

**ANXIETY EFFECT ON
STUDENTS' TEST PERFORMANCE**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted By

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Sukuna Multiple Campus

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Ramesh Nepal has prepared this thesis entitled "**Anxiety Effect on Students' Test Performance**" under my guidance and Supervision.

I recommend the thesis for acceptance.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original. No part of it was earlier submitted for the candidature of research to any university.

Ramesh Nepal

Date:- 2015 - 02 - 3

DEDICATION

Dedicated
to my mother, teachers
and deceased father for their tireless effort
to make me what I am today.

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ABSTRACT

The thesis entitled '**Anxiety Effect on Students' Test Performance**' is an attempt to find out the effect and its physical consequences of test anxiety on students' performance in terms of gender and level of education, to find out the factors which cause anxiety in the test performance, to find out the relationship between the frequency of the test and the level of anxiety and to suggest some pedagogical implications related to the topic. For this purpose, the researcher selected the students of grade XI and XII from Sukuna Multiple Campus, Indrapur, Bhagawati Higher Secondary School, Belbari and Sajeelal Higher Secondary School, Indrapur of Dulari cluster. From these schools, 60 students (20 from each) were selected and two sets of questionnaires were distributed them. From the data were collected and analyzed using simple statistical tools like percentage and mean. The following findings were drawn from the analysis. The researcher found that the male students found more anxious than the female students in totality. In the analysis of level wise data males were found more anxious than the females in grade XI and in grade XII male students were found more anxious than the female students. Different physical consequences were found in the survey like heart beating, sweating, trembling, upset stomach, forgetting, illness, headache, fever etc. It was also found that these consequences hampered in test performance on the students.

The study has four chapters. The first chapter deals with general background, review of related literature, objectives of the study and significance of the study. The second chapter consists of methodology adopted for the study. It encompasses the sources of data, population of the study, sampling procedure, tools for data collection and limitations of the study. Chapter three encompasses analysis and interpretation of the collected data both descriptively and statistically. Chapter four comprises the major findings and recommendations made after the analysis and interpretation of the data for the purpose of the study.

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CHAPTER - ONE

INTRODUCTION

1.1 General Background

The term 'test' simply refers to the activity of examining somebody's knowledge or ability. It is an important and powerful tool for decision making in our competitive society at all stages of education. It is a term to refer to any means of evaluating what students can do and cannot do with the language taught. It has been started simultaneously with the teaching. It is pervasive in the sense that it helps the language teacher to find out the effectiveness of teaching, to find the causes of failure and to adopt some remedial measures to the students. "The test is related to the memory of the students which is the process by which information is retained for later use" (Kassin, 2004 as cited in Yousefi, 2010, p. 37). So, memory is seen vital regarding the test. The Zollar and Ben-Chain (1990, p. 43) have the opinion that "the era in which we live is a test-conscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance." Because of this a language teacher should be aware in the test on the performance of students.

1.1.1 What is Language?

As language is a powerful means of expressing ideas, thoughts and feelings, it is relevant to present some linguists and their useful quotations regarding language.

Sapir (1921, p.18) defines, "Language as a purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produce symbols." Similarly, Block and Tragger (1942, p.5) define, "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Both definitions make clear that language is a valuable human asset which serves as a powerful weapon to express ideas, feelings and emotions in a society and clearly identifies human beings from animals. Hall(1968, p.158) defines language as "The institution where by humans communicate and interact with each other by means of

habitually used oral-auditory arbitrary symbols." Likewise Traugott and Pratt (1980, p.1) state, "Language is a capacity that distinguishes human beings from other animals." Richards et al (1999, p.196) define language as "the system of human communication which consists of the structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, sentences, etc." Crystal (2002, p.225) defines language as "an abstract system of underlying the collective totality of the speech/ writing behaviour of a community or knowledge of this system by an individual."

From the above definition, it is clear that language is a powerful means with which we communicate our complex thoughts, hopes, aspirations and emotions. It does have a power of creativity.

1.1.2 Language Teaching and Learning

Teaching cannot be defined apart from learning. According to Brown (1927, p.7), "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." "Learning is a relatively permanent change in behavioural tendency and is the result of reinforced practice." This definition clarifies that learning is the change in behaviour pattern while teaching is to facilitate in the permanent change of behaviour.

Regarding language teaching, a language means helping learners in learning the language and the objectives of teaching a language is to facilitate and encourage the learners in learning it. According to Brown (1924, p.2), "The task of language teaching begins with the questions: 'Who are the learners?' 'What is that the learner must learn and the teacher teach?' 'How does learning take place?' 'When does second language learning take place?' 'Where?' i.e; cultural and linguistic milieu of the second language. 'Why are learners attempting to acquire the second language?'"

Thus, language teaching has five fundamental aspects to consider and they are:

) Who to teach? i.e. identifies the learners and characterize their nature.

-) Why to teach? i.e. identifies the purpose the language is being learned for.
-) What to teach? i.e. the contents of language teaching.
-) When to teach what?, i.e. the systematic order to teach the things to be taught.
-) Who to teach?, i.e. the appropriate methodology to teach the things to be taught.

The aim of language teaching is to develop the communicative abilities of the learners. Communicative ability refers to the appropriate use of language in the existing situation properly. Communicative ability is concerned with the use of grammatically correct sentences in the appropriate situation. So, the teacher of language should teach the language functions in appropriate situations providing enough opportunities to the students to communicate freely and to develop their communicative competence. But, the students' achievement in language cannot be said in the speculation. So, they are needed to evaluate time and again for their better performance. Test is a powerful means of evaluating somebody's performance.

1.1.3 What is test?

As test is a powerful means of evaluating somebody's performance. It is a form of assessment which is the basis of feedback to the students. The test is the tool of an examination which encourages the students to evaluate their progress themselves and can modify their own learning objectives. A test is taken for different purposes, i.e. to select students for admission to universities, to place students into language programmes, to screen potential immigrants and to select employees.

Different linguists have tried to define test in different ways. Some of the definitions of test are given below:

Following Bachman (2010, p.9), "A test is a particular type of measurement that focuses on eliciting a specific sample of performance." From his definition, we can say that a test measures and provides information focusing on learner's specific performance. Similarly, Carroll (1980, p. 46) defines test as "a procedure designed to

elicit certain behaviour from which one can make inferences about certain characteristics of an individual." He means that the test predicates the certain behaviour of an individual, which is systematic and prepared to elicit certain behaviour.

Agreeing with Bachman and Carroll, Buck (2010, p. 196) views, "Tests are power things, especially when the stakes are high, and they not only have considerable impact on lives of test-takers, but they also have broad so social and educational impact." He has not limited the test within the narrow boundary but has expressed it emphasizing on social and educational impact.

The test is the extension of the classroom work. It provides information to the teachers and the students which is the basis for improvement. This is conceptualized by Harrison (1983, p. 1) and says, "A test is seen as a natural extension of classroom work providing teacher and student with useful information that can serve each as a basis for improvement." The term is found on dictionary too. OALD, (7th Edition P. 1585) defines test as "an examination of somebody's knowledge or ability consisting of questions for them to answer or activities for them to perform." Similarly, Lado (1961, p. 20) says, "..... what the student has to learn constitutes the corpus of what we have to test."

Thus, in brief a test is any measurement that yields quantitative data and measure the individual's ability on the performance of something. It concerns with the achievement on something based on theory as well as practice.

1.1.4 Types of Test

Sometimes, tests can be divided according to the types of information they provide. These types play significant role in achieving the goals relating it with the purpose of necessary field. Different scholars have different views on test type. According to Hughes (2010, p. 11-16), the following types are made.

1.1.4.1 Proficiency Tests

Proficiency refers to ability of the learner in language. It is not based on content or objectives of language courses. It is having sufficient command of the language for a particular purpose. It is forward-looking test. The main purpose of proficiency test is to investigate on it or not a candidate has adequate proficiency in the language in question in order to cope with the expected course or job. The tests like TOEFL, IELTS, entrance exams for college or universities, etc are the example of it.

