

Test Anxiety and Adjustment among Secondary Students

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ABSTRACT

The current study was conducted to explore correlation between adjustment and test anxiety among the secondary students with respect to their gender and locality of the students of secondary schools affiliated to the West Bengal Board of Secondary Education in Dakshin Dinajpur District, West Bengal. The investigators adopted an adjustment inventory and test anxiety scale to collect the required data. They applied the Pearson Product Moment Method to find out the said relation and t-test also used to find out the difference of correlation coefficients among the sub-samples. The study explored that there is significant negative correlation between test anxiety and adjustment of the secondary students. The study also revealed that there is statistically significant negative correlation between test anxiety and adjustment of the male and female students of secondary education. It was also found that there is statistically significant negative correlation between test anxiety and adjustment of the urban and rural students of secondary education with some exceptions.

Keywords: Test Anxiety; Adjustment; Secondary Students; Gender; Locality.

1. Introduction

Tests and examinations are the way through which the academic achievements and accomplishments of the students have been measured in their formal education. It is an integral part of education as the certification of the students depends on it. In present era, the competition in every sphere of life makes it more essential and the students have to secure a good mark in their examination for their future accomplishments and success. Hence, numerous students feel anxious about their forthcoming examinations. The term 'anxiety' did not gain currency in the psychological literature until the 1930's (Sarbin, 1968). Anxiety is a response to threat (Campbell, 2004). Today, anxiety is a common phenomenon of everyday life. It plays a crucial role in human daily life because all of us are victim of anxiety in different ways (Goodstein and Lanyon, 1975). Anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). Anxiety is an emotional and behavioural disorders caused by the activation of sympathetic nervous system (Rao, 2014) under the autonomic nervous system (MacIntyre and Gardner, 1991) in our body. Anxiety is a complex and multidimensional phenomenon (Rao, 2014) and can be defined as a "Subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system" (MacIntyre and Gardner, 1991). There are different forms and different symptoms of anxiety. Test anxiety is a notable form of anxiety.

Testing is a reality both in education and society (Halder, 2014). Test anxiety is a common term found almost in every student of each and every level of education. It is noted that there are several instances of the presence of test anxiety and its detrimental role from various research articles and literatures. The concept of test anxiety was first identified as a psychological phenomenon in the 1930s by Luria, Brown, and Neumann (Burns, 2004). The 1950s saw the spawning of test anxiety research in earnest, which began at Yale University in 1952 to developed and operationalized by Mandler and Sarason (1952). Almost two decades after this initiation, the first attempt to understand the antecedent of test anxiety of school children was made by Nijbawan (1972) in the world (Sud, 2001). Almost 12 years after this, Sharma and Rao (1984) conducted a first comprehensive review of research in India on test anxiety (Sud, 2001). Von Der Embse, et al (2013) concluded that there are few studies that have examined test-anxiety interventions with elementary and secondary school students.

Test anxiety (Luria, Brown, and Neumann, 1930) or Exam anxiety (Siever, 1980) is a special form of normal anxiety (Dehadray, 2013) or is the special case of general anxiety (Sieber, 1980). Students to feel tense and to worry during an examination (Gierl & Rogers, 2002). Test anxiety is a situational form (Halder, Bairagya & Mete, 2014) of anxiety specific to situations where individuals are being evaluated on their comprehension of a subject (Ormrod, 2011). Test anxiety is a situational anxiety which is elicited at the testing situation. The situations in which anxiety occurs can be broken down into two main subtypes of test

anxiety – trace anxiety and state anxiety (Cunha & Paiva, 2012). Test anxiety occurs when a student has a predisposition to display a certain level of anxiety, be it high or low, which applies across subject areas, without regard to content or test difficulty. State anxiety occurs when a student was preparing for the occasional difficult test or for a test that a student failed to prepare for. Test anxiety can serve both adaptive and maladaptive functions, primarily based on the amount of test anxiety the student was experiencing (Ormrod, 2011). Test anxiety is a feeling of agitation or distress. Test anxiety causes many stress symptoms (Harris, & Coy, 2003). Anxiety is more common at test period. Too much anxiety about a test is commonly referred to as test anxiety. Test anxiety is emotional reaction that an individual experience before and during an examination (Akca, 2011). Spielberger (1995) defined test anxiety is an unpleasant emotional state that occurs in a formal test or evaluation and has cognitive, affective, behavioral characteristics that make the individual feel stressed and hinder the individual from showing his or her actual performance. Zeidner (1998) defined test anxiety as a set of phenomenological, physiological, and behavioural responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation.

