A CORRELATIONAL STUDY BETWEEN ACADEMIC TEST ANXIETY AND SELF-ESTEEM AMONG STUDENT TEACHERS.

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ABSTRACT

Exam and evaluation periods are extremely difficult times when stress levels are at their peak. Low levels of stress can, in some cases, encourage pupils; on the other hand, high levels of stress can be discouraging. Students will feel worn out, overburdened, and perplexed as a result. Thus, the objective of the current study is to evaluate level of self-esteem and exam anxiety among teacher trainees. The study focused on finding out teacher trainees' levels of academic test anxiety and self-esteem as well as the relationship and correlation between the two were the main objectives of the research. Hypothesis of the study was to test whether there is any significant association between self-esteem and test anxiety of B.Ed. Trainees or not. The sample size of the study was fixed to 100 chosen by conducting a convenient random sampling technique. Descriptive correlational survey design with a quantitative research approach was employed for assessing academic test anxiety and self-esteem. Contrary to popular belief, TA decrease is always accompanied with gains in grade point average (GPA) and test performance and this in turn brings or increase the self-esteem of the pupil. The study comes to the major conclusion (educational implications) that by providing a supportive mentorship atmosphere where students may practice assertiveness skills and build their confidence to complete all academic activities successfully, test anxiety can be decreased and students'self-esteem can be increased.Better study techniques, self-concept, and psychological discomfort raise test anxiety and student performance, but higher self-esteem and social support act as buffer against test anxiety

Keywords: Test Anxiety, Self-esteem, Mentorship, Gender

INTRODUCTION

The academic performance and overall well-being of student teachers are crucial factors that will impact the global education system going forward in the ever-changing landscape of modern education. Academic test anxiety and self-esteem are two prominent constructs among the many factors influencing their educational journey. Student teachers' experiences and results are significantly shaped by two factors: self-esteem, which is an individual's assessment of their own worth and abilities, and academic test anxiety, which is defined as apprehension and uneasiness prior to or during academic assessments.Comprehending the dynamic relationship among these concepts is crucial for mental health practitioners, educators, and legislators. Although a great deal of research has been done on the effects of test anxiety and self-esteem separately on academic performance and psychological health, less has been known about how these two factors relate to each other when it comes to student teaching. By performing a thorough correlational analysis, this study aims to close this gap by revealing the complex relationship between student teachers' self-esteem and academic test anxiety.The reason for looking into this correlation is the significant ramifications it has for individual student teachers as well as the larger educational environment. Excessive test anxiety has been linked to negative outcomes in terms of academic achievement, cognitive ability, and emotional health. It may also make student teachers less effective and confident in their ability to teach. On the other hand, strong self-esteem acts as a buffer against the negative effects of stress and anxiety, enabling people to face obstacles head-on and effectively.

We will examine the theoretical underpinnings of academic test anxiety and self-esteem in the following sections of this thesis. We will also review relevant literature that examines the effects of each of these factors separately, explain the methodology used to conduct the correlational study, present the results and analyses, and offer implications for future directions in education policy and practice. Through this project, we hope to advance efforts to develop resilient and self-assured educators capable of meeting the varied needs of 21st-century learners and to shed light on an important but little-studied aspect of the student teaching experience.

REVIEW OF LITERATURE

Liu, J. et al. stated in their work that test anxiety should be related to the personality and self-esteem, and the prevalence of test anxiety in introversive, unstable emotional, apparent psychoticism or low self-esteem students should be higher. **Thomas, T. et al**. in their article titled A Study to Assess the Correlation between Academic Test Anxiety and Self-Esteem among Undergraduate Students explains that, students' self-esteem can be enhanced and test anxiety can be reduced by creating an enabling environment for mentoring where they can practice assertiveness skills which will in turn boost their confidence to perform all academic tasks successfully. **Hembree, R.** commented on his study that test anxiety negatively impacts students' performance and self-esteem, but reducing it can lead to improved test performance and GPA. **Bayani, A**. commented that self-efficacy, social support, and self-esteem all have a negative correlation with test anxiety in elementary students, with self-esteem acting as a mediator. The mediation effect of self-esteem on the relationship between self-efficacy, social support and test anxiety were supported in a path model in the study. **Yoon, S., & Kwon, Y.** conducted a study and revealed test anxiety is higher self-esteem was low. The effect of the general characteristics and test anxiety self-esteem, in the case of boys, seniors, if I choose this self-esteem was higher, the higher the anxiety test were analyzed by low self-esteem. Therefore, need to a systematic curriculum approach and academic environment. **Ahangary, S., & Sharifi, M.** on their study titled as On the Correlation between Iranian Efl Learners' Self Esteem and Test Anxiety Role of test anxiety on the performance of EFL learners has repeatedly revealed that high levels of test anxiety enhance the probability of significant declines in every performance in general and EFL performance in particular. **Croyle, K., Weimer, A., & Eisenman, R.** indicated that the relationship between assessed variables differed between testing contexts, with test performance a significant predictor only in measurement of state test anxiety, and sex and negative affect significant predictors only in measurement of trait test anxiety.**A. Bharathi et al.** commented on their study titled as Optimism, Self-Esteem and Social Support among Students with High- and Low-Test Anxiety that Test anxiety negatively impacts students' performance and self-esteem, leading to psychological distress and academic underachievement.**M. A. Many, Wesley A.** Many commented that Higher self-esteem in elementary and junior high school pupils is associated with a reduced anxiety in general and test situations. the possibility of reducing anxiety in elementary and junior high school age pupils by enhancing the way in which they see themselves can contribute toward their future levels of achievement.**Jin-tong Liu, Xian-peng Meng,**