1.1.4.2 Achievement Tests:

Another name of achievement test is attainment test. It tests what the learner has achieved from particular course or text. It is directly related to language courses. Simply speaking, these tests are designed to measure students' achievement in relation to the contents and objectives of the course. Generally it is taken at the end of a session. SLC examinations, HSEB examinations, etc are the examples of it.

1.1.4.3 Diagnostic Tests

Diagnostic tests are the tests used to identify learners' strengths and weaknesses. It intends to ascertain what learning still needs to take place. It is also called the non-achievement test. The main purpose of this kind of test is always remedial. Diagnostic test is good for instruction and self-instruction. It provides both qualitative and quantitative information about the problem for the students.

1.1.4.4 Placement Test

Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage of the teaching programme most appropriate to their abilities. It is administered to the different classes and level of the students' to their proficiency level. It is constructed for particular situation.

1.1.5 Language Teaching and Testing

Teaching is a systematic process which is based on different approaches. Its importance in language teaching cannot be mentioned in a few words. The testing and language teaching comes together. Regarding the importance of testing and teaching Heaton (1975, p. 5) says "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with others."

As already mentioned that testing is an essential and integral part of teaching which is focused by (Mc. Graph, 1996, as cited in Yousefi, 2010, p.39), "teaching without testing is like painting in bad light." Test is taken for investigating the progress on the taught subject matter and their academic performance. It finds the weaknesses of the students and suggests the teachers to follow the remedial measures. Similarly, for Khaniya (2005, p.1), "A language test which seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication activities such as test will have a more useful effect on the learning of a particular language than a mechanical test structure."

A good test has different responsible factors. Davies (1968, p. 5) clarifies it saying, "The good tests is an obedient servant since it follows and apes the teaching." It is a partnership of good teaching. According to Coombe (2007, p. 46 as cited in Yousefi, 2010, p.43), "The test depends upon a number of factors must importantly, however, is that the guiding principle of validity, reliability, practicality, washback, authenticity, transparency and security should guide the creation of classroom tests." This definition clearly talks the different determining and responsible factors of test.

From the above definition we can say that language teaching and testing are interrelated and they are known as the two facets of the same coin.

1.1.6 The Need for Tests

Language testing has become an emerging, competent and independent discipline for getting information about people's language ability. It is very difficult to provide the achievement of groups of learners without testing. Tests provide accurate measures of the abilities which have beneficial effect on teaching. Hughes (2010, P. 8) make the following points to make the vivid picture of the need of testing.

-) to measure language proficiency
-) to discover how successful students have been in achieving the objectives of a course of study
-) to diagnose students' strengths and weaknesses.
-) to identify what they know and what they don't know.
-) to assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability.

1.1.7 Learners and Testing

Generally, the learners are to be tested time and again for ensuring teaching program effectively. It is important to provide an opportunity to develop positive attitudes toward assessment and help them to recognize the value of assessment. Testing helps students to develop the habit of observing their own progress. They are needed to test regularly because they have relatively short attention span. It helps them to recall the subject matter and helps them to understand what they read and what they have to do.

1.1.8 Factors Influencing Test in Learning

It is crucial to understand the affecting factors of testing. Bachman (2010, p. 28) asserted that "A wide variety of factors, such as topical knowledge, affect, cognitive style and anxiety may affect language test performance." Teaching profession sometimes can become monotonous due to different influencing factors. Gass and Selinker (2008, p. 400) quotes, "Competitiveness as well as shock in new, perhaps uncontrollable situation can make the language learning situation problematic and stressful."

It is almost impossible to account for all of these. So, the main concern here is anxiety which is related to the test. For this various internal as well as external factors are suggested by different researches for minimizing test-anxiety, i.e, external factors like environment of exam hall, behaviour of examiners etc and internal factors like organization of questions in a test, sufficient description of the context clarify in instructions for students.

1.1.9 The Anxiety

Anxiety is versatile in the sense that it can be found in each and every aspects of life. It specially falls under the domain of psycholinguistics. It is an emotional reaction to a serious situation. Its wavy effects influences in language teaching. "It is a matter of personality and has a curvilinear effect on performance: low level helps whereas high level hurt." Gass and Selinker (2008, p. 400).

Anxiety is an uncomfortable emotional state in which one perceive danger and feel hesitation. According to (Hilgard and Atkinson, 1971, as cited in Tanveer, 2007, p. 3) "Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object." They focused here the hesitation in acquiring something. When worry and fear interfere with normal functioning, it is an anxiety disorder. Clarifying this sense OALD notes, "the state of feeling nervous or worried that something bad is going to happen; a worry or fear about something."

It is behavioral reaction of people in the name of participating somewhere and get frustrated with high retention. As said by Bosiak (2004, p.3) "Anxiety is associated with feeling of uneasiness, frustration, self-doubt and apprehension." Hence, anxiety is psychological concept realized in behaviour. Bosiak (ibid) further puts that the first time date meeting the in-laws for the first time, holidays with the family, writing this paper and a job interview are just a few of the endless list of situations that can cause anxiety. In the words of Dergisi (2007, p. 146) "Anxiety is described as an

uncomfortable emotional state in which one perceives danger, feels powerless and experiences tension in preparation for an expected danger." So, anxiety exists in every sort of human life.

The fear of failing in something increases the tension to individuals. Bailey's (1983) study suggests that anxiety depends on the situation which the learners find them in. According to (Ganschow 1994, p. 42, as cited in Chang, 2004, p. 3), "There is likely to be a strong negative correlation between FL anxiety and measure of FL proficiency." However, it is suggested by Sharma (2010, p. 185), as "anxiety should not be always understood as a negative factor to influence the rate of learning." So, it is obvious that anxiety is a type of tension but the degree of tension can help people to perform something better. "Anxiety can be defined as an emotion based on appraisal of a threat. " Spielberger (1972, p. 213) But anxiety in learning something is vital which is to be maintained in the proper ratio. It is not simple, isolated condition. It can manifest different forms and cause hundreds of symptoms both on psychological and physical levels anything from choking sensations, to heart palpitations, excessive sweating and trembling, nausea and dizziness, irrational fear, compulsive worrying, having feelings of eminent doom and etc. "Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education." Horwitz (2001, p. 113)

So, it can be said that anxiety generally is a feeling of mingled dread and apprehension about the future without a specific cause for such fear. Test anxious students tend to view general evaluative situations as threatening. They demonstrate anxious behaviors when their intellectual, motivational and/or social capabilities are exceeded by the demands of the testing situation. The above definitions have made clear that the learning and testing process is affected by anxiety.

1.1.10 Types of Anxiety

Some people dislike learning under tension but some people think it as important. The slogan "no pain no gain" must not be left for those who think tension is vital in learning process.

In our context, we realize mainly two types of anxiety in learning. One helps learners to gain something or makes improvement in their learning and another hinders their learning or learners intend to avoid their learning.

According to Bailey (1983, p. 78), there are two types of anxiety from its effect perspective in learning, i.e., debilitating anxiety and facilitative anxiety.

Facilitative anxiety has the positive impact. If a person has the positive impact of anxiety, he/she learns more. But the debilitating anxiety has the negative impact. It hinders learning and causes different abnormal conditions.

Different scholars have put forward the views on the anxiety and its types. Hembree (1988, p. 271)

1.1.10.1 Cognitive Anxiety

Cognitive test anxiety is composed of individuals' cognitive reactions to evaluative situations, or internal dialogue regarding evaluative situations, in the times prior to, during, and after evaluative tasks. "Thoughts commonly entertained by individuals dealing with high levels of cognitive test anxiety center on, comparing self-performance to peers, considering the consequences of failure, low levels of confidence in performance, excessive worry over evaluation, causing sorrow for their parents, feeling unprepared for tests, and loss of self-worth." Hembree (1988, p. 272). The anxiety that is directly related to our thought processes because to become anxious. We first must have a thought about a negative feeling.

