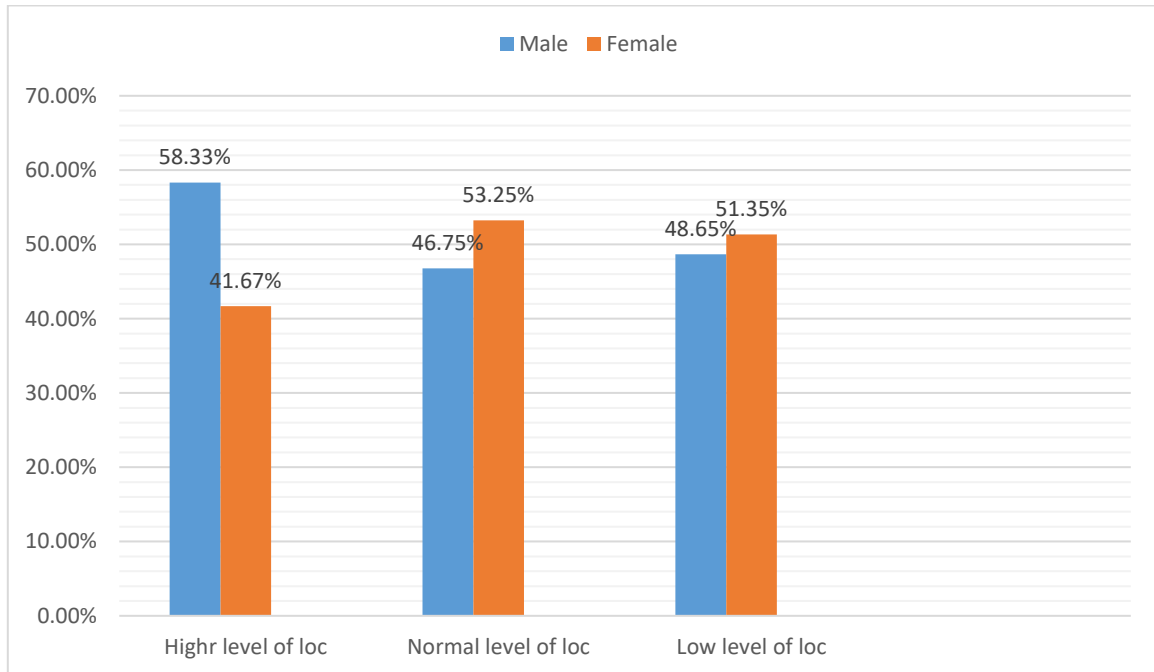
The above graphical representation shows the distribution of sample in anxiety level on gender basis- male and female.

Table- 4.8

MEAN DIFFERENCE IN THE SCORE OF LOCUS OF CONTROL ON THE BASIS OF GENDER

GENDER	N	MEAN	STANDARD DEVIATION	STD. ERROR MEAN	CR VALUE df =148	SIGNIFICANCE
MALE	75	72.77	15.540	1.794		Not significant at0.05 level
FEMALE	75	76.67	16.609	1.918	1.482	

The above table no. 4.8 shows that number of males are 75 whose mean is72.77, standard deviation which has been calculated is 15.540. Standard error mean is 1.794. The number of females are 75 whose mean is 76.67, standard deviation which has been calculated is 16.609. Standard error mean is 1.918. The CR value which has been calculated between male and female is 1.482 at df 148 and 0.05 level of significance. It shows that the computed CR value is less than that of the t- value, so it is very clear by this that there exist no significant difference in locus of control of higher secondary school students on the basis of gender.

The result of the present study is similar to the study which has been conducted by **(Naik Abdul Raffie, 2015)** to investigate about study of locus of control among college students of Gulbarga city and found that there is no significant difference of locus of control on the basis of gender.

It has been observed that the students who possess high level of test anxiety exhibits high level of locus of control. The level of test anxiety among higher secondary school students

were high that's why the students of higher secondary school students possess high level

locus of control.

Figure - 4.8

Graphical representation of data of locus of control on the basis of gender
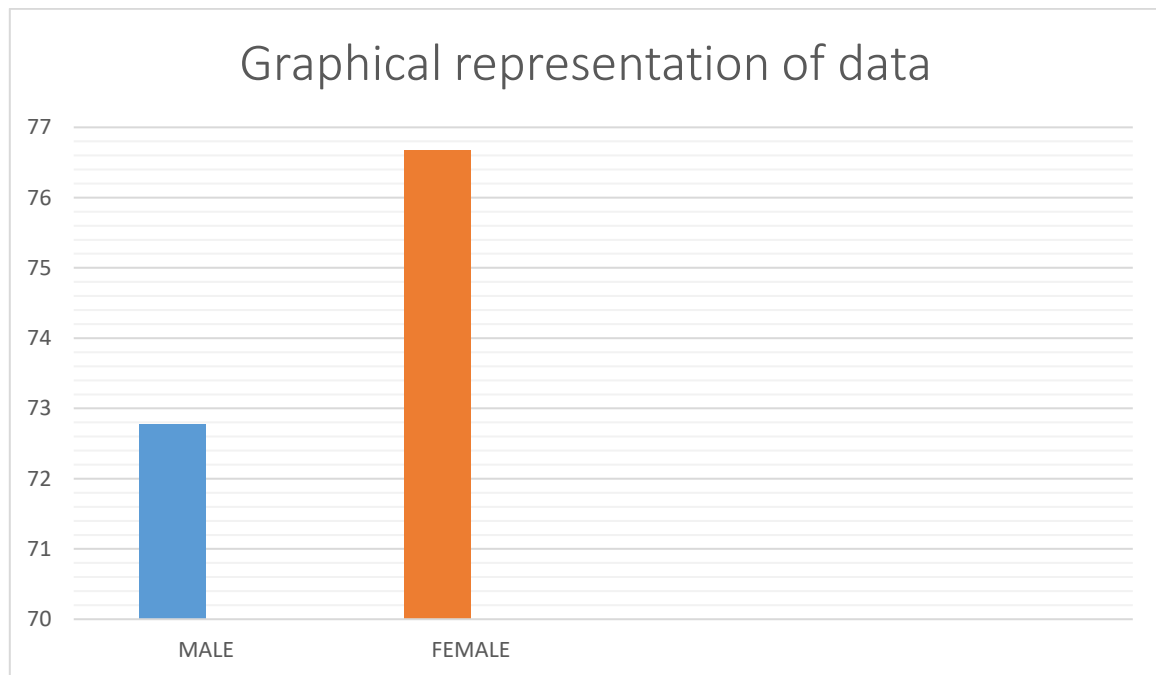
The above graph shows the mean score of male and female in relation to locus of

control. Mean score of male is 72.77 and that of the female is 76.67.

