

EFFECT OF TEST ANXIETY ON MUSIC PERFORMANCE OF COLLEGE STUDENTS OF HIMACHAL PRADESH

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Abstract

This study aimed to find out the effect of test anxiety on the music performance of college students of Himachal Pradesh. 400 students from 36 colleges were randomly selected for this study. It was found that the value of 't' for comparison groups G1 and G2 (Students having low level of anxiety and students having average level of anxiety) is 9.54 which is significant at 0.01 level of confidence. The value of 't' for comparison groups G1 and G3 (Students having low level of anxiety and students having high level of anxiety) is 19.39 which is significant at 0.01 level of confidence. Also the value of 't' for comparison groups G2 and G3 (Students having average level of anxiety and students having high level of anxiety) is 8.01 which is also significant of 0.01 level of confidence. Thus it may be concluded that as the level of test anxiety goes on decreasing, the music performance of students goes on becoming better.

Keywords: Test Anxiety, Academic Achievement, Music Performance.

INTRODUCTION

Whatever the art may be, its aim is to give concrete shape to the abstract emotions of human beings and its aim is to make life beautiful. Music is an art that connects living beings with living beings and also helps in creating emotional relationships with each other. There are many such problems in student life which take the form of anxiety. This later affects musical performance and has a negative impact on musical achievement. Anxiety can be of many types. One that we feel before doing any work. Like education related, employment related, marriage related, family related also affects the life. Similarly, a music student also feels a similar effect in his life. It is often seen that a student remains normal before the performance, but as soon as he sits on the stage to perform or give the exam, he starts having many performance related thoughts which affects the performance.

ANXIETY

Although anxiety has been dubbed "the age of anxiety" in the 21st century, the problem has existed throughout human history. Nowadays, the majority of personality and psychological theories employ anxiety as a primary explanatory notion. It is also commonly accepted that anxiety is the primary cause of a wide range of behaviours, including immoral acts, sleeplessness, and even acts of creative expression. Anxiety is distracting and uncomfortable for most people. Low self-esteem and restricted educational and career advancement are two consequences of anxiety. Additionally, anxiety can have a negative physical impact and can play a variety of roles in disease processes. Even using medication to treat anxiety can have negative side effects include higher risk of major accidents and drug abuse, as well as a loss of self-control and a decline in held effectiveness.

Due to the vague nature of the term "general anxiety," an increasing number of studies conducted in recent years have concentrated on particular causes of anxiety, such as test anxiety, public speaking anxiety, and social anxiety. These sources of anxiety are also of significant intrinsic interest. Furthermore, the situational context can be defined. Education and psychology experts often see anxiety during testing situations. These days, test anxiety is the particular anxiety that has been examined the most (Sarason, 1980). Currently, researchers worldwide generally operate in university labs and educational settings while doing research on test anxiety. The quantity and caliber of studies on test anxiety have increased within the past several years. More and more researchers from all over the world are focusing on test anxiety as a prominent emotional experience in human life. The research is characterized by a borderline heretical approach that integrates different advanced ideas from other areas of psychology, and more international contributions, including cross-cultural studies.

On the basis of extensive research evidence (Sarason, 1972, 1978) concludes that high-test-anxiety individuals are more self centered and self critical than individuals who are low in test anxiety and more likely to emit personalized, derogatory response that interfere with task performance. This shift in emphasis seems particularly appropriate with regard to test anxiety.

High-test-anxious have chronic doubts about either producing adequate performance about examinations or being evaluated favorably by significant others. Persons low in test anxiety, on the other hand, are less doubtful and more condition. If the task is difficult, or situational anxiety is high, there by potentiating momentary interruptions, these classes of people should differ from each other in their responses.

OBJECTIVE

The objective of the present investigation was to study the effect of test anxiety on the music performance of college students of Himachal Pradesh.

HYPOTHESIS

There will be no significant difference in the music performance of college students having high, average and low level of test anxiety.

SAMPLE:

A total sample of 400 students studying Music in undergraduate level 1, 2 and 3 year was selected randomly from 36 colleges of Himachal Pradesh.