1.1.10.2 Situation- Specific Anxiety

The complicated nature of anxiety comes under the situation specific anxiety.

"Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties" MacIntyre & Gardner (1991, p. 113). "It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation." Ellis (1994, p.480) Anxiety experienced by the foreign language learners is this type of anxiety. MacIntyre (1999) Situation specific anxiety is similar to trait anxiety because both refer to the probability of being anxious in a particular situation.

1.1.10.3 State Anxiety

"State anxiety is a transitory emotional state or condition that is characterized by subjective, consciously perceived feelings of tension, apprehension, nervousness, worry and by activation of the autonomic nervous system, which varies in intensity and fluctuates over time depending on the level of perceived threat." Schwarzer et al. (1982); Spielberger (1972). Anxiety presents at any given time. It fluctuates and is continuously changing throughout an experience. "This form of anxiety is low in non-stressful situations or when a circumstance is perceived as not threatening."

Spielberger (1972). "Most people with state anxiety only exhibit it in specific situations." Cizek & Burg, (2006). "State anxiety is the emotive reaction to the present circumstance and is more of a 'moment-to-moment' experience." MacIntyre (1999); Dornyei (2005). "State anxiety refers to how a person experiences anxiety. It is the response to a particular anxiety-provoking stimulus such as an important test" (Spielberger 1983: cited in Horwitz, 2001: 113).

1.1.10.4 Trait Anxiety

It is the matter of personality. "Trait anxiety refers to relatively stable individual differences in anxiety proneness. Those high in trait anxiety see more situations as threatening than those low in trait anxiety and respond to those situations with greater levels of intensity." Schwarzer, et al. (1982); Spielberger (1972). It reflects one's

personality consistencies. It is not indicative of the actual dangers or mental ramifications of any given situation but can be directly related to a person's intensity. "People high in trait anxiety are generally more anxious across varying contexts than those with state anxiety." Cizek & Burg (2006). Those with test anxiety are more likely to be state anxious, although those high in trait anxiety tend to be more prone to test anxiety than those who are low in trait anxiety (ibid, Cizek & Burg). So, the trait anxiety factor is measures individual differences in an unitary and relatively permanent personal characteristics. Ergic tension, ego weakness, guilt proneness, suspeciousness and tendency to embrassment are some of the anxiety come under the trait. It denotes the probability of becoming anxious in a particular circumstance.

1.1.11 What is Test-Anxiety?

Test anxiety is a specific form of anxiety which is defined by Zeinder (1990, p. 111) as "Test anxiety is a multidimensional signs that is described as a group of phenomenological, physiological, and behavioral reactions to appear with possible negative consequences or failure on an exam or similar evaluative situation." It is an anticipated stressor and multidimensional in nature.

Many factors impact on memory and one of them is test- anxiety. Test- anxiety has become even more of an important issue as the amount of testing and its consequences have increased in Nepalese context. "It has negative effect on learning and academic performance. Students who become anxious in testing situation do not achieve well standardized achievement test, leading to poor grades, retention and eventual school dropout." Lowe et al (2007)

Test anxiety is related to test preparation. "When a person faces evaluative achievement demanding situation, test-anxiety can also be seen as an unpleasant state consisting of feelings of tension and apprehension, worrisome thoughts and activation of the autonomic nervous system." Spielberger (1972). Generally students tend to be anxious during the period of test and their intellectual, motivational and social capabilities are exceeded by the fear of testing.

1.1.12 Effect of Test Anxiety

When a person cannot think efficiently the lesson taught and studied, he/she becomes the victim of test anxiety and suffered by mental as well as physical problems. Cizek & Burg (2006); Lowe et al. (2007) say, "Test anxiety, when viewed as a form of state anxiety, is theorized to contain two components: a cognitive component of worry as well as a physical reaction called emotionality, which has recently been named physiological hyper-arousal and linked with stress." When worrying, attention is directed inward to the self instead of to the task at hand, as exemplified by being diverted from performing well on a test due to concerns about the likelihood and consequences of evaluation and failure. "Although test anxious students often spend more time studying for tests than their peers, they lack confidence in their ability level, feel inadequate, and see themselves as more susceptible to failure." Johnson (2007). "Students show worry when they think or verbalize negative or pessimistic expectations and are preoccupied before and/or during a test which leads to poor performance or failure." Cizek & Burg (2006). They add "A student might exhibit this by nervousness, pacing, pencil-tapping, looking at the clock, sweating, fidgeting, crying, fainting, trembling, vomiting, and experiencing blurred vision, etc. " The emotionality/physiological hyper-arousal aspect of test anxiety is physical and leads an individual to experience feelings of tension, apprehension, nervousness and uneasiness, and increased heart rate, sweating, shallow or rapid breathing, an upset stomach, and other symptoms." Cizek & Burg (2006); Lowe et al. (2007); Schwarzer, et al. (1982) Those students whose anxiety level is high cannot obtain high marks in the test that results the failure in almost the times. "Some symptoms that teachers and parents may notice are eating and sleeping disturbances, toileting accidents, crying, illness, acting out, resistance to attending school, withdrawal at school or at home, lowered self-esteem and self-efficacy, pessimistic attitudes regarding school, poor grades, verbal expressions of concern, and a profound fear of failure." Cizek & Burg (2006); Johnson (2007). "Students with test anxiety may also spend longer taking tests, leading to test fatigue." Johnson (2007, p. 216)

Test anxiety is also an anticipated stressor. "Although these symptoms of test anxiety can be viewed as negative for some, they have a positive effect on others. If the testing situation is viewed as challenging instead of threatening, a greater sense of motivation is usually experienced. This has a positive effect on performance and is termed the facilitative effect of anxiety." Cizek & Burg (2006, p. 210).

1.1.13 Sources of Test Anxiety

Though test itself is the source of test anxiety, there are other sources too. Sources are unlimited. "Although not all possible variables relating to test anxiety have been empirically explored, some have been documented, specifically age, sex, ethnicity, socioeconomic status, family environment, self-esteem, subject matter and cross-cultural issues. The degree of teacher manifested anxiety has shown the strongest correlation to date between student test anxiety and any other variable." Cizek & Burg (2006). Test anxiety has been found to be higher in students with low to average ability levels, poor study skills and low self-esteem.

Anxiety is seen in all the levels of education as well as in stages of human life. Generally, its quantity is found more in higher level. "Anxiety might increase as students advance to higher grade levels due to increased pressure and demands from parents and teachers for high academic accomplishment, learning tasks and materials becoming harder as students get older which might lower their expectations of succeeding, a negative cumulative effect of students' past failures and poor performances, and a decrease in students' levels of defensiveness as they age. Older students are more willing to report anxiety levels." Cizek & Burg (2006); Zeidner (1998).

Test anxiety from a family environment can either result from a parent's high expectations of the child in the early years of education, or it can result due to poor family relationships. It is believed that appropriate test study and test taking strategies, poor preparation of the students, test itself are some of the sources of test anxiety. Besides, the motivation and purpose of the learner, the content, and the setting of the

task all strongly effect how someone learns. Performance on traditional tests cannot be considered accurate or to be completely indicative of a student's knowledge and academic achievement. Also, there can be a large amount of variability in individual student performance due to each teacher's level of test preparation and administration.

1.1.14 Test-Anxiety and Its Effect on Memory

Memory is the place where the information is stored and retrieved. In psychology, it is defined as the processes by which information is encoded, stored and retrieved.