4.7 LEVEL OF LOCUS OF CONTROL AND STREAM

In the present study the data were collected and analysed to determine on the basis of stream of locus of control among higher secondary school students. It simply means whether the level of locus of control among the students of science steam differentiate from that of the students of the commerce stream. The students have different locus of control on the basis of stream too. Which has been shown in the table below- 4.9 (page no. 58)

Table – 4.9

LEVEL OF LOCUS OF CONTROL ON THE BASIS OF STREAM

STREAM	LEVEL OF LOCUS OF CONTROL			TOTAL
	HIGH	NORMAL	LOW	
SCIENCE	14 (38.89%)	44 (57.15%)	19 (51.35%)	77
COMMERCE	22 (61.11%)	33 (42.85%)	18 (48.65%)	73
TOTAL	36	77	37	150

The findings of the study shows that the students of commerce stream possess high level of locus of control i.e., 61.11% than the students of the science stream students i.e., 38.89%. Again it has been seen that 42.85% of the commerce stream students possess normal level of locus of control and that of the science stream students is 57.15%. The number of students

of commerce stream who possess low level of locus of control is 48.65% and that of the students of science stream is 51.35%.

With the help of tool data has been collected on the basis of stream. But no significant difference has been found between commerce and science stream students. Some similar type of responses has been recorded from the students of both the stream.

The diagrammatical representation of the table is given below- Fig- 4.9 (page no. 59)

Figure- 4.9

Graphical Representation of Data of Level of Locus of Control On The Basis Of Stream
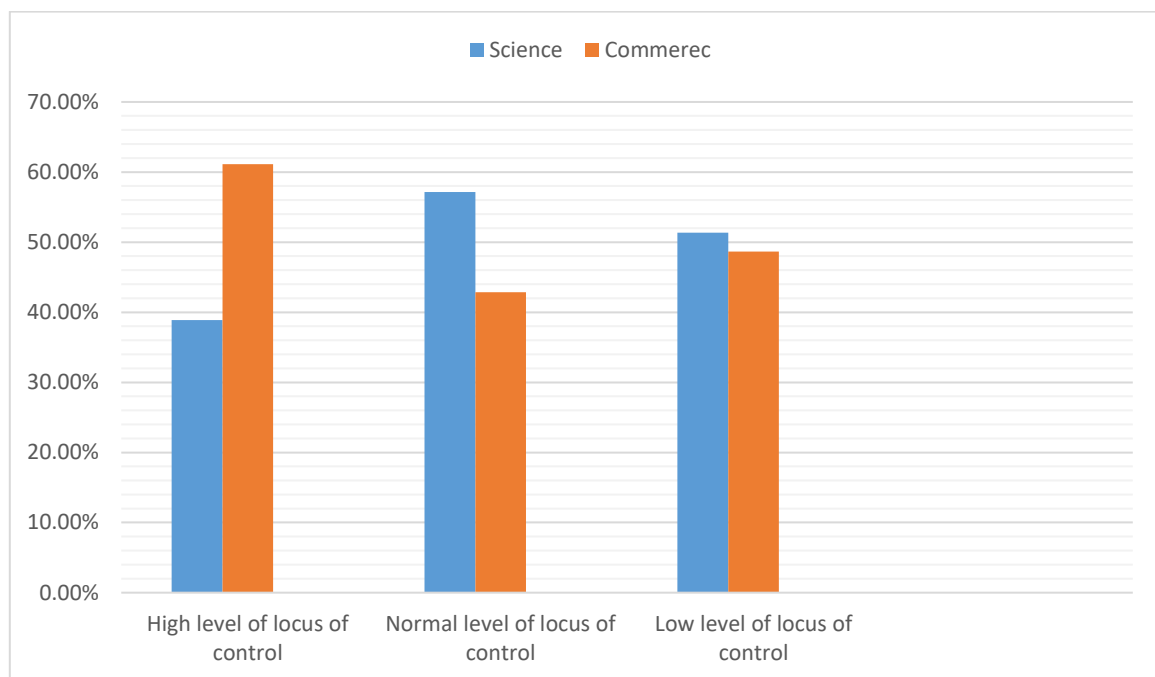
Above graphical representation shows the distribution of sample of level of locus of control on basis science and commerce stream. 14 students of science stream has high level of loc, 44 students has normal level and that of 19 students have low level. Whereas 22 students of commerce stream has high level of loc, 33 has normal level and that of 18 has low level.

Table- 4.10

MEAN DIFFERENCE IN THE SCORE OF LOCUS OF CONTROL ON THE BASIS OF STREAM

STREAM	N	MEAN	STANDARD DEVIATION	STD. ERROR MEAN	CR VALUE df = 148	SIGNIFICANCE
SCIENCE	77	75.57	14.828	1.690	0.659	Not Significant at 0.05 level
COMMERCE	73	73.82	17.491	2.047		

The above table 4.10 shows that number of science stream students are 77 whose mean is 75.57, standard deviation which has been calculated is 14.828. Standard error mean is 1.690. The number of students of commerce stream are 73 whose mean is 73.82, standard deviation which has been calculated is 17.491. Standard error mean is 2.047. The CR value which has been calculated between the students of science and commerce stream is 0.659 at df 148 and 0.05 level of significance. It shows that the computed CR value is less than that if the t-value, so it is clear by this that there exist no significant difference in locus of control of higher secondary school students on the basis of stream.

It has been analysed that the students blames themselves if something wrong happen, if they fail or not be able to score high in the exam. They don't blame situational factors like regularity of classes, skilled teachers, teaching methods, evaluation system, and structured curriculum. They took responsibility for their achievement, performances and failures. Hence, it can be concluded that there is no significant difference of test anxiety on stream basis. The distribution has been shown with the help of Fig- 4.10 (page no. 61)

Figure- 4.10

**GRAPHICAL REPRESENTATION OF THE DATA OF LOCUS OF
CONTROL ON THE BASIS OF STREAM**
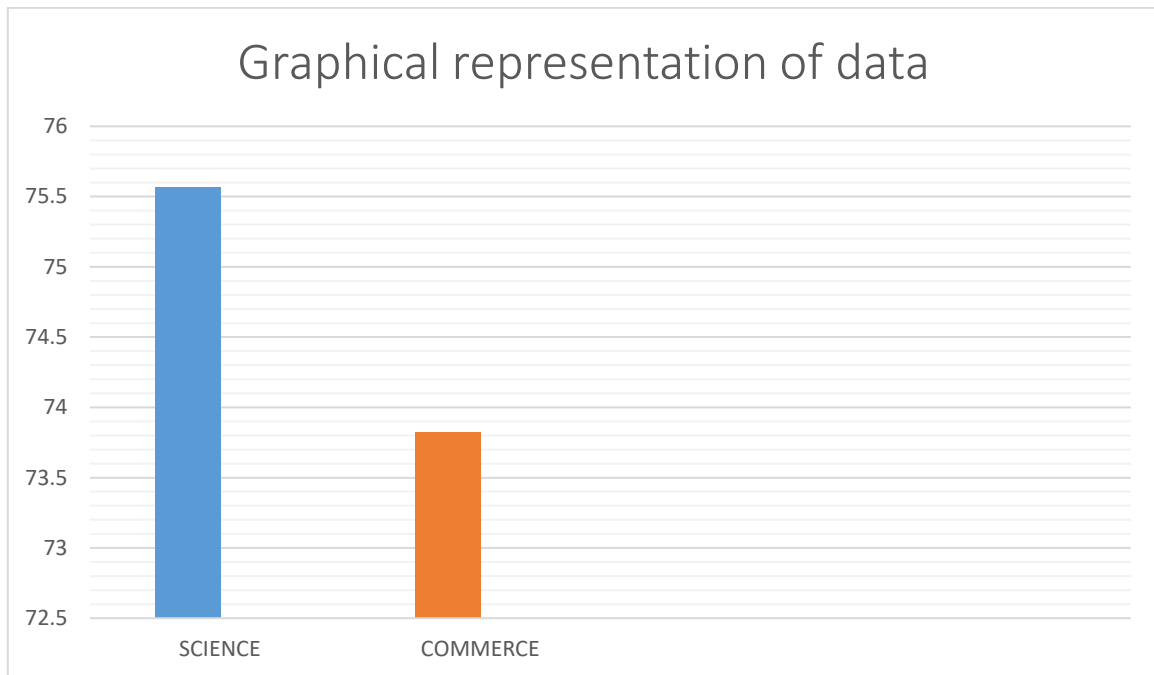
The above graph shows the mean score of science and commerce side students in relation to