Qinglong Xu commented on their article titled: The relationship between test anxiety and personality, self-esteem in grade one senior high students that Test anxiety ought to be associated with personality and self-worth; introverted, emotionally unstable, seemingly psychotic, or low self-esteem students ought to have a higher prevalence of test anxiety in grade one senior high school students.**Zamira Hyseni Duraku, L. Hoxha** suggested that Higher levels of psychological distress, better study techniques, and self-concept were all linked to test anxiety. Student success was correlated with higher levels of self-esteem. Better study techniques, self-concept, and psychological discomfort raise test anxiety and student performance, but higher self-esteem and social support act as buffers against test anxiety.**Sung-Uk Yoon, Youn-Suk Kwon** comments that College students in the health department who have low self-esteem report higher test anxiety, which suggests that structured curriculum approaches and supportive learning environments are needed to lower anxiety. In the case of boys, the relationship between test anxiety self-esteem and general characteristics was that lower self-esteem was analyzed in correlation with higher anxiety scores. As a result, an organized curriculum and learning environment are required.**O. Peleg** in his paper titled as Test Anxiety, Academic Achievement, and Self-Esteem among Arab Adolescents with and without Learning Disabilities suggested that Higher test anxiety and lower self-esteem are experienced by Arab adolescents in Israel who have learning disabilities, which may have an adverse effect on their academic performance. Compared to their peers without disabilities, students with LD generally reported higher levels of test anxiety and lower levels of self-esteem. It is to be expected that their severe distress will affect their academic performance.**M. Patten et al**. comment that Improved performance in math, reading comprehension, and general knowledge are all positively correlated with higher self-esteem in young learning-disabled students, whereas lower self-esteem is negatively correlated with these areas. They also suggested that for both males and females, there is a negative correlation between overall anxiety and general information achievement scores.**Alam, Md Mahmood** had found that, overall boys felt less test anxiety and had better self-esteem and academic performance than girls; and students who felt less test anxiety and had excellent academic performance compared to their rural counterparts.**SA Sarı, G Bilek, E Celik** in their work indicated that students' anxiety and low self-esteem are caused by university entrance exams, particularly for female students. that test anxiety is influenced by gender and that there is a negative correlation between test anxiety and self-esteem. Test anxiety was found to be lower

in students with higher self-esteem and higher in female students compared to male students.**Hyseni Duraku, Z., & Hoxha, L** examined the relationship between test anxiety and academic achievement in relation to study techniques, coping strategies, self-perception, self-worth, and psychological distress in college and high school students. Principal discoveries are social support and attending college were found to be protective factors against test anxiety. Higher levels of psychological distress, better study techniques, and self-concept were all linked to test anxiety. Student success was correlated with higher levels of self-esteem.**Dan, O., Bar Ilan, O., & Kurman, J**. indicated in their study that while high school students displayed more social denigration than college students, college students revealed less test anxiety and more cognitive obstruction and tenseness. In high school students, the majority of the correlations between test anxiety and anxious attachment were mediated by self-esteem. Among college students, self-esteem had a lower mediating effect.**Dordi Nejad et.al** commented that Academic achievement and test anxiety are negatively correlated (GPA). Nonetheless, there is a direct link between test anxiety and age. An educational semester has no bearing on a student's test anxiety.

RESEARCH OBJECTIVES

1. To investigate the correlation between academic test anxiety and self-esteem among student teachers, aiming to identify the nature and strength of the relationship.
2. To analyze the implications of the correlation between academic test anxiety and self-esteem for the academic performance, psychological well-being, and professional development of student teachers.
3. To provide recommendations for educational institutions, teacher training programs, and mental health professionals to develop targeted interventions and support mechanisms addressing academic test anxiety and enhancing self-esteem among student teachers.