"Memory is the process by which information is retrieved for later use. (Kaissin, 2004, as cited in Yousefi, 2010). Memory is affected by different factors and one of them is test-anxiety. According to (Eysenck, 2001, as cited in Yousefi, 2010, p. 27), "test anxiety creates irrelevant thought, preoccupation and decrease attention and concentration that lead to memory difficulties. This is because test-anxiety disrupts attention and concentration." Researches have shown that generally test- anxiety impact on memory and this could lead to academic failure. It is crucial to counseling and psychotherapy.

1.1.15 Test-Anxiety and Academic Performance

Nowadays we are living in a competitive society. This is test conscious age. Different factors of learning like affective, cognitive etc are to be observed for measuring the achievement on students. The higher test anxiety certainly drops in student performance. But it can be managed by appropriate training dealing with factors causing test-anxiety.

Different studies have been made to find out the significant relationship between the test anxiety and performance. So, this will try to find out the factors relating the same issue. Only the tests are not meant to measure students' performance but it helps to measure the level of performance and to let them demonstrate their abilities to the fullest.

1.2 Review of Related Literature

Internationally, a number of attempts have been made to find out the sources of test-anxiety and academic performance in the field of teaching and learning in a language classroom. But in national level there is not a single research on this area. They have suggested different findings and developed different systematic instruments to carry out test anxiety research regarding the phenomena. Moreover, they have pointed out different causes, effects, treatments and potentialities of test anxiety. Some of them are reviewed below:

Sharma and Sud (1990, p. 183-201) has carried out a research on "Gender Related Differences on Test-Anxiety" keeping the objectives to find out the high test anxiety between males and females and main causal factor involved in the gender related differences and found that the female students experience higher levels of test anxiety than do males irrespective of cultural background. The study involved students from four Asian cultures. The conclusion drawn from these findings was that a major causal factor involved in the gender-related differences in test anxiety among students was a greater role expectation conflict among females than among males.

MacIntyre and Gardner (1994) carried out a research entitled "Language Anxiety as a Separate Concept" based on a study of 97 college students that learn French, concluded and compared with more relaxed learners, with anxiety and found it more difficult to express their own view and tend to underestimate their won abilities. They also found that in the three stages of language acquisition, that is input, processing and output, anxiety and learning achievement are negatively correlated. Moreover, there have also been some studies conducted to find the negative correlation between anxiety and four aspects of language learning, especially speaking and listening and found that speaking is by far the main agent of anxiety arousal and that students with high anxiety perform worse than with low anxiety.

Fiore (2003) conducted a research on "Gender Differences on Test Anxiety" at West Virginia University in the department of Advanced Educational Studies. The

objectives of the study were to explore the possibility of gender biased testing due to increased test anxiety experience. There were 155 male and 135 female of undergraduate level students. The Suinn Test Anxiety Scale was used to measure the anxiety level of the participants. It was found that there was no overall significant difference between the genders; however, when a multivariate regression was conducted to account for variability contributed by age and class, there was a statistically significant difference. This finding was perceived as an indication that it is not gender alone that causes significant differences in general test anxiety.

Philips (2005) carried out a research as his M.A. thesis entitled "A Study of Foreign Language Anxiety on Tertiary Students' Oral Performance" at University of Hong Kong. The objectives of this study were to find out the impact of anxiety on assessment of public speaking proficiency and on how students feel about their oral performance. 62 tertiary level students from four English classes at the University of Hong Kong were the population of the study. Randomly selected four low anxiety and four high anxiety students were sample of the study. No significant correlation was found between grade and anxiety level. The relation between foreign language anxiety and oral performance was not always clear cut.

Dergisi (2007) carried out a research on "Test Anxiety in Foreign Language Learning" at Balikesir University, Turkey. Objectives of this research were to find out reasons, effects and results on foreign language learning of test anxiety. The English language learners at University were the population of the study. There were 114 students from English language department consisting of 24 first, 30 second, 28 third and 32 fourth year students. The instrument used by the researcher consisted of three parts: a background questionnaire,, a test anxiety scale (TAS) and a survey. Learners usually had test anxiety. Test anxiety provoking factors were low level proficiency of the learners, negative attitudes of teachers towards test applications, students attitudes towards language learning, test invalidity, face of the negative evaluations, bad experience on tests, time limitation and pressure, the difficulty of course contents, and parental expectations. Test anxiety caused physical and psychological problems;

affected motivation, concentration and achievement negatively; increased errors in learning process; prevented to transfer their real performance to test results and studying efficiently, and decreased the interest in language learning.

Wei (2007) carried out a research on "The Interrelatedness of Affective Factors in EFL Learning: An investigation of Motivational Patterns in Relation to Anxiety in China", at University in Beijing. The objectives of her study were to find out the level of anxiety in Chinese college English classrooms, to find to stronger motivational patterns, to find out the relationship between learners' proficiency, and their anxiety and motivation and to find out the relationship between anxiety level and motivational patterns. In this research, the population of the study were undergraduate second year environmental science program students. The samples of the study were 57 Chinese students composed of 28 males and 29 females. Moderate anxiety level and moderate motivation level were negatively related with participants' proficiency. Learners were motivated more instrumentally rather than integrative. No significant relationship was found between anxiety and motivation in general.

Na (2007) conducted a research entitled "A study of high school students' English learning anxiety". His aim of the study was to find out the high school students anxiety in Chinese EFL classroom. He found that most of the students experience anxiety in EFL classroom because of the negative evaluation. He also found that male learners have higher anxiety than female learners.

Soffer (2008) carried out a research on "Elementary students test anxiety in relation to the Florida Comprehensive Assessment Test (FCAT)". The objectives of this study were to fill a gap in the literature regarding test anxiety of elementary children in relation to the mandated Florida Comprehensive Assessment Test (FCAT). 51 students were taken from the grade 3rd, 4th, and 5th ranged from 8- 12 years. Two measures were used to collect data for subjects. The Children's Test Anxiety Scale (CTAS) was given to subjects two weeks prior to the first day of FCAT administration. The FCAT Response Scale was given the week after FCAT testing

was complete. The independent variables in this study were recorded for grade level, gender and race. The independent variable of race was not analyzed, as expected, in this study due to a 35 subjects being White and only 8 being Black, 2 being Asian, and 2 reporting as Other. It was found that there was not a significant difference in test anxiety before FCAI between these grades.

Joshi (2010) conducted a research on "Relationship between learning anxiety and English language achievement". The objective of this study was to find out relationship between anxiety and achievement in the process of SLA. He used questionnaire putting four points Likert-scale to find out the students' level of anxiety and achievement test. The sample of the study was 40 higher level students in Kathmandu district whom were selected randomly. In average, more than 77% students were found to have average of anxiety whereas only 50% students were found to have average level of achievement. The learners, who had low level of anxiety, were found to have better achievement. The relationship between learning anxiety and learning anxiety and language achievement were found to correlate negatively.

K.C. (2010) conducted a research on "Anxiety among EFL Learners". The Objective of this study was to discover the main sources and causes of language anxiety among Nepalese EFL learners. He selected 60 students composed of 30 from nine and 30 from class ten from two secondary schools in Rukum district using SRS technique. The main tool for this study was questionnaire based on FLCAS (Foreign Language Classroom Anxiety Scale) which was designed on the basis international trends of anxiety level measurement. All learners were found to be anxious about their foreign language learning. It is also found that the EFL learners' level of anxiety is very high. Among them 95% of learners were found anxious in their language testing, 90% were found anxious due to self-concept, 75% were found anxious due to competitiveness, 75% were found to be anxious because of peer, 88% were in teacher anxiety, 85% were anxious in method, 2% were found to be anxious with pathological disorder,

92% were found in cognitive complexity and 80% were found to be anxious in their academic aspects.