locus of control. Mean score of science side students is 75.57 and that of the commerce side

students is 73.82.

4.8 RELATIONSHIP BETWEEN TEST ANXIETY AND LOCUS OF CONTROL

Test anxiety is a type of emotion which is nothing but specific and situational. Various studies

shows that the variables in this study is correlated. The present objective has been formulated

by keeping this thing in mind, to study the relation between test anxiety and locus of control

of higher secondary school students. For this purpose coefficient correlation has been

calculated. The data which has been collected for the present study has been analysed and

shown in the table given below-4.8 (page no.62)

Table 4.11

Relationship between test anxiety and locus of control

Variables	Mean	N	Standard Deviation	Pearson Coefficient Of Correlation	Level Of Significance
TEST ANXIETY	75.155	150	34.254	0.221	Significant at level 0.01
LOCUS OF CONTROL	149.44	150	32.149		

The result which has been shown in the above table revealed that there is a significant

outcome. It has shown the relationship between test anxiety and locus of control of higher

secondary school students is positive. The findings of the study reveals that the students with high level of locus of control experience high level of anxiety and vice versa.

The findings of the study is similar to the result which has been conducted in western society by **(Ray and Katahn, 1968; Nowicki, 1972)** and in India by **(K.P. Krishna, 1981),** in which positive correlation was found between test anxiety and locus of control.

After the collection of data it has been observed that the students high level of test anxiety possess high level of locus of control. The students with high level of test anxiety blame themselves for their achievement, failure and performance that why they possess high level of locus of control. Hence, it can be concluded from the above statement that test anxiety and locus of control are positively correlated with each other.

4.9 INTERPRETATION OF THE DATA

In today's era test anxiety is one of the most common type of problem which has been noticed in every individual. It is basically concerned with our society in large proportion, and the population affected from test anxiety is increasing every year. It is the type of anxiety which is not only related to test, examinations etc. but also to the idea of studying more and more and getting new knowledge about anything, this causes anxiety and stress in individual. Nowadays students suffers a lot from test anxiety mostly the students of higher secondary school. This may happen due to overburden, pressure by parents, competition etc. Locus of control is also one of the factor which is responsible for test anxiety. It is a believe that how one can solve their life events or miss happening in the lives. Studies should be done on higher secondary students in order to draw out some favourable results for them. Some steps should be taken to lower the anxiety level among students by properly guiding the, supporting then and by making changes in the curriculum pattern also. The researcher focuses on the present study about "A study on test anxiety of higher secondary school students in relation to their locus of control". Some statistical techniques has also been used and with the help of that sample has been analysed on gender and stream basis.

Data has been analysed, and after the analysis of the data the result has been found about test anxiety that there exist no difference on the basis of gender. Both male and females students have approx. same test anxiety level and the mean value is nearly same which has been observed at the time of test. It is all because today main focus of every students is to gain more and more marks rather than gaining knowledge. Some students do their work on time, concentrate on studies, do prepare well enough for their test but due to the certain reason they won't be able to achieve well at the time of examination, they are the environment and also the pressure by the parents.

The result has been observed on the basis of stream that the students of commerce and science stream has high level of test anxiety as their mean score are almost similar. There is no such difference found on the basis of stream as they all are the students and every students has test anxiety due to the over burden and over thinking about the fear of failure.

The analysis of data of locus of control has been done on the basis of gender, the result has been found that both male and female students has high level of locus of control. Thus, their mean value are nearly similar. So after observing result reveals that there is no difference between male and female regarding locus of control. The reason behind this is that the students who has high level of locus of control blames themselves for all the miss happenings and believe that they can control all the bad events going on.

Same in case of stream, the data has been analysed and found that the students of both the stream has high level of locus of control and the difference between their mean value is also less. It has been observed that there is no such difference between locus of control on the basis of stream.

It has been concluded that there exist a positive correlation between test anxiety and locus of control. As the students with high test anxiety level has high level of locus of control on the basis of stream as well as gender. So the findings of the study reveals that there is a significant correlation between test anxiety and locus of control.
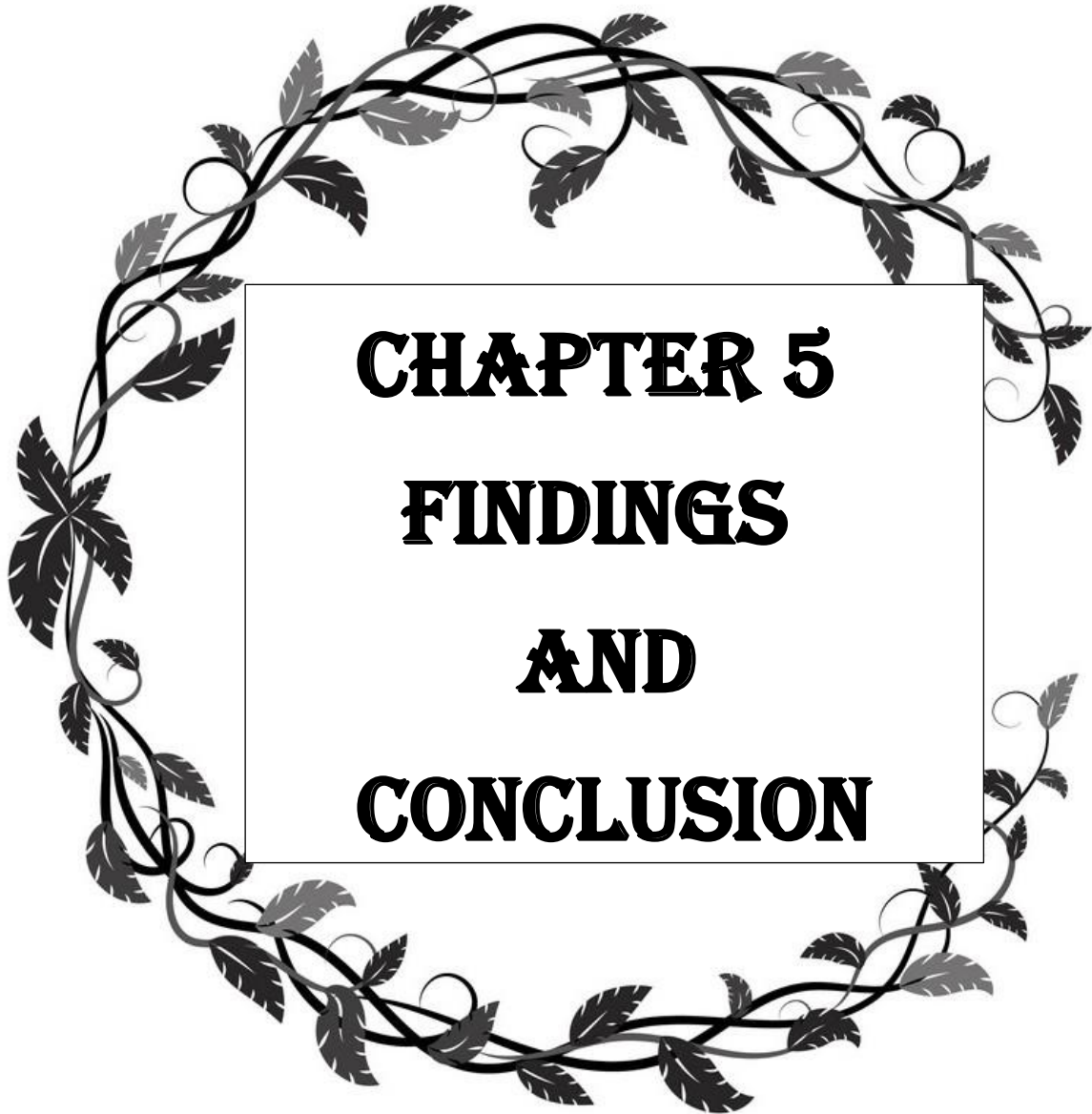
CHAPTER 5

