RESEARCH PAPER

A Study of Relationship between Study Habits, Intelligence and Testing Anxiety among Senior Secondary School Students

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Abstract

The study was designed to determine the significant differences amongst study habits, intelligence, and test anxiety of students studying in government and non-government senior secondary schools. This study adopted descriptive correlation survey design methods. It involves comparison and contrast to discover the difference between existing non-manipulating variables. The sample size of this study was 150 students, studying in government and non-government senior secondary schools. The Study Habits Inventory constructed and standardized by Dr.B.V.Patel, Verbal Intelligence test (VIT) constructed and standardized by R.K. Ojha and K. Ray Chowdhury, and Test Anxiety Inventory Hindi (TAI─ H) of Prof Ms.AnupSud&PrernaSud, has been used as the research tools for data collection. The investigators instruct students to respond on all items. Students also provide their demographic details. For analysing and interpreting the data, the investigators usedPearson's Product Moment Correlation as statistical techniques. The findings of this study show that study habits and level of intelligence of the students have positive correlation whereas test anxiety, intelligence and the study habits of the senior secondary school students have negative correlation as well.

Introduction

Every nation has used education as a means for the achievement of their numerous aims and objectives. For the development of any society, it becomes necessary to provide quality education to the students. The main purpose of education is to preparing future citizens, workers and leaders. Any educational institution is meant to imparting knowledge, habits of learning, socializing and vocationally preparing traits for better future to its students.

Now a days students are encountered with the media environment which is changing very fast. Most of the times they are engaged with it, either for the development of knowledge

and simply for fun. It is quite unfortunate that many students do not have time for the study of the curriculum books on regular basis. This is the main reason behind their poor study habits. Study habits are the main factors contributing to students' success and failure in their lives. Study habits mean the acquisition of learning or observation of books quickly, accurately, automatically with attention. According to Harvey &Goudvis (2000) effective study skills have been shown to improve academic performance, strategic knowledge, and effective responses among students with learning problems across multiple academic domains. As per the study carried out by Aluede and Onolemhemhen (2001) showed that counselling of students on good study habits, can bring about improvement in the students' academic performances.

A direct relationship between study habits and academic achievement showed that good study habits lead to good academic performance and bad study-habits lead to poor academic performance (Satapathy&Singhal 2000; Vyas 2002). Effective study habits help students to achieve good results (Sadia, 2005).

According to Stern W. (1914) intelligence is a general capacity of an individual consciously to adjust his/her thinking to new requirements or needs. It is the general mental adaptability to new problems and conditions of life. Binet and Simon (1916) described intelligence as a function of the ability to learn within an academic setting. Intelligenceis a predictive of academic achievement (Parker & Benedict (2002). Intelligenceis the ability to learn from one's experiences, acquire knowledge and use resources to adapt to new situations or solving problems (Sternberg and Kaufman, 1998; Wechsler, 1975). Rammamurthi (1993) found that despite the students possessing good intelligence, their good academic achievement hamper due to the absence of good study skills. William and Wood (1998) studied and found that the study power system improves the intelligence. Thus, intelligence is mental energy available with the individual enabling him/her to cope with environment in terms of adaptation and dealing with novel situations.

Test anxiety is a problem that many students frequently experience; some students find that anxiety interferes with their learning to such an extent that their grades are seriously affected. Sansgiry and Sail (2006) defined test anxiety as the "reaction to stimuli that are associated with an individual's experience of testing or evaluative situations". "Test Anxiety" in research literature, is a state of uneasiness, worry or feelings of uncertainty about an impending or ongoing evaluation programme. Jerri Wine (1971) presented an intentional model of test anxiety. According to this model, individuals with test anxiety

mostly focus on activities which are irrelevant to given assignments. Culler and Holahan (1980) replicated the findings of past researches that had shown that test anxiety is closely related with significant decrease in academic performance.

The purpose of the this study is to examine the relationships between study habits, intelligence and test anxiety, if any, so that academic performance of the students studying at senior secondary level can be improved by their teachers by keeping these factors in mind as ultimately these factors affect their academic performance.

