

**THE RELATIONSHIP BETWEEN TEST ANXIETY, STUDY HABIT,
PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT OF
GRADE TEN GOVERNMENT SECONDARY SCHOOL STUDENTS IN
ADDIS ABABA.**

**BY
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Table of Content

	Page
List of the Table Content.....	i
Acknowledgment	ii
List of Table.....	iii
Abbreviation and Acronym.....	iv
Abstract.....	v
CHAPTER1. INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problem.....	6
1.3. Objective of the Study.....	7
1.4. Significance of the Study	7
1.5 Delimitation of the study	8
1.6 Limitation of the Study	8
1.7 Definition of Term.....	9
CHAPTER 2: REVIEW RELATED LITERATURE	
2.1 Concepts and Theoretical Background of Anxiety.....	10
2.2 Test Anxiety.....	13
2.3 Study Habits	24
2.4 Test taking Attitude and Study Habits in Relation to Test Anxiety.....	29
2.5 Parental Involvement	31
2.6 Summary of the Review Related Literature	36
CHAPTER 3: METHOD OF THE STUDY	
3.1 Design of the Study	38
3.2 Variable in the Study	38
3.3 Study Area	39
3.4 Population and Sampling	39
3.5 Tools of Data Collection	40
3.6 Procedures	42
3.7 Method of Data Analysis	44

CHAPTER 4: RESULTS OF THE STUDY

4.1 Results Obtained using Descriptive Statistics	45
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CHAPTER 5: DISCUSSION

5.1 Relationship of Test anxiety with other Independent Predictor variable and Dependent Variables	52
5.2 The Relation of Students` Study Habit and Academic Achievement	55
5.3 Parental Involvement and Students` Academic Achievement ..	57
5.4 The Overall Relationship of Academic Achievement with the Predictor Variable	59

CHAPTER6: SUMMARY, CONCLUSSION AND RECAMENDATION

6.1 Summary	60
6.2 Conclusion	62
6.3 Recommendations	62

References

Appendixes

Appendix A: English Version of Questionnaire

Appendix B: Amharic Version of Questionnaire

List of Tables

	Page
Table1: Sample size of the Study.....	40
Table2: Characteristic of the Participants (N = 333)	45
Table3: Descriptive Statistics of the Independent and the Outcomes Variables (N= 333)	46
Table4: Intercorrlaton of Independent Variables and Dependent Variables (N=333)	46
Table5: Descriptive Statistic Low, Medium and High Test Anxiety Group	47
Table6: Intercorrlaton between low Test Anxiety score and Other Variables	48
Table7: Intercorrlaton between Higher Test Anxiety and other variables	49
Table8: Summary of Analysis of Variance for the Significance of Multiple Regression Model	50
Table9: Relative Contribution of the Independent Variables to the Prediction of variables	50

Abbreviation and Acronyms

- AAI:** Academic Achievement average score in grade nine two semesters
2008/9
- AAII:** Academic Achievement score in grade ten first semester 2010
- TAA:** Total Academic Achievement
- TA:** Test Anxiety
- SH:** Study Habit
- PI:** Parental Involvement
- SES:** Socio economic Status
- TGE:** Transitional governmental of Ethiopia
- NAEP:** National Assessment Education progress

Abstract

This study attempted to examine the relationship among test anxiety, study habit and parental involvement in relation to academic achievements. To investigate these relationships 333 secondary school students (167 male and 166 female) were taken as participants of the study using stratified sampling methods. Average academic achievement score of three consecutive semesters and student self report questionnaires was used to gather pertinent information. The data analyzed by using statistical techniques of mean, standard deviation, Pearson and biserial correlation coefficient, and multiple regressions. Results of the study showed test anxiety had negative relation with students' academic achievements, and study habit and parental involvement positive relation with students' academic achievement. The multiple regression analysis displayed that test anxiety, study habit and parental involvement had statistically significant contribution to students' academic achievement, explaining 29.2% of the difference in academic achievement. Of the variables treated in the study, study habit was the best predictor variable to the students academic achievement. The researcher recommends that intervention need to reduce test anxiety and improving study habit, increasing parental involvement and students' academic performance. Moreover, a further research is recommended a verifying whether the observed difference between male and female is the result of variation in their academic performance.

CHAPTER 1: INTRODUCTION

1.1. Background of the Study

Education is seen as a key means for national development. Much of the achievement of a country in terms of economic, social and political dimensions rests on its human resource capacity to attain, utilize, and create knowledge (Teklehaimanot, 2000). It is believed to be a major source of social transformation that increases people's understanding that will enable them to improve the current mode of life. Consequently, countries formulate their own education policies to facilitate the development of their society.

White & Notkin (1980) wrote that education being one of the least development countries; it is unquestionable that education is one of the core factors to development. The total well-being and active participation of students in the teaching learning process is vital accompanied to development aspects. "All societies want children to develop the knowledge and abilities they will require as adults. An important way of achieving these is through schooling. Education is a process by which man transmits his/her experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations Transitional governmental of Ethiopia (1994).

According to Ethiopian Education and Training policy of 1994, the duration, secondary education is four years duration, consisting of two years of general secondary education, which will enable students identify their interests for further education, for specific training and for the world of work. General education will be complete at the first cycle (grade 10). The second cycle of secondary education and training will enable students to choose subjects or prepare them adequately for higher education and for higher education and for the world of work.

Secondary school education should not be viewed as a more extension of primary education. It has specific purposes as large numbers of students enter the world on the completion of secondary schooling. Related with this, (Zenebe & Wossenu, 1999) indicated that secondary school education helps to satisfy the demand of middle level work force of a country. Therefore, this level of education is expected to develop human resource, which is capable of contributing to the nation's development.

For instance, (Bimbola & Oludip, 2009; Feldman & Wentzel, 1990, and Cassady & Johnson, 2002) are concerned with the effects of different factors such as school environment, students' behavior and teachers teaching methodology on the development of children's achievement. Juxtaposed with internal motives and desires students have for themselves, there are many problems or factors that challenge students' academic performance. Parental expectation, family education level, study habits, family structure, types of parental motives for learning, cultural factors, demographic factors and school environments are a few of them which can affect the overall performance of learning activities in general and students' achievement in particular (Tavani & Lash et al., cited in Temesgen , 2006).

One important factor, which is influential on students' academic achievement, is test anxiety. Test anxiety has become one of the most disruptive factors in school and other settings where testing is performed Cassady (2004). Test anxiety negatively affects academic performance. In a meta-analysis of 562 studies that looked at the relationship between test anxiety and academic achievement, Hombree as cited in Moore (2006) found that test anxiety routinely caused poor performance. Moore (2006) described that impact of test anxiety on students' performance is frequently by the evaluation of the classroom teacher and reported that students who are high in test anxiety also tend to have poor study habits and test taking skills.

For instance, Hong as cited in Spielberger & Sarason (1978) claimed that test anxiety is "a complex multidimensional construct involving cognitive, affective, physiological and behavioral reaction to evaluative situation". In line test anxiety is psychological condition in which a person experience distress before, or after a test or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning and a negative affect on performance (Smith, 1964).

Test anxiety includes two components: worry and emotionality. Liebert & Morris (1967) operationally define worry as cognitive concerns about the consequences of failure" and emotionality as the "physiological reactions of the autonomic nervous system to stress. Test anxiety is directly relate to fears of negative evolution, dislike of tests, cognitive self-preoccupation, and less effective study skills Elliot et al., (2000). Birenbaum & Nasser (1994) claimed that test anxiety is a widespread problem in school, and Shaked (1996) estimated that 30% of all students suffer from some level of test anxiety. Nowicki and Strickland cited in Moore (2006) found a negative relationship between the test anxiety and achievement of children in grades 3 – 12. Similarly, Hill, et al., as cited in Zeidner (1995) estimated that about 25% of American primary and secondary school students, some 10 million students, suffered lower academic performance due to test anxiety.

On the other hand, Nicholls (1967) noted that test anxiety represent a tendency to expect failure in the situation. The effect of test anxiety is not limited to the assessment session itself. Students' study skills play a role in how test anxiety influences academic performance. Students with high-test anxiety and poor study skill do not learn the material as well as test anxious students with good study skills; this effect is demonstrate

the low levels of performance on tests, including practice tests, which have no bearing on their grades (Birenbaum & Pinku, 1997).

Test performance varies across individuals with test anxiety based on their study and coping skills (Onwuegbuzie & Daley, 1996) Because of the students with poor study skills or preparation processes generally face reduced performance regard to the type of test, lack of time limit. Students with adequate preparation skills are encounter retrieval failures only in the presence of debilitating contextual anxiety Benjamin et al., as cited in Moore(2006). Students with high cognitive test anxiety often report that they knew the material before the test, but when they entered the testing room, the material escaped them. This prompts interference, distractibility, or inefficient cue utilization strategies (Cassady & Johnson, 2002).

Study habit is an indispensable aspect of the learning process. Effective study habit results in positive learning outcomes while defective study habit result to poor learning outcomes. For study habit to be considered effective the following fundamental components and more should be evidently present; drawing up and abiding to daily study schedule, full involvement in teaching and learning processes, inculcating good reading habit, promptly doing and turning in class work and assignment jotting down points while the teachers teaching and during private studies etc (Tella ,2007).

Of course, studies show that external predictions have significant impacts on students' school performance. In line of this, Tavani & Losh as cited in Temesgen (2006) argue that the external predictors of students' academic success, such as the roles of parental encouragement and involvement in their children's academic performances, displayed a

significant effect on their children behavior relating to school achievement than study habits contribution on academic area.

Herman as cited in (Bimbola & Oludipe, 2009) on the other hand constructed a fear of failure, which appears to be a good predictor of academic achievement, and of the worry and emotionality components of test anxiety. Fear of failure explained more variance in the achievement variables than emotionality or worry taken separately or together. He concluded that fear of failure was a salient trait component of test anxiety, which in test conditions is manifested as a situational state component.

In addition, the other major factor, which may contributed a lot for learning, is parental involvement. Empirical researchers on family involvements (Fantuzzo, Tighe & Childs, 2000) have stated that parents' involvement has documented positive relationships between parental participation behaviors and students' outcomes for a variety of students. From this point of view, it appears that parent is the most important persons help and influence the academic success of the child.

As Besides cited in Asmenew (2006) parental participation in students' schooling is relevant to provide additional help to children overall learning activities. Children in school may show remarkable abilities and academic related performances. Parents should help and improve there performance of the students.

Parental involvement has been shown to be an important variable that positively influences children's education. Epstein (2001) indicated that parental involvement in children's learning activities positively influences their levels of achievement and motivation to learn.

According to Abdella (1999) social attitudes, parental involvement, parental attitude and family educational level have an impact upon children's success in education. Both of these have positive and negative effects on academic achievement of the students. Students' learning and their performance in school have been determined through different factors; for instance, teachers' behavior, home environment, students' study habits and family encouragement.

1.2 Statement of the Problem

Studies (Elliot et al., 2000; Feldman & Wantzel, 1990, & Strage, 1999) indicated that academic performance of the child is relation to many factors. There seems to be common types of exploration among writers and researchers that child's academic achievement is the result of the blend of internal and environmental influences. These external and internal factors may create various possibilities on the students' academic success. What makes this study unique with the earlier findings is that, it gives emphasis on external and internal problems simultaneously for further research. Among some factors that predicted academic performance, test-anxiety, study habit and parental involvement are mentions just a few. This study investigated whether or not these variables have differential relationship with academic performance of secondary school in Ethiopian context. Particularly, this study was more concerned to investigating the relationships of these variables and academic achievements in grade tenth government secondary school of Akaka Quality Sub-city in Addis Ababa. The reason is that to the knowledge of the present researcher there has never been such kind of study conducted to find the relationships between aforementioned problems in students' academic achievement in the area in our country context.

The following are basic question of the study

1. What is the extent of test-anxiety experienced by the participants?
2. Is there a significant relationship between expressed test-anxiety and academic achievements?
3. Is there any significant relationship between study habits of student, parental involvement in student education with achievement scores?
4. Do the variables (test-anxiety, study habit and academic achievement) have significant relationships among each other?
5. Is there a significant relationship between parental involvements in student education with achievement scores?

1.3 . Objective of the Study

Generally, the aim of the research is examining the relationship test anxiety, study habit, parental involvement and students' academic achievement score.