STATEMENT OF THE PROBLEM

The primary problem addressed in this study is to elucidate the correlation between academic test anxiety and self-esteem among student teachers. By investigating this relationship, we seek to uncover the nuanced interplay between these constructs and their implications for the academic performance, psychological well-being, and professional development of aspiring educators.

Although academic test anxiety and self-esteem have significant implications for the professional development and well-being of student teachers, there is a notable deficiency in the literature

regarding their relationship in the context of student teaching. The complex relationships between these constructs have not been thoroughly studied, which leaves a critical gap in our knowledge of how they interact and influence one another during this crucial stage of teacher preparation.

HYPOTHESIS

H_0: There is no significant relationship between Self-esteem and Test Anxiety.

H_0: There is no significant impact of test anxiety on self-esteem among student teachers.

METHODOLOGY

The study is based on both primary and secondary data. Primary data has been collected from 118 individuals fromB.Ed. colleges of Kottayam District. The details were collected from the respondents directly using questionnaire prepared for this purpose. The sample respondents were selected through convenient sampling technique. The secondary data has been collected from published sources including websites, journals etc.

ANALYSIS OF DATA

The data collected were analyzed with the help of SPSS software. Analysis was made on the basis of mean score, Pearson Correlation Analysis, Regression Analysis and Scatterplot Interpretation.

REPORTING PEARSON CORRELATION

Problem

Investigate the relationship between test Anxiety and Self Esteem among Student Teachers

Hypothesis

H_0: There is no significant relationship between Self-esteem and Test Anxiety.

Correlation Analysis

Table 1

		Test Anxiety	Self-esteem
Test Anxiety	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.978
	N	118	118
Self-esteem	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.978	
	N	118	118

*Correlation is significant at the 0.01 level (Two tailed)

Pearson Product correlation of Test Anxiety and Self Esteem was found to be negatively correlated and statistically significant (r= -.003 & p>0.001). Therefore, H_0 was not supported. This shows that an increase in test anxiety behavior would lead to a lower self-esteem behavior amongthe respondents i.e., student teachers.

REGRESSION ANALYSIS

Problem

To investigate if test anxiety has any significant influence on self-esteem among Student Teachers.

Hypothesis

H_0: There is no significant impact of test anxiety on self-esteem among student teachers.

Regression Analysis

The hypothesis tests if test anxiety carries as significant impact on self-esteem. The dependent variable Self-esteem (SE) was regressed on predicting variable Test Anxiety (TA) to test the

hypothesis H_0. TA significantly predicted SE, F = 0.001, p>0.001, which indicates that the TA can play a significant role in shaping SE (b = -.003, p>.001). These results clearly direct the negative affect of the TA. Table shows the summary of the findings

Table 2.

Hypothesis	Regression Weights	Beta Coefficient	R^2	F	p value	Hypothesis Supported
H_0	TA → SE	-0.003	0.000	0.001	.978	No

INTERPRETATION OF A SCATTERPLOT GRAPH SHOWING NEGATIVE CORRELATION BETWEEN TEST ANXIETY AND SELF-ESTEEM

Simple Scatter of Self Esteem by TestAnxiety
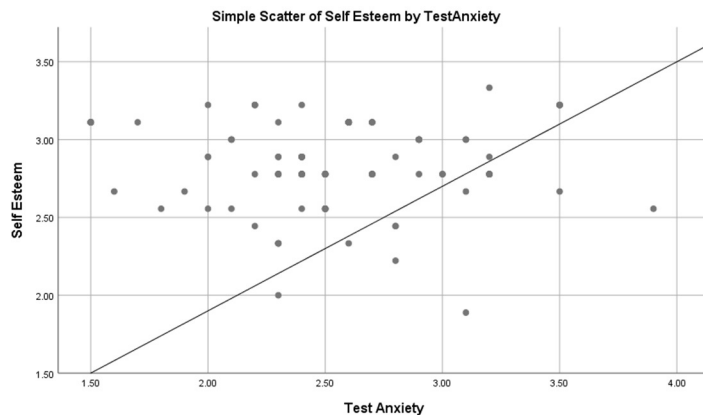
When examining a scatterplot graph with test anxiety plotted on the x-axis and self-esteem on the y-axis, and displaying a negative correlation, we expect to observe a downward sloping pattern of data points. In this context, a negative correlation indicates that as test anxiety scores increase (moving along the x-axis to the right), self-esteem scores tend to decrease (moving along the y-axis downwards), or vice versa. Each point on the scatterplot represents an individual, with their corresponding scores on both test anxiety and self-esteem measures.

This negative correlation highlights the inverse relationship between test anxiety and self-esteem among student teachers. It indicates that individuals with greater confidence in their abilities (higher self-esteem) are less likely to experience high levels of test anxiety, while those with lower self-esteem may be more susceptible to heightened test anxiety.