PROCEDURE

The investigator approached authorities and teachers, teaching music in various colleges, to fix up the time for administration of tool. Just before the practical examinations of the

students studying music the Test Anxiety Scale was administered. The scores (marks) obtained by students were also obtained for further analysis.

ANALYSIS OF DATA

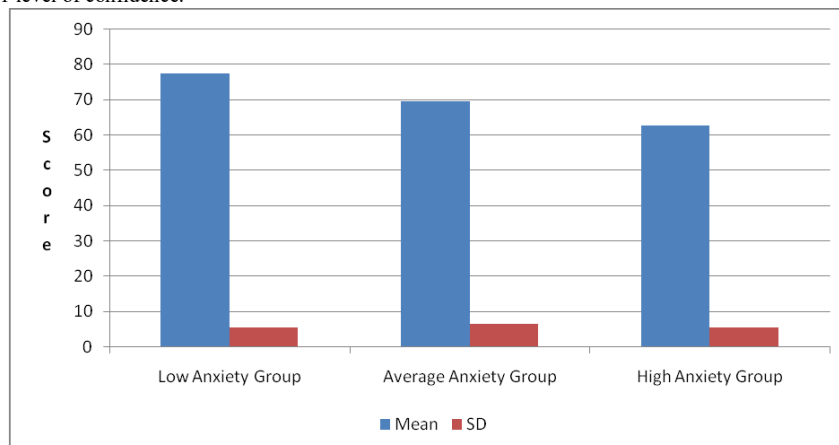
Data were analyzed by employing 't-test'. The anxiety scores obtained were put in ascending order and 3 groups were formed (High, Average and Low Anxiety Groups). The academic achievement scores obtained by the students in three groups were taken for analysis.

Table 1: Comparison of Music academic Performance among High, Average and Low Anxiety groups of College Students

Comparison Groups	Mean 1	Mean 2	SD 1	SD 2	't'
G1 – G2	77.56	69.54	5.63	6.68	9.54*
G1 – G3	77.56	62.86	5.63	5.51	19.39*
G2 – G3	69.54	62.86	6.68	5.51	8.01*

df=214; t=2.59 at 0.01 level

*= significant at 0.01 level of confidence.



It is clear from table 1 that the value of 't' for comparison groups G1 and G2 (Students having low level of anxiety and students having average level of anxiety) is 9.54 which is significant at 0.01 level of confidence. The value of 't' for comparison groups G1 and G3 (Students having low level of anxiety and students having high level of anxiety) is 19.39 which is significant at 0.01 level of confidence. Also the value of 't' for comparison groups G2 and G3 (Students having average level of anxiety and students having high level of anxiety) is 8.01 which is also significant of 0.01 level of confidence.

Thus, it is evident that these comparison groups differ significantly in their music performance. It is clear that mean for students having low level of anxiety (77.56) is greater than the mean for students having average level of test anxiety (69.54). Similarly the mean for students having high level of test anxiety (62.86) is less than the means for the low and average groups (77.56, 69.54).

Thus it may be concluded that as the level of test anxiety goes on decreasing, the music performance of students goes on becoming better. This is in conformity with the researches conducted on test anxiety and achievement. Hence the hypothesis that 'There will be no significant difference in the music performance of college students having high, average and low level of test anxiety,' is rejected.

DISCUSSION

Music is a subject where practical performance is given top priority. Music requires talent as well as regular practice along with a calm state of mind. Students who become anxious have, even otherwise, been found to perform poorly. Anxiety cripples their muscular coordination and also diverts their attention from the performance. Examinations are notorious in increasing the level of anxiety among the students of the subjects where practicals are quite demanding. Thus students offering music are no exception. Studies have shown time and again that there is a negative and significant relationship between anxiety and the academic performance. Sarason (1978, 1980, 1981); Sarason and Stoops (1978); Sud (1983), Covington (1983); Wine (1971) and Sharma and Dasgupta (1993) found that anxiety and academic performance were negatively correlated. Results obtained by Sharma (1978) and Grewal and Sud (1981) also confirmed the findings of the present investigation.

CONCLUSION

We may say that there will be a significant difference in the music performance of college students having high, average and low level of test anxiety. As anxiety increases performance decreases.

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