1.4 Significance of the Study

The significance of the study based on the following rationale.

1. Results obtained in this study may provide students with potential (necessary) information regarding the extent to which test-anxiety, study habit, and parental involvement related to their academic achievement.
2. It may also provide some information for teacher, counselor, parents, educators, and other concerned governmental and non-governmental organizations regarding the extent to which these variables determine academic performance of secondary school students.
3. It may show the implication that support teachers, counselor, parents and students how to relate test anxiety, study habit, parental involvement with students' academic achievement score.

4. Finally, the study indicated future direction for those professionals and practitioners who are interested in the area.

1.5 Delimitation of the study

The study was delimited in scope in terms of area, population, samples, and study variables. This was to make the study manageable. The study was delimited to grade tenth Government secondary school in Akaki Kaliti Sub-city in Addis Ababa. This was selected as a sample area because the researcher identified that there is research, which was carries to investigate the problem yet. The study was also delimited to investigate the relationships of the Test anxiety, Study habit and Parental involvement and students' academic achievement.

1.6 Limitation of the study

Firstly, relatively many variables were use in this study to sort out the independent contribution to students' academic achievement out of many potential independent variables on academic performance. This may affect the reliability of the results of the study. For instance, the reliability of the measures test anxiety, study habit and parental involvement is not high.

In addition, the findings from the present study should interpret with in the context of its limitation.

1.7 Definition of Term

Academic Achievement or performance: refers to academic achievement of the students on classroom examination as indicated by averaging the scores obtained different subject area the scores at Grade 9 and first semester level scores of Grade 10 of the participants.

Test-anxiety: indicates a state where a students experiences unpleasant disturbing feeling before, during and after associated to any evaluative school activity.

Study Habit: refers to the participant's trend to learn and prepare for tests, quizzes or final exam.

Parental Involvement: it refers to parents' participation, support and encouragement on the chider is learning to facilitate academic performance.

CHAPTER 2: REVIEW RELATED LITERATURE

2.1 Concepts and Theoretical Background of Anxiety

Freud was the first to attempt to indicate how diverse conditions under which anxiety arises, as well as the assumed universality of its appearance could be incorporate within a single psychological framework Sarason (1960). According to the view, Freud devoted considerable attention to the anxious reaction from the conflict between biological motives and the frequent conflict of Id with ego or super ego.

Horney & Freud as cited in Morgan & King (1986) wrote that anxiety as follows: Basic anxiety is view to arise in the child feels helpless in threatening world. Children learn that they are relatively weak and powerless, dependents on their parents for safety and satisfaction. Theory seems to agree on the existence of conflict. For Horney conflict is view between incompatible needs. Anxiety was primarily recognize within the framework of psychoanalysis before it becomes a subject of study for psychologists.

Anxiety prevails when a person is at odds with himself. It can be persisting, distressful psychological state arising from an inner conflict. The distress may be experience as a feeling of vague uneasiness or foreboding, a feeling, such as fear, anger, restlessness, irritability, depression, or other diffuse and nameless feelings. Anxiety exists as a conscious state when the anxious person is aware of the nature of his conflict and the ways in which the conflict affects his feelings and his conduct (Jersild, 1963).

As Steinberger & Lewis cited in Spileberger & Sarason(1978) found that an anxiety states in terms of the intensity of the subjective feelings of

tension, apprehension, nervousness, and worry that are experienced by individual at a particular moment, and by heightened activity of the automatic nervous system, that accompanies these feelings. Anxiety will also vary in duration and in intensity, and fluctuate overtime as a function of the amount of stress that impinges upon individual's interpretation of the stressful situation as personally dangerous or threatening.

Anxiety is characterized as a disturbing feeling that arises because of the lack of a clear standard of one's own, or of the possibility of failing to meet some perceived external standard (often one that is vaguely sensed rather than clearly defined). Each has emphasized that anxiety is a basic human emotion that cannot be avoided entirely. Finally, each has characterized that anxiety as having negative as well as positive consequences. The negative consequences of anxiety include discomfort and counterproductive striving, often in the form of fear and avoidance of the unpleasant. Its positive consequences include the acquisition of new competence or the attainment of some higher stage of psychological development (Sieber, O'Neill & Tobias, 1997).

Sartre as cited in Sieber et al., (1997) has defined anxiety as fear of failure to meet a standard, or fear that one does not hold that the appropriate standard. He also distinguished between fear, which has an external object, and anxiety, which has an internal object, namely, distrust of one's own ability to react well under stress. That is, anxiety has to do with holding values, and fear that one will not measure up to them.

Barlow as cited in Butcher (1995) claimed that, anxiety is perhaps the most universally experienced emotion. Anxiety is present in most living organisms and seems to serve an adaptive function at moderate levels of severity. Until recently, despite the common occurrence of anxiety,

researchers could not agree on a definition. Previous definitions viewed both anxiety and fear as uncontrolled expressions of emotions. More recently, fear and anxiety most to be related emotions but with important divergent properties. Butcher (1995) distinguished anxiety is oriented toward potential future threats and has been defined diffuse bland of intense emotional reaction that reflect anger, interest, excitement, and a primary component of fear. On the other hand, fear is a primitive alarm triggered by present danger and is characterize by intense negative affect and arousal.

Spielberger & Sarason (1978) reported that, anxiety is a type of cognitive response marked by self-doubt, feelings of in adequacy, and self-blame. One might say that where as stress often in one interpretation of situation, anxiety responses to perceived in ability to handle a challenge or unfinished business in a satisfactory manner. In fact that can be manipulated, the self-preoccupations of the anxious person, even in apparently neutral or even pleasant situations, may be due to a history of experience marked by a relative paucity of signals (Seligman as cited in Spielberger & Sarason (1978). Because of the perception of danger are various, including the stimulus properties of situations and unrealistically high standard. Every teacher knows students who, while quite able and bright, are virtually terror stricken at exam time. In these cases, a student often expresses concerns about the consequences of not performing at a satisfactory level and embarrassment at what is regard as "failure".

Sarason & Spielberger investigated that individuals and its conscious experience sense anxiety. To this effect, the researchers developed self-report test anxiety for students to measure anxiety to tests and test like situations instead of using therapeutic technique. The bright but anxious students operate under a special handicap (Almy, 1999).

According to Almy, the fact behind the bright anxious child is that, even though such a child verbalizes his/her anxiety for a teacher the adequateness of the school performance covers the real problem. Teacher's response nothing to worry about keeps the child to be handicapped.

2.2 Test Anxiety

Anxiety can range from feelings of uneasiness to immobilizing bouts of terror. Anxiety can be beneficial when it leads to excitement and enthusiasm, and have negative effects when it causes worry, confusion, fear, and lowering of self-esteem (Almy, 1999). Increased cognitive and emotional alertness are basic reactions in test situations. Birenbaum and Nasser (1994) claimed that test anxiety is a widespread problem in school, and Shaked (1996) estimated that 30% of all students suffer from some level of test anxiety. Test anxiety begins in childhood, and as testing experiences increase, an individual's test anxiety levels increase because of compounding episodes of poor performance. Test anxious students report the inability to recall information when in a testing situation (Mueller as cited in Elliot et al., 2000).

Spielberger & Sarason (1978) summarized that the main characteristic test anxiety includes the following:

- A). *the test situation is seen as difficult, challenge, and threatening,*
- b). *students see themselves as ineffective or inadequate in handling the task,*
- c). *students focus on undesirable consequences of personal inadequacy,*
- d). *self-deprecatory preoccupations are strong and interfere with task-relevant cognitive activity, and*
- e). *students expect and anticipate failure and loss of regard by others*

According to Spielberger & Sarason test anxiety is a "situation-specific personality trait" that occur before, during, and after a testing session. Research reports that test anxiety may occur when an afflicted individual views any type of evaluative situation as being a personal threat. These individuals report debilitating psychological, physiological, and behavioral reactions in a testing situation. Rezazadeh & Tavakali (2009) describe that test anxious people; high test-anxious persons are characterizing by acquired habits and attitudes that involve negative self-perceptions and expectations. These self-deprecating habits and attitudes dispose test-anxious persons to experience fear and heightened physiological activities in situations such as examinations in which they are being evaluation, and influence the manner in which they interpret and respond to events in the environment.

Test anxiety includes two components: worry and emotionality. Liebert & Morris (1967) operationally defined *worry* as "cognitive concerns about the consequences of failure" and emotionality as the "physiological reactions of the autonomic nervous system to stress". A strong connection between the *Worry* and *Emotionality* components. However, they can be distinguished since the *Worry* component is more correlates with academic performance than the *Emotionality* component. Those individuals who receive high scores on the *Worry* scale tend to receive lower scores on tests than those individuals who do not express excessive worry.

Nicholls (1967) noted, "test-anxiety represents a tendency to expect failure in test situations" and therefore more closely related to cognitive school performance than is general anxiety. Test anxious individuals respond to the testing situation with a worry reaction and irrelevant thoughts that interfere with effectiveness on their tasks (Polasky, 1991). Sarason (1978), for example, reported that children who have low levels

of test anxiety are more successful on complicated tasks and on timed tests than their peers who have high levels of test anxiety. In situations without time limits, the anxious children will do better academically than those with no anxiety. Sarason also stated that the differences in academic performance between anxious and unanimous children are minimal in noncompetitive situations.

The effects of test anxiety are not limited to the investigating these research itself. Students' study skills play a role in how test anxiety influences academic performance. Students with high-test anxiety and poor study skills do not learn the material as well as test anxious students with good study skills; this effect is demonstrate in the low levels of performance on tests, including practice tests, which have no bearing on their grades (Birenbaum & Pinku, 1997). Reports have shown that test anxiety is expresses differently during the three phases of testing (test preparation, test performance, and test reflection).

Test Preparation Phase: High levels of test anxiety lead to interference in working memory's articulators processing loop, making it difficult for these anxious students to process the information presented to them during a lecture session (Ikeda, Iwanaga, & Seiwa, 1996). During the test preparation phase, students with high levels of test anxiety have difficulty learning and retaining material that they may be tests on in the future. They do not always realize that they are unprepared (Everson, Smodlaka, & Tobias, 1995). Students with high-test anxiety shown to study as much as or more than their low anxiety peers, but the methods of study reported by the high anxiety group were highly repetitive and less effective.

Those students who do not overestimate their preparedness are more likely to procrastinate (Cassidy & Johnson, 2002). The student views the

upcoming test as a stressful event due to the personal harm (on grades, self-esteem, or status) that the test can cause (Schwarz & Jerusalem, 1992). Students' explanations for this perceived threat are that they have a generalized low self-efficacy for testing or that a specific subject is difficult (Everson et al., 1993).

Test Performance phase: Test performance varies across individuals with test anxiety based on their study and coping skills (Moore, 2006). A student with poor study skills or preparation processes generally reduces performance regardless of the type of test, lack of time limit, or reduced item difficulty. Students with adequate preparation skills are to encounter retrieval failures only in the presence of debilitating contextual anxiety (Naveh-Benjamin et al., 1987). Students with high cognitive test anxiety often report that they knew the material before the test, but when they entered the testing room, the material escaped them. This prompts interference, distractibility, or inefficient cue utilization strategies (Cassady & Johnson, 2002).

In addition, students will often look over the test when it is first hand out to assess the difficulty level of the test and whether or not they are prepared. This often leads to higher levels of anxiety (Zeidner, 1995). This begins a troubling thought cycle; as the students begin to focus on their lack of knowledge and consequences of failing, they actually distract themselves from the task.

Test Reflection Phase: The level of test anxiety experienced during this phase depends on students' self-efficacy about testing. If the student frequently fails and does not attribute the failure to his or her own actions, he/she will experience higher anxiety levels (Bandalos, 1995). Students who recognize that the effort they put into a task is reflected by their grades often report lower levels of anxiety.

2.2.1 Factors Contributing to Test Anxiety

For Spielberger & Sarason (1978) self-concept is the overall sum of self-referent information that an individual has processed, stored and organized in a systematic manner is a factor to contribute to the development of test-anxiety. They pointed out that level of anxiety could fluctuate over time in relation to internal and external stimulation. For Friedman & Bendas-Jacob (1997) another factor that contributes to test-anxiety is view to be self-awareness that is the feeling of being observed or evaluated by other. Other people perception of the individual may have an impact on performance. A more commonly recognized factor of the test anxiety is the classroom climate as stated in Vogel and Collins (2004). Gibson and Chandler (1988) pointed out, as students get older; they spend increasing time in school and fears associated with school activities increase. Fearful students are considered to pass unhappy experience.