METHODS

This study adopted descriptive correlation survey design methods. It involves correlation to discover the relationship between existing study habits, intelligence and test anxiety variables. The sample size comprises of 150 senior secondary school students, selected by simple random sampling technique. All the students were studying in Raipur Block in Dehradun. The data of the study are acquired from the three different standardized inventories as described below.

Study habits inventory which was constructed and standardized by Dr. B.V. Patel, has been used for the study to assess the study habits. The test consists of 45 items and each statement is based on five-point scale (1. Always, 2.Often, 3.Sometimes, 4.Hardly, 5.Never). The maximum possible score on the inventory would be 225 and the least possible score would be 45. The Verbal Intelligence test (VIT) constructed and standardized by R.K. Ojha and K. Ray Chowdhury has been used for the study. The test inventory has 8-subscales for measuring "Classification, Analogies, Synonyms, Number Test, Completion Test, Paragraph Test, Best Reasons and Simple Reasons". The test inventory consists of 112 statements; the response should be into right or wrong; one mark is given for right and no marks given for wrong response. The maximum possible score on the inventory would be 112. Test Anxiety Inventory (TAI─ H) of Prof Ms.AnupSud&PrernaSud was has been used for the study to measure test anxiety. It consists of two subscales for measuring "Worry" and "Emotionality" having eight items in each subscale. The range of possible scores for this instrument varies from a minimum score of 20 to maximum score of 80. The subject responds to each item by rating himself on a four-point rating scale, ranging from: 1) almost never to (2) sometimes, (3) often and (4) almost always.

All the instructions were printed on each test form. The students were instructed to read the instructions silently and carefully before they put their responses. Respond on all of the

items was mandatory. They also had to fill their demographic details (names, gender, school types, location etc.,) as required. Students needed to fill all inventories with in fifty-five minutes' time span. Obtained data were analysed and interpreted with the use of Microsoft excel 2010. Pearson's product moment correlation was employing to measure the significance relationship between study habits, intelligence and test anxiety of senior secondary school students.

RESULT

Table: 1 Relationship between the study habits and intelligence of senior secondary school students

S. No.	Variables	'r' value	Level of significance
1	Study habits	0.19	Significant at 0.05 Level
2	Intelligence		

Table 1 reveals that relationship between the study habits and intelligence of the students studying at senior secondary level, which is positive and statistically significant at 0.05level. Therefore, it translates that the study habits and level of intelligence of the students have positive correlation and it can be said that the level of intelligence increases with the increase in the scores of study habits i.e. high level of intelligence leads to good study habits.

Table: 2 Relationship between the test anxiety and intelligence of senior secondary students

S. No.	Variables	'r' value	Level of significance
1	Test Anxiety	-0.36	Significant at 0.01 Level
2	Intelligence		

Table 2 reveals that relationship between the test anxiety and intelligence of the students studying at senior secondary level, which is negative and statistically significant at 0.01level. Therefore, it may be inferred that the test anxiety and intelligence of students have negative correlation i.e. high level of intelligence among the student leads to low level of test anxiety.

Table: 3 Relationship between the study habits and test anxiety of senior secondary students

S. No.	Variables	'r' value	Level of significance
1	Study habits	-0.31	Significant at 0.01 Level
2	Test Anxiety		

Table 3 reveals that relationship between the study habits and test anxiety of the students studying at senior secondary level, which is negative and statistically significant at 0.01level. Therefore, it can be said that the study habits and test anxiety of the students have negative correlation i.e. as the scores on test anxiety scale decreases, the scores on study habits inventory will increase and it can be said that good study habits among the students leads to low level of test anxiety.

CONCLUSION

This study reveals that there is a positive relationship between intelligence and study habits of the students. It indicates that the students having high intelligence level can manage their time in a better way resulting good in their studies. They know that how to manage their studies and other life affairs in a better way. Various studies reveals that an optimum level of test anxiety is necessary for better academic performance but with the increase in the level of test anxiety there is a decrease in their academic performance. This study also indicates that there is a negative relationship between intelligence and test anxiety of the students. Therefore, it can be inferred that the students having high level of intelligence and good study habits are more confident and they know about their abilities in better way resulting in low level of test anxiety. We can observe that there is a negative relationship between study habits and test anxiety. It also indicate that with the higher level of intelligence, students can manage their time, studies and other social obligations in a better way leading to low level of test anxiety.

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