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Research Paper

Test Anxiety and Academic Task Commitment among Young Adults

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ABSTRACT

The aim of this study was to find out the relationship between Academic Task Commitment and Test Anxiety among Young Adults. Employing a sample of 302 out of which 148 samples (74 females and 74 males) young adults aged 18-25 in India where selected based on the lie score. The measures of assessment used was Instrument of Test Anxiety and Academic Task Commitment tool. The result was analyzed using Spearman correlation and Mann Whitney U test. Findings of the study showed that, there is a significant relationship between Test Anxiety and Academic Task commitment among young adults. Results of Mann Whitney U test showed that there is no significant difference in Test Anxiety and Academic Task Commitment between males and females. It was also found that there is no significant difference in Test Anxiety and Academic Task Commitment among graduate and post graduate students.

Keywords: *Test Anxiety, Academic Task Commitment, Gender.*

Test anxiety (TA) is the relatively stable tendency to generate a disproportionate emotional response in academic assessment situations, due to concern about poor performance and possible negative consequences. Test anxiety is an overwhelming feeling which can appear in situations like exams, viva etc. These symptoms may include dizziness, nausea, insomnia, uncertainty, agitation and sweating (Baumrind, 1967). Wine presented an intentional model of test anxiety. According to this model, individuals with test anxiety mostly focus on activities which are irrelevant to given assignments. Mostly their mental obsessions go along with nervousness and they suffer from physical depression and self-criticism. Inference model of test anxiety states that recalling of previous information is disturbed by test anxiety and ultimately individual performance suffers. According to Meichenbaum, the two models of test anxiety, deficit and dual deficit models, relate performance on test with shortfall of attention and irregular pattern of behaviours. To be successful in tests, it takes more than traditional cognitive intelligence.

One of the important dimensions of learners who hold promise in education task commitment is task commitment for academic activities is Academic task commitments. In

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the context of attempting to define academic task commitment, Kiran & Murthy, (2016) have defined it as the ability comprising, Endurance, Strong Ego Fascination & Perseverance, Self Confidence, Interest & Enthusiasm, Self Determination, Hard work and Dedicated Practice.

METHODOLOGY

Statement of the problem:

To study test anxiety and academic task commitment among young adults.

Objectives

The aim of the research is to study test anxiety and academic task commitment among young adults.

- To find the relationship between test anxiety and academic task commitment.
- To find the significant difference in Test anxiety based on gender.
- To find the significant difference in Academic task commitment based on gender.
- To find significant difference in Test anxiety based on educational status.
- To find significant difference in Academic Task Commitment based on educational status.

Hypotheses

H01. There is no significant relation between test anxiety and academic task commitment among young adults.
H02.There is no significant difference in Test anxiety among males and females.
H03.There is no significant difference in Academic task commitment among males and females.
H04. There is no significant difference in Test anxiety among Graduate and Post graduate students.
H05. There is no significant difference in Academic Task Commitment among Graduate and Post graduate students.

Sample

In this study the sample was chosen from a population of Young Adults. Purposive sampling technique was used. In the research purposive sampling technique was used due to lack of time, economical constrains. The study consists of 302 young adults. Questionnaire was circulated through Google forms.

Instruments:

- **Socio-demographic data sheet:** This tool is developed by the researcher to elicit the demographic information of the subjects employed in the study, which included age, gender and so on.
- **Instrument of Test Anxiety:** To assess test Anxiety "Instrument of Test Anxiety" by Daniel Asamoah and Sauri Songnalle, Department of Education and Psychology University was used.The instrument contains 30 items which sought to measure the level of test anxiety of the students. In crafting the items, we were guided by the tool used by Wren and Benson (2004) who measured the test anxiety in children: scale development and internal construct validation. The items were measured on a 4 four-point Likert scale ranging from 1 = almost never, 2 = some of the time, 3 = most of the time and 4 = almost always. It must be noted that the scores range from 30 to 120. In the quest of ensuring content related validity, the domains the instrument

captured were clearly defined in accordance with the behavioral objectives and items were sampled carefully to form a representative sample of the domain. In this regard, enough items were carefully crafted which made room for editing and reviewing which ensured content related validity. On the whole, in ensuring content, criterion and construct related evidences of validity, the assessors made sure to minimize to the barest minimum all the factors affecting validity. Factors in the instrument itself such as unclear directions, writing the items in complex language which is not at the level of the students, ambiguity of items, inadequate time limits, difficulty of test items, poor construction of items, improper arrangement of items and factors relating to administration of the instrument such as emotional disturbances, over anxiety, scoring factors like favoring some students, nature of the group like age, gender, ability level and educational background were all checked and dealt with accordingly. According to Casbarro (2005), an individual's test anxiety can be high, normal or low. It has been noted that the scores of the instrument ranges from 30 to 120 with a lower score indicating a low-test anxiety whereas a higher score shows high test anxiety. Specifically, an individual who obtains a score between 30 to 59 inclusive records a low-test anxiety, from 60 to 89 indicates a normal test anxiety while a score from 90 to 120 shows a high-test anxiety. Preferably, low test anxiety is recommended.