According to Dunn (1968) to investigator some situational factors are also regarded to affect the performance of test anxious student such as: (a) are personality and behavior of an examiner in a situation where the examiner indicates some internal feelings of the anxious child related to the test that is assumed to heighten the existing the conflict. Cold and an aloof examiner affect some children too. (b) The extent to which the anxious child depends on the examiner in getting clues how to deal with problem solving tasks. Mandler & Sarason as cited in Mark et al., (2005) found that Lack of preparation can contribute to test anxiety, Poor time management, poor study habits, and lack of organization can lead to a student feeling overwhelmed. Students who are forced to cram at the last minute tend to feel less confident about the material covered than those who have been able to follow a structured plan for studying. Being able to anticipate what the exam will cover, and knowing all the information

has covered during the study sessions, can help students to enter the testing situation with a more positive attitude.

Smith as cited in Vogel & Callins (2004) found that an individual experience is negative than the test anxiety level will be higher leading to power performance .Consequently if an individual experience is positive ,than the test anxiety level will be lower leading to higher performance ,in general is expected to have a negative effect on performance.

Although some research findings indicated the interfering effect of anxiety to performance .Some, argue for its helpfulness and its in evitable occurrence.

In line with ideas another arguments states: "It is normal to feel nervous about an exam. In fact, it is beneficial to be moderately stressed right before the exam" (University Learning Center, 2001). However, the document did not say about the extent of nervousness. Furthermore, the document describes that anxiety is general stress that motivate us to succeed. According to the document, stress is regard as our enemy when it becomes an end by itself.

Sarason as cited in Beside (1988) reported the existence of two types of test anxiety. "Type-A test anxious individuals become anxious only during testing situations, where as there with type-B test anxiety reported additional concerns, including social adjustment and health preoccupation. Different researchers at different times have evidenced that performance is impaired by anxiety. In support of this idea (Mathews & Deary, 1999) found that active working memory is one of the cognitive functions most sensitive to anxiety: Worry related processing uses up working memory capacity.

Test anxiety has been over completely mightily Libert & Marris (1967) as a two factors construct consisting of the cognitive (often referred to as worry) and emotional component. Sarason & William cited in Cassady (2002) found that emotionality component is related but does not directly influence test performance. The apparent relationship between emotionality and test performance is such that emotional impacts tests performance only under situations where the individual also maintains a high level of cognitive test anxiety (Bimbola & Oludipe, 2009)

Cassady (2001) describe that the comparisons between levels of test anxiety over time were intended to track fluctuation in level anxiety over time and across testing formats. The expectation was that cognitive test anxiety is a relatively stable construct, and that student's levels of anxiety would reflect a high degree of similarity within subjects over time. The important to determine test anxiety is controlled by a single key cognitive process, or whether multiple, functionally distinct processes make independent contributions to test anxiety (Wiley and Sons, 1999).

2.2.2 Test anxiety in relation to Academic achievement

There is, however, broad agreement in the empirical literature that test anxiety is associated with lower academic achievement (Zeidner, 1995). Mark et al., (2005) reported that extrapolated from the literature and estimated that about 25 percent of American primary and secondary school students, some 10 million students, suffered lower academic performance due to test anxiety.

Different authors have noted that high-anxiety subjects perceive self-relevant situation (Examinations and other achievement related situation) as more self-threatening than do their low anxiety counterparts and that they experience failure with greater discomfort Schwarzer & Shimkunes as cited in West (1986). There are at least two reasons why

high anxiety subjects would be expected to experience failure as more self-threatening. The first reason anxious students are generally very self-preoccupied, that is, their attention is focused primarily on the self when they are in a self-relevant situation (Sarason et al., 1960, Wine, 1971). In achievement situations, they are worried about possibility of failure and its consequences for self-evaluation and the evaluation they expect from others. Low-anxiety people, on the other hand, tend to have mainly task-oriented cognitions when in a comparable situation. Therefore, high-anxiety subjects should experience a real failure as more self-threatening because self-focused attention will heighten feelings of ego-threat.

Second reason high-anxiety people tend to devalue themselves after a failure. Where as the research has shown that to make internal attributions for success and external attribution for failure (Osnabrugger et al., as cited in West, 1986), this effect cannot with high anxiety subject. They tend to attribute failure internally expect others to do the same, and therefore, expect to be perceived by others as being in success than do low anxiety people.

Test-anxious individuals typically perform more poorly under evaluative and stressful situation than low-test anxious persons. However, highly-test anxious individuals usually perform at least as well as those low in test anxiety if the situation is not evaluative or stressful (Wine, 1971).

In addition, high-test anxious schoolchildren appeared to have performance better than low test anxious schoolchildren under three stress conditions failure, competition and time (Nijhawan & Cheema, 1971). Nijhawan (1972) described that both high and low test anxious performed better under ego involving than non-ego involving instructions and a motor learning task. She also describe that on a color discrimination task of moderate difficult, high test anxious learned better

under reward X punishment condition. A better performance of low-test anxious students than their test anxious counter parts on a serial learning task of moderate difficulty reported by pass (Shaha, 1982)

Studies have consistently found that female students have significantly higher test anxiety than male student, a sex difference that begins early in elementary school, people in Grade 5-10, and decreases in high school and college (Hombree, 1988).

Cassady (2004) the research demonstrated that the role of test anxiety on performance has repeatedly showed that high level of cognitive test anxiety promote the probability of notable declines in exam performance. The student with high-test anxiety, as emotionality tends to be heightened when preparing for or taking examinations (Hombree, 1988). In contrary, Sullivan as cited in Sud (2001) studies indicated that test anxiety had negative impact on performance scores for high-test anxious individual over low-test anxious individual, though only on some cognitive measures. Individual with higher level of test anxiety displayed slower times on attention measuring tasks then low anxious.

The research Sud (2001) describe that the magnitude of negative relationship between test anxiety and academic achievement varied with the nature and content of the course as well as the difficulty level and types of school. Sharma in Sud reported that a negative relationship between test anxiety and academic achievement among boys of average ability only. The result describe that studies with correlation up to ($r = -0.60$) between test anxiety and achievement, suggesting that anxiety and achievement share significant variance. High test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluates.

Research conducted that high-test anxiety is correlate with poor academic performance (Benjamin, et al., 1980). Numerous researchers have investigated the causes of these decrements in performance, which affect up to 35% of the student's population. A high anxiety level produces task irrelevant response such as error tendencies and worry, which interfere in the test situation and block the retrieval of task-relevant responses necessary for good performance Wine cited in (Benjamin et al., 1997).

Bryan and Bryan as cited in Ora (2009) research indicated that high-test anxiety found to be associated with low self-esteem, poor reading and math achievement, failing grades, disruptive classroom behavior, negative attitudes to ward school, and feelings of nervousness and dread that stem from an intense fear of failure. Further, anxiety found to interfere with achievement in school setting Goetz, et al., cited in Ora (2009) to have detrimental effects on the academic performance of undergraduate and children and adolescence. Ora (2009) suggested that high degree of test anxiety correlate with lower self-esteem and that achievement anxiety relation is mediates by academic self-concept. Ora indicated that academic was positive conducted with self-esteem and negatively correlated with test anxiety. Broota et al. have observed a highly positive and significant relationship for examination anxiety and type of behavior (Sud, 2001)

Hunsley (1985) suggested that a test anxious student obtains lower examination grades than do their non-test anxious counterparts. According to these studies 10% variance in exam no effect of test anxiety novels before the exam, the relation between test anxiety and grade was no longer significant on exams. Thergaonkar & Wadkar (2007) suggest that acceptance lead to identification, which in turn gives the child relief

from feeling of helplessness as well as a sense of strength in academic achievement, and mitigate test anxiety.

Another research suggests that women, more than men, experience conflict over the role of striving for achievement in their man French et al., cited in Liebert and Robert (1987). Horney in Liebert and Robert (1987) wrote that conflict causes anxiety for women in achievement-oriented situations; anxiety about success may also be a major factor underlying sex difference in achievement motivation and performance.

Test anxiety causes poor test-performance or the history of performance lead to test anxiety. A study was conduct to investigate the effect of test anxiety on academic performance at Missouri Western state University (2004). It was hypothesize those students with high-test anxiety and low-test anxiety will have lower academic performance while students with moderate levels of test anxiety were expects to perform the test. The result indicated that high and low levels of test anxiety did not affect quiz performance. Bridgman as cited in Tella (2007) reported that standard school achievement test is somewhat predictive of later academic performance.

Shaha (1982) have verified that significantly negative relationship between test anxiety and academic achievement. Several treatments have been design to reduce test anxiety in effort to increases academic achievement. As Golfriend et al., cited in Shaha (1982) found that use of cognitive restricting technique reduce test anxiety and raised test scores.

Research on test anxiety and achievement goal students that when performance approach and performance- avoidance goals have been distinguished. In most of these studies, mastery goals have been found to be unrelated to test anxiety in sample arose various age groups (from

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elementary school to college) and the relation for performance approach goals have been either weekly positive or non significant (Maier, Pekrum & Elliot, 2006).

2.3 Study Habits

2.3.1 Concepts and definition of Study Habit

After students begin to organize their study habits, they need to determine how they will study. Study habits are learning tendencies that enable to work privately. Udom (1987) describes study habits as the adopted way and manner a student plans his/her private readings after classroom learning so as to attain mastery of the subject." According to Udom," good study habits are good asset to learners because these habits assist students to attain mastery of the subject." According to Udom," good study habits are good asset to learners because these habits assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement learning to failure".

Awujo (2001) found that good study habits are essential in gradients for excellent academic performances for every student. When students excel in schools academically, parents are usually elated. The tendency most time is to attribute the reasons behind such brilliant performances to heredity, parental competence or effort to that regard study habits may, as a matter of fact, make or more one's academic pursuit, depending on how positive or negative they are. Poor and defective study reported among many secondary school students. Investigating the study habits of secondary school students in Benin City, OnoMuodeke cited in Awujo found out that the majority of the students have defective study habits. Poor study habits as definitely ends in poor academic performance.

Christenson as cited in Kifle (2004) describes that study habits are practices that could facilitate the process of learning by properly managing the learning materials, the time and the situations. These habits develop through continuous practice and appropriate reward attached to reach step. Effectiveness of study habits, as mentioned by Heller & Fantuzzo (1993), based on the level and relevance of planning made. Thus, plans for staying should be prepared based on a careful thought that includes factors like time, place, material, situation and others.

Some people consider that studying is to solve as reading. This is because parents and classroom teachers don't give emphasis on teaching students develop study skills through which they can establish appropriate study skills through which they can establish appropriate study habits after classroom instruction. Good study habits include all there activities that have to do with learning through planned effort. Thus, not only reading, but also note taking at lectures, preparation of papers, library work, reference work, problems solving, intensive reading and skimming should all be considered as activities during studying (Clark & Starr, 1986).

Through study, habits and styles differ from one person to another many of the issues concerning success in school revalue around developing good study habits and styles (Nneji, 2002). Parents, besides teachers, can certainly play a role in providing encouragement, environment and materials necessary for successful studying to take place.

Study habits decide what to study (reasonable tasks) and how long or how many (chapter, pages, problems etc) to study. Good study habits involve proper time management, concentration, listening, note taking, reading and writing skills and preparing for exams (Nneji, 2002).

Concerning time management, an established study routine is very important, especially for younger school age students. For instance, if a child knows that he/she is expected to do his/her study immediately after dinner prior to watching television, he/she will be better able to adjust and ready himself/herself than getting encouraged to study any time he/she pleases. Rovies & Whitney as cited in (Kifle, 2004).

All children need their own place where they can get full concentration. According to Seidler (2004), one must determine the best place to study and then set up a study environment. This is because whatever the designed location chosen for the study base is, how a study "headquarters" is set up affects one's abilities to stay focused. Study places should be free of disturbances and distractions. An area of high-traffic, interruptions from people passing through, the TV being on and/or having telephone calls could be some of the distracters that affect the concentration of students while they are studying.