FINDINGS

AND

CONCLUSION

5. FINDINGS AND CONCLUSION

5.1 FINDINGS AND CONCLUSION OF THE STUDY

With the help of standardised tool data has been gathered by the investigator and after the collection of data, it has been analysed by using various statistical techniques then interpretation of data has been done. After making appropriate analysis and interpretation various findings has been drawn from the study and they are discussed below:

Findings related to test anxiety:

- 27.33% of the students possess low level of test anxiety, and rest possess normal and high level of test anxiety.

- The result of the study found that there exist no significant difference of test anxiety between male and female students of higher secondary school students.

- The findings of the study revealed that no significant difference of test anxiety has been found between the higher secondary school students who are enrolled in science and commerce stream.

Findings related to locus of control:

- The finding of the study concluded that no difference of locus of control has been found between the students male and female students of higher secondary school students.

- The result of the study concludes that there exist no significant difference between science and commerce stream students oh higher secondary school students has been found as there mean difference is almost similar.

Findings related to the relationship between test anxiety and locus of control:

- The result revealed that there is a positive correlation between test anxiety and locus of control.

- There is a significant relationship between test anxiety and locus of control.

5.2 EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

On the basis of the findings of the present study various educational implications which has been drawn are mentioned as under:

➢ The result of the study revealed that test anxiety has been faced by majority of the students. So, it is the duty of curriculum planner to plan a curriculum in such a way that students do not face such problems and regarding the recruitment of the teacher's authorities should be aware about and recruit well trained teachers so that a proper teaching skill and methods should be adopted to handle such issues.

➢ It is important to have anxiety in every student but to some extent, after that extent it is harmful. The present study found that female possess a little higher test anxiety than that of the males. So, it is the responsibility of the teachers as well as of the parents to train females in such a way that they can easily overcome such type of issues.

➢ The present study throws light that there is a need for educational plan which is well-structured involving all concerned person as well as educators to find some techniques for reducing the level of test anxiety in the students.

➢ It has also been observed in the study that the ISC board students possess high level of test anxiety in comparison to CBSE and U.P board students because most of the parents and student thinks that ISC board is best, basically due to English so there is

lot of pressure on the students by their parents. At this point parents take an active role in making their child calm and not to pressurise.

➤ The students studying in the urban areas possess high level of test anxiety than those of the students in rural areas because society plays very important role in this. The students of urban locality have a lot of societal pressure to achieve high and high. Students run behind gaining more and more marks rather than gaining knowledge so due to this level of anxiety increases. So, proper treatment should be given to the students studying in urban areas.

➤ The level of test anxiety in the students who are enrolled in commerce and science stream are almost similar but there is a minor difference in the level of test anxiety. So it is the duty of the parents to let their child free in selecting the stream according to their interest.

➤ It is found in the study that female students possess a bit higher level of locus of control than that of the male students. So, much care should be taken on the part of the males students.

➤ In the study it has been observed that the level of locus of control of science steam students is slightly more than the commerce stream students.

5.3 SUGGESTION FOR FURTHER STUDIES

The survey of the present study focuses on the Test anxiety of higher secondary school students in relation to their locus of control. The study has focuses on some of the moderating variables also such as gender and stream. The techniques and methods of data collection are limited and also related to the population in small proportion. Hence this study also have some limitations, some suggestions are provided by keeping those limitations in mind. They are as under-

- ➢ The present study includes only the section of higher secondary school. So, it can also be conducted on the other sections also like primary school, high school and also other higher educational institutions.

- ➢ The present study is limited only for the students, similar study can also be conducted in relation with teachers also.

- ➢ This study is related to the students of Lucknow city only. Some other area, city or district can also be taken for conducting this research.

- ➢ In Lucknow city similar study can be conducted by including more variables like well- being, emotional maturity, academic achievement etc.

- ➢ Similar study can also be conducted to compare the level of test anxiety of students regarding some other factors like medium of instruction, socioeconomic status, and religion etc.

- ➢ The present study can also be conducted by including some of the demographic variables like locality, board, parent's educational status etc.

- Role of curriculum planner, teachers and parents should be given importance to control the level of test anxiety in students for making further analysis.

- This study is related to LOC which is limited to personality psychology. So, similar study can also be conducted by taking other personality aspects.

5.4 SUMMARY

5.4.i. INTRODUCTION

Anxiety is an uneasiness or an inner distress of an individual. Anxiety plays a very vital role in the process of teaching and learning. It is a type of stress which has been experienced by the individual. Anxiety in any person is normal but if a person regularly feels excessive level of anxiety then it may become mental disorder. Some of the physical symptoms of anxiety are unusual heartbeat, difficulty in breathing or rapid breathing, sweating, and shivering. Mostly students suffer from anxiety, anxiety regarding their test, examination is termed as test anxiety etc. There are three level of test anxiety: 1- low level of test anxiety, 2- normal level of test anxiety and 3- high level of test anxiety. As it is very common problem among students' so there is a need to study the test anxiety in relation to their locus of control.

Locus of control is one of the important trait of personality, generally locus of control is considered as a concept in which individual feels that they can control all the events which are affecting their lives.). Locus of control is an anticipated variable which refers to the perception of the individual about the relationship which existed between the 'actions' and 'outcomes'. There are two types of locus of control: 1- internal locus of control and 2- external locus of control.