Karapetyan (2010) carried out a research entitled "The Effect of Test-Anxiety on the Performance of Armenian University Students Majoring in English". This study was designed to find out the sources of test anxiety among Armenian University students majoring in English. It was also designed to investigate the relationship between test anxiety and students performance. For this purpose 155 English major students were piloted. Questionnaires were used for checking the anxiety level of the students. Out of 155, 10 were interviewed randomly to know the possible sources of test anxiety. Finding showed that bad experience, poor preparation, time insufficient were the sources of test anxiety and also found that there was a clear negative relationship between foreign language test anxiety and students' performance.

Thus, though several studies have been carried out outside Nepal on the related topics, no studies have yet been carried out regarding sources and causes of test anxiety and academic performance in Nepal. Even among the studies reviewed above, none overlaps with mine.

1.3 Objectives of the Study

The objectives of the present study were:

- i) to find out the effect and its physical consequences of test-anxiety on students' performance in terms of gender and level of education
- ii) to find out the factors which cause anxiety in the test performance
- iii) to find out the relationship between the frequency of the test and the level of anxiety
- iv) to suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the study

Anxiety is specially related to the field of psycholinguistics and is thought to be an influencing factor of testing too. It will be beneficial for those who are keen on teaching and learning since this study purposes to find out the sources of test anxiety.

It is expected to be significant mainly in the following ways:

-) It will have immense help to the teachers, students, examiners, textbook writers, syllabus designers, and language trainers and so on. And recommendation and suggestions will directly and indirectly encourage them.
-) It will especially helpful to make the teachers and students aware of test anxiety, its causes and consequences.
-) Anxiety falls under the psycholinguistics. Hence, this will be significant to the psycholinguists and psychologists as well.
-) Moreover, this study will be beneficial to the general readers who like to know about anxiety and like to conduct researches in this field.

CHAPTER - TWO

METHODOLOGY

2.1 Sources of Data

The researcher utilized both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The responses given by the students studying at grade 11 and 12 of selected three Higher Secondary School around Dulari Cluster were the primary sources of data.

2.1.2 Secondary Sources of Data

The researcher used the supportive materials as the secondary sources of data, i.e, books, journals, research reports, articles and websites for the preparation of the questionnaire and for research problem and knowledge in the related area. Some them will Lado (1961), Spielberger (1972), Davies(1968), Heaton(1975), Bailey(1983), Harrison(1983), Bosiak (2004), Chang (2004), Khaniya (2005), Philips (2005), Dergisi (2007), Tanveer (2007), Gass and Selinker(2008), Bachman(2010), Buck (2010), Carroll (2010), Hughes(2010); Different journals and other related books and unpublished theses in and out of Nepal.

2.2 Sampling Procedure

The researcher made a selection of three Higher Secondary Schools around Dulari cluster using Simple Random Sampling.

2.3 Sample Population

60 students from the Eleventh and Twelfth graders were the population of the study from selected three Higher Secondary Schools around Dulari Cluster.

2.4 Research Tools

Two types of tools were used in this study. They were two sets of questionnaire and a structured interview. Both sets of questionnaires were prepared for the students. The first set of questionnaire included 22 statements with four point checklist from which the students had to select one and 7 open - ended questions which the students had to write more about their anxiety. This helped to find out the students level of test-anxiety, effects and its relationship between test-anxiety and performance.

2.5 Process of Data Collection

The researcher adopted the following process to collect the required data for the study.

-) The researcher visited the concerned field and developed rapport with the informants and related people.
-) Then, he explained the respondents about the purpose of the study.
-) After that, the researcher selected 10 male and 10 female students among grade 11 and 12 majoring English of each school by following the Simple Random Sampling Procedures.
-) Then, he distributed and administered questionnaire for about 40 minutes.
-) The response of every student was recorded and the mean score was computed.

2.5 Limitations of the Study

This researcher had made the following limitations to make the study precise and systematic.

-) This study was limited to the Higher Secondary Schools of Dulari cluster of Morang district.
-) Only the Eleventh and Twelfth graders of Higher Secondary Schools majoring English were the population of the study.
-) Both open- ended and close- ended questionnaire were utilized. There was no restriction in answering the open- ended question.

) It was limited to 60 students of grade 11 and 12 from three Higher Secondary Schools majoring English of Dulari Cluster.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data obtained from questionnaire given to the students of different 3 schools. The study is based on the Test Anxiety Inventory and the open ended questions prepare before hand. This chapter has dealt with the analysis and interpretation of the obtained data both qualitatively and quantitatively as required. Quantitatively, the data are presented and analysed in the table using mean and percentage and the data of the table are again presented, analysed and interpreted using bar diagrams and a pie chart followed by description.

3.1 Overall Analysis

The researcher had used the Likert scale to find out the effects and its physical consequences of test-anxiety on students' performance, factors which cause anxiety and relationship between the frequency of the test and the level of anxiety. The overall presentation of the data has been presented in the table and interpretation as well as analysis is done following it:

3.1.1 Holistic Presentation of the Findings in the Table

Table No. 1
Special Education Survey Result

Questions		1 Almost Never	2 Somet imes	3 Often	4 Almost Always
feel confident and relaxed	M	4	15	11	-
	F	1	13	13	3
heart beats fast	M	7	8	8	7
	F	4	17	4	5

wandering through school	M	11	8	8	3
	F	14	7	5	4
feel warm	M	8	9	5	8
	F	10	8	7	5
feel panicky in important exam	M	7	12	8	3
	F	6	16	4	4
look at other people	M	8	6	9	7
	F	8	13	7	2
The harder work, the more confused	M	10	8	7	5
	F	11	7	4	8
check time	M	4	10	8	8
	F	6	7	7	10
feel anxious even well prepared	M	6	5	9	10
	F	7	8	9	6
feel very tense during test	M	11	10	5	4
	F	15	8	3	4
uneasy before getting test paper back	M	12	11	4	3
	F	14	5	4	7
thinking grade interferes tests	M	5	13	6	6
	F	6	13	7	4
stomach gets upset during tests	M	21	4	3	2
	F	17	9	1	3
play with my pen	M	16	8	4	2
	F	12	9	7	2
Hands shake	M	16	7	6	1
	F	15	5	2	8
think about the consequences of failing	M	5	13	6	6
	F	4	16	5	5
worry about what my parent say	M	7	8	8	7

	F	6	8	9	7
try to stop worrying but cannot	M	11	7	9	3
	F	10	7	7	6
try to finish up fast.	M	13	2	9	6
	F	17	8	-	5
Speaking	M	9	12	3	6
	F	4	15	7	4
Listening	M	6	8	6	10
	F	5	8	3	14
Reading/Writing	M	15	10	3	2
	F	8	13	5	4

3.1.1.1 Analysis and Interpretation

The above table is presented observing the responses of 22 statements on the survey. The answers of 1 (Almost Never), 2 (Sometimes), 3 (Often), or 4 (Almost Always) correlated with levels of anxiety with a 1 being least anxious to a 4 being most anxious; but depending upon the wording of the statements, Some items were reverse scored. For example, the first statement ' I feel confident and relaxed while taking tests' was reverse scored since an answer of 1 (Almost Never) indicates a high level of anxiety rather than the usual low level associate with an answer of 1.

The responses of each statement were calculated, then, depending on the questions anxiety level, summed all the responses and presented them in a chart of the anxiety levels, with percentage ranges from 1 (Least anxious) to 4 (most anxious). It has been shown by computing from raw scores.

In the above table, 31.2% responses are seen in least anxious column and 68.79% responses are seen in anxious columns. Again, 3 students are found to be confident and relaxed during the test which is the least response among all statements while 49 students are seen anxious regarding the consequences of failing which is the highest

response of all. Similarly, Checking time, heart beating, hand shaking are also following the consequences of failing respectively.

The findings indicate that the participants usually have test anxiety. The students feel anxious when they study for the test. According to the students, most of their tests affect on the performance negatively and cause different physical and mental consequences. They forget what they know. They can't be sure if they will succeed or not. During the tests, they have the fear of failing and also pressured by time limits. They feel cramped and start to do different activities.