- **Academic Task Commitment Tool :**Academic Task Commitment tool was developed by G Venkatesha Murthy and Kiran N C with 102 items, out of which 10 items were considered to be lie items; the items are numbered as item no. 10, 20,30,40,50,60,70,80. The participants indicate their level of agreement with the statements using Likert scale of 1-5-point rating as 'Fully Agree, Agree, Just Ok, Disagree, Fully Disagree and also asked to find that any items is either 'Just ok' or Disagree' or 'Fully Disagree'. Reliability score (cron bach alpha) is 0.87 and the test re-tests reliability value is 0.96.

Procedure of the study

In this pandemic situation as it was not safe to visit young adults who participated in the research, the researcher used google forms to collect the data from 302 young adults from different parts of Kerala and Karnataka, out of which 148 samples was selected based on the lie score. Before administrating the questionnaire, consent of the participant was taken and with their willingness study was conducted. They were assured of confidentiality. They were asked to answer all the questions. The instructions were given at the beginning of the google form before starting the questionnaire. Once the data were collected, the response were successfully saved which was later used for scoring.

Ethical Consideration

The consent was taken from each student.

- Participants had voluntarily participated in the study.
- Participants were given full freedom to quit at any point of the study if they felt uncomfortable.
- Adequate level of confidentiality of the data collected was assured to the participant.

Statistical techniques

The data collected was entered into the excel sheet. For further analysis of result the data was categorized and then the application Statistical package for the Social Science (SPSS) was used. The data entered in the excel sheet was analyzed in the SPSS table. The normality

was checked. In the present study descriptive, and inferential statistics were employed for data analysis.

- **Descriptive statistics** included- *Frequency, percent, mean and standard deviation*
- **Inferential statistics**: As data was not normally distributed non-parametric tests were used. Spearman correlation and Mann-Whitney U test were the test used in this research.

RESULTS

The collected data was coded and analysed using SPSS

Table 1: Socio-demographic details of the participants

		N	Percentage
Age Range (18-25)			
Gender	Male	74	50%
	Female	74	50%
Educational status	Graduates	70	47.3%
	Post graduates	78	52.7%

The table 1 shows the socio-demographic details of the participants. A total sample of 148 young adults (N=148) aged between 18 to 25 were collected for study in which 50% was males and 50% was females. Under category of educational status, 47.2% was graduate students and 52.7% was post graduate student.

Table 2 Descriptive statistics

N=148	Mean	Std. Deviation
Test Anxiety	65. 02	12.601
Academic Task Commitment	52.92	11.232

Table 2 shows the difference of Test anxiety and Academic task commitment in young adults in the age category of 18-25 years. The total sample of the study is 148 young adults. In Test Anxiety, the mean value is 65.02 and standard deviation as 12.601 which shows moderate level of Test anxiety. In the Academic Task Commitment, the mean value is 52.92 and standard deviation is 11.232 which shows below average level of Academic Task Commitment.

Table 3 Correlation between Test Anxiety and Academic Task Commitment among young adults

N=148	Academic Task Commitment	Sig.(Two tailed)
Test Anxiety	-0.382^{**}	0.0001

Note: **P<0.01

Table 3 shows the correlation scores of Test Anxiety and Academic Task Commitment among Young adults. The table shows a correlation, r =-0.382** for Test Anxiety Academic Task Commitment. The p value is 0.001 (p<0.01). The r value is -0.382 which states that there is a negative correlation which means that when Test Anxiety increases Academic Task Commitment decreases and when Test anxiety decreases Academic Task Commitment increases in young adults. Hence, the null hypothesis, there is no significant relationship between test anxiety and academic task commitment was rejected which indicates that there is a significant relation between Test Anxiety and Academic Task Commitment.

Table 4 Mann Whitney U Test between males and females for Test Anxiety among young adults

	N	Mean	Mann Whitney U	Sig (2 tailed)
Test Anxiety				
Males	74	66.05	10303.000	.235
Females	74	61.41		

*Note: *p >0.05, U= Mann Whitney U*

Table 4 shows that Test anxiety has scored 10303.000 for Mann Whitney U test, and p values as 0.235 which is greater than 0.05 and hence there is no significant difference in Test anxiety among males and females. Thus, null hypothesis, there is no significant difference in test anxiety among males and females is accepted. The mean of test anxiety among males and females was found to be 66.05 and 61.41 respectively. There was a total of 148 sample of young adults. While considering the mean value it is evident that the mean of males is higher than that of females. So, we can interpret as males tend to have higher test anxiety than females.

