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Correlation Between Study Habit, Test Anxiety And Academic Achievement Of The Male And Female B.Ed. College Students

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Abstract

This research aims to investigate the relationships between study habits, exam anxiety, and academic achievement in a sample of male and female B.Ed. college students. Using the purposive selection technique, a total of 120 B. Ed. college students—a balanced mix of male and female students—were chosen for this study. Mukhopadhyay and Sansanwal's Study Habit Inventory (SHI) was utilized to assess the study habits of the sample. Test anxiety was measured with Spielberger's Test Anxiety Inventory (TAI). The academic performance of B.Ed. college students were evaluated using the percentage of marks received in the promotion exam from the first to second year. The assumptions were checked using Pearson's Product Moment Correlation Coefficient and t-statistics with the help of SPSS (Version 22). The B.Ed. students' study habits have a strong and positive correlation with their academic achievement and a substantial and adverse relationship with their test anxiety. Academic achievement and test anxiety in B.Ed. students are substantially and adversely correlated. Regarding these three aspects, students with good study habits differed significantly from those with poor study habits.

Keywords: Academic Achievement, Anxiety, College Students, Study habit

Introduction

Students' test anxiety (TA) and their study habits (SH) affect immensely their academic accomplishments (AA). Several factors influence and add to students' anxiety and study habits (Sharma, 2022; Sindhu, 2016; Mishra and Sharma, 2023). Numerous research projects identified several variables influencing students' academic achievement which include anxiety (Neemati, Hooshangi, and Shurideh, 2014), lack of motivation (Sharma, 2018, 2021), learning preferences (Holbah and Sharma, 2022), and habits of study (Ali, et al., 2013). In addition, students' academic achievement prepares students to contribute to the nation's development (Norhidayah, et al., 2009). Another group of academics outlines a variety of situations that can either favorably or unfavorably impact pupil achievement and their capacity to learn and update content efficiently (Cassady and Gridley, 2005; Howard, 2020). A few prominent factors such as test anxiety (Rana, Mahmood, 2010), higher levels of stress, anxiety, and depression in healthcare students (Dawood et al., 2016; Heinen, Bullinger and Kocalevent, 2017; Rupani et. al., 2016). Lawrence (2014) reveals that family background, individual differences, economic status, size of the family, education of the parent, etc. often affect students' study habits and academic performance. However, through modifying their study habits, engaging in interactive learning, receiving troubleshooting instruction, and being encouraged to study alongside a work schedule, the anxiety of learners can be reduced (Kazemi, Vaziri, and Abedi, 2016). Besides, we found research that analyzed gender differences in test anxiety affecting students' academic achievement (Nunez, Suárez, and Bono, 2016). According to an Iranian study, students find it challenging to develop good study habits in advance of exams because they often wish to study in their period (Alamdar, et al., 2015).

Test anxiety and learning habits are interrelated, interdependent, and interconnected, thereby, contributing to students' poor academic achievement. negatively correlated to one another. Sharma (2019) revealed that millennials and Gen Z are obsessed with social media applications and this long engagement and access to electronic gadgets leave no time to study and prepare for exams causing huge pressure, stress, test anxiety, and poor time management skills. Eventually, such pressure often results in the depression of the pupils who fail to produce the desired results as expected by their guardians and society.

Agreed by several researchers, anxiety and study habits are the two variables that result in poor performance; nevertheless, Jerim (2023) in the recent study found little evidence or no distinct relationship between TA and test performance. Furthermore, Kader (2016) asserted that stress related to an impending test could boost motivation, concentration, and effort levels, which would ultimately result in improved scores. Sharma (2022) finds sometimes students having test anxiety are motivated to study harder forming a habit of studying regularly leading to good

academic achievement, thereby lowering the pupils' anxiousness. Analogously, Sridevi (2013) researched to determine the correlation between upper secondary students' AA and TA and overall anxiety.
Against the backdrop, the succeeding section intends to study the correlation between Study Habit (SH), Test Anxiety (TA), and Academic Achievement (AA) of male and female College Students and to suggest a few measures that may assist in dropping TA and better SH of students and improving their AA.

Rationale of the Study

The present research aims to ascertain the correlation between SH, TA, and AA of male and female students to develop effective intervention strategies to lower TA and improve SH and AA of B.Ed. college students.

Objectives

The study is a ground-breaking attempt to
1. Find out whether there is any correlation at all between the TA and SHs, and AAin the entire sample of B.Ed. college students.
2. Assess whether students who practice good SHs differ from those who practice poor SHs in terms of TA and AA.
3. Examine whether there are any distinctions in SHs, test-taking anxiety, and AA between male and female students.