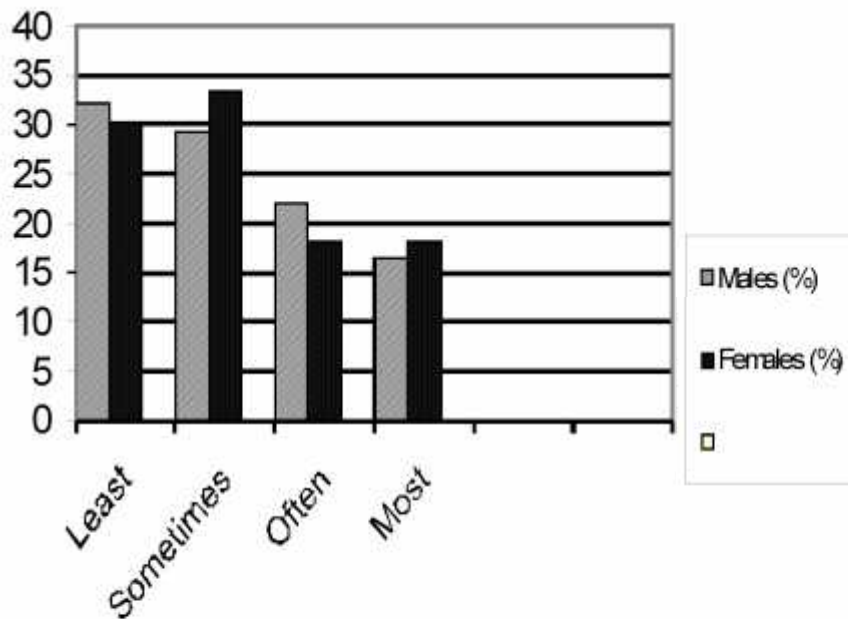
3.1.2 Genderwise Effect of Test Anxiety on Learners in the Table and Bar Chart

The above tabulated data can be clearly presented in the chart and the histogram also as given below.

Table No. 2
Genderwise Effect of Test Anxiety on Learners

Anxiety Level	No of Responses			Percent of Respondent		
	Male	Female	Total	Male	Female	Total
1 (Least)	212	200	412	32.12%	30.30%	31.21%
2 (Sometimes)	194	220	414	29.39%	33.34%	31.36%
3 (Often)	145	120	265	21.97%	18.18%	20.08%
4 (Most)	109	120	229	16.52%	18.18%	17.35%
Total	660	660	1320	100%	100%	100%

Fig 1



3.1.2.1 Analysis and Interpretation

All 60 students answered all 22 statements in the survey in the total responses of 1320. Out of 1320 answers, 660 were responded by males and rests were responded by females. A level 1 response (least anxious) was answered in the survey for 412 times; this gave a least anxious rate of 31.21% where males responded for 212 times which is 32.12% and 200 times were responded by females ; i. e; 30.30%. A level 2 (Sometime anxious) indication was marked by 414 for a rate of 31.36% where 194 were males; i. e; 29.39% and 220 were females; i. e; 33.34%. They answered with a 3 (Often anxious) for 265 times; i. e; 20.08%. Out of 265, 145 were males that covered 21.97% and 120 were males that covered 18.18%. A level 4 (Most anxious) was given 229 times for a rate of 17.385% where males answered for 109 times that covered 16.52% and females answered for 120 times that covered 18.18 %. The same data has been presented below. If we see only the area of 1 (least) and 4 (most), the males are found to be least anxious (31.12%) than the females (30.30%) and again females are found most anxious (18.18%) than the males(16.52%). But in overall result, the anxiety level

of females is found low (31.82%) then the males (30.76%) and the anxiety level of the males is found high (19.24%) than the females (18.18%).

The following mean score of the anxiety level makes clearer about the anxiety level of males and females.

Table No. 3
The mean score of males and females on the areas

Gender	Anxiety Level			
	1 (Least)	2(Sometimes)	3(Often)	4(Most)
Male	7.06	6.47	4.83	3.63
Female	6.67	7.33	4	4

The variability of responses can be expressed in range. The male respondents answered in level 1 (least anxious) for 212 times, 2 (sometimes anxious) for 194 times, 3 (often anxious) 145 times and 4 (most anxious) 109 times, where the highest response was in 1 (least anxious) and the lowest response was in 4 (most anxious). The range of males is (212 - 109) 103. Similarly, the female respondents answered in level 1 (least anxious) for 200, 2 (sometimes anxious) 220 times, 3 (often anxious) 120 times and 4 (most anxious) 120 times. The range of females is (220 -120) 100.

3.1.3 Genderwise Presentation of Data in Terms of Physical Consequences

Table No. 4
Genderwise Physical Consequences

Rapid Heart Beat		Headache		Perspiration		Upset Stomach		Hand Shake		Play with Pen		Tense Muscle		Check Time		Nausea	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
23	26	10	30	22	20	9	13	14	15	14	18	11	15	26	26	5	12
Total = 307								Male = 134 (43.65%)					Female = 173 (56.35%)				

3.1.3.1 Analysis and Interpretation

Different types of activities can be seen during the tests. The above table clearly shows that, out of 307 responses, 134 were responded by the male and 173 were responded by the female regarding the physical consequences on test anxiety. It shows that the female percent (56.35%) is higher than the male percent (43.65%). According to the students; Perspiration, sweaty palms, headache, upset stomach, nausea, rapid heart beat, tense muscle, trembling hands, checking time, playing with pen are some of the common physical consequences of test anxiety. From the research, it is also found that the activities are found more in female than the male.

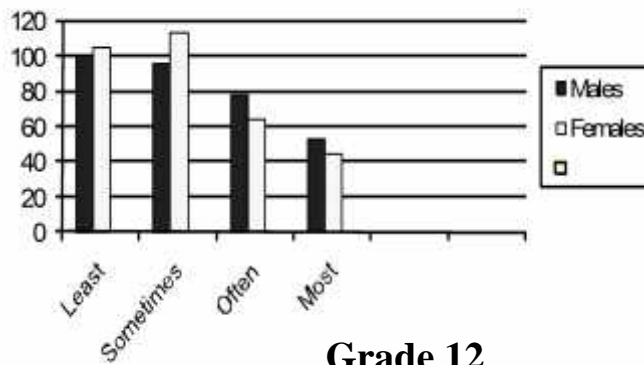
3.1.4 Level-wise Effect of Test Anxiety in Table and Bar Chart

The data can be presented on the basis of their level or grade which is given below.

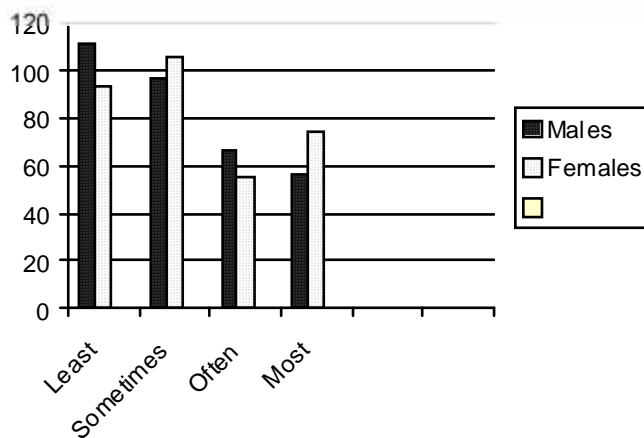
Table No. 5
Level-wise Effect of Test Anxiety

Levels	Males				Females			
	1 Least	2 Sometimes	3 Often	4 Most	1 Least	2 Sometimes	3 Often	4 Most
11	101	97	79	53	106	114	65	45
%	30.61	29.39	23.94	16.06	32.12	34.55	19.69	13.64
12	111	97	66	56	94	106	55	75
%	33.64	29.39	20	16.97	28.48	32.12	16.67	22.73
Total	212	194	145	109	200	220	120	120

Fig 2
Grade 11



Grade 12



3.1.4.1 Analysis and Interpretation

In the survey, 60 students were taken from grade 11 and 12; 30 from 11 and 30 from 12. Out of 30 students, 15 were selected from males and 15 were females from each grade using SRS technique. The students responded 660 times from the grade 11 in total. Out of 660, 330 were responded by males and resets were responded by females. It was found that males response from grade 11 in a 1 (least) was 101 times which was 30.61%, a 2(sometimes) was 97 times which 29.39%, 3(often) 23.94% and 4 (most) 16.06%. Similarly, females response from grade 11 was found in a (least) was 106 that rated 32.12%, 2 (sometimes) 114 that was 34.55%, 3(often) 65 which was 19.69% and 4(most) was 45 that rated 13.64%.

Additionally, It was found that males response from grade 12 in a 1 (least) was 111 (33.64%) times, a 2 (sometimes) for 97 (29.39%) times, a 3 (Often) for 66 (20%) and (most) for 56(16.97%) and females response from grade 12 was found in a (least) was

94 that rated 28.48, 2 (sometimes) 106 that was 32.12%, 3(often) 55 which was 16.67% and 4(most) was 75 that rated 22.73%.

In the survey, if we see only the level 1(least) and 4(most) of anxiety level females are found least anxious (32.12%) than the males (30.61%) and males are found most anxious (16.06%) than the females (13.64%) from grade 11. In overall, 33.33% females are found least anxious that are higher anxious rate than the males (30%). Although, 20% males are found most anxious that is the higher than females rate (16.67%).

Regarding the survey of grade 12, if we see only the level 1(least) and 4(most) of anxiety level males are found least anxious (33.64%) than the females (28.24%) and females are found most anxious (22.73%) than the males (16.97%). In overall result, 31.52% males are found least anxious that is higher anxious rate than the females (30.30%). Although, 19.70% females are found most anxious that is the higher than males rate (18.48%).

3.1.5 Levelwise Presentation of Data in Terms of Physical Consequences

Table No. 6

Levelwise Physical Consequences

Levels	Rapid Heart Beat	Headache	Perspiration	Upset Stomach	Hand Shake	Play with Pen	Tense Muscle	Check Time	Nausea
11	28	24	20	14	19	22	15	24	9
12	21	16	22	8	10	10	11	26	8

3.1.5.1 Analysis and Interpretation

Out of total 307 responses presented in the above table, 175 responses are given by the students of grade 11 and rest 132 responses are given by the students of grade 12. If we convert it into the percentage, 57% is seen in grade 11 which is higher percent than of grade 12; i.e., 43%. So, it can be claimed that the physical consequences can be

seen in both levels. And again, the students of grade 11 show more physical consequences than the grade 12 during tests.

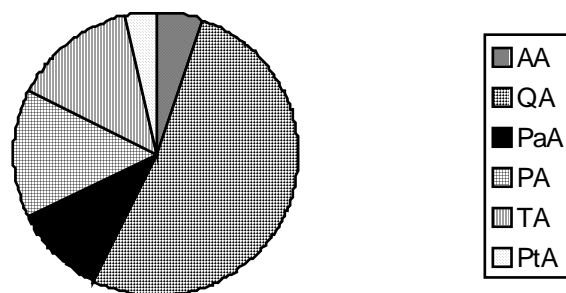
3.1.6 Presentation of Casual Factor of Anxiety in Table and Pie Chart

This section, consisting of 7 categories was designed to discover the anxiety level of the students which was collected by the use of open-ended questions. The same data are presented below where AA = Answer's Anxiety, QA = Question's Anxiety, PaA = Parent's Anxiety, PA = Peer's Anxiety, TA = Teacher's Anxiety, PtA = Pathological Anxiety, and UA = Undefined Anxiety.

Table No. 7
Causal Factors of Test Anxiety

Categories	AA	QA	PaA	PA	TA	PtA	UA	Total
Total No.	3	29	6	8	8	2	4	60
%	5	48.33	10	13.33	13.33	3.34	6.67	100

Fig 3



3.1.6.1 Analysis and Interpretation

All the students answered all questions in the survey. Almost all the students were found to be anxious on any of the categories mentioned above. The 5% students were found anxious about their answer given on the test. Question's Anxiety was another category where 48.33% were found to be anxious. Similarly, 10% students were found

to be anxious from their parents, peer anxiety was rated at 13.33%. Teacher anxiety was another category where 13.33% students found to be anxious. 3.34% students were in pathological anxiety and 6.67% students did not clarify the area clearly which was indicated by Undefined Anxiety.

In totality, from the categories, in average, more than 97% students were found to be anxious about test. Out of 7 categories highest anxiety level is found in questions paper and lowest is found in pathology.

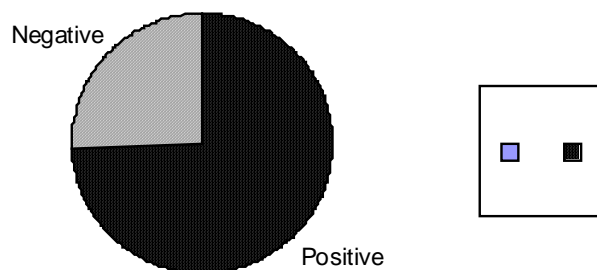
3.1.7 The Relationship Between the Test Frequency and Test Anxiety in Table and Pie Chart

The students were enquired asking the question whether the anxiety level decreases or not if they involve in the test more which is presented below in the table.

Table No. 8
Test Frequency and Test Anxiety

Responses	Positive	Negative
No.	44	16
%	73.33	26.67

Fig 4



3.1.7.1 Analysis and Interpretation

The above table clearly shows that the students' responses are high in positive column. Out of 60 students 73.44% opined that their anxiety level decreases if they involve in the test more times. Similarly 26.67% students were in the opposition.

It can be claimed that the more testing the least anxious the students will be. This is proved by the above table and the pie chart.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4. Findings and Recommendations

The research being conducted is an attempt to find out the effect and its physical consequences of test-anxiety on students performance in terms of gender and to investigate the relationship between test-anxiety and test performance. Altogether 60 students were randomly selected for the study practically in an experiment from Bhagawati Higher Secondary School, Belbari, Sajeelal Higher Secondary School, Sundarpur and Sukuna Multiple Campus, Indrapur studying in grade 11 and 12. On the basis of the analysis and interpretation presented above the following findings can be presented.

4.1 Findings

-) In totality, It was found that the anxiety level of the males were higher (19.24%) than the females (18.18%).

-) Almost all the students were found anxious in the test. Different types of physical consequences were found that lead an individual to experience feeling of uneasiness, increased heart rate, sweating, rapid breathing, an upset stomach, pencil tapping, looking at the clock, fidgeting, sickness, fever, trembling, vomiting, blurred vision, hands shaking, etc.

-) It was found that the student studying in grade 11, females (33.33%) were found least anxious than the males (30%) and males (20%) were found most anxious which is higher rate than the females percent.(16.67%).

-) It was found that the students studying in grade 12, males (31.52%) were found least anxious than the females (30.30%) and females (19.70%) were found most anxious which is higher rate than the males percent.(18.48%).

-) It was also found that most of the students' fear of test decreases (73.33%) if it is administered more times than of less (26.67%).
-) Different causes of the test anxiety were also found in the students like Poor preparation, rote learning, anxiety of future, anxiety of result, poor handwriting, lack of family's encouragement, less practice, lack of confidence, lack of proper curriculum and subject matter and medium of expression because of poor base.
-) Most of the students were found anxious by question papers. They were also found anxious from their teachers, parents, peers, and some of them were found in the problem of pathological disorder.
-) Females were naturally found less anxious in grade 11 due to the free environment in comparison to the previous strict environment of school especially the private school.
-) Males were found more anxious than the females in the grade 11 due to the completely new environment which the male cannot adjust and adapt as easily as the females.
-) Regarding grade 12, just opposite effect was found in which females were found more anxious due to the fear of bad result of grade 11 and lack of the concentration in the classroom activities on the one hand and due to the unfulfilled immature expectations.
-) But in grade 12, males were found least anxious due to the success and good scores in the exam of grade 11 and well adjustment as well as maturity in the environment of the collage.