Study habit is an indispensable aspect of the learning process. Effective study habit results in positive learning outcomes while defective study habit results in poor learning outcomes. Study habit to be considered effective has the following fundamental components such as drawing up and abiding to a daily study schedule, full involvement in teaching and learning processes, inculcating good reading habit, promptly doing and turning in class work and assignment, jotting down points while the teachers teach and disturbing private studies etc (Tella, 2007).

Seidler (2004) describes that guiding children to follow effective ways of studying saves time, helps the children gain more from what they learn and above all, what they learn in the past serves as the basis for the next learning period. Each individual follows a different learning style.

Accordingly, study method that served one might not do the same for another. In any case, a child can be helped to develop a study routine which of it him/her best and follow the system effectively in regular basis.

In line with this idea getting being able to study effectively is important for a child's success in school. Many capable students at all grade levels may experience frustration and even failure in school not because they lack ability, but because they do not have adequate study skills. Good study skills benefit adequate study skills. Good study skills benefit children beyond improving their academic performance. Children who have developed good study skills are also more likely to increase their feelings of competence and confidence as they learn. They tend to approach their schoolwork with a positive attitude, rather than a negative and anxious one (Jiao, 2001).

Furthermore, the document explained: Study skills may be view as basic learning tools; they enable students to acquire and retain information presented in textbooks and classrooms. More specially, study skill include listening and reading, note taking, outlining, managing time, and taking tests.

According the document study skills in Kifle (2004) as organized into four general stages of learning that are common to all children. The first stage of studying involves taking in information from books, lectures, or presentation. Study behaviors that are associated with success at this stage include listening and reaching. The second stage entails some organization include underlining, note taking, making lists, or asking oneself questions about the material stage three involves practicing or rehearsing the organized material and requires some type of review or discussion on the part of the learner. The final stage is the actual

remembering or application of information. "Home work help center" in its electronic version suggests the following points in order to help kids and teens with homework and study habit.

2.3.1 Study Habits and Academic Achievement

Study habits (the students' habits in managing their learning time and materials) are important factor that affect academic performance. Analysis of data from the National Assessment Education progress (1994) United State history and geography assessments found a real relationship between study habits and academic performance.

A continuous report of NAEP (1994) describes that knowledge, skills and performance of the American children and youth in a variety of academic subjects have a strong relationship with their study habits. The study made on united state history by NAEP (1994) disclosed that high academic performance is positive related to good study habits. The study further explained that students' school performance is improved when they tend to improve their study habits.

Similarly, Kifle (2004) described that as statistically significant difference on the mean academic achievement scores of student with different level of study habits, which is individual with good study habits scrambling lower academic achievement. The study habits do have the highest contribution to the predication of the student's academic achievement, as compared to other variables.

Another researcher (Nneji, 2002, NAEP, 1994, & Kifle, 2004) found out that there is a positive relationship good study habits and school performance. Also pointed out that poor study habits are the major causes of poor academic performance of high school students and good study habits have positive effects on academic performance.

It is unusual for students to prefer and experience different study habits. Some students prefer to study everyday and others during the weekends. Some students prefer longer, "massed" study time and other prefer shorter, "spaced" study time. Some educators, considering these all variation, suggest that some of the study habits are superior to others when they are evaluate in terms of students' school performance.

A study made by Nneji (2002) on study habits and academic achievement of Nigeria University students revealed that students who preferred to study everyday (during week days) early in the morning and late in the afternoon had better academic achievement than these who preferred to study during the weekends and during the evening. This study further indicated that the longer the students stay studying a material the better academic results they got, considering other variable equal.

Seidler (2004) describe that conventional group counseling procedures or study skills training procedures do not facilitate improved academic performance in test anxious students. In construct, Joseph cited in Sieber et al., studies have shown that systematic desensitization can be effective in the treatment of test anxiety and improvement of academic performance.

2.4 Test taking attitude and study habits in relation to test anxiety

Attitude of individuals influence their behavior favorably or unfavorably. In agreement of this idea, university of Illness states; children's who have become very anxious at the thought of taking a test often convince themselves they will fail. Furthermore, it "describes poor preparation or poor skills, negative test taking experience, a negative attitude about school, low self confidence or combination of all as common reasons for test anxiety. Practicing test taking and relation techniques are suggests helping children prepare for a test and over come test anxiety.

Concerning the causes of test-anxiety students affairs university at Buffalo (2005) describes that most student experience some level of test anxiety during an exam. However, when anxiety begins to affect performance it has become a problem. As to the causes of test anxiety, lack of preparation for a test and worrying about past performance on exams, how friends and other students are doing, worrying about the negative consequences of failure are considered.

Similarly, the causes of test anxiety can develop for a number of reasons (Mandler & Sarason, 1952)

1. *There may be some prior negative experience with test taking that serves as the activating event*
2. *Students who have experienced, or have a fear of, blanking out on the tests or the inability to perform in testing situations can develop anticipatory anxiety. Worrying about how anxiety may affect oneself can be as debilitating as the anxiety itself. This kind of anxiety can build as the testing situation approaches, and can interfere with a student's ability to prepare adequately.*
3. *Lack of preparation can contribute to test anxiety. Poor time management, poor study habits, and lack of organization can lead to a student feeling overwhelmed. Students are forced to cram at the last minute tend to feel less confident about the material covered than those who have been able to follow a structured plan for studying. Being able to anticipate what the exam will cover, and knowing all the information has been covered during the study sessions, can help students to enter the testing situation with a more positive attitude.*

Test taking anxiety is measured by self-report inventories that tap both the worry and emotionality dimensions. Numerous studies (Libert & Morries, 1967) indicated that test anxiety is most prevalent on complex

tasks and when the situation is viewed as stressful or evaluative and that high test-anxious persons are more self-pre occupied and self-deprecatory then low-test anxious person and that these tendencies are increased in testing situations.

Combs & Michael as cited in Haley et al., (2009) reported that a test might be hard; test anxiety has also been show to have an impact on test performance. As Combs & Michael found out anxiety over taking a test mediated the relationship between perceived test difficult and performance. That is students who believed that a test would be hard experienced more worry and as a result, performance worse. These results appear to be inconsistent with the study. On the other hand, Weber and Bizar's study participants anxiety revels were assessed and then participants were given an exam with instructions indicating that the test they were about to take would be either easy or hard. Test performance interacted with anxiety revel such that low levels of anxiety facilitate better performance when participant believed the test would be hard and high anxiety resulted in poorer performance in the hard test condition. The study should that anticipated test difficulty did not have a consistent relationship to test performance.

2.5 Parental Involvement

Parental involvement in children education in this study is to see its relationship with achievement. Parents are considering as the first teachers of their child and the home as the first school to the some. It is not only the parents that a child gets contact concerning the school activities, other members of the family also contribute but also the major responsibility is shouldered parents.

2.5.1 Views about Parental Involvement in the school

A parent can be defining as a person who fosters all aspects of a child's growth – nourishing, protecting, guiding new life through the course of development. Similarly, parents who believe that their own role is important in affecting their child's achievement tend to be more controlling and more facilitative to the development of the child's interest (Neorgious, 1999).

Literature or well-educated parents may be highly involved in school matter and understand the value of education. They can encourage their children better than the illiterate parents can. In line of this (Abraham as cited in Temesgen, 2006) note that parent and families in general make considerable contribution of child's achievement from early childhood through high school.

Feldman & Wentzel (1990) stated that fast development of children's cognitive competence indicates strong link between the quality of parent-child interactions and children's performance on academic tasks. For instance, observed effective tone and power relationship between parents and children are predictive of a variety of intellectual outcomes, including IQ, specific cognitive abilities and classroom achievement.

2.5.2 Theories and Findings of Parental Involvement

There are many ways of that parents can help their children to improve the chance of succeeding in school. Educators can also engage in a wide variety of activities to improve home school cooperation and to help involved parents' productivity in their chider's education (Gonzala, 2002)

Phillips, Wiener, & Haring as cited in Temesgen, (2006) suggest that believe children in school never complete with out reference to the home. Home including parents is maintained as focal point in children's lives. According to their explanation, parents may vary in different aspects such as degree of insight intelligence, motivation or cooperativeness, but parents are regarded as the ones who do have more immediate and continuous impact on a child's life then any one else. They pointed out that parents know children at their worst and at their best.

Parental involvement is positively associated with children achievement, Egual et al., cited in Shui (1997) demonstrated that parental involvement in education is less frequent in families with low socio economic status. The measures of socio-economic status that combine two or more indicators are more highly correlated with academic achievement of any single indicators. Snodgrass as cited in (Shui, 1997) indicates that parental involvement makes a substantial difference in chider's education. Positive relationships with parents give children the support they need to be successful in school. Children work harder to achieve in school when they know they have parental support. Parents who support their lives and interests have children who strive to succeed in school. In high school, parental involvement of emphasis parenting drops as loose their daily supervision of their teenagers but parents become more concerned about the learning opportunities that high school provided. Parental involvement during high school increases for parent school communication about school programs and students progress and parent participation as volunteers at school (Castambis & Garland as cited in Asanenew, 2006). Parents become increasingly concerned about their teens further education and about the effects of high school programs on post- secondary opportunities as students move toward high school graduation.

Watson and his associates cited in Gibson & Chandler (1988). Parental support was helpful in the achievement of children regardless of the level of income of the family. According to the investigators, parental support is classified into two types: (a) active support and (b) passive support of parents. The active support parents helped their children directly. For example, by reading to the child, passive support parents helped their children indirectly for instance, by encouraging them to read.

As many researchers indicate parental involvement, include many activities including the communication they have with their children's teachers. Both teachers and parents do for the best interest of the child. Schools can arrange program, which demand the involvement of parents, and parents can be viewed as partners. In conjunction to the involvement of parents Marrison as cited in Temesgen (2006) found that primary requisite for involving parents is the right attitude teachers have to want parents' involvement in early childhood and school programs, not reluctantly, but enthusiastically. Parental involvements of practices indirectly but significantly influence subsequent achievement through their effect on earlier academic motivation (Gottfried et al., cited in Temesgen, 2006).

The direct and indirect involvement of parents improves children's grades and their scores on IQ and achievement tests (Papalia & Olds 1992). These direct and indirect involvements maintain different activities. A report of the United State Department of Education cited in (papalia & Olds, 1992) indicates parents of achieving children read, talk to, listen to children, tell children stories; share hobbies, provide a place to study show interest in children's lives at school and so forth.

Neorgious (1999) revealed that positive correlation between parental volunteering at school and at child's actual school achievement.

However, helping the child with homework and parenting through control have no significant correlation with achievement. For instance, parents developing and maintain contact with the school is some of parental involvements have significant correlation with actual achievement.

In light of the above report, it can be suggests that in a secular family, the main agents of the child are expects to be a parent that is mother and father but this could be distribute to other members of a family in the case of extended family structure.

The above literature suggested that parental involvement could have a positive relationship students' academic achievement of secondary school; however the present will try to look at the relationships parental involvement have with students' academic achievement.

2.6 Summer of the Review of Literature

From the above review and research findings, one may conclude the following points could be consistent in line of basic questions initially set out. First, several researches shown that test anxiety is causes of poor test performance. The researcher as summarized expresses differently during the three phases of testing (test preparation, test performance, and test reflection).

1. Test Preparation Phase: High levels of test anxiety lead to interference in working memory's articulators processing loop, making it difficult for these anxious students to process the information presented Moore, (2006). During the test preparation phase, students with high levels of test anxiety have difficulty learning and retaining material that they will be test on in the future. They do not always realize that they are unprepared Everson et al., (1995). Students with high test anxiety have been shown to study as much as or more than their low anxiety peers, but the methods of study reported by the high anxiety group were highly repetitive and less effective Culler & Holohan, cited in Moore (2006).
2. Test Performance: Test performance varies across individuals with test anxiety based on their study and coping skills. Students' poor study skills or preparation processes general face reduced the performance regardless of the type of test, lack of time limit, or reduced item difficulty. Students with high-test anxiety often report that they knew the material before the test, but when they entered the testing room, the material escaped them. This prompts interference, distractibility, or inefficient cue utilization strategies (Cassady & Johnson, 2001).