Adjustment is an important phenomenon in the life of human being (Verma & Kumari, 2016). The world is always change with diverges (Tamannaefar & Nezhad, 2014). Each and every individual is required to adapt and adjust to these diverge changes in order to benefit a balanced life (Tamannaefar & Nezhad, 2014) in better ways. The term adjustment is often used as adaptation and accommodation (Thakur and Modi 2014) which is a popular expression used by people (Makwana and Kaji, 2014) in our daily life to physical environment as well as to social, emotional and so on. Adjustment is the person's level of psychological adaptation, settlement in his or her surrounding environment. Adjustment is a continuous process (Verma & Kumari, 2016; Revika, 2013) by which a living organism maintains a balance between the needs and the circumstances (Taviyad & Patel, 2014). Adjustment as a stable condition of life when each and every human being is more or less in harmony with personal, biological, emotional, psychological, social and educational needs and with the demands of the atmosphere (Alam & Halder, 2017). Gates and Jersild (1970) defined adjustment as a continual process in which a person varies his behavior to produce a more harmonic relationship between himself and his environment.

2. Test Anxiety and Adjustment

Adjustment is an important phenomenon in the life of human. There are huge number of educational and psychological researches on test anxiety and adjustment. Rezazadeh & Tavakoli (2009) find out the result that there is a meaningful difference between males and females considering the rate of test anxiety. Sridevi (2013) found that there is a negative low correlation between test anxiety and academic achievement of higher secondary students. She also found that girls were more anxious than boys and rural students were more anxious than urban students in test anxiety. Nweze (2014) explored that sex is presumed not to be a strong indicator of test-anxiety in boys and girls and the rural schools manifested high level of test-anxiety more than their urban counterparts. Ganesan (2012) point out that the girls test anxiety is slightly higher than the boys. Similar findings were reported by Mousavi, et al (2008); Lashkaripour (2006); Mehregan and Najjarian and Ahmadi, (2001); Ferrando et al (1999); Bishop, Baner and Becker (1998); Chang (1997); Berger & Schechter (1996); Feingold, (1994). However, this difference has not been evidenced by some researches (Mwamwenda, 1993).

Thakar & Modi (2014) found that there is a significance difference in relation between boys and girls school students with reference to overall adjustment and also found a significance relationship between difference overall adjustment and academic achievement of school students. Makwana and Kaji (2014) explored that there was no significant mean difference in home adjustment, school adjustment, and emotional adjustment of secondary school students in relation to their gender but there was a significant mean difference in social adjustment of secondary school students in relation to their gender, boy students were found more adjusted than girls. Revika (2013) found that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to family, social, educational and financial adjustment. Jenaabadi, et al (2016) explores that anxiety among students was significantly and directly correlated with adjustment and its dimensions including emotional adjustment, social adjustment, and educational adjustment.

From the above discussions, it is evident that there are numerous researches on test anxiety and adjustment separately but the present researchers found that there is a lack of research on test anxiety and adjustment and their relation in West Bengal or India as well as abroad. Test anxious students may have some difficulty in their daily adjustment or may have some effect of test anxiety on adjustment. Well-

adjusted students also may have less test anxiety. As there is no research found on this area, the present researcher assumed that there may be a relation between the two variables. Therefore, it is very crucial to know the nature of the relation between test anxiety and adjustment of the students of Dakshin Dinajpur district in terms of their gender and locality. Hence, investigators attempted to conduct this study.

3. Objectives of the study

The study was conducted –

- ✓ to explore the relation between test anxiety and adjustment of the secondary school students.
- ✓ to explore the relation between test anxiety and the dimensions of adjustment of the secondary school students.
- ✓ To compare the secondary school students with respect to their gender and locality in terms of the relation between test anxiety and adjustment.