Hypotheses

- H1: A noteworthy correlation exists between the SHs, TA, and AA of all B.Ed. college students in the sample.
- H2: In terms of their TA, students with good SHs will differ considerably from those with poor SHs.
- H3: The AA of students who have good SHs will differ significantly from that of students who have poor SHs.
- H4: There will be a notable distinction in the SHs of two genders of B.Ed. students.
- H5: There will be a discernible difference in TA between both genders of B.Ed. college students.
- H6: A notable disparity in AA will exist between both genders of college students pursuing a B.Ed. course.

Methodology

Research Problem
This study attempts to explore the relationship between male and female B.Ed. college students' SHs, TA, and AA.

Sample
The sample comprised students of Bachelor of Education enrolled in the Midnapore District of West Bengal for the academic year 2022 2023. The purposive selection technique was used to choose 120 B. Ed. college students, 60 of whom were female and the remaining 60 of whom were male, between the ages of 23 and 28 for this study.

Research Design
Research paradigms, research approaches, research designs, and data collection methods are some of the components that make up a research design, which offers guidelines for conducting the study (Creswell and Clark, 2017; Myers, 2019). On the other hand, a correlational research design is used to find the association between two or more variables (Cohen et al., 2018). Test anxiety (TA) and academic achievement (AA) were the dependent variables in the study, while study habit (SH) and gender (male/female) were the independent variables.

Tools

The research utilized the following instruments:

1) Socio-demographic Information Schedule
Data was collected on the socio-demographic attributes of the participants, including their name, age, religion, district, and the year level (first or second year) of the B.Ed. college they are studying at. The list also contained other information, such as the name of the institution, the percentage of marks obtained on the most recent test, marital status, etc.

2) Study Habit Inventory (SHI)- by M. Mukhopadhyay and D. N. Sansanwal (1983)
The inventory utilized in the study was created by D. N. Sansanwal and M. Mukhopadhyay (1983). Each item has been given a 5-point rating. In response to each question, the participant checks the selected response next to the

positive/negative statement's serial number on the answer sheet. This survey was created for students studying the arts and sciences, boys and girls, and living in rural and urban areas. The inventory's items were divided into five categories: interaction, recording, task orientation, comprehension, and concentration.

Scoring

The inventory consists of 35 items including both positive and negative statements. There are 17 positive statements and 18 negative statements. Positive items were scored as 4, 3, 2,1, and 0, and negative items were scored as 0, 1,2, 3, and 4. The inventory has an ultimate score of 140 and an initial score of 0. The total score obtained on all 35 items provided an index of his or her study habits.

Reliability and Validity

The inventory's dependability as determined by the Split Half technique was 0.91 and the Test-Retest method was 0.87. The inventory's validity score was 0.81.

3) Test Anxiety Inventory (TAI)- By Spielberger (1980b)
Spielberger's Test Anxiety Inventory (1980b) was used to quantityTA. The inventory consists of twenty statements. These statements indicate the frequency with which an individual displays signs of anxiety before, during, and following the test. The inventory yields a score for overall test anxiety that is combined with the findings on the two subscales, worry and emotionality.

Scoring

On a four-point scale, with Rarely = 1, Sometimes = 2, Often = 3, and Almost Always = 4, responses were collected. Together with the results on the two subscales, worry and emotionality, the inventory provides a score for overall test anxiety. The inventory's initial item has a reversed score. Test anxiety's emotionality component (TAI-E) score is determined by looking at items 2, 8, 9, 10, 11, 15, 16, and 18. TA scores on the worry component (TAI-W) are determined by looking at items 3, 4, 5, 6, 7, 14, 17, and 20. Add all of the inventory items to get the total test anxiety score (TAI-T).

Reliability and Validity

For male and female college students, the Test Anxiety Total (TAI-T) test-retest reliability over a two-week to one-month period is.80 to.81, respectively. By using the Test Anxiety Inventory (TAI) in conjunction with Sarason's TAI (1978), the construct validity of this measure was determined. Strong concept validity was shown by the high correlation (.82 to.83) between the overall scores on the two inventories (Spielberger, 1980b). The results of this research showed that the TAI's dependability was.85, while the scores for concern and emotionality were.73 and.79, respectively.

4) Academic Achievement
Academic achievement of the B.Ed. college students was measured by recording the percentage of marks obtained in the 1st year to 2nd year promotion test.