Table 5 Mann Whitney U Test for Academic Task Commitment among males and females among young adults

	N	Mean	Mann Whitney U	Sig (2 tailed)
Academic Task Commitment				
Males	74	53.68	11279.000	.845
Females	74	51.31		

*Note: *p >0.05, U= Mann Whitney U*

Table 5 shows that Academic Task Commitment has scored 11279.000 for Mann Whitney U test, and p values as 0.974 which is greater than 0.05 and hence there is no significant difference in Academic Task Commitment between males and females. Thus, null hypothesis, there is no significant difference in academic task commitment among young adults is accepted. The mean of academic task commitment among males and females was found to be 53.6892 and 51.3108 respectively. There was a total of 148 sample of young adults. Here even though we accept the null hypotheses, while considering the mean value it is evident that the mean ranks of males is higher than that of females. So, we can interpret as males tend to have higher academic task commitment than females.

Table 6 Mann Whitney U Test among Graduate and Post graduate students for Test anxiety

	N	Mean	Mann Whitney U	Sig (2 tailed)
Test anxiety				
Graduate students	70	65.51	10813.000	.734
Post graduate students	78	62.13		

*Note: *p >0.05, U= Mann Whitney U*

Table 6 shows that Test anxiety has scored 10813.000 for Mann Whitney U test, and p value as 0.734 which is greater than 0.05 and hence there is no significant difference in Test anxiety between Graduate and Post Graduate Students. The mean of test anxiety among graduate and post graduate students was found to be 65.51 and 62.13 respectively. There was a total of 148 sample of young adults. While considering the mean value it is evident

that the mean of graduate students is higher than that of post graduate students. So, we can interpret as graduate students tend to have higher test anxiety than post graduate students.

Table 7 Mann Whitney U Test among Graduate and Post graduate students for Academic Task Commitment

	N	Mean	Mann Whitney U	Sig (2 tailed)
Academic Task Commitment				
Graduate students	70	50.700	10718.000	.832
Post graduate students	78	54.11		

*Note: *p >0.05, U= Mann Whitney U*

Table 7 shows that Academic Task Commitment has scored 107168.000 for Mann Whitney U test, and p values as 0.832 which is greater than 0.05 and hence there is no significant difference in Academic Task Commitment between Graduate and Post graduate students. The mean of academic task commitment among graduate and post graduate students was found to be 50.7000 and 54.1154 respectively. There was a total of 148 sample of young adults. Here even though we accept the null hypotheses, while considering the mean value it is evident that the mean of post graduate students is higher than that of graduate students. So, we can interpret as post graduate students tend to have higher academic task commitment than graduate students.

SUMMARY

The aim of the research is to study Academic Task Commitment and Test Anxiety among Young Adults. The research question was, Is there any significant relation between academic task commitment and test anxiety among young adults? The study measures academic task commitment and test anxiety among young adults. A total 302 samples were collected 152 females and 150 males from different districts of Kerala and Karnataka. Out of which was filtered based on the lie score and a total of 148 was finalized. The hypotheses were H01 – There is no significant relationship between academic task commitment and test anxiety among young adults.H02 – There is no significant difference in academic task commitment among males and females and H03 – There is no significant difference in test anxiety among males and females. The consent from each participant was taken. The data collected was scored according to manual and was analyzed using Statistical Package for the Social Science (SPSS). Firstly, the normality was checked and identified the data was not normal and used the non-parametric test i.e. spearman correlation and Mann Whitney U test.

CONCLUSION

Since the major purpose of this study was to examine relationship between academic task commitment and test anxiety how one's commitment towards various academic task affects their test anxiety. Depending on the findings of the study, the following concluding notes were made:

- There was significant relationship between academic task commitment and test anxiety.
- There is no significant difference in test anxiety among males and females. The mean value shows that males tend to have higher test anxiety than females.
- There is no significant difference in academic task commitment among males and females. The mean value shows that males tend to have higher academic task commitment than females.

- There is no significant difference in test anxiety among graduate and post graduate students. The mean shows graduate students tend to have higher test anxiety than post graduate students.
- There is no significant difference in academic task commitment among graduate and post graduate students. The mean value shows that post graduate students tend to have higher academic task commitment than graduate students.

Implications of the Study

From the present study we can find out that there is a relationship between of academic task commitment and test anxiety among gender. In males both the test anxiety and academic task commitment show a higher of mean. Test Anxiety is found more in graduate students and for academic task commitment a higher mean is found in post graduate students. So it is clear that if academic task commitment is increased test anxiety can be reduced. In future more kind of learning practices can be introduced so that the test anxiety can be decreased and academic task commitment can be increased and it helps to decrease physiological, psychological, emotional and social problems. If people are involved in various activities, they can reduce test anxiety. Test anxiety can lead to severe health problems.

Limitations of the study

- As the sample was taken from a particular state, Kerala and Karnataka it cannot be generalized to the whole population.
- Participants had to fill the questionnaire online. This also could have affected the concentration of the participants resulting in inaccurate responses.
- The sample chosen was very small and there can be occurrence of sample fluctuations.

Suggestions for future studies

- In future this study can be implemented in a large population.
- Also, we can conduct a pre-test and post-test to students after giving some training program to young adults for decrease their test anxiety and to increase academic task commitment.
- Extending the study to young adults of various states of country can be done in future studies

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Conflict of Interest
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