

A Brief Analysis on Effect of Testophobia among Adult Vernacular Learners of Eastern Haryana

Priti Sharma

Research Scholar (Amity University-Gurugram), 19prisharma@gmail.com

Abstract—The present research focuses on the brief analysis as to if the Adult Vernacular Learners of Eastern Haryana suffer from Testophobia. To conduct a successful research 400 students were selected through random sampling from Amity University, Gurugram and DPGTIM, Gurugram. Test Anxiety Level through Test Anxiety Scale (TAS) adapted from Sarason, I.G. (1980), Test Anxiety: Theory, Research, and Application was used to see the level of test anxiety among the learners. The scale consist of 36 statements and the items measured on True and False. The maximum percentage of true statement will lead to test anxiety amongst the learners. And at the end some remedial measures are recommended to overcome testophobia.

Keywords—Testophobia, Test Anxiety Scale (TAS), Vernacular Learners, Remedial Measures.

I. INTRODUCTION

In a normal sense if we come to define testophobia it is the fear of taking tests. We all have certain fear for test but when there is a panic attack for test we term is testophobia. Through this research paper I have attempted to explore that do the learners of South Eastern Haryana suffer a setback through test and for this Test Anxiety Scale was taken into consideration. The scope is wide but my attempt is to narrow my scope to a specific limit. In my research paper I would address the following Questions:

1. What is Testophobia?
2. What are the various symptoms of Testophobia?
3. What is TAS scale? And what is the percentage of testophobia among learners of South Eastern Haryana?
4. Do learners of south Eastern Haryana suffer from Testophobia?
5. What are the few remedial measures for reducing Testophobia?

II. DEFINING TESTOPHOBIA

Many a time we see students with sweating body, body trembling, hands shaking, body palpitation, vomiting, high pulse rate and crying with eyes becoming red while the students are giving test. Even many of them when they fail to overcome test anxiety they give away their lives. This kind of reaction both mental and physical is experienced when one faces test which is utmost difficult to them. When we define Phobia it is a form of prolonged fear of a living or non-living objects; whereas, Testophobia is defined as an abnormal, irrational and persistent fear of taking tests in academia. When we speak in a simple term Testophobia is the fear of taking tests or failure in tests. Taking a test can be really scary to anyone especially to one who has not finished studying or have taken several tests on one day. Testophobia creates a great havoc on a students' mind.

Various Symptoms of testophobia:

Testophobia strikes a person at two places. The first place is the head and the second is in the body. The various symptoms of testophobia are:

1. *Cognitive* – Mental blank-out, racing thoughts, difficulty concentrating, negative thoughts about-past performance-consequences of failure-how everyone else is doing, avoiding the test, comparing yourself to others, difficulty organizing your thoughts
2. *Behavioral* – fidgeting, pacing, substance abuse, avoidance.
3. *Emotional* – excessive feeling of fear, disappointment, anger, depression, uncontrollable crying or laughing, feeling of hopelessness.
4. *Physical* – faintness, headache cramps, shortness of breath, irregular and fast heartbeat, tense muscles, excessive sweating, nausea or diarrhea, dry mouth, problem in uttering words, trembling, etc.

III. RESEARCH METHODOLOGY

Research Methodology is the detailed review of description of the research methods and design. This chapter is about how the study is carried out in order to meet the aim and objectives of the study. This chapter deal with the research design to be adopted for the pilot study, variables, location of the study, target population, sampling procedures, research instruments, data collection procedures, data analysis techniques, logistical and ethical consideration shall be described. Thus the chapter outlines the research design and procedures employed in the study.

