

# THE RELATIONSHIP BETWEEN LOCUS OF CONTROL AND TEST ANXIETY OF SECONDARY SCHOOL STUDENTS IN NORTH 24 PARGANA DISTRICT OF WEST BENGAL

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## **Abstract**

The present study was designed to investigate the relationship between Locus of Control (LOC) and Test Anxiety (TA) among secondary school students. To achieve such goals, 100 secondary school students participated in the study. These students were randomly selected from among secondary section. To get the required data, two questionnaires were used. Rotter's (1966) Locus of Control Scale (LOCS) to measure level of LOC and Sarason's (1975) Test Anxiety Scale (TAS) to measure TA of the secondary school students. Pearson Product Moment Correlation was used to analysis of data. The results revealed that there was a significant negative relationship between LOC and TA.

**Key words :** Locus of Control (LOC); Test Anxiety (TA), Psycho-somatic symptoms,

## **1. Introduction :**

It is no doubt that learners bear many individual characteristics in the learning process which affects their learning and the outcome of that process. Locus of control (LOC) and Test Anxiety (TA) are two such characteristics and their relationship will be examined in this study.

For centuries, it is a question of controlling our own fate has remained a topic of argument. Philosophers and writers focused on the idea of fate and free will since ancient Greek times. Some have the notion of great power to lead our lives comfortably, while others feel it to be alarming. Those who believe on the idea of not in control of their lives to explain their actions or their ill fate. Due to these mixed emotions surrounding our fate, destiny and free choice, various works from the earlier times until now give stress on Locus of Control (LOC).

The idea of locus of control was first introduced by Rotter (1966). LOC is conceptualized on a dynamic bipolar continuum ranging from internal to external. Internal locus of control is characterized by the belief that consequences are outcomes of one's own behavior. In another way it can be said that individuals who believe that their successes or failures due to their own behaviors have an internal locus of control while external locus of control is characterized by the belief that consequences are a result of fate, luck, or powerful others. In other words, individuals who refer their successes or failures to something not similar with their own behaviors possess an external locus of control.

Test anxiety is another variable of this study which refers to worry, apprehension, increase in pulse rate, palpitation and other physiologic symptoms during the examination. Test Anxiety negatively affects academic performance. High-test-anxious students frighten about the consequences of not performing at a satisfactorily in examinations and will be embarrassed on being unsuccessful. Also, more test-anxious students, as compared to less low-test-anxious students suffer from poor mental health conditions and psycho-somatic symptoms. Students who are high in test anxiety tend to have poor study habits and test taking skills.

## **2. Hypothesis of the Study:**

H<sub>01</sub> : There is no significant relationship between Locus of Control and Test Anxiety of school students.

## **3. Methodology**

### **a) Sample of the Study:**

One hundred secondary school students studying at class X in two schools from North 24 Pargana district of West Bengal took part in this study. These students were randomly selected from secondary section of these schools.

## b) Tools used:

In order to obtain the required data on the variables Locus of Control and Test Anxiety, two questionnaires were used:

- i) Locus of Control Scale (Rotter, 1966).
- ii) Test Anxiety Scale (Sarason, 1975).

### i) Locus of Control Scale (Rotter, 1966):

Rotter's (1966) LOC scale was used to measure an individual's internal-external orientation. The scale is also known as the I-E scale and measures individual differences in a generalized belief for internal versus external control of reinforcement. It is a two-point scale and participants are supposed to select choice (a) or (b) in each part. The scale consists of 29 items and the respondents answer from 1 to 29, and the scores obtained from this scale were divided into two groups by the researcher in order to make the analysis of the data easier. Item and factor analyses indicated high internal consistency, test-retest reliability was satisfactory, and the test correlated satisfactorily with other method of assessing the same variable (Rotter, 1966).

### ii) The Test Anxiety Scale (Sarason, 1975):

Sarason's (1975) Test Anxiety Scale (TAS) was used as the research tool to determine the students' degree of test anxiety. TAS is a Likert scale with 37 items which reflect the multi-componential aspects of test anxiety. The items are based on the evidence that test anxiety is composed of test-relevant and test-irrelevant thinking. Responses range from 1 (completely disagree) to 5 (completely agree). For each item, the highest degree of anxiety receives five points and the lowest, one point. Students' scores can range from 37 to 185, the greater the number, the stronger the degree of test anxiety. The TAS is a reliable instrument in identifying students' anxiety experience in language learning. The internal consistency measure of TAS showed an alpha coefficient of 0.90.

## c) Variables in the Study:

There are two variables, one is Locus of Control which is independent and the other is Test Anxiety which is dependent variable.

## 3. Data Collection:

The present study was carried out during class hours. The questionnaires were distributed among the students by the researcher. There were instructions and the students were allotted 45 minutes time to answer each questionnaire. The students were told that the data would be used for research work and were assured that these data would be kept confidential.

## 4. Statistical Tools used:

To find out relation between the variables Locus of Control and Test Anxiety, Pearson Product Moment Correlation was used as a statistical tool for the study.

## 4. Result and Discussion:

### Result:

**H<sub>01</sub> : There is no significant relationship between Locus of Control and Test Anxiety of school students.**

Pearson Correlation	N	df	r	p-value
Locus of Control of School Students	100	98	- 0.49*	0.000
Test Anxiety of School Students				

\*Sig. at 0.01 level.

### Discussion:

The correlation value is -0.49 between Locus of Control and Test Anxiety of school students is negative and significant at 0.01 level as the p-value of 0.000 is less than 0.01 for df 98. A negative correlation indicates that the Test Anxiety decreases significantly as Locus of Control increases. So the null hypothesis H<sub>01</sub> is rejected and the alternative hypothesis H<sub>1</sub> is accepted.

### Conclusion:

This study sets out to find out relationship between Locus of Control and Test Anxiety among secondary school students. The results of this study revealed that there was a significant negative relationship between Locus of Control and Test Anxiety. The result is in tune with Berrenberg's (1987) and Carden *et al.* (2004) who also found a negative relationship between ELOC and test anxiety.

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