5.4.ii. NEED AND SIGNIFICANCE

The main aim of the present study is to know the different levels of test anxiety in higher secondary school students in relation to their locus of control and their impact on moderating variables like gender and stream. As it includes the period of adolescence and this phase is very crucial for individual life.

There is need to study the level of test anxiety of higher secondary school students in relation to their locus of control because test anxiety is considered as one of the main cause for all the negative outcome. And this study will help the students to control their anxiety problem by proving guidance to them, some of the suggestions has been provided to their teachers and parents also to make their child overcome with such problem and after knowing the level of anxiety some precautions can be taken to make them free from such type of stress. In higher secondary school students test anxiety is very common problem. So, there is a need to study test anxiety in higher secondary school students in relation to their locus of control to know about the level of anxiety and also the type of locus of control.

5.4.iii. STATEMENT OF THE PROBLEM

"A study of Test Anxiety in higher secondary school students in relation to their Locus of Control".

5.4.iv. OBJECTIVES OF THE STUDY

❖ To study about different level of test anxiety among higher secondary school students.

❖ To find out the different types of locus of control of the higher secondary school students.

- Gender

- Stream

❖ To compare the different level of test anxiety and locus of control of the higher secondary school students.

❖ To study the relationship between test anxiety and locus of control.

5.4.v. DELIMITATION OF THE STUDY:

➢ The study is limited only to Higher Secondary school students of Lucknow city.

➢ Students between the age group of 15-18 years has been taken for the study.

➢ Sample size of 150 has been considered in the study.

➢ The present study is limited to 11th standard only.

5.4.vi. REVIEW OF RELATED LITERATURE

Review literature is the most important part of any of the research work. It implies studying and evaluating various reports, research articles, journals, papers etc. to have an updated knowledge or information about the area in which a person is conducting a research. Researcher needs an experience in a particular field which has already been conducted in his chosen area. In a literature review researcher does not need to present each and every detail about the study, they just have to mention the name of the researcher, topic and most importantly the findings of the study.

A careful review of related literature is an important effort of any one the research which provides a basic understanding about the topic which has already known. The main purpose of review literature is to provide a base to the researcher for his study and also to prevent duplication. It provide suggestions for the research work.

5.4.vii. METHODOLOGY

In any of the research selection of method is the most important part. To perform different research operations methods are used. The present study involves survey method and comes under descriptive research. The descriptive type of research studies are basically designed to gather information about current phenomenon or any event. Descriptive research gather accurate and relevant information about the present status of any phenomenon or event and involves classification, analysis, measurement and interpretation of the data which has been collected. Survey method is one of the most common method which has been widely used in research. It helps to collect the required data from the representative sample. It involves the analysis

and interpretation in a systematic way. The description is combined with comparison involving classification, measurement, evaluation and measurement.

5.4.viii. SIZE OF THE SAMPLE

In research sample is a group of object, people or item which has been selected from the population for measurement. Sample selected should be the representative or fulfil the characteristics of the population. In the present study the test anxiety of higher secondary school students has been studied in relation to their locus of control. For this study higher secondary students from commerce and science stream has been taken. Students from class 11th has been selected, their ages ranged in between 15-18 years. 75 males and 75 females has been selected in the present study. The data has been collected from ISC, CBSE and U.P board school residing in urban and rural areas. Involving both male and female random sampling has been employed.

5.4.ix. RESEARCH TOOL USED

For the present study standardized tool has been used. In order to measure the level of test anxiety in relation with locus of control five point Linkert scale has been used. The test anxiety scale was developed by Dr. V.P. Sharma. It is a self-administering inventory. The test consists of 25 items and 5 alternative answers are presented. One more tool is used in the study which was developed and standardised by Dr. Sanjay Vohra. The tool named with Levenson's locus of control scale. It is also a five point Linkert scale which consist of 24 question with 5 alternatives.

5.4.x. DATA COLLECTED FOR THE STUDY

For the present study data has been collected from different schools, detail are as under-

SCHOOL	GENDER	BOARD	STREAM	LOCALITY	TOTAL
Brain Convent	Male=25 Female=25	ISC	Science=20 Commerce=30	Urban area	
Lucknow Public College	Male=25 Female=25	CBSE	Science=29 Commerce=21	Urban area	150
Cambridge Inter College	Male=25 Female=25	U.P	Science=28 Commerce=22	Rural area	

5.4.xii. STATISTICAL TECHNIQUES USED

For the present study, investigator had used various statistical techniques for the qualitative analysis of the data. The data has been analysed by using techniques like:

- ❖ Mean
- ❖ Standard Deviation
- ❖ t- score
- ❖ Degree of Freedom

5.4.xiii. FINDINGS OF THE STUDY

- It has been found from the result that no difference has been found in the level of test anxiety between male and female students of higher secondary school.
- It has been found from the result that no such difference in the level of test anxiety was there with regards to stream.
- It has been concluded from the result that there is no difference in the locus of control of higher secondary school students on the basis of gender.
- It is found from the result of the study that there is no significant difference in the locus of control of higher secondary school students who are enrolled in science and commerce stream.
- In the present study relationship has been observed between the test anxiety and locus of control.

5.4.xiv. CONCLUSION

In the present study, the researcher has tried to find out the test anxiety of higher secondary school students in relation to their locus of control. The main aim of the present study is to identify the level of test anxiety and its relation with the variables like gender and stream. It is found in the present study that most of the students experience test anxiety so there is need to deal with such issues and for that school authorities should adopt suitable measures. The findings of the study also make us aware to deal carefully with female students as they possess slightly high level of test anxiety in comparison to those of the males. In private institutions there is a need of proper guidance for adopting suitable teaching techniques because the level of test anxiety is more in the students of these institutions in comparison to the students of the government institutions.