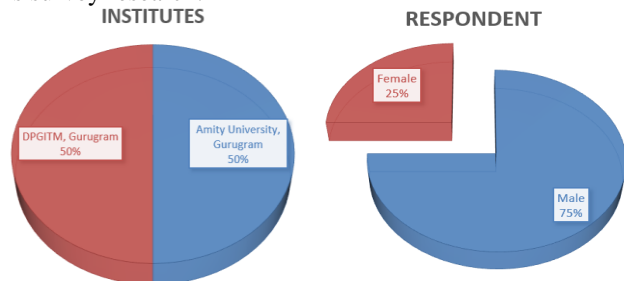
Research Design

Data was gathered through the administering of TAS scale Test Anxiety Scale .Test Anxiety Scale was adapted from Sarason, I.G. (1980), Test Anxiety: Theory, Research, and Applications. A random sampling was used to select 400 students who are enrolled at Amity University, Gurugram and DPGITM, Gurugram. The data which was collected was manually coded and descriptive analysis was then used to

calculate the frequencies for the various items formed of the Questionnaire. The results were then presented and discussed taken in the view of the previous research in this field.

Sample Size

Four hundred (n= 400) were randomly selected male and female students who are enrolled in different Programme at Amity University and DPGTIM, Gurugram participated in this survey research.



Instrumentation

TAS (Test Anxiety Scale) was adapted from Sarason, I.G. (1980), Test Anxiety: Theory, Research, and Applications which is a reliable tool to identify language learning anxiety in South Eastern Haryana, was administered to the 400 participants of this study and the data generated through these Questionnaire was carefully synthesized to find out the answer of the research question which was stated as the prime objective of the study.

IV. RESULTS AND DISCUSSION

The Questionnaire used in this research survey is the FLCAS (Foreign Language Classroom Anxiety Scale) that contains 36 items which are based on true and False. The more the percentage of true statements would result in high test anxiety among the learners.

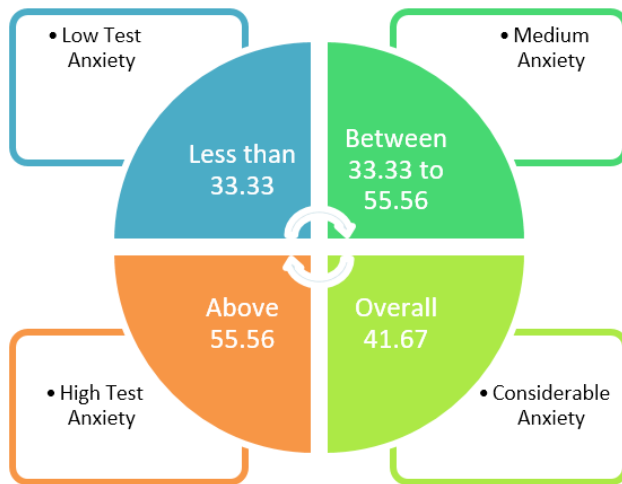
Table – 1 Test Anxiety Level through Test Anxiety Scale (TAS) adapted from Sarason, I.G. (1980), Test Anxiety: Theory, Research, and Applications.

Items/Statements	True	Perce
	False	nt
While taking an important exam, I find myself thinking of how much brighter the other students are than I am.	228	57
	172	43
If I were to take an intelligence test, I would worry a great deal before taking it.	219	54.75
	181	45.25
If I knew I was going to take an intelligence test, I would feel confident and relaxed.	268	67
	132	33
While taking an important exam, I perspire a great deal.	266	66.5
	134	33.5
During class examinations, I find myself thinking of things unrelated to the actual course material.	228	57
	172	43
I get to feeling very panicky when I have to take a surprise exam.	256	64
	144	36
During a test, I find myself thinking of the consequences of failing.	289	72.25
	111	27.75
After important tests, I am frequently so tense my stomach gets upset.	230	57.5
	170	42.5
I freeze up on things like intelligence tests and final exams.	225	56.25
	175	43.75
Getting good grades on one test doesn't seem to increase my confidence on the second.	237	59.25
	163	40.75
I sometimes feel my heart beating very fast during important exams.	209	52.25
	191	47.75
After taking a test, I always feel I could have done better than I actually did.	211	52.75
	189	47.25
I usually get depressed after taking a test.	263	65.75