Statistical Techniques

Both descriptive and inferential statistical techniques were applied. Students were classified into two groups: those with good study habits and those with poor study habits, based on the Median Study Habit value found on the Study Habit scores of the sample. SPSS (Version: 22) was used to analyze the data. We computed the mean and standard deviation. The hypotheses were verified using t-statistics and Pearson's Product Moment Correlation Coefficient.

Results and Discussion

Table: 1 *Shows the Correlation among SH, TAand AA ofthe B.Ed. Students (N=120)*

		SH	TA	AA
Study Habit	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	120		
Test Anxiety	Pearson Correlation	-.421**	1	
	Sig. (2-tailed)	.000		
	N	120	120	
Academic Achievement	Pearson Correlation	.537**	-.521**	1
	Sig. (2-tailed)	.000	.000	
	N	120	120	120

*** Correlation is significant at the 0.01 level (2-tailed)*

The list of data above displays the study habits of the B.Ed. students significantly and negatively correlated with their test anxiety. And, their SH has shown a significant positive association with their academic achievement. From Table 1, we endorse that the B.Ed. students with good study habits experience low levels of TA, whereas, the B.Ed. students with poor study habits, experience a greater level of TA. Again, the B.Ed. students with good study habits experience a higher level of academic Achievement.

Moreover, this table also shows that these B.Ed. students' test anxiety and academic achievement are significantly and negatively correlated. This finding indicates that, with a low level of test anxiety, academic achievement is enhanced. But, when these students faced high levels of TA, their AA also deteriorated. Here the correlation values are noteworthy at the 0.01 level.

The H1 said that there will be a substantial relationship between the SH, TA, and AA of the total sample of B.Ed. College students. So, the H1 is retained as the finding shown in Table 1 confirms that the SH, TA, and AA of the total sample of B.Ed. college students are considerably correlated.

Table 2: *t-value Depicting the Variation in Test Anxiety Between Students with the Best and Poorest Studying Habits*

	Independent Samples test				
	Mean	S.D.	t-Value	df	Level of Significance (2-tailed)
Test Anxiety of the Students with Good Study Habit	55.69	6.926	-6.787**	118	0.01
Test Anxiety of the Students with Poor Study Habit	64.93	7.933			

***Substantial at 0.01 level*

According to Table 2, students with good study habits have mean test anxiety values of 55.69, while those with poor study habits have mean test anxiety values of 64.93. The calculated t-value of -6.787 with df = 118 is greater than the 2.62 table value at the 0.01 level of significance.
According to the H2, there will be noticeable differences in TA between students with good and poor SHs.
Hence, the H2is retained and the result confirms that in terms of their TA, students with good SHs differ substantially from those with poor SHs.

Table 3: *t-Value Depicting the Variation in Academic Achievement between Students with Good Study Habit and Students with Poor Study Habit*

	Independent Samples test				
	Mean	S.D.	t-Value	df	Level of Significance (2-tailed)
Academic Achievement of the Students with Good Study Habit	108.10	6.172	7.081**	118	0.01
Academic Achievement of the Students with Poor Study Habit	91.36	9.525			

***Substantial at 0.01 level*

According to Table 3, the average academic accomplishment of students who practice excellent study habits is 108.10, whereas that of students who practice bad study habits is 91.36. At the 0.01 level of significance, the computed t-value of 7.081 with df = 118 is significantly greater than the table value of 2.62.
The H3 said that students with Good Study Habits will differ considerably from the students with Poor SHs concerning their AA.
Therefore, the H3 is kept, and the outcome shows that, when it came to their AA, students with good SHs differed considerably from those with poor SHs.

Table-4: *t-Value Depicting the Variation in Study Habitbetween Male and Female B.Ed. college students*

	Independent Samples test				
	Mean	S.D.	t-Value	df	Level of Significance (2-tailed)
Study Habit of the Male B.Ed. college students	75.54	7.108	-3.079**	118	0.01
Study Habit of the Female B.Ed. college students	81.93	7.875			

***Substantial at 0.01 level*

The average study habits of male and female B.Ed. college students are 75.54 and 81.93, respectively, as table 4 illustrates. In comparison to the table value of 2.62 at the 0.01 level of significance, the acquired t-value of -3.079 with df = 118 is higher.

According to the H4, there will be a noticeable difference in the study habits of male and female B.Ed. college students.

As a result, H4 is kept, and the outcome shows that there were notable differences in the study habits of male and female B.Ed. college students.