3. *Test Reflection Phase*: The level of test anxiety experienced during this phase depends on students' self-efficacy about testing. If the student frequently fails and does not attribute the failure to his or her own actions, he/she will experience higher anxiety levels Bandalos, et al., (1995). Students recognize that the effort they put into a task is reflected by their grades often report lower levels of anxiety

Secondly, from different finding of in literature refers is study habits and school performance a positive relationship. Also pointed out that poor study habits are the major causes of poor academic performance of high school students and good study habits have positive effects on academic performance. It is unusual for students to prefer and experience different study habits. Some students prefer longer, massed study time and other prefer shorter, " spaced" study time. Therefore, some educators, considering these all variation, suggest that some of the study habits are superior to others when they evaluated in terms of students' school performance. Moreover, it is good that if educators give attention to help students establish positive relationships study skill and school performance.

Lastly, finding illustrates that parental involvement can directly essential to the child's performance. Besides, parents are important individuals who could improve their students reading motivation and then students' academic achievements of the learners. Every school builds up and implements plans for increasing parental programs in order to facilitate students' achievement in general.

CHAPTER 3: METHOD OF THE STUDY

This chapter is devoted to explain the procedures employed to investigate relationships among test anxiety, study habit, parental involvement, and academic achievement. Thus, the research design, study variable, participant and sampling procedures, tools of data collection, pilot study, scoring procedure, and methods of data analysis were presented in this section.

3.1 Design of the Study

Correlational design was employed to investigate the relationships among the variables; test anxiety, study habit, parental involvement and students' academic achievements. This design is applied because the purpose of this study was to examine relationships among the variables stated above with a view ultimately predicting academic achievement.

3.2 Variable in the Study

1. Dependent Variable

The dependent variable of the study was students' academic achievement scores. The classroom academic achievement scores of the students' obtained from the record offices of the samples schools. The average score of all subjects for three semesters of the second semester of 2008/9 and the first semester of the 2010 were taken as dependent variables.

2. Independent Variable

The independent variables of the study were test anxiety, study habit and parental involvement.

3.3 Study Area

This study was conducted in Akaki Kaliti sub-city of Addis Ababa. It was restricted to grade ten-government secondary school of the sub city. The sample schools were Bulbula, Beseka, & Fitawrar Abayneh Secondary schools.

3.4 Population and Sampling

The participants of the study were grade tenth government secondary school students. From the existing five governmental schools, three schools (namely; Beseka, Bulbula, & Fitawrari Abayneh secondary school) were selected on a simple random base. Beseka secondary school had 739 students (404 males and 335 females), Bulbula Secondary school had 1,080 students (526 males and 554 females), & Fitawrar Abayneh secondary school had 854 students (432 males and 422 females). The three schools comprised an aggregate population of 2,673 (1362 males and 1311 females) students.

The method of sample size that was suggests by Louis, Lawrence, & Keith (2000) was applied to draw the sample of this study. From the total 2673 students, 338 of them were taken as a sample of the study. Proportional stratified sampling technique was applied to select sample students of the study from the three schools. Three sections from Bulbula secondary school (out of eighteen section 10th grade students), two sections each from Beseka secondary school (out of twelve section 10th grade students) and Fitawrar Abayneh secondary school (out of thirteen sections) were selected randomly. From identified five sections, respondents were selected using simple random sampling method. Of the total participants 333 students completed the questionnaires accurately, five were did not provide complete questionnaires.

In general, Table1 summarizes the sampling school, total numbers of males and females students selected from each school.

Table1: Sample Size of the study

Sample school	No students		Sample size	
	Male	Female	Male	Female
Beseka	404	335	51	42
Bulbula	526	554	66	71
Fitwari Abayneh	432	422	55	54
Total	1362	1311	172	166

3.5 Tools of Data Collection

The tool of data collection is questionnaire. The questionnaire has two sections. The first section contains about background information of the respondents. The second part contains items that measure test-anxiety, study habit, and parental involvement.

Three self-report questionnaires were administered concerning the independent variables under consideration, namely: Test anxiety, Study habit and Parental involvement. All the tools were presented in Amharic with the consultation of two-language and psychology graduate student regarding the agreement on both forward and backward translations. The questionnaire was translated into Amharic and the back to English. Translation was making mainly to avoid language barrier and facilitate the process while the respondents were responding the questionnaires. The response formats (Likert scale) of the items were different for the three sub-scales.

The first, questionnaires were test anxiety scale developed by Sarason (1980) and adapted by present researcher. The scale is used to measure general test taking view may be before, during and after test taking. The

scale 36 items in number and were either "True" or "False" alternative response.

The second questionnaires were study habit inventory was adapted from Kifle (2004). The study habit had two sub-scale (Good and Poor study habit) of the general secondary high school students. This inventory to measures secondary school students study habit includes time management, concentration, listening, note taking, reading, writing skills, and how to prepare for exam. These inventory were rated on five point Likert scale it ranges from "Very true of me" to "Not at true of me" (5 = Very true of me, 4 = True of me, 3 = Some what of me, 2 = not true of me, 1 = Not at all true of me)

The third questionnaire to measure parental involvement was adapted from Asamenew (2006). Parental questionnaires had different domain of involvement; (a) parental psychological support, (b) parental help, (c) monitoring/time management, resources for intellectual development, parental help, parental pressure. The questionnaire were rated on four point Likert scale ranged from strongly agree to strongly disagree (4 = strong disagree, 3 = disagree, 2 = Agree, 1= strongly disagree)

Students' academic achievement scores were taken from the record office of the sample schools. The score had been used to analyze and find the relationships of the independent variables. During the analysis, students' three average score (second semester 9 grades 2008/9 and first semester 10 grade, 2010).

3.6 Procedures

3.6.1 Pilot Testing

After ensuring that the translation were acceptable, and then pilot testing was conducted on a total of ($n= 50$) participants drawn from students in Yekatit 66 secondary school Arada Sub-city in Addis Ababa.

Students were told how to give response to the questionnaire that provided them and some vague, questions, which forwarded by the students, were made clear during the pilot distribution. After, students have already filled the questionnaires then they were collected.

The numbers of male and female participants were nearly proportionate. During pilot find out, the 48 students completed the questionnaires appropriately. Finally, the responses of the participants were scored and tabulated to compute item intercorrlaton and (coded) Cronbach Alpha in order to evaluate the scales and their reliability. Then, items, which had a total intercorrlaton of less than 0.23 were discarded. The three measures found to be test anxiety were 36 items in number. After the pilot studying, 9 were rejected and the reliable of 27 items was alpha 0.78. Items prepared to measures study habit were 25, out of these, 5 were rejected and reliability alpha 0.76 20 items. Items prepared to measures parental involvement were 20, out of these, 13 were accepted with reliability of alpha 0.73.

3.6.2 Procedures of Questionnaires Administration

The language for the questionnaire administration was in Amharic. The procedure of questionnaires administration was discussed earlier. However, for the details; first, the research contacted selected secondary school teachers to help the researcher in cooperating for the data administration. After getting cooperative responses from some teacher, the researcher contacted their secondary schools to make the research

legal. Those schools permitted the researcher to arrange with the researchers to devote one period (50 minutes).

Second, based on the arrangement made, the researcher contacted the students with the teachers of the schools and the researcher clarified the objectives of the study how to fill the questionnaire for the students before administering the items. Then after, the researcher distributed questionnaires for the students. At the end of the period (class), students who finished each item returned the sheet to the researcher and /or the teacher of the class teacher. Those who could not finish were told to give to the class representative after they finished. Therefore procedures the item were administered and data collected.

3.6.3 Scoring

The questionnaire, except that task for students' background information had point Likerts type scale. Students responded to either each items of the test anxiety scale "True" or "False" point scale. The "True" answer shows that test anxiety score for an individual. Response of "False" carried no point and/or is not indicate test anxiety. The range of the test anxiety score between 1 between 27; eight or below low-test anxiety, 9 to 14 medium test anxiety and 15 and above high-test anxiety group.

Obtaining a score on students study habit inventory responded to each item 5-point scale ranging from 1 (not at all of me) to 5 (very true of me) and parental involvement inventory 4-point Likert type scale ranging from 1(strong agree) to 4 (strong disagree). Students scores on each scale were obtained by averaging, the items that makes up that scale. However, before averaging, the scores on negatively stated items were reversed. The reverse after an item, indicated that the items score is the reverse of participants response on that item.

3.7 Method of Data Analysis

The data obtained from the participant and their academic achievement record office was analyzed using Statistical Package for the Social Sciences (SPSS), Version 15. Firstly, descriptive statistics was employed to provide an overall picture of the data. Secondly, Pearson product moment and biserial correlation coefficient were used to see general pattern of the relationship of the study variables and total item intercorrelaton showed the relationship between the independent variables.

Multiple regression analysis was computed to see the relative contribution of each variable on the variance of students' academic achievement.

CHAPTER 4: RESULTS OF THE STUDY

In this part, the results of the study are presented in tables and with statistical descriptions, which show statistically significances and non-significant relations among the variables.

Table2: Characteristic of the Participants (N = 333)

Variable	Categories	Frequency	Percentage
Sex	Male	167	49.57
	Female	166	50.49
	Total	333	100
Age	14-16	195	57.5
	17-19	137	41.1
	20 and above	1	0.3
	Total	333	100

As show in table2, among total 333 students, 167 were male and 166 females. Concerning their age, the majority 57.5% were between ages 14 – 16 years, about 41.1% lies between the age 17 – 19 years and the reaming that is 20 and above years.

4.1 Results Obtained using Descriptive Statistics

Descriptive analysis has been carried out to provide the overall picture of the research questions under investigation. The major types of descriptive statistics were used such as mean and standard deviation.

Table3: Descriptive Statistics of the Independent and the Outcomes Variables (N= 333)

Variables	Mean	Standard deviation
Test anxiety	13.39	2.89
Study habit	60.35	7.28
Parental involvement	35.72	4.99
Total achievement	60.91	7.26

Descriptive statistics for the main variables were found for the entire sample (table 3). As shown in table 3, the average total score study habit ($M = 60.35$, $SD = 7.28$) was significantly higher than parental involvement ($M = 35.72$, $SD = 4.99$) and test anxiety ($M = 13.39$, $SD = 2.89$) respectively.

Table4: Intercorrlaton of Independent and Dependent Variables (N=333)

Variables	1	2	3	4
Test Anxiety (1)	-	-.66*	-.04	-.30*
Study Habit (2)		-	.07	.46*
Parental involvement (3)			-	-.16*
TAA (4)				-

Note; TAA= Total academic achievement

* $P < 0.05$

Table3 describes that intercorrlaton between the independent and outcome variables. As shown, there were statistical significance seems to have among test anxiety and study habit relatively strong negative relation ($r = -0.66$) means when test anxiety increased and study habit decreased and vise versa; test anxiety and students' total achievements

scores relation ($r = -0.30$), on the other hand, no significant relation between test anxiety and parental involvement.

There were existed statistical significant study habit and students total achievement relation ($r = 0.46$). This shows that study habit increased and students academic achievement also increase. Parental involvement and students total achievement significance relation ($r = 0.16$).

In generally, statistically significant relation among study habit and test anxiety with students' total achievement had better magnitude of correlation coefficient in the first and second order respectively.

Table5: Descriptive Statistic Low, Medium and High Test anxiety Group

Test Anxiety Group						
	Low N=48		Medium N=180		High N=105	
Variable	M	SD	M	SD	M	SD
TA	7.05	0.76	13.19	0.76	16.32	1.59
SH	61.79	5.16	61.30	7.08	59.10	6.39
PI	37.06	4.80	37.38	4.08	38.63	1.59
TAA	64.58	7.53	63.93	6.12	62.07	6.84

Note. TA= Test Anxiety, SH= Study Habit, PI= Parental Involvement, TAA= Total Academic Achievement

Table4 indicates that, the total number of "True" answers is test anxiety score (according to Sarason, 1980). A score of eight or below ranks in the lower group of the designed test anxiety reported 48 participants. A score of 9 to 14 ranks in the medium range. The higher group designed that test anxiety reported 105 participants and test anxiety score for the high group ranged 15 and above. As shown in table4, that means and standard deviation of the test anxiety groups.