4. Null Hypotheses

- **H_{0.1}:** There is no significant relation between test anxiety and adjustment of the secondary students.
- **H_{0.2}:** There is no significant relation between test anxiety and adjustment of the secondary students with respect to their gender.
- **H_{0.3}:** There is no significant relation between test anxiety and adjustment of the secondary students with respect to the locality.

5. Methodology of the study

The present study is a normative survey type of descriptive research.

5.1 Population of the study

The population of the present study comprised of all the students of all the class-IX studying in school under the West Bengal Board.

5.2 Sample of the study:

In present study 200 (100 male & 100 female) students of secondary school were randomly selected from various govt aided schools of rural and urban areas of Dakshin Dinajpur district in West Bengal.

5.3 Variables

- **Independent Variable**
 - Test anxiety
 - Adjustment
- **Demographic Variable**
 - **Gender**
 - ✓ Male
 - ✓ Female
 - **Locality**
 - ✓ Urban
 - ✓ Rural

5.4 Tools used for the study

In present study, following tools were used for data collection.

- a. Adjustment Inventory for School Students (AISS) developed by Sinha and Singh. The inventory contains 60 items which are equally distributed amongst the three areas of adjustment i.e. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. The reliability of this test has been measured by split half (0.94 for emotional adjustment, 0.93 for social adjustment, 0.96 for educational adjustment and 0.95 for total inventory) test-retest (0.96 for emotional adjustment, 0.90 for social adjustment, 0.93 for educational adjustment and 0.93 for total inventory) and K-R formula 20 method (0.92 for emotional adjustment, 0.92 for social adjustment, 0.96 for educational adjustment and 0.94 for total inventory). To measure validity the results of adjustment inventory and superintendent's rating were correlated and the result was obtained to be 0.51.
- b. Test Anxiety Scale developed by Sharma. This scale consists of 25 test situations, each provided with 5 alternatives to select from the 5 alternatives are assigned weights from 1-5. The sum of the weights on all the items is the total anxiety score of an individual student. The test retest reliability of the scale is 0.927 and split half reliability is 0.876. The predictive validity of the scale by teacher's rating is 0.768 and internal marks is 0.743.

c.

5.5 Procedure

Test Anxiety Scale and Adjustment Inventory were personally administered to 200 secondary school children. First the investigator instructed the students to write the name, school name, sex and standard in which they are studying. After the completion of these, the investigator instructed the way to answer the questions. The scales were scored and tabulated systematically for statistical calculation.

6. Result and Discussion:

The present researchers analyzed the collected data through applying the correlation method and presented the results along with the descriptive statistics in the following discussions:

Table 1 Descriptive statistics of test anxiety and adjustment.

Descriptives	Test Anxiety		Adjustment	
	Mean	Std. Error	Mean	Std. Error
Mean	96.01		19.77	
		.869		.437
Median	97.00		19.00	
Variance	151.030		38.258	
SD	12.289		6.185	
Skewness	-.908		.560	
		.172		.172
Kurtosis	.634		.007	
		.342		.342

Table 1 shows the Mean ($M = 96.01$), Standard Deviation ($SD = 12.289$), Skewness ($S_k = -.908$), and Kurtosis ($K_u = .634$) for the test anxiety distribution of the total samples ($N = 200$). The Mean ($M = 19.77$), Standard Deviation ($SD = 6.185$), Skewness ($S_k = -.560$), and Kurtosis ($K_u = .007$) was found for the distribution of adjustment scores of total samples ($N = 200$).

Table 2 Gender-wise descriptive statistics of test anxiety and adjustment.

Descriptives	Test Anxiety		Adjustment	
	Male	Female	Male	Female
Mean	95.46	96.55	19.79	19.75
	1.113	1.338	.533	.696
Median	96.00	98.50	20.00	18.00
Variance	123.867	179.119	28.450	48.452
SD	11.130	13.384	5.334	6.961
Skewness	-.769	-1.024	.252	.688
	.241	.241	.241	.241
Kurtosis	.779	.558	-.264	-.117
	.478	.478	.478	.478