Table-5*: t-Value Depicting the Disparity in Test Anxiety between twogenders ofB.Ed. college students*

	Independent Samples test				
	Mean	S.D.	t-Value	df	Level of Significance (2-tailed)
Test Anxiety of the Male B.Ed. college students	53.77	7.240	.468	118	.641
Test Anxiety of the Female B.Ed. college students	54.02	10.092			

The average test anxiety scores for male and female B.Ed. college students are 53.77 and 54.02, respectively, as indicated in table 5. When compared to the table value of 1.98 at the 0.05 level of significance, the acquired t-value of.468 with df = 118 is considerably smaller.
According to the H5, there will be a noticeable difference in test anxiety between male and female B.Ed. college students.

The results indicate that there is no statistically major difference in TA between male and female B.Ed. college students. Therefore, H5 is rejected.

Table 6: *t-Value Depicting the Variation in their Academic Achievement between Male and Female B.Ed. college students*

	Independent Samples test				
	Mean	S.D.	t-Value	df	Level of Significance (2-tailed)
Academic Achievement of the Male B.Ed. college students	97.08	9.099	.428	118	.670
Academic Achievement of the Female B.Ed. college students	96.33	10.082			

According to Table 6, the mean academic achievement scores for male and female B.Ed. college students are 97.08 and 96.33, respectively. The t-value that was obtained, 0.428 with df = 118, is significantly lower than the 1.98 table value at the .05 level of significance.
According to the H6, there will be a notable distinction in AA between male and female B.Ed. college students.
Thus, H6 is rejected, and the findings indicate that there is no statistically noteworthy variation in AA between male and female B.Ed. college students.

Discussion and Findings

Once more, the current study has demonstrated that there were substantialvariances between male and female B.Ed. college students' study habits, with the former having a higher mean score than the latter. This is consistent with Tanveer et al. (2012) findings, which demonstrate that female students at various universities focus more on their coursework than male students do and that female students also have higher AA and more effective SHs. Furthermore, Dhanalakshmi and Murthy (2019) found that students' SHs vary based on their gender and exist on an average level in their similar study on B. Ed students. They demonstrated that the SHs of male students are marginally lower than those of female students. Thus, the current finding was supported by the results of earlier research.

Considering the previously mentioned outcomes, the research concludes that a noteworthy association exists between the SHs, TA, and AA of the complete group of B.Ed. college students. As expected, our findings align with the findings of multiple studies (Neemati, Hooshangi, and Shurideh, 2014; Sharma, 2022; Sindhu, 2016; Zeidner, 1991) showing that the TA of students with good SHs was suggestively different from that of students with poor SHs. Furthermore, there were discernible variations between the SHs of male and female college students pursuing specific programs (Sharma, 2022). As in previous studies (Dhanalakshmi and Murthy, 2019; Tanveer et al., 2012), the AA of the students with good SHs was significantly different from that of the students with poor SHs. The findings, however, show that there is no appreciable difference in TA between male and female B.Ed. college students.

Conclusion

The current research concludes that thestudy habits, test anxiety, and academic performance of male and female B.Ed. college studentsare related to each other. The research's findings indicate that there is a strong and negative relationship between TA and the SHs of B.Ed. students. In addition, academic accomplishment of B.Ed. students is significantly and favourably correlated with their SHs. Academic success and exam anxiety in B.Ed. students are substantially and adversely connected. In addition, students who had good SHs differed significantly from those who had poor SHs when it came to exam anxiety. Students with good SHs outperformed those with poor SHs in terms of AA, and male and female B.Ed. college students had very different SHs.

Limitations

The study's scope has been limited to West Bengal's Midnapore District. The sample size for this study was restricted to 120 male and female B.Ed. college students from a single West Bengal district. Thus, to generalize the results, more research involving a sizable sample of B.Ed. college students from the other W.B. districts need to be conducted. Furthermore, the current study's scope was restricted to college students pursuing a B.Ed. Although test anxiety is

crucial in many facets of a person's life, this study only looked at the SHs and AA of male and female B. Ed. college students.

Suggestions

Enhancing the study habits of students is crucial in mitigating their test anxiety. Additionally,it is advised that enhancing students' study habits will help them perform better academically and lessen their likelihood of experiencing severe test anxiety. Students need the assistance of teachers, psychological professionals, or counselors in developing successful study routines, which will eventually assist them in achieving their desired learning objectives.
This study recommends that more research be done to determine:
a) Whether B. Ed. college students have better SHs than high school students.
b) How the study habits affected by male and female students' screen time addiction?
c) It could have been better if the study had included students of all types of colleges and from other districts as the sample so that the findings could have been generalized for the college students at large.
d) It is also suggested that future research should include studies on test anxiety and achievement anxiety of performing personalities like players, dancers, and singers and also the other sectors like Doctors, and Lawyers to conduct comparative studies.

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