Table6: Intercorrlaton between Low Test-anxiety score and other variable

Variable	1	2	3	4
Test anxiety(1)	-	-.30*	-.13	.03
Study habit(2)		-	.38**	-.35*
Parental involvement(3)			-	-.11
Total achievement(4)				-

** P<0.01; * P<0.05

Table 4 describes that low-test anxiety and study habit were negatively and statistical significance relation ($r = -0.30$). This can be understood negative direction, as test anxiety increases and study habit decreases. However, test anxiety decreases and study habit increases. Test anxiety and parental involvement were no statistical significant and negative relation ($r = -0.13$); test anxiety and students' total achievement relation ($r = 0.03$).

Statistical significance between study habit and parental involvement were positive relation ($r = 0.38$); study habit and student total achievement relation ($r = 0.35$); and parental involvement and students total achievement relation ($r = -0.11$).

In general, statistical significance relation only one has observed between study habit and students' total achievement had greater magnitude of correlation coefficient.

Table7: Inter correlation between Higher Test Anxiety and other Variables

Variable	1	2	3	4
Test anxiety(1)	-	-.55**	.27	-.51*
Study habit(2)		-	.23*	.12**
Parental involvement(3)			-	.77**
Total achievement(4)				-

*P<.05; **p<.01

As table5 shows that high-test anxiety and study habit were inversely statistical significant relation ($r = -0.55$). This indicated that when high test anxiety increases and study habit decreases. High-test anxiety and parental involvement were no statistical significant relation ($r = 0.27$) and the strength of the relationship was relatively low; and high-test anxiety and student total achievement statistically significant and inversely relation ($r = -0.51$).

Similarly, statistically significant study habit and parental involvement were relation ($r = 0.23$; study habit and student total achievement were ($r = 0.12$); and parental involvement and student total achievement were relation ($r = 0.77$)

In general, statistically significant relation has observed between parental involvement and test anxiety relation with student total achievement had greater magnitude of correlation coefficient the first and second order respectively.

Table8: Summary of Analysis of Variance for the significance of multiple Regression Model

Model	Sum of square(SS)	Df	Mean square	F
Regression	5415.55	3	1805.184	46.540
Residual	12761.311	329	38.788	
Total	18176.662	332		

Rsquare = 0.298 AdjustR = 0.292

The table above shows that the predictor variables (test anxiety, study habit and parental involvement) all together contributed for the variation of students' academic score by 29.2%. It implies that 29.2% proportion of academic achievement variance accounted for by the independent variables. The remaining proportion could not be known in this study. The adjusted R - Square was which represents the unbiased estimate of R-square was 0.292. It indicated that there was an overall relationship between the predictors and the outcomes variables. This proportion of variance was statistically significant ($F_{3, 329} = 46.540, P < 0.05$).

Table9: Relative Contribution of the Independent Variables to the Prediction of variables

Model	Unstandardized coefficient		Standardized coefficient	T	Sig
	B	St.Error	Beta		
Constant	32.073	3.416	-	9.388	.000
TA	-0.703	0.134	-0.275	-5.238	.000
SH	9.396	0.851	0.580	11.035	.000
PI	0.231	0.066	0.162	3.490	.000

Note. TA =Test anxiety; SH=Study habit; PI= Parental involvement

As can be seen in Table8, in the summary of multiple regression analysis we can observe statistically significant relation between the predictors and outcome variables. For instance, t-test showed in the multiple regression analysis as there was statistically significant relation between study habit and students' academic scores (Beta = 0.580; t = 11.035, P < 0.05) and test anxiety and students' academic scores (Beta = -0.275; t = -5.238, P < 0.05). On the other hand, there was no statistically significant difference between parental involvement students' academic achievement.

In general, study habit had highly dominant and very much influential for the variation of students' academic achievement among other variables.

The regression equation for the final model in predicting students' academic achievement in grade tenth was given by

$$Y^{\wedge} = 32.073 - 0.703X_1 + 9.39X_2 + 0.231X_3$$

Where, $Y^{\wedge}$ = Predicted Academic Achievement Score

X_1 = Test Anxiety

X_2 = Study Habit;

X_3 = Parental Involvement

CHAPTER 5. DISCUSSION

The main purpose of this study was to investigate the relationship of test anxiety, study habit, parental involvements and students' academic achievement.

5.1 Relationship of Test Anxiety with other Independent Predictor Variable and Dependent variable

One major objective of this study was to investigate the relationship of test anxiety and academic achievement of the students. Based on the study, test anxiety predict students an academic achievement. There was statistically significant and negative relationships between the students' academic achievement and test anxiety relation ($r = -0.30$); test anxiety and study habit ($r = -0.66$); test anxiety and parental involvement ($r = -0.04$).

The present finding was constant with past studies. For example, Moore (2006) was found that test anxiety negatively affects academic performance. Test anxiety is widespread problem in school (Birenbaum and Nasser, 1994; Shaked, 1996)

Shaha (1982) research verified that significantly negative relationship between test anxiety and academic achievement. (Ora, 2009 and Sud, 2001) found that the magnitude of negative relationship between test anxiety and academic achievement among students average ability. Research conducted that high-test anxiety is correlated with poor academic performance (Benjamin et al; 1981). Vogel and Callins (2009) found that an individual experience is negative than the test anxiety level will be higher leading to power performance and an individual experience is positive than the test anxiety level will be lower leading to higher performance in general is expected to have a negative affect on performance.

Test anxiety routinely caused poor performance in a meta-analysis of 562 studies that looked at the relationship between test anxiety and academic achievement (Hembree, 1988). Research also describes that the impact of test anxiety on students' performance is frequently affected by the evaluation practices of the classroom teacher. Spielberger & Sarason (1978) reported that students who are high in test anxiety also tend to have poor study habits and test taking skills. Students with low test anxiety, such students must prepare well for the test or may be high ability students, or may not perceive the subject as difficult, when a student prepares well for a test through studying, he/she is more likely to be more calm and stable and exhibits less symptoms of anxiety.

In the present study significance, difference relationship between high-test anxieties, low-test anxiety with students' academic performance. The correlation test anxiety with achievement score does not guarantee the participants to be free from experiencing test anxiety. Among participants, score low-test anxiety reported range from zero to eight and high-test anxiety reported range from 15 to 27.

These significant correlation between the high-test anxieties among other independent variables as well with students' academic achievement showed that low-test anxiety and study habit practices could be influential and determinant for better academic performance.

In relation to test anxiety, there are different findings that demonstrated their own investigation concerned to the relationship of test anxiety and academic achievement of the students'. The finding of this study is consistency with (Sarason, 1980) reported that children who have low levels of test anxiety are more successful on complicated tasks and on timed tests than their group who have high levels of test anxiety. In

situation without time limit, the anxious children will do better academically than those with no anxiety.

Mark et. al., (2005) reported that extrapolated literature and estimate that about 25% of American primary and secondary schools students 10 million students suffer local academic performance due to test anxiety.

Students with high levels of test anxiety have difficult learning and retaining materials that they are unprepared (Everson, et al., 1995). Sarason (1952) reported that students with high test anxiety have shown to study as much as or more than their low anxiety peers, but the methods of study reported by the high anxiety group were highly repetitive and less effective.

Birenbaum & Pinku, (1997) research reported that students with high-test anxiety and poor study skills do not learn the material as well as test anxious students with good study skills; this effect is demonstrated in the low levels of performance on test.

Spielberger & sarason (1978) reported that students who are high in test anxiety also tend have poor study habits and test taking skills and also reported that test anxious students are characterized by acquired habits and attitudes that involve negative self-perceptions and expectations.

Students with poor study skills preparation process generally face reduced performance regardless of the type of test, lack of time limit or reduced item difficulty (Covington & Omelich in kifle, 2004). Students study skills play role in how test anxiety influence academic performance. Students with high-test anxiety and poor study skills do not learn the materials as well as test anxious students with good study skills.

The research has shown that to make internal attributions for success and external attribution for failure (Owuegbuzie & daley, 1996) this effect cannot be beyond with high anxiety subject. High levels of cognitive test anxiety promote the probability of notable decline in exam performance (Cassidy, 2004).

5.2 The Relation of Students' Study Habit and Academic Achievement

The research result revealed that the correlation coefficient have indicated statistically significant positive relationship between study habit and students total achievement ($r = 0.46$); study habit and test anxiety significance negative relation; study habit and parental involvement positive relationship.

The multiple regression analysis indicates that study habits do have (21%) relatively the highest contribution to the prediction of the students' academic achievement, as compared to other variables in this study.

These significance correlations between the study habits among the independent variables as well with students' academic achievement showed that study habit could be influential and determinant for better academic performance. Moreover, study habit with others had better contribution in the academic performance of the learners.

In this study, statistically significant difference was obtained among the independent variables, which could imply input to students' academic performance. Furthermore, multiple regression analysis indicated that among 29.2% variation of predicted variable accounted for by independent variables, study habit had a 21%. Thus, the dependent variable was more determined by the study habits.

In relation to study habit there are different findings that demonstrate their own investigation concerning to the relationship of study habit and academic achievement of the students. The finding of this study is consistent with (NAEP, 1994) investigated positive relationship between good study habit and academic performance.

Students properly manage their time, select suitable place and situation ... will have a good mastery of the subject mater and achieve good results. Kifle (2004) found that there is a positive relationship academic performance and good study habit. High academic achievement has positively related to good study habits and the study further explained that students' school performance is improve when they tend to improve their study habit (Nneji, 2002).

Additional, this research has investigated study habit and test anxiety inversely and significantly correlated to test anxiety ($r = -0.66$). This indicates that the decreases in the study habit leads to the increases test-anxiety and the increases in test-anxiety leads to the decreases in study habit. This study by Seidler (2004) stated as because of test anxiety results in lowered test and academic performance a variety treatment programs has been develops. The most promising results for improving performance involve combining cognitive focusing and/or study skills training with desensitization and relaxation training.

It can argue that as long as a student experiencing test anxiety develops his/her study skill and master the subject matter the level of test anxiety is supposed to be lower. Hence, the present finding is according to the researcher's expectation.

The present study and other findings realized that study habit paramount importance on effective learners' achievement. Therefore, this

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The present study and other findings realized that study habit paramount importance on effective learners' achievement. Therefore, this

study attempted to show the extent to which these basic variables had an impact on the success of learning to the students and educational expert plus parents. The finding of the study tried to show the magnitude to which study habit relation could be seriously imperative to students' academic achievement.

Hence, it will helpful to maintain the cohesiveness of the study habit and in turn improve school learning activities and academic performance in general.

This study showed statistically significant study habit on students' academic achievement. Therefore, preferably further research should be investigate in the area how to assist study habit formation in the school and pickup better good study habit role in the school. On the other hand, factors that discussed study habit formation should be investigated. Moreover, studies may be need how to establish more positive and cohesive study bond that up holds academic performance in the outside school environment. Particularly, study habits should be studied concerning to its' influence performance of students.

5.3 Parental Involvement and Students' Academic Achievement

Parental involvement as indicated earlier is one of the contributing factors to the students' academic achievement. The study result revealed that there is significant correlation between total academic achievements of students and parental involvement.

Regarding the contribution of parental involvement in children education, various literatures also indicates that there is a correlation between parental involvement and academic achievement. For instance, Dornbush stated that in parental involvement has research finding found that the influence secondary school students' academic achievement,

school attendance, and graduation. It is positive relationships with parents and gives children the support they need to be successful in school. Shui (1997) described that parental involvement is positively associated with children achievement. Neorgious (1999) found positive correlation between parental volunteering at school and the child's actual school achievement. However, helping the child with homework parenting through control had no significant correlation with achievement. In specific care, Fantuzzo et al., (2000) revealed that parents' communication and explanations concerning education of children had positive relation in the success of children's learning particularly in language and mathematics computations.

Local researcher conducted Asamenew & Temesgen (2006) found that positive relationship parental involvement and students' academic achievement. Parents who are involved in schools and children's education have a positive effect on their children's academic achievement to make parental involvement contribution popular; Neorgious (1999) found out that, parenting practice would have a direct effect on child learning outcomes.

In general, the recent research finding revealed consistency with the available literatures on parental involvement contributing to students' academic achievement. One explanation could be the constructs to measure the parental involvement were constructed from the above literatures by various prior researchers.

5.4 The Overall Relationship of Academic Achievement with the Predictor Variable

With respect to the overall relationship of academic achievement with predictor variables, the findings of the present study point out that academic achievement had negative correlation with test anxiety ($r = -.30$); study habit and parental involvement positive correlation.