Table 2 shows the Mean ($M = 95.46$), Standard Deviation ($SD = 11.130$), Skewness ($S_k = -.769$), Kurtosis ($K_u = .779$) of test anxiety scores of male students ($N = 100$) and Mean ($M = 96.55$), Standard Deviation ($SD = 13.384$), Skewness ($S_k = -1.024$), Kurtosis ($K_u = -.558$) of test anxiety scores of female students ($N = 100$). It also shows the Mean ($M = 19.79$), Standard Deviation ($SD = 5.334$), Skewness ($S_k = .252$), Kurtosis ($K_u = .264$) of adjustment scores of male students ($N = 100$) and Mean ($M = 19.75$), Standard Deviation ($SD = 6.961$), Skewness ($S_k = .688$), Kurtosis ($K_u = -.177$) of adjustment scores of female students ($N = 100$). Hence, it can be said that the distributions are seems to be parametric in nature.

Table 3 Locality-wise descriptive statistics of test anxiety and adjustment

Descriptives	Test Anxiety		Adjustment	
	Urban	Rural	Urban	Rural
Mean	98.87	93.14	18.48	21.06
	1.139	1.254	.576	.636
Median	101.50	94.00	18.00	20.50
Variance	129.710	157.293	33.141	40.400
SD	11.389	12.542	5.757	6.356
Skewness	-1.348	-.603	.613	.480
	.241	.241	.241	.241
Kurtosis	2.559	-.132	.153	-.106
	.478	.478	.478	.478

Table 3 shows the Mean ($M = 98.87$), Standard Deviation ($SD = 11.389$), Skewness ($S_k = -1.348$), Kurtosis ($K_u = 2.559$) of test anxiety scores of urban students ($N = 100$) and Mean ($M = 93.14$), Standard Deviation ($SD = 12.542$), Skewness ($S_k = -.603$), Kurtosis ($K_u = -.132$) of test anxiety scores of rural students ($N = 100$). It also shows the Mean ($M = 18.48$), Standard Deviation ($SD = 5.757$), Skewness ($S_k = .613$), Kurtosis ($K_u = .153$) of adjustment scores of urban students ($N = 100$) and Mean ($M = 21.06$), Standard Deviation ($SD = 6.356$), Skewness ($S_k = .480$), Kurtosis ($K_u = -.106$) of adjustment scores of rural students ($N = 100$). Hence, it can be said that the distributions are seems to be parametric in nature.

$H_{0.1}$: There is no significant relation between test anxiety and adjustment of the secondary students.

Table 4 Presentation of the correlations among adjustment, emotional adjustment, social adjustment, educational adjustment and test anxiety.

Correlations					
	Test Anxiety	Emotional Adjustment	Social Adjustment	Educational Adjustment	Adjustment
Test Anxiety	1				
Emotional Adjustment	-.580**	1			
Social Adjustment	-.473**	.275**	1		
Educational Adjustment	-.612**	.560**	.254**	1	
Adjustment	-.730**	.845**	.597**	.823**	1

** . Correlation is significant at the 0.01 level (2-tailed). N = 200

Table 4 shows significant negative correlations between test anxiety and emotional adjustment ($r = -.580, p < 0.01$); test anxiety and social adjustment ($r = -.473, p < 0.01$); test anxiety and educational adjustment ($r = -.612, p < 0.01$); test anxiety and adjustment ($r = -.730, p < 0.01$) of the secondary students. It was also found that there are significant positive relations between emotional adjustment and social adjustment ($r = .257, p < 0.01$); emotional adjustment and educational adjustment ($r = .560, p < 0.01$); emotional adjustment and adjustment ($r = .845, p < 0.01$); social adjustment and educational adjustment ($r = .254, p < 0.01$); social adjustment and adjustment ($r = .597, p < 0.01$) and educational adjustment and adjustment ($r = .823, p < 0.01$). There is no strong evidence to accept the null hypothesis ($H_{0.1}$) and hence, it was rejected and interpreted that there is statistically significant negative correlation between test anxiety and adjustment.

$H_{0.2}$: There is no significant relation between test anxiety and adjustment of the secondary students with respect to their gender.

Table 5 Presentation of the correlations among adjustment, emotional adjustment, social adjustment, educational adjustment and test anxiety of male students.