FINDINGS

1. The primary discovery of the correlational investigation indicates a noteworthy inverse relationship between student teachers' self-esteem and their anxiety related to academic exams. The results of statistical analysis showed that there was a strong negative correlation (r = -.003) between the two variables.

2. The study discovered that while student teachers with lower test anxiety tended to show higher self-esteem scores, those with higher test anxiety tended to report lower levels of self-esteem. According to this inverse relationship, test anxiety tends to rise when self-esteem falls, and vice versa when test anxiety tends to fall.

3. Subsequent analysis of the data revealed a strong correlation between academic achievement, self-esteem, and test anxiety. Academic performance was found to be higher for student teachers with higher levels of self-esteem, regardless of their level of test anxiety. On the other hand, individuals who scored lower on the self-esteem scale frequently had difficulties succeeding academically, especially when they were more anxious before tests.

4. The results highlight how crucial it is to treat test anxiety and boost student teachers' self-esteem in order to improve their wellbeing and productivity in the classroom.

5. The results have important ramifications for mental health practitioners, teacher preparation programs, and educational policymakers. But the Teachers can foster positive outcomes in their professional practice by addressing the negative correlation between test anxiety and self-esteem.

SUGGESTIONS AND IMPLICATIONS

1. Provide workshops, seminars, or courses that emphasize stress management, mindfulness, and relaxation techniques to student teachers in order to help them reduce test anxiety and boost their self-esteem.

2. Motivate student teachers to practice self-reflection in order to improve their sense of self-worth and self-awareness. Offer chances for introspection on one's own accomplishments, assets, and potential areas for development.

3. Use peer feedback sessions, guided exercises, or reflective journals to help develop self-awareness and self-esteem.

4. Provide counseling services or mentorship programs that are especially designed to help student teachers with their test anxiety and self-esteem problems.

5. Assign student teachers to knowledgeable mentors or counselors who can help them navigate academic obstacles and develop their confidence.

6. Promote a growth mindset, view failures as teaching moments, and confront irrational demands for perfection. Encourage a mindset that values self-compassion, resiliency, and acceptance.

7. Provide inclusive and encouraging learning environments in teacher preparation programs so that aspiring teachers have a sense of worth, respect, and freedom to express themselves.

8. To support psychological well-being and boost self-esteem, foster open communication, teamwork, and peer support systems.

SCOPE FOR FURTHER STUDIES

1. Examine the impact of peer and parental support networks on the relationship between student teachers' self-esteem and academic test anxiety. Analyze how peer relationships, parental expectations, and social comparisons affect student teachers' perceptions of self-worth and test anxiety, and devise ways to create environments that are supportive of one another.

2. In the new wide scope of technological advancements, it is better to examine how technology-based interventions, like online support groups, virtual reality exposure therapy, and digital mindfulness apps, can help student teachers with test anxiety and boost their self-esteem.

3. Further studies can be conducted in examine the lived experiences and subjective viewpoints of student teachers on test anxiety and self-esteem by using qualitative research techniques like focus groups, interviews, and narrative inquiry.

4. In order to arrive at culturally responsive interventions and support strategies, it is better to conduct comparative studies in diverse cultural contexts that will shed light on the cultural factors that influence test anxiety, self-esteem, and teaching efficacy perceptions.

5. This study only covers the relationship between or how stronger the association between self-esteem and test anxiety.It is required to undertake longitudinal research to investigate

the long-term consequences and trends of the inverse relationship between student teachers' anxiety about academic tests and their self-esteem.

CONCLUSION

In summary, the study has shed light on an important and intricate relationship that exists in the educational landscape between Academic Test Anxiety and Self-Esteem among Student Teachers. Several significant conclusions have been drawn from a thorough analysis of the negative correlation between these psychological constructs, providing insightful information about the difficulties and experiences encountered by student teachers.The main conclusion of this study emphasizes that there is a negative relationship between student teachers' self-esteem and their anxiety related to academic tests. The statistical analysis showed a moderate to strong negative relationship, meaning that self-esteem tends to decline and test anxiety tends to rise in tandem. This inverse relationship demonstrates how these constructs are intertwined and have a significant impact on the development of aspiring educators' professional lives.The results of this study also have implications for future research projects, policy, and educational practice. The implementation of targeted interventions and support mechanisms by educational stakeholders can foster a supportive learning environment that is conducive to the holistic development of student teachers by acknowledging and addressing the negative correlation between academic test anxiety and self-esteem.To sum up, this paper advances our knowledge of the intricate relationship between student teachers' self-esteem and their anxiety related to academic tests. Educators and legislators can foster environments that support the professional development and well-being of aspiring educators by addressing these psychological constructs, which will ultimately improve the quality of education in schools.

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