According to the results of multiple regression analysis in this study, the proportion of academic achievement variance accounted for by the independent variables (test anxiety, study habit and parental involvement) combined together was 29.2% of the total variance of this proportion, the variance explained by study habits was very high (21%). This suggests that study habit has more contribution to the differences in students' academic achievement. The remaining percent of the variance was explained by test anxiety and parental involvement.

CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

The purpose of this study was to examine the relationship of test anxiety, study habit, parental involvement and students' academic achievement particularly in secondary schools. Therefore, at the beginning the study was designed to answer the following basic question.

1. Is there a significant relationship between test-anxiety and achievement scores?
2. Is there any relationship between study habits of student in student education with achievement scores?
3. Which variable do have a relationship to Test-anxiety, study habit and academic achievement?
4. Is there a significant relationship between parental involvement and students' academic achievement score?

In order to come across the accomplishment of the objective of the study the researcher conducted research on Akaki Kaliti sub-city grade 10th government secondary school in Addis Ababa. For study, the researcher use simple random sampling selected three secondary school. These were Bulbula, Beseka and Fitawrari Abyaneh secondary school. 333 (167 males and 166 females) Students drawn from the secondary schools, proportional stratified sampling was applied to select students participants from three school.

The instruments used in this study were test anxiety scale (developed by Sarason, 1980). These scales were researcher used to diagnosis test anxiety (negatively) "True" Cut off. Based on the criteria the research labeled probable test anxiety who scored 15 or above high-test anxiety, 9 and 15 score does not indicate test taking (test anxiety/medium), and 8 or below score indicates that low-test anxiety. The second and third

instruments were study habit developed by Kifle (2004) and Parental involvement developed by Combell and adapted Asamenew (2006) the present researcher is adapted. All questionnaires, were in English, were translated to Amharic with the consultation of two language and two psychology graduate students. Moreover, students' academic achievement scores were secure from school record office of each school. Initially, the instruments were administered on a pilot sample ($n = 50$) of the students. Then, the instruments were improved and identified the reliability.

The data were analyzed by using descriptive, correlation, and multiple regressions. The Pearson product moment and Biserial correlation was employed to examine interocrrrelations between study habit, test anxiety, parental involvement and students' academic achievement. Correlation between the predictor variables (test anxiety, study habit, and parental involvement) and criteria variable (academic achievement) were statistical significant. Correlation between test anxiety and study habit were negative and significant relationship.

To determine the overall relationship of the independent variables and academic achievement multiple regressions was used. Multiple regression analysis techniques employed to see the relative contribution of the variables under study on the academic achievement of students has indicated that all of them have contributed significant to the prediction of ones academic achievement. The result of multiple regression analysis indicates that when academic achievement was regressed on all the independent variable (test anxiety, study habit, parental involvement) the multiple coefficient of determination was 29.2%. The results suggest that the independent variables when combined together have a significant relationship with academic achievement of the students. In multiple regression analysis

demonstrated, that study habit had been relatively better in predicting academic achievement.

Generally, this study identified the results of internal/ personal construct (test anxiety and study habit) combined with external factors such as parental involvement or academic achievement of the student.

6.2 Conclusions

Based on the results of the study the following conclusions are made.

The relation between test anxiety and academic achievement; study habit and academic achievement; parental involvement and academic achievement; and the correlation among variables are found to be significant. Thus, researcher concludes that there is a relationship between among the variables.

Multiple regression analysis involving test anxiety, study habit, and parental involvement showed that the independent variables jointly 29.2% contributed for the prediction of the students academic achievements. However, the t-test and standard coefficients (Beta) showed that study habit contributed significantly and greatly for the prediction.

6.3 Recommendation

Based on the results of this, the following recommendations are forwarded.

1. School administration and teaching staffs should be aware of the fact that reducing the threatening effect of test anxiety and support children has to develop positive self regard contribute on to the healthy development of personality and add value to achievement.

However, test anxiety is found in this to be less important, developing a positive study habit among students to be emphasizes.

2. Study habit is crucial in the overall students' educational development. Study habit could be an important relation, which enhances academic performance of the learners. Students should get good study habit that includes cooperative learning activities in the schools. Therefore, it is good that teacher (counselor) should maintain good study habit. Educators and counselor should develop systematic instructional approaches to improve study habit and parental involvement that lead to reduced test anxiety and increasing good study habit and students' academic performance.
3. Parent involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parent shown to result increased student success, increased parent and teacher satisfaction. In this research, parental involvement when combined with (test anxiety and study habit) has a joint effect in academic performance of grade ten students. It has small relationship with students' academic achievement.

Therefore, schools should encourage involvement in a number of areas including parenting, learning at home communication, volunteering, decision-making, and community collaboration. Effective parent involvement programs should built upon a careful consideration of the unique needs of the community. In order to build trust, effective approaches to parent involvement rely up on a strength-based approach, emphasizing positive interaction. Though Specifics may vary, all parent involvement programs share the goal of increasing parent-school collaboration in order to promote health child development and safe school communities.

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APPENDIX A: ENGLISH VERSION QUESTIONNAIER

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES INSTITUTE OF PSYCHOLOGY

Questionnaire filled by the students

Objective: The main objective of this questionnaire is to gather information about the relationship of Test anxiety, Study habits, Parental Involvement and students Academic Achievement. It can show the relationship. Finally, possible solution and recommendations will be for warded based on the responses.

Thank you for your cooperation!

PART ONE

Please provide your personal information indicated below.

1. Personal Information

1.1 Name of the school _____

1.2 Age _____

1.3 Sex _____

1.4 Roll No _____

1.5 Section _____

PART TWO

Below are items that indicated Test-anxiety, Study Habits and Parental involvement respectively. Please, read each items carefully and then put your own level of agreement.

Test Anxiety Scale

Circle T (true) or F (false) for each item

No	Items	Response category	
		True	False
1	While taking an important exam, I find myself thinking of how much brighter the other students are than I am.		
2	While taking an important exam, I perspire a great deal.		
3	During a test, I find myself thinking of the consequences of failing.		
4	After important tests, I am frequently so tense my stomach gets upset.		
5	I freeze up on things like intelligence tests and final exams.		
6	Getting good marks on one test doesn't seem to increase my confidence on the second.		
7	After taking a test, I always feel I could have done better than I actually did.		
8	I usually get depressed after taking a test.		
9	I have an uneasy, upset feeling before taking a final examination.		
10	When taking a test, my emotional feelings do not interfere with my performance.		
11	During a course examination, I frequently get so nervous that I forget facts I really know.		
12	I seem to defeat myself while working on important tests.		
13	The harder I work at taking a test or studying for one, the more confused I get.		
14	During exams, I sometimes wonder if I'll ever get through school.		
15	I would rather write a paper than take an examination for my mark in a course.		
16	I wish examinations did not bother me so much.		
17	I think I could do much better on tests if I could take them alone and not feel pressured by time limits.		
18	If examinations could be done away with, I think I would actually learn more.		
19	On exams I take the attitude, "If I don't know it now, there's no point in worrying about it."		
20	I really don't see why some people get so upset about tests.		
21	I don't study any harder for final exams than for the rest of my coursework.		
22	I don't enjoy eating before an important test.		
23	Thoughts of doing poorly interfere with my performance on tests		
24	Before an important examination, I find my hands or arms trembling.		
25	I seldom feel the need for "cramming" before an exam.		
26	It seems to me that examination periods should not be made such intense situations.		
27	I started feeling very uneasy just before getting a test paper back.		
	I dread courses where the teacher has the habit of giving "pop" quizzes		

Study Habits Inventory

Direction:- Keeping in mind that the purpose of this inventory is to find out your own study habits, consider each statements below and then indicate how it applies to you by marking "X" under your choice on the basis of your belief of your study habits.

Very True of Me (VT) (5)

True of Me (T) (4)

Same what of Me (ST) (3)

Not True of Me (NT) (2)

Not at All True of Me (1)

There is no Right or wrong answers. It is simply a measure of your belief regarding the behavior explained in each item. Answer all items truthfully and do not spend too much time over questions.

No.	Items	Response category				
		1	2	3	4	5
1	I take enough time to plan my study					
2*	I usually spend hours cramming the right before an exam.					
3*	I find it difficult to concentrate on what is taught in the class					
4	I need improved my reading speed and time management					
5	I go to a test usually with a lot of confidence					
6*	I don't know how to pick out what is important in the text					
7	I am able to take notes in the class with out may mistakes					
8*	I study enough for my exams but don't feel confident before going to the exam.					
9	I need to improve how I am preparing for the and taking tests					
10*	I often find my self getting lost in the details of reading and have trouble identifying man idea					
11*	I can't sit and study for long period of time with out becoming tired or distracting					
12	If I read for more time ,then I will have no anxiety in taking the exams					
13	I need to improved my note taking and reading comprehension					
14*	I am not usually mentally prepared to hear the date of exams					
15*	When my teachers assign papers ,I feel too much of work due to backlog					
16*	I can't seem to organize my thoughts into a paper that makes sense					
17*	I lost a lot of points on tests even if I think I know the material well					
18*	I often study in a haphazard, disorganization way shortly before the test					
19	I usually study for more then 3hours/day					
20	I study late night and getup early in the morning					

*Low poor study Item (to be reversed while scoring)

Name of School _____ Section _____

Roll No. _____ Sex _____

Parental Involvement Questionnaire

The following are statements explaining activities done by parents in helping their children. How much each statement explains your parent's involvement in your education. Decide your agreement or disagreement by using the following options. Then put a "✓" on the appropriate box.

1. Strong Agree(SA)
2. Agree(A)
3. Disagree(D)
4. Strong Disagree(SD)

There is **no right or wrong** answers. It is simply a measure of your belief regarding here explained in each item. Answer all items trustfully.

Thank you!

No	Statement	Response category			
		1	2	3	4
1.	My parents take interest in my school work				
2.	My parents expect me to get good grade in my school work				
3.	My parents expect too much of me				
4.	I am happy when I get good marks because I know it pleases my parents				
5.	My parents check my homework after it has been done				
6.	My parents help in completing my homework				
7.	My parents help me in planning my study time				
8.	My parents help me study before a test				
9.	My parents help me with homework don't understand				
10.	Before I left me with parents ask me if I had everything I need (books, notebooks, pen e.t.c)				
11.	My parents encourage me to read books				
12.	My parents supervise my grades on tests and homework				
13.	My parents insist that homework should be completed each day.				

Name of School _____ Section _____

Sex _____ Age _____

Appendix B: Amharic Version of the Questionnaire

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ፕሮግራም ኢንስቲትዩት ኦፍ ሳይኮሎጂ

በተማሪዎች የሚሞላ መጠይቅ

አላማ:- የዚህ መጠይቅ ዋና አላማ የፈተና ፍርሃት፣ የአጠናን ስልቶች እና የወላጅ ተሳትፎ ተማሪዎች ለትምህርት ያላቸው ግላዊ ግንዛቤ በተማሪዎች ውጤት ላይ የሚያስከትለውን ለውጥ ለመተንተን ነው። ይህ መጠይቅ የፈተና ፍርሃት፣ የአጠናን ስልቶች እና የወላጅ ተሳትፎን ለትምህርት ያላቸውን ግላዊ ግንዛቤ ዝምድናን ይተነትናል። በመጨረሻም በተገኘው መረጃ መሰረት አስፈላጊውን የመፍትሔ አቅጣጫ ይጠቁማል። ስለሆነም ለጥናት መሳካት የቀረበልህ/ሽን/ ጥያቄዎች በትክክል በመሙላት ያበኩልሽን/ህን አስተዋፆ ታበረክት/ች ዘንድ በትህትና እጩቃለሁ።

ለትብብርህ/ሽ ክልብ አመሰግናለሁ!!