Correlations ^a					
	Test Anxiety	Emotional Adjustment	Social Adjustment	Educational Adjustment	Adjustment
Test Anxiety	1				
Emotional Adjustment	-.458**	1			
Social Adjustment	-.393**	.109	1		
Educational Adjustment	-.610**	.465**	.121	1	
Adjustment	-.699**	.775**	.512**	.799**	1

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

a. Gender = Male (N = 100)

From the Table 5, significant correlations were found between test anxiety and emotional adjustment ($r = -.458, p < 0.01$); test anxiety and social adjustment ($r = -.393, p < 0.01$); test anxiety and educational adjustment ($r = -.610, p < 0.01$); test anxiety and adjustment ($r = -.699, p < 0.01$); emotional

adjustment and social adjustment ($r = .109, p > 0.05$); emotional adjustment and educational adjustment ($r = .465, p < 0.01$); emotional adjustment and adjustment ($r = .775, p < 0.01$); social adjustment and educational adjustment ($r = .121, p > 0.05$); social adjustment and adjustment ($r = .512, p < 0.01$) and educational adjustment and adjustment ($r = .799, p < 0.01$) of the secondary male students.

Table 6 Presentation of the correlations among adjustment, emotional adjustment, social adjustment, educational adjustment and test anxiety of female students.

Correlations^a					
	Test Anxiety	Emotional Adjustment	Social Adjustment	Educational Adjustment	Adjustment
Test Anxiety	1				
Emotional Adjustment	-.662**	1			
Social Adjustment	-.540**	.404**	1		
Educational Adjustment	-.616**	.640**	.379**	1	
Adjustment	-.752**	.887**	.668**	.850**	1

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

a. Gender = Female (N = 100)

Table 6 shows significant correlations between test anxiety and emotional adjustment ($r = -.662, p < 0.01$); test anxiety and social adjustment ($r = -.540, p < 0.01$); test anxiety and educational adjustment ($r = -.616, p < 0.01$); test anxiety and adjustment ($r = -.752, p < 0.01$); emotional adjustment and social adjustment ($r = .404, p < 0.01$); emotional adjustment and educational adjustment ($r = .640, p < 0.01$); emotional adjustment and adjustment ($r = .887, p < 0.01$); social adjustment and educational adjustment ($r = .379, p < 0.01$); social adjustment and adjustment ($r = .668, p < 0.01$) and educational adjustment and adjustment ($r = .850, p < 0.01$) of the secondary female students.

It was further found that there is no significant difference between the male and female students in terms of the correlation between test anxiety and social adjustment ($t = 1.31, df = 198, p > 0.05$); test anxiety and educational adjustment ($t = 0.07, df = 198, p > 0.05$); test anxiety and adjustment ($t = 0.78, df = 198, p > 0.05$); emotional adjustment and educational adjustment ($t = 1.77, df = 198, p > 0.05$); social adjustment and educational adjustment ($t = 1.93, df = 198, p > 0.05$); social adjustment and adjustment ($t = 1.68, df = 198, p > 0.05$) and educational adjustment and adjustment ($t = 1.12, df = 198, p > 0.05$) of the secondary students. But, it was found that there is significant difference between the male and female students in terms of the correlation of their test anxiety and emotional adjustment ($t = 2.1, df = 198, p < 0.05$); emotional adjustment and social adjustment ($t = 2.22, df = 198, p < 0.05$); emotional adjustment and adjustment ($t = 2.61, df = 198, p < 0.05$) of the secondary students.

Hence, it is evident to interpret that there is statistically significant negative correlation between test anxiety and adjustment of the male and female students of secondary education. Though there are some exceptions, the inter-correlations among the adjustment and its factors were found positive and statistically significant. Hence, it may be interpreted that the null hypothesis 2 ($H_{0,2}$) is rejected. From the further analysis, it was also found that there is a statistically significant difference between the coefficient of correlations between test anxiety and adjustment; emotional adjustment and social adjustment; and emotional adjustment and adjustment of male and female students.

H_{0,3}: There is no significant relation between test anxiety and adjustment of the secondary students with respect to the locality.

Table 7 Presentation of the correlations among adjustment, emotional adjustment, social adjustment, educational adjustment and test anxiety of urban students.

Correlations^a					
	Test Anxiety	Emotional Adjustment	Social Adjustment	Educational Adjustment	Adjustment
Test Anxiety	1				
Emotional Adjustment	-.663**	1			

Social Adjustment	-0.526**	.261**	1		
Educational Adjustment	-0.615**	.561**	.236*	1	
Adjustment	-0.796**	.829**	.603**	.823**	1

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

* Correlation is significant at the 0.05 level (2-tailed).

a. Locality = Urban(N = 100)

Table 7 shows significant negative correlations between test anxiety and emotional adjustment ($r = -0.663, p < 0.01$); test anxiety and social adjustment ($r = -0.526, p < 0.01$); test anxiety and educational adjustment ($r = -0.615, p < 0.01$); test anxiety and adjustment ($r = -0.796, p < 0.01$); emotional adjustment and social adjustment ($r = 0.261, p < 0.01$); emotional adjustment and educational adjustment ($r = 0.561, p < 0.01$); emotional adjustment and adjustment ($r = 0.829, p < 0.01$); social adjustment and educational adjustment ($r = 0.236, p < 0.01$); social adjustment and adjustment ($r = 0.603, p < 0.01$) and educational adjustment and adjustment ($r = 0.823, p < 0.01$) of the secondary students.

Table 8: Presentation of the correlations among adjustment, emotional adjustment, social adjustment, educational adjustment and Test Anxiety of rural students.

Correlations^a

	Test Anxiety	Emotional Adjustment	Social Adjustment	Educational Adjustment	Adjustment
Test Anxiety	1				
Emotional Adjustment	-0.502**	1			
Social Adjustment	-0.406**	0.269**	1		
Educational Adjustment	-0.570**	0.543**	0.237*	1	
Adjustment	-0.652**	0.855**	0.580**	0.807**	1

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

* Correlation is significant at the 0.05 level (2-tailed).

a. Locality = Rural

Table 8 shows significant negative correlations between test anxiety and emotional adjustment ($r = -0.502, p < 0.01$); test anxiety and social adjustment ($r = -0.406, p < 0.01$); test anxiety and educational adjustment ($r = -0.570, p < 0.01$); test anxiety and adjustment ($r = -0.652, p < 0.01$); emotional adjustment and social adjustment ($r = 0.269, p < 0.01$); emotional adjustment and educational adjustment ($r = 0.543, p < 0.01$); emotional adjustment and adjustment ($r = 0.855, p < 0.01$); social adjustment and educational adjustment ($r = 0.237, p < 0.05$); social adjustment and adjustment ($r = 0.580, p < 0.01$) and educational adjustment and adjustment ($r = 0.807, p < 0.01$) of the secondary students.

It was found that there is no significant difference between the urban and rural students in terms of their test anxiety and emotional adjustment ($t = 1.71, df = 198, p > 0.05$); test anxiety and social adjustment ($t = 1.07, df = 198, p > 0.05$); test anxiety and educational adjustment ($t = 0.48, df = 198, p > 0.05$); emotional adjustment and social adjustment ($t = 0.06, df = 198, p > 0.05$); emotional adjustment and educational adjustment ($t = 0.18, df = 198, p > 0.05$); emotional adjustment and adjustment ($t = 0.62, df = 198, p > 0.05$); social adjustment and educational adjustment ($t = 0.01, df = 198, p > 0.05$); social adjustment and adjustment ($t = 0.25, df = 198, p > 0.05$) and educational adjustment and adjustment ($t = 0.33, df = 198, p > 0.05$) of the secondary students. But, it was found that there is significant difference between the boy and girl students in terms of their test anxiety and adjustment ($t = 2.15, df = 198, p < 0.05$) of the secondary students.

Hence, it is evident to interpret that there is statistically significant negative correlation between test anxiety and adjustment of the urban and rural students of secondary education with some exceptions. Hence, it may be interpreted that the null hypothesis 3 ($H_{0.3}$) is rejected.

7. Discussion and Conclusion

The present study explored that there is significant negative correlation between test anxiety and adjustment of the secondary students. The study also revealed that there is statistically significant negative correlation between test anxiety and adjustment of the male and female students of secondary education. It was also found that there is statistically significant negative correlation between test anxiety and adjustment of the urban and rural students of secondary education with some exceptions.

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