Higher secondary education involves the period of adolescence which is the most crucial phase and is very important phase of individual's life. It is also called the period of transformation in which changes takes place in all dimension whether emotional, mental, social or physical etc. They should be carefully treated as they are the nation's future. Test anxiety is nothing but it is a psychological condition which if increases becomes negative in nature. Which directly or indirectly shows its effect on education. The present study mainly shows the existence of test anxiety in higher secondary students and its correlation with locus of control. It is very much important to identify those students who are test anxious so that the issues can be removed from its roots and there is a need to show positive and correct attitude towards such anxious situations which can help students to deal with it in a better way.
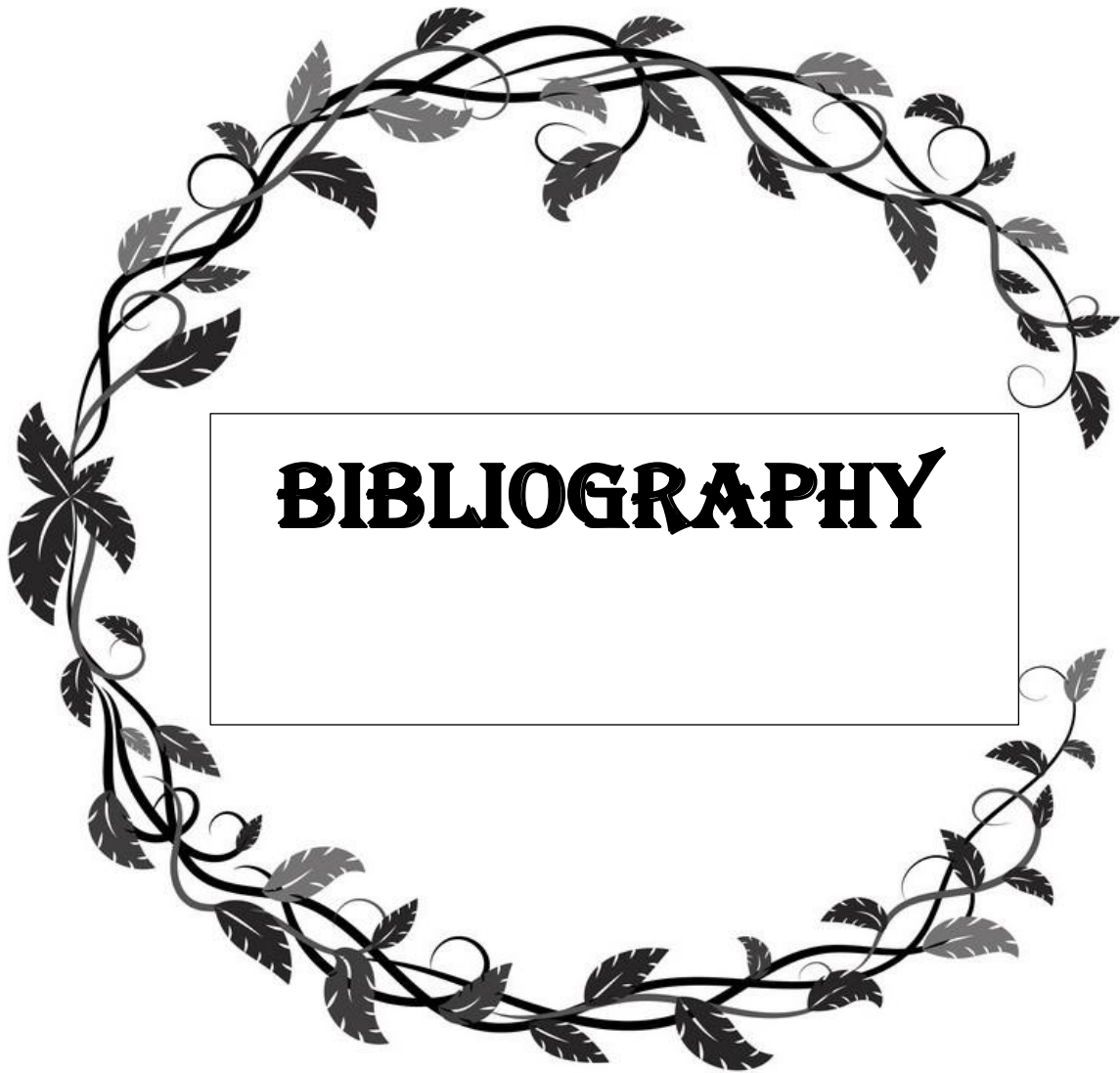
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APPENDIX

S.NO.	GENDER	STREAM	T.A Score	LOC Score
1	F	commerce	110	76
2	F	commerce	104	56
3	M	commerce	78	62
4	M	commerce	93	57
5	F	commerce	87	56
6	F	commerce	49	119
7	F	science	100	102
8	F	science	98	67
9	F	commerce	92	107
10	M	commerce	68	45
11	M	science	93	67
12	M	science	89	91
13	F	science	56	87
14	M	science	112	92
15	F	commerce	120	106
16	M	commerce	60	59
17	M	commerce	48	63
18	F	commerce	76	100
19	F	commerce	81	59
20	F	commerce	87	120
21	M	science	119	87
22	M	commerce	66	89
23	F	commerce	65	78
24	F	commerce	93	92
25	M	Science	89	117
26	M	science	76	91
27	M	science	74	92
28	M	science	66	120
29	M	commerce	117	87
30	F	commerce	100	65
31	M	science	78	91
32	F	science	76	76
33	M	science	87	58
34	F	commerce	116	83
35	M	science	59	87
36	M	science	104	91
37	F	commerce	87	64
38	F	commerce	60	88
39	F	commerce	92	117
40	M	science	82	59
41	M	commerce	69	62
42	M	commerce	85	93
43	F	commerce	56	76

44	F	science	100	97
45	M	science	101	89
46	M	commerce	116	65
47	F	commerce	74	82
48	F	commerce	59	71
49	F	commerce	76	49
50	M	science	64	67
51	M	science	60	67
52	M	science	73	73
53	M	science	47	70
54	F	commerce	62	89
55	M	commerce	52	60
56	M	science	58	65
57	F	science	64	68
58	M	commerce	66	72
59	M	commerce	78	80
60	M	science	80	54
61	F	science	62	78
62	F	science	56	80
63	F	science	83	78
64	M	science	67	56
65	M	science	74	58
66	M	science	62	87
67	F	commerce	44	57
68	M	commerce	68	75
69	M	commerce	60	60
70	F	science	76	88
71	F	science	58	72
72	F	commerce	45	57
73	M	Science	56	78
74	F	Science	89	72
75	F	Science	62	62
76	M	science	76	48
77	M	commerce	64	76
78	F	commerce	80	66
79	F	commerce	65	47
80	F	commerce	87	54
81	F	science	66	80
82	F	science	56	57
83	F	science	72	56
84	M	science	87	64
85	M	commerce	73	70
86	M	science	48	67

87	M	science	63	56
88	F	science	72	80
89	M	commerce	49	65
90	M	science	62	63
91	M	commerce	57	78
92	F	commerce	87	70
93	F	commerce	56	78
94	F	commerce	86	72
95	F	commerce	66	54
96	F	commerce	79	70
97	F	science	80	80
98	F	science	70	70
99	M	commerce	67	56
100	M	science	74	84
101	M	science	56	74
102	M	science	49	86
103	F	commerce	67	56
104	M	commerce	87	80
105	F	science	45	67
106	F	science	87	56
107	F	science	87	67
108	F	science	61	84
109	M	science	69	56
110	M	science	53	48
111	F	science	54	78
112	F	commerce	80	67
113	M	commerce	78	72
114	M	science	65	84
115	M	science	61	76
116	F	science	87	81
117	F	science	80	78
118	M	science	82	76
119	F	science	78	67
120	M	commerce	58	89
121	F	commerce	85	79
122	M	commerce	49	69
123	M	commerce	78	65
124	M	commerce	89	76
125	F	science	56	76
126	F	science	65	82
127	M	science	87	65
128	M	commerce	56	60
129	F	science	68	54
130	M	commerce	91	85

131	M	commerce	78	45
132	M	science	90	78
133	F	science	87	67
134	F	science	91	63
135	F	science	78	98
136	F	science	69	82
137	M	commerce	56	71
138	M	commerce	67	54
139	M	commerce	78	54
140	F	commerce	93	76
141	F	commerce	100	94
142	F	commerce	87	103
143	F	commerce	109	87
144	M	science	65	98
145	M	commerce	81	69
146	M	commerce	59	98
147	M	science	82	67
148	F	science	68	72
149	F	commerce	102	88
150	F	science	74	100

INSTRUCTION

The booklet contains some practical situations that you may come across in your daily life, and particularly at the situations when you are put to test. Some possible reaction to each reaction to each of these situations have also been given below it. You are directed to select any one of the five alternatives reactions which you believe would be frequently operative in your case. You have to put tick mark (✓) against each of such reactions of your choice for every item in the appropriate box. Please mark only one reaction out of five and don't omit any item.

You are required to give free and frank answer to every situation. These answer would be kept secret. Please feel free. It does not test you academic proficiency and therefore, there should not be any fear of any answer being right or wrong. Now, I hope, you have understood the technique of taking this test. Have you anything to ask?

[Please do not write in this Booklet]

Estd. 1971   ☏ (0562) 364296

1. **How do you feel when teacher asks you to prepare for the examination after the date of the examination is announced?**
   (a) There would not be any reaction of his advice.
   (b) I would be irritated with his advice
   (c) I would be extremely glad with his advice.
   (d) I would develop a little anxiety by his advice.
   (e) Thing about my preparation for the examination I would be extremely afraid of it.

2. **How do you feel on the day of your examination begins?**
   (a) I feel extremely glad
   (b) I develop dilemmatic fear about the result of the examination, whether I would pass or fail.
   (c) I feel angry with the person who would talk on this matter.
   (d) I continue reading till the last moment I entered the examination hall.
   (e) I feel extremely confused as if I have forgotten everything that I have learnt.

3. **What ideas would divert your process of writing the answers of questions in the examination hall?**
   (a) I am fully engrossed in writing the answer to questions.
   (b) I often feel that I am writing everything correctly.
   (c) I often experience anxiety on the point whether the examiner might get annoyed with my answer.
   (d) My heart starts beating fast thinking that I might fail.
   (e) I fail to write anything because of excessive fear and anxiety.

4. **How do you feel at the occasion when somebody interfered you at the time you are preparing for your examination?**
   (a) I leave my study with pleasure and get engaged immediately in the work assigned.
   (b) I cannot do any other work but study for examination.
   (c) I feel annoyed if I am interfered by a way of assigning different task.
   (d) My heart starts beating excessively because of interference in my study.
   (e) With the fear that I would not be able to prepare well my study for examination I develop anxiety accompanied with excessive heart beating.

5. **How do you feel if you are being helped by someone at the time when you are writing the answer in the examination hall?**
    (a) I am extremely pleased
    (b) I feel ashamed of his foolishness.
    (c) I do not care to look at him.
    (d) I am extremely angry with him.
    (e) I start forgetting whatever I remember because of anxiety, confusion and conflict.

6. **How do you feel at the moment you are asked by the invigilator in the examination hall to show your registration slip showing your Roll Number which you have forgotten to bring and without which you are not entitled to appear?**
    (a) Without any hesitation, I will tell that I have forgotten.
    (b) I will not be confused at all.
    (c) I will be little restless.
    (d) I will experience excessive heart beating because of the fear of being turned out of the examination hall.
    (e) I will start weeping out of fear and anxiety, confusion and conflicts.

7. **You thoroughly prepared the ten probable questions as predicted by somebody with the impression that in the next day examination only those question would occur. At the examination hall, the next day, when the question paper for distributed, you were surprised to see that none of the questions that you had learn thoroughly earlier have occurred there. How will you feel at the moment?**
    (a) Without being disturbed, I will try to answer other questions.
    (b) I will be extremely angry with the paper setter.
    (c) I will be extremely disappointed.
    (d) I will develop anxiety and feeling of fear to failure in the examination.
    (e) I will start weeping out of fear and anxiety, confusion and conflicts, disappointment and disturbance.

8. **What would you do if you would not prepare to your satisfaction for the commencing examination because of some reason or other?**
    (a) I will try to appear in the examination knowingly that I am not pass.
    (b) I will appear in the examination without any anxiety.
    (c) I will think all the while of not appearing at the examination.
    (d) I will try to avoid appearing at the examination having developed anxiety accompanied with the feeling of fear of failure in the examination.
    (e) I will not appear at the examination with the excessive feeling of conflict and anxiety that might fail in the examination.

9. **How will you feel if the invigilator makes a joke with you when you are busy in writing the answers in the examination hall?**
   (a) I will participate in the joke and laugh with him.
   (b) Without caring for the joke, I will be busy in writing the answers.
   (c) I will be angry with the invigilator at his untimed joke.
   (d) My heart would start beating fast because of the distraction of my attention and fear of failure.
   (e) I will forget the answer of the questions because of excessive anger and anxiety interfering the writing process.

10. **How do you feel if a large number of guest come to your home during the days you are preparing for your final examinations?**
    (a) I would be glad to receive my guest.
    (b) I would relax myself from the monotonous task of study and enjoy talking with them.
    (c) I would be angry with them for the untimed arrival as guest.
    (d) I would be extremely upset with the anxiety of appearing at the succeeding examination.
    (e) I feel forgetting everything whatever I learnt because of excessive anxiety and feeling of fear of failure.

11. **How will you feel if you are caught by the invigilator using some unfair means during the examination?**
    (a) There won't be any effect of this upon me considering it to be a routine matter.
    (b) I will leave the examination hall without any consequences.
    (c) I will apologize about my misdeed.
    (d) I would develop a feeling of anxiety whether I would be failed in the examination.
    (e) I would develop the feeling of guilt accompanied with anxiety as to how I could show my face to other.

12. **How will you feel at the occasion when the principal of your school or college inspects your class during the period your class teacher is teaching you?**
    (a) There won't be any effect of this upon me considering it to be a routine matter.
    (b) I will gaze the teacher and listen carefully to the content being taught as soon as I see the principal.
    (c) I would be careful and cautious in my behaviour and try to present myself as an ideal student.
    (d) I will feel disturbed and depressed.
    (e) I will start trembling with fear as soon as the principal enters my class thinking that, I may not be able to answer his question if he asks.

13. **How do you react to the situation in which your fountain pen fails to write during the examination hours?**
    (a) Without being disturbed I will borrow pen from another student and continue writing.
    (b) I will try to continue with the same pen.
    (c) I would be a little disturbed so long as I managed to get another one.
    (d) I would feel extremely restless during the examination period visualizing my shortcomings in writing the answers to my entire satisfaction because of this mis-happening.
    (e) I will start weeping, and out of excessive fear of failure, I will leave the examination hall.

14. **How will you feel at the moment when your result in which you have failed is declared?**
    (a) I would not be sad at all.
    (b) I would be disappointed for a moment.
    (c) I would be angry with the examiner.
    (d) I would experience excessive anxiety.
    (e) I would not be able to get out of my house because of excessive anxiety depression and shame.

15. **How would you react if the supplementary answer book on your demand is supplied to you in a delayed way?**
    (a) I would look to and fro meanwhile.
    (b) I would wait patiently for the supply of supplementary answer book.
    (c) I would stand up and insist upon supplying me supplementary answer book quickly.
    (d) I would resent upon their delayed manner of supplying supplementary answer book.
    (e) I would develop excessive anxiety accompanied with anger thinking that I might forget whatever I remover if the supplementary answer book is supplied delayed.

16. **What will you do if during the examination time you fall ill?**
    (a) I would be relieved from the burden of studying for the examination.
    (b) I will think that I would get another chance to prepare better for the next examination.
    (c) I will feel guilty of being fallen ill during the examination days.
    (d) I would develop anxiety of being back by one year of my class fellows.
    (e) I will try my best to appear in the examination even under my condition of sickness.

17. How do you feel when you observe other students going through their notes and books very attentively and consciously even at the time when the first bell goes, and they are expected to be inside the examination hall?
(a) I will feel like teasing them.
(b) I feel pity over the anxiety for the examination of such students.
(c) Without paying any attention to them, I entered the examination hall and take my seat.
(d) I try to ask them what important things they are studying, after all at this time.
(e) I feel forgetting everything out of fear and anxiety whatever I have learnt when I see them learning so attentively.

18. How do you feel when you know that you have passed the examination in which you had appeared?
(a) I will feel extremely delighted.
(b) This will not affect me much.
(c) I feel that I have not scored the marks in proportion to my study.
(d) I would think that if my teacher would have taken more care and taught us better, then I could have scored better marks.
(e) I would be upset very much with the feeling that I have not scored higher marks than most of my classmates leading to fear of lagging behind in competition.

19. How will you feel at the time when you see an examinee sitting by your side is developing his answers by using unfair means during the examination hour?
(a) I feel of getting the cheating material for myself.
(b) I would ignore his way of writing the answer, and attend to my own work.
(c) I would be ashamed of the cheating behaviour of that student.
(d) My heart would start beating faster out of fear of being checked by the invigilator.
(e) I will report the invigilator about the unfair means being used by that candidate out of fear so that I may not be suspected in case he is caught.

20. How will you feel if you come to know that examination result is going to be announced the next day?
(a) I will be extremely glad.
(b) I will not give any heed to his news.
(c) My heart will start beating faster.
(d) I will thing only of the examination result.
(e) I will be very much confused to do any work out of fear and anxiety of the examination result.

21. How would you feel if the invigilator deliberately delay in distributing the Question paper even after the bell indicating the start of examination, has gone?
(a) I will spend time in talking with my friend sitting by my side.
(b) I will curiously wait and watch for the question paper.
(c) I will request him with due sincerity to distribute the question paper without any lapse of time.
(d) I will feel extremely annoyed with the invigilator for his delay attitude.
(e) I will be extremely perplexed and disappointed out of fear of losing marks in case all the questions are not adequately solved.

22. How do you feel if you commit certain fault?
(a) I laugh heartily at my fault.
(b) I do not feel disturbed by such fault.
(c) I will feel guilty of my fault and make every attempt so that it may not reoccur.
(d) I develop anxiety having the feeling that other people may laugh at my fault.
(e) I feel extremely guilty with a feeling of repentance whenever I think of the fault.

23. How do you react to your feeling of your being inferior in progress to other pupils of your class?
(a) I will not pay any attention to my progress.
(b) I would be satisfied with my progress.
(c) I will try to deviate my attention from the matter on progress in any studies.
(d) I will develop anxiety thinking the opinions of my elder about me.
(e) I will be extremely restless due to anxiety and shame.

24. How will you feel if the invigilator gives you the question paper of different subject by mistake in the examination hall?
(a) I will laugh at the invigilator.
(b) I will be angry at the invigilator.
(c) I will feel pity at the intelligence of the invigilator.
(d) I will be perplexed on the very side of the question paper.
(e) I will feel forgetting my subject because of excessive anxiety and confusion.

25. How will you feel if you come to know the date on which annual examination is going to start?
(a) My specific feeling would be generated in me on hearing this fact.
(b) I will feel relaxed on hearing the date on which annual examination is to be started.
(c) On hearing the information about the starting date of the annual examination, fear will be generated in me.
(d) I will be filled in with the feeling of doubts and uncertainty accompanied with fear of failure as I hear the information regarding the date of the annual examination.
(e) I will start trembling on hearing the date on which annual examination is to be started.

LEVENSONS LOCUS OF CONTROL

Name: ——————————————————— Age:———————————————————

Occupation: ——————————————————Sex:———————————————————

INSTRUCTIONS

Below are some statements that pertain to general life outcomes. Please indicate how much you agree or disagree on each statement with a five point scale. The five points are: Strongly Agree (SA), Agree (a), Undecided (U), Disagree (D), and Strongly Disagree (SD). You have to put a (x) marks on point which best indicate how closely you agree or disagree with the feelings expressed in each statement AS IT CONCERNS YOU.

Example:

1. Becoming successful is a matter of hard work, luck was not to do with it.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

There are no "right" or "wrong" answer as everyone has right to his or her own views. To be able to get best advice from your results, please answer them exactly and truly. When you answer, keep following four points in mind:

1. Give the first, natural answers as it comes to you. Do not spend too much time thinking about your answers.
2. Try not to fall back on the middle, "undecided" answers except when the answer at either ends are really impossible for you.
3. Be sure not to skip anything and answer every statement somehow.
4. Answer as honestly as possible what is true for you. Do not merely mark what seems "the right thing to say" just to impress the examiner.

If you have understood the instructions clearly, please turn the page and start, if not feel free to ask for any clarifications.

1. Whether or not I get to be a leader depends on my ability.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

2. My life is controlled by accidental happenings

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

3. I feel like what happens in my life is determined by powerful people.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

4. Whether or not I get into an accident depends on how good driver I am.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

5. When I make plans, I am certain to make them work.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

6. There is no chance of protecting my personal interest from bad luck happenings.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

7. When I get what I want, it's because I am lucky.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

8. Although I might have good ability, I will not be given leadership responsibility appealing to those in position of power.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

9. How many friends I have depends on how nice person I am.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

10. I have found that what is going to happen will happen.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

11. My life is controlled by powerful others.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

12. Whether or not I get into a car accident is a matter of luck.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

13. People like myself have no chance of protecting our personal interests when they conflict with those of strong pressure group.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

14. It is not wise for me to plan too far ahead, because many things turn out to be a matter of bad fortune.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

15. Getting what I want requires pleasing people above me.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

16. Whether or not I get to be a leader depends on whether I am lucky enough to be in a right place at the right time.

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

17. If important people were to decide they didn't like me, I probably wouldn't make many friends.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

18. I can pretty much determine what will happen in my life.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

19. I am usually able to protect my personal interest.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

20. Whether or not I get into a car accident depends mostly on the other driver.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

21. When I get what I want, it's usually because I worked hard for it.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

22. In order to have my plans work, I make sure that they fit in with the desire of people who have power over me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

23. My life is determined by my own actions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

24. It's a matter of fate whether or not I have a few friends or many.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