	137	34.25
I have an uneasy, upset feeling before taking a final examination.	248	62
	152	38
When taking a test, my emotional feelings do not interfere with my performance.	192	48
	208	52
During a course examination, I frequently get so nervous that I forget facts I really know. I seem to defeat myself while working on important tests.	266	66.5
	134	33.5
The harder I work at taking a test or studying for one, the more confused I get.	237	59.25
	163	40.75
As soon as an exam is over, I try to stop worrying about it, but I just can't.	213	53.25
	187	46.75
During exams, I sometimes wonder if I'll ever get through school.	243	60.75
	157	39.25
I would rather write a paper than take an examination for my grade in a course.	259	64.75
	141	35.25
I wish examinations did not bother me so much.	259	64.75
	141	35.25
I think I could do much better on tests if I could take them alone and not feel pressured by time limits.	167	41.75
	233	58.25
Thinking about the grade I may get in a course interferes with my studying and performance on tests.	238	59.5
	162	40.5
If examinations could be done away with, I think I would actually learn more.	209	52.25
	191	47.75
On exams I take the attitude, "If I don't know it now, there's no point in worrying about it."	219	54.75
	181	45.25
I really don't see why some people get so upset about tests.	243	60.75
	157	39.25
Thoughts of doing poorly interfere with my performance on tests.	218	54.5
	182	45.5
I don't study any harder for final exams than for the rest of my coursework.	251	62.75
	149	37.25
Even when I'm well prepared for a test, I feel very anxious about it.	228	57
	172	43
I don't enjoy eating before an important test.	230	57.5
	170	42.5
Before an important examination, I find my hands or arms trembling.	140	35
	260	65
I seldom feel the need for "cramming" before an exam.	248	62
	152	38
The college should recognize that some students are more nervous than others about tests and that this affects their performance.	199	49.75
	201	50.25
It seems to me that examination periods should not be made such intense situations.	187	46.75
	213	53.25
I started feeling very uneasy just before getting a test paper back.	223	55.75
	177	44.25
I dread courses where the instructor has the habit of giving "pop" quizzes.	215	53.75
	185	46.25

The Table above shows the number of items with the responses of true and false against each statement. The statements are statements which are related to test anxiety. We find several of responses are in favour that testophobia affects the learners in many situations. The percentage of "True" is above than 55.56, it shows High Test Anxiety.

Test Anxiety Level



V. REMEDIAL MEASURES FOR TESTOPHOBIA

Time and again we have one question in our mind that is it possible to overcome test anxiety? There are several strategies which can reduce test anxiety and can increase performance on day of test. A little nervousness before a test in normal and help sharpen your mind and focus your attention. But with the advancement of test anxiety, the feeling of worry and self-doubt can interfere with your test taking performance and make the person miserable. The effect of test anxiety can create a big effect on anyone whether one is a primary or secondary school student, a college going student, or an employee who is going to take a test for advancement in career or for certification.

Strategies or Remedial Measures to reduce testophobia:

1. *Efficient study* – one should be able to learn how to study efficiently. There are various schools and colleges which offer study skills classes that can make one capable to learn study techniques and test taking strategies. One feel relaxed and comfortable if one is systematic follows a study plan and even practice the material that will be taken on the test day.
2. *Early study and in the similar place* – It is often seen that students they start studying few days or just before the day of exam which creates a panic situation in minds of students. It is much better to study a little before over time than cramming studying all at once. It is also advantageous that if one spend time studying in the same or similar places that you take your test which can help to recall the information you need at test time.
3. *A consistent pre-test routine should be established* - Follow some steps that will work out for each time when one gets ready to take a test. If one goes for a routine pretest strategy that will ease your stress level and help to ensure that you are well prepared.
4. *Discuss with your instructors* – one should understand what's going to be on each test and one should prepare well for it. In addition to it the instructor should know that when a student feel anxious about taking a test. Then only the instructor can give suggestions to help you overcome and succeed in it.
5. *Adapt relaxation techniques* – To keep your day calm and confidence right both before and during test one should perform relaxation techniques such as deep breathing, muscles relaxing one at a time, closing eyes and thinking and imaging positive outcome. Deep breathing can slow down a beating heart or a racing mind so act of concentration on breathing can biometrically alter anxious feelings.
6. *Fuel up* – Don't forget to eat and drink. The brain requires fuel to function. So on the day of test one should eat healthy and nutritious and drink plenty of water. One should avoid sugary drinks such as soda pop or caffeinated beverages such as energy drinks and coffee which can be one big effect to arouse anxiety.
7. *Perform Exercise* – One should do regular aerobic exercise and if one exercise on the day of exam it can release tension.
8. *Get plenty of sleep* – It is said in a research that sleep is directly in relation to academic performance. Preteens and teenagers specially require getting regular and solid sleep. Adults too require a good night sleep for optimal work performance. Having adequate sleep (9 to 10 hours per night) is very beneficial than reading until dawn.
9. *Professional counsellor can be referred if necessary* – Talk therapy (psychotherapy) with a psychologist or other mental health professional can help to work on your feelings, thoughts and behaviour that cause or worsen anxiety. Ask if the school or college has counselling services or ask if your employee offers counselling through an employee assistance program.
10. *Be prepared* – One feels confident if one is well prepared and one can walk down for any kind of test without a trace of anxiety.
11. *Get to class or testing site early* – Feeling of getting rushed up will just add anxiety. One should pack everything one need for the exam the night before and set the alarm, so one can get out the door on time.
12. *Have a positive mental attitude* – One can bring out a picture of happy place or come up with morale boasting positive mantras like ' I can do this' or 'I worked hard and deserve this' . Peek at your picture and recite this mantra right before the test begins. Positive mindset leads to positive results.
13. *Read carefully* – Read the direction well and thoroughly and read all answers before making a choice and before start writing. There is nothing worse than putting effortless time into a question that realizing that it's not solving.
14. *Just start* – Sometime blank page add maximize anxiety. After one complete reading the direction, dive right in making outline for the answer or find questions that can build up confidence and momentum.
15. *Don't pay attention to what others are doing* – Many of the time we are just dived by the thought as to everyone is scribing away? What do they know that you don't? It should not matter much to you. One should pay attention to one's own test and pace and forget about other student in the room.
16. *Watch the clock* – Time management is a necessary factor that adds to lessen anxiety. Realizing that time is

almost up and there are lot of test questions left can make it hard to do anything useful in the final minutes. Stay at pace by scoping out the whole test before getting stated. Mentally allocate how much time one should spend one each sections. If one gets time to recheck it would be better.

VI. CONCLUSION

Through this research paper show that learners of south Eastern Haryana suffer from testophobia. The percentage of high test anxiety level is high in the case of learners.

REFERENCES

- [1] Jha, S. K. (2016). An Ethnographic Insight into Ethiopian English Education. *International Education and Research Journal*, 2(4).
- [2] Eshghinejad, S. (2016). EFL Students' Attitudes toward Learning English Language: The Case Study of Kashan University Students. *Cogent Education*, 3(1), 1236434.
- [3] Griggs, R. A., & Jackson, S. L. (2011). Teaching introductory psychology: Tips from ToP.
- [4] Krashen, S. D. (1987). *Principles and practice in second language acquisition*. New York.
- [5] Aydin, S., Harputlu, L., ÇELİK, Ş. S., UŞTUK, Ö., & GÜZEL, S. A Descriptive Study on Foreign Language Anxiety among Children Çocuklarda Yabancı Dil Kaygısı üzerine Betimsel Bir Araştırma.
- [6] Kondo, Y. (2010). A study on relationship between language anxiety and proficiency: In a case of Japanese learners of English. Retrieved November, 28, 2011.
- [7] Gustafson, L. (2015). A teacher's handbook for reducing anxiety in foreign and second language classrooms (Doctoral dissertation).
- [8] Grant, A. D. (2016). An ESL Instructor's Guidebook for Reducing Test Anxiety at the Community College Level through Exploring Alternatives in Assessment.