-) It was also found from the above facts that the level of test anxiety can be reduced if the test is administered more times familiarizing it with the learners.
-) Test anxiety was also found as one of the causes to affect in the good score of the examinee.
-) Test anxiety can also be a good cause to score a high score in the test if it is familiarized to the learners.
-) Specially, State anxiety was found on the students that branches to the cognitive anxiety and some physical consequences though there were other types of anxiety.

4.2 Recommendations

-) The teacher should familiarize the students with the contents and test model during the classroom activities.
-) The test designer should also consider the child psychology while designing test items and test formats.
-) The teacher or test designer should administer the test of various types and formats more times even in the classroom to reduce the level of anxiety or fear of the test.
-) The study has shown that males in totality are found more anxious than females in the test for which the males should be treated more closely and friendly to reduce their anxiety on the test.

-) Other friendlier environment among the male and female students should be created to improve the score of the male students.
-) Teacher, administration and the guardian should also treat and co-operate their offsprings equally well without any discrimination in terms of gender.
-) The teacher and the administration should encourage co-operation and help among girls and boys including the arrangement of classroom seats, sitting and other necessary aids that encourage reducing the anxiety and improving their school.
-) Test items should be designed in such a way that they should encourage students for further improvement and self motivated activities.
-) Test items should encourage the students to the solution of practical problems that appear in the daily life activities and society rather than discouraging them.
-) Syllabus and textbook designers should provide enough exercises and practices following the contents that help to reduce the level of anxiety which appear during the time of test administration.
-) Good communication and feedback to the learners before and after the test is beneficial to decrease the test anxiety of the learners.
-) Test should not be given as the means of punishment. Comments that negatively affect learners' motivation and concentration should be completely avoided from the teachers, guardians and administrations.
-) The students with higher test anxiety must be identified well and treated in order to increase their academic performance.

-) Additional classroom activities that support in the students performance should be conducted.

-) To reduce the test anxiety, formative evaluation system should be devisee. Test incorporate all the criteria of a test e.g. validity and reliability. Test should not be unfamiliar to the learners that mean test should be friendly.

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Appendix-A

Test Anxiety Survery-1

Please read the statements about the test anxiety and encircle the appropriate response either 1(Almost never), 2 (Sometimes), 3 (Often) or 4 (Almost always) of each question.

Name of the School :-

Grade:-

Gender:-

1) I feel confident and relaxed while taking tests.

(विश्वस्त र आनन्द भएको महसुस हुन्छ ।)

1 2 3 4

2) My heart beats fast.

(मुटुको धड्कन बढ्छ)

1 2 3 4

3) During tests I find myself wondering whether I will ever get through school.

(स्कूलमा नै भएपनि भौतारिरहेको अनुभव हुन्छ ।)

1 2 3 4

4) I feel warm in the class.

(गर्मी बढेको महसुस हुन्छ ।)

1 2 3 4

5) I feel very panicky when I take an important exam.

(अत्यन्तै डराएको महसुस हुन्छ ।)

1 2 3 4

6) I look at other people.

(परीक्षा हलमा अन्य साथी र निरिक्षकलाई हेर्छु)

1 2 3 4

- 7) The harder I work at taking a test, the more confused I get.
(जती धेरै मेहनत गर्यो उती धेरै द्विविदा उत्पन्न हुन्छ)
1 2 3 4
- 8) I check the time.
(समय हेर्न थाल्छु)
1 2 3 4
- 9) Even when I am well prepared for a test, I feel very anxious about it.
(परीक्षाको राम्रो तयारी गरेपनि यसप्रति चिन्तित हुन्छ)
1 2 3 4
- 10) During test I feel very tense.
(निराशाले सिमा नाघ्छ)
1 2 3 4
- 11) I start feeling very uneasy just before getting a test paper back.
(उत्तरपुस्तिका दिनेबेलामा अफेरो महसुस हुन्छ)
1 2 3 4
- 12) Thinking about the grade I may get in a course interferes with my work on tests.
(श्रेणीको कुराले परीक्षामा बाधा गर्छ)
1 2 3 4
- 13) During important tests I am so tense that my stomach gets upset
(पेट गडबडी हुनथाल्छ, दुख्छ या ट्वाइलेट लाग्छ)
1 2 3 4
- 14) I play with my pen.
(डटपेन टोकेर बस्छु)
1 2 3 4
- 15) My hands shake.
(हात काम्न थाल्छन्)
1 2 3 4
- 16) During tests I find myself thinking about the consequences of failing.

(फेल भइन्छ की भन्ने भान हुन्छ र त्यही कुराले सताउँछ)

1 2 3 4

17) I worry about what my parents say.

(बुबाआमाले के भन्लान् भन्ने कुराले सताउँछ ।)

1 2 3 4

18) As soon as a test is over I try to stop worrying about it, but I just cannot.

(परीक्षा सकिए पनि यही कुराले सताइरहन्छ ।)

1 2 3 4

19) I try to finish up fast.

(परीक्षा जतिसक्दो चाँडो सक्न खोज्छु ।)

1 2 3 4

20) The test of Speaking hurts me.

(बोलाई परीक्षाले मलाई अत्यधिक सताउँछ)

1 2 3 4

21) I feel relaxed in Listening test

(सुनाइ परीक्षामा आनन्द महसुस हुन्छ)

1 2 3 4

22) During the test of Reading/Writing, I feel uneasy.

(लेखाई र पढाईको बेला अप्ठेरो महसुस हुन्छ ।)

1 2 3 4

Appendix-B

Please read the questions given below and write your opinion carefully.

Subjective Questions

1. How do you feel when you enter in the exam hall?
(परीक्षा भवन भित्र जाँदा कस्तो महसुस हुन्छ ?)

2. What happens to you before the exam bell rings?
(परीक्षा सुरुवातको घण्टी बज्दा के हुन्छ ?)

3. How much do you become anxious in the examination?
(तपाईं परीक्षाको वेलामा कतिको चिन्तित हुनुहुन्छ ?)

4. Does this tension hamper your writing? How?
(यो चिन्ताले तपाईंलाई परीक्षा लेखनमा असर गर्छ? कसरी?)

5. What is the causal factor of anxiety during your examination?
(परीक्षामा चिन्तित हुनुको मुख्य कारक तत्व के हो ?)

6. Do you afraid of your teachers or parents or peers or questions or else other? What is that?
(तपाईं शिक्षक वा साथी वा प्रश्नपत्रदेखी डराएर यस्तो भएको हो ? की अन्य कुनै कारण छ ? त्यो के हो ?)

7. Does your fear decrease if you take part in the examination more?
(यदि परीक्षामा धेरै सामेल हुनुभयो भने तपाईंको परीक्षाप्रतिको डर घट्छ?)

Thank you very much.

Appendix-C

Special Education Survey Result

Questions	1 Almost Never	2 Someti mes	3 Often	4 Almost Always
feel confident and relaxed				
heart beats fast				
wandering through school				
feel warm				
feel panicky in important exam				
look at other people				
The harder work, the more confused				
check time				
feel anxious even well prepared				
feel tense during test				
uneasy before getting test paper back				
thinking grade interferes tests				
stomach gets upset during tests				
play with my pen				
Hands shake.				
think about the consequences of failing				
worry about what my parent say				
try to stop worrying but cannot				
try to finish up fast.				
Speaking				
Listening				
Reading/Writing				