አጠቃላይ መመሪያ

ይህ መጠይቅ ዋና ዋና አብይ ክፍሎች አሉት። የመጀመሪያው ክፍል ግላዊ መረጃን ይመለከታል። በሁለተኛው ደረጃ የፈተና ፍርሃት፣ የአጠናን ስልቶችና ወላጆች ተሳትፎን በተጨማሪም ተማሪዎች ለትምህርት ያላቸው ግላዊ ግንዛቤ በትምህርት ውጤታቸው ላይ የሚያስከትለውን ተጽዕኖ በመለካት የተዘጋጁ ጥያቄዎች ናቸው። ስለዚህም በመመሪያው መሰረት ትክክለኛ መልስ በመስጠት ትብብርህን/ሽን እንድታደርግ/ሽ በትህትና እጩቃለሁ።

ክፍል አንድ

ከታች በተሰጠው ክፍት ቦታ ግላዊ መግለጫህን/ሽን መረጃ መሙላት።

1. ግላዊ መረጃ

1.1. የትምህርት ቤቱ ስም _____

1.2. ዕድሜ _____

1.3. የታ ወንድ ☐

ሴት ☐

1.4. ተራ ቁጥር _____

1.5. ምድብ ክፍል (Section) _____

የፈተና ፍርሃት

መመሪያ፡- ቀጥሎ የተዘረዘሩት ጥያቄዎች “እውነት” ወይም “ሀሰት” (✓) በማድረግ መልስ/ሽ

ተ.ቁ	ጥያቄዎች	መልሶች	
		እውነት	ሀሰት
1.	ወሳኝ ፈተና ሲፈተን ሌሎች ተማሪዎች ከእኔ የተሻሉ ንበዝ እንደሆኑ አስባለሁ።		
2.	ወሳኝ ፈተና ሲፈተን ደስታ ይሰማኛል።		
3.	ፈተና በምፈተንበት ጊዜ ፈተናውን ወድቄ ከሆነ ምን እንደሚከተለኝ አስባለሁ።		
4.	ወሳኝ ፈተና ከተፈተንኩ በኋላ በተደጋጋሚ ስለሚወጣጠር ጨንፈሪኬን ያመኛል።		
5.	የጠቅላላ ዕውቀት ፈተናና የማጠቃለያ ፈተና የመሳሰሉ ነገሮች ላይ ችሎታ ያጥረኛል።		
6.	በአንደኛው ፈተና ላይ ያስመዘገብኩት ጥሩ ውጤት ለሚቀጥለው ፈተና በእራሴ እንድትማመን ይረዳኛል የሚል ስሜት የለኝም።		
7.	ፈተና ተፈትኜ ከወጣሁ በኋላ፣ ብዙ ጊዜ ከዚህ የተሻለ መስራት እንደሚችል እንደነበር ይሰማኛል።		
8.	ፈተና ከተፈተንኩ በኋላ ሁል ጊዜ ይደብተኛል።		
9.	ፈተና ከመፈተኔ በፊት ምቹት ያጥረኛል፣ ትዕግስት አይኖረኝም።		
10.	ፈተና በምፈተንበት ጊዜ ያለሁበት የስሜት ሁኔታ በውጤቱ ላይ ምንም ጫና አይፈጥርብኝም።		
11.	የትምህርት ፈተና በሚፈተንበት ጊዜ ተደጋጋሚ ፍርሃት ውስጥ ስለምገባ በትክክል የማውቃቸውን እውነታዎች ማስታወስ አልችልም።		
12.	ፈተና እየሰራሁ እያለሁ እራሴን እንዳደክምኩ ይሰማኛል።		
13.	ፈተና ለመስራት ጠንክራ ባጠናሁ ቁጥር የማውቀው እየጠፋብኝ ይሄዳል።		
14.	ፈተና ላይ ተቀምጬ ይህ ትምህርት አልቆልኝ መቼ እንደ ምገላገል እመኛለሁ።		
15.	ጥሩ ውጤት የማገኘው በፈተና ሳይሆን የዕሁፍ ወረቀት በማዘጋጀት ነው።		
16.	ለፈተና ይህን ያህል ባልጨነቅ ብዬ እመኛለሁ።		
17.	ፈተናን ለብቻዬ የሚፈተንና የጊዜ ማነስ ጫና ባይደረግብኝ የተሻለ እንደምሰራ አስባለሁ።		
18.	ፈተናን በቡድን መፈተን ቢቻል ኖሮ የተሻለ መማር እንደሚችል አስባለሁ።		
19.	ፈተናን በሚፈተንበት ጊዜ ስለማላውቀው ጥያቄ እራሴን አላስጨንቅም።		

20.	አንዳንድ ሰዎች ስለፈተና ለምን እንደዚህ እንደሚጨነቁ አይገባኝም።		
21.	በአንድ የትምህርት ዓይነት የማጠቃለያ ፈተና የማጠናውን ያህል ለሌሎች የትምህርት ስራዎች አላጠናም።		
22.	ከወሳኝ ፈተና መፈተኛ ጊዜ በፊት ምግብ መመገብ አያስደስተኝም።		
23.	ከወሳኝ ፈተና መፈተኛ ጊዜ በፊት እጆቼ ወይም እግሮቼ ይንቀጠቀጣሉ።		
24.	የመፈተኛ ጊዜ ሲቃረብ መጥናት አያስፈልገኝም።		
25.	እንደ እኔ ፍላጎት ቢሆን የፈተና ሰዓታት ከባድ ሁኔታዎች የሚስተናገዱባቸው መደረግ የለባቸውም።		
26.	የፈተና ወረቀት ሊመለስልኝ አካባቢ መጨነቅ እጅምራለሁ።		
27.	ሳይናገር የመፈተን ልምድ ያለው መምህር ካጋጠመኝ ይህ መምህር የሚያስተምረው የትምህርት ዓይነት ያስፈራኛል።		

የአጠናን ልምዶች

መመሪያ፡- ቀጥሎ የቀረቡት ዐረፍተ ነገሮች የአንተን(ቺን) የአጠናን ልምዶች ለማወቅ ዓላማ መሆኑን በመገንዘብ እያንዳንዱ ዐረፍተ ነገር ምን ያህል ሊገልፅህ(ሽ) እንደሚችል በቀረቡ አማራጭ ላይ የ(✓) ምልክት በማድረግ መልስ። መልስ የሚሰጠው በአጠናን ስልትህ(ሽ) ላይ ያለህን (ሽን) እምነት መሰረት በማድረግ ነው።

በጣም ይመለከተኛል(5)

ይመለከተኛል (4)

የተወሰነ ይመለከተኛል (3)

አይመለከተኝም (2)

በጭራሽ አይመለከተኝም (1)

ተ.ቁ	ጥያቄዎች	መልሶች				
		1	2	3	4	5
1.	የማጠናውን ለማቀድ በቂ ጊዜ እመድባለሁ።					
2.	የፈተና መፈተኛ ሰዓት ስቃረብ ብዙ ሰዓት የማጥናት ልምድ አለኝ።					
3.	ክፍል ውስጥ ሲሰጥ በነበረው ትምህርት ላይ ማተኮር ያስቸግረኝ ነበር።					
4.	የንባብ ፍጥነቴንና የጊዜ የአጠቃቀሜን መሻሻል ይኖርብኛል።					
5.	ወደ ፈተና የሚሄደው በከፍተኛ የራስ መተማመን ነው።					
6.	ጠቃሚ ነጥቦችን ከመዕረፍት ማውጣት አልችልም።					
7.	በመማር ማስተማር ሂደት ውስጥ ብዙ ስህተት የሌለበት ማስታወሻ መያዝ እችላለሁ።					
8.	በቂ ጥናት በማድረግ ለፈተና ብዙጋጅም በራስ መተማመን አይሰማኝም።					
9.	ፈተና ለመፈተን የማደርገውን ዝግጅት ማሻሻል ያስፈልገኛል።					
10.	አብዛኛውን ጊዜ ዝርዝር ነጥቦችን የማነብ ስለሆነ ዋናዋና ነጥቦችን መለየት ያስቸግረኛል።					
11.	ሳይደክመኝና ሳልረበሽ ለረጅም ሰዓታት ቆይቼ ማንበብ አልችልም።					

12.	ለረጅም ሰዓታት አንብቤ ከሆነ ፊተና አያስፈታኝም፡፡							
13.	የማስታወሻ አያያዜና ያነበብኩትን ለመረዳት ያለኝን ክህሎቴ መሻሻል ይኖርበታል፡፡							
14.	አብዛኛውን ጊዜ የፊተና ቀናት ሲነገሩ የአእምሮ ገግጅት ስለሌለኝ መስማት አልፈልግም፡፡							
15.	የአሳይመንት ስራ ርዕስ ሲከፋፈል ብዙ ስራ እንደተሰጠኝ ይሰማኛል፡፡							
16.	የፅሁፍ ስራዬ ትርጉም ያለው ለማድረግ ሀሳቤን ማሰናሰን እንደምችል አይሰማኝም፡፡							
17.	ፊተናው የወጣበትን ይዘት በሚገባ ባውቅም በፊተና ላይ ግን ብዙ ነጥቦች ይጠፋብኛል፡፡							
18.	አብዛኛውን ጊዜ የማጠናው ለአጭር ጊዜና በተዘበራረቀ መልኩ ነው፡፡							
19.	አብዛኛውን ጊዜ በየቀኑ ለ3 ሰዓታት አጠናለሁ፡፡							
20.	የማጠናው ማታ ቆይቼ በመተኛትና ጠዋት ቀሎ በመነሳት ነው፡፡							

ተማሪዎች፡-

የሚከተሉትን ዓርፍተ ነገሮች ቤተሰቦቻችሁ ምን ያህል እንደሚረዷችሁ የሚገልፁ ናቸው፡፡
እያንዳንዱን ዓርፍተ ነገር ካነበባችሁ በኋላ የሚስማማቸው ከነዚህ በአንዱ አማራጮች ግለፁ፡፡

1. በጣም እስማማለሁ
2. እስማማለሁ
3. አልስማማም
4. በጣም አልስማማም

መልሳችሁን በመረጣችሁት መልስ ትክክል በሚገኘው ሳፕን ውስጥ የጭረት «✓» ምልክት በማድረግ መልስ/ሽ፡፡ ትክክል ወይም ስህተት የሚባል መልስ የለም፤ ስለዚህ ስለራሳችሁ ለትክክል የሚገልፀውን ዓረፍተ ነገር ከአማራጮች አንዱን በመምረጥ መልስ/ሽ፡-

ስለ አደረጋችሁት ትብብር እናመሰግናለን

ተ.ቁ	ዓረፍተ ነገር	አማራጮች			
		1	2	3	4
1.	ቤተሰቦቼ እኔን በትምህርቴ ለመርዳት ፍላጎት ያሳያሉ				
2.	ቤተሰቦቼ በት/ቤት ጥሩ ውጤት እንደማመጣ ይገምታሉ				
3.	ቤተሰቦቼ ከኔ ብዙ ይጠብቃሉ				
4.	ቤተሰቦቼ በኔ ጥሩ ውጤት ካላመጣሁ በርትቼ እንድሰራ ይነግሩኛል				
5.	ቤተሰቦቼ የቤት ስራዬን ከሰራሁ በኋላ ያዩልኛል				
6.	ቤተሰቦቼ የተሰጠኝን የቤት ስራ እንዳጠናቅቅ ይረዱኛል				
7.	ቤተሰቦቼ የጥናት ፕሮግራም በማውጣት ይረዱኛል				
8.	ቤተሰቦቼ ከፈተና በፊት እንዳጠና ይነግሩኛል				
9.	ቤተሰቦቼ የተሰጠኝ የቤት ስራ ካልገባኝ ያስረዱኛል				
10.	ቤተሰቦቼ ወደ ት/ቤት ከመሄዴ በፊት አስፈላጊውን ነገር መያዜን (ደብተር፣ መፅሐፍ ወዘተ) ይቆጣጠራሉ				
11.	ቤተሰቦቼ መፃፉ እንዳነብ ያበረታቱኛል				
12.	ቤተሰቦቼ በየቀኑ በፈተና እና በሚሰጠኝ በቤት ስራ ላይ የሚመጣውን ውጤት ይከታተላሉ				
13.	ቤተሰቦቼ በየቀኑ የሚሰጠኝን የቤት ስራ ጨርሼ እንድሰራ ይነግሩኛል፡፡				

1. የት/ቤት ስም _____

2. ዕድሜ _____

3. ያታ፡- ወንድ ☐ ሴት ☐

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that sources of material used for the thesis have been duly acknowledged.

Name: Getu Tadele

Signature: [Signature]

Date: 9/07/10

This thesis has been submitted for examination with my approval as a University Adviser

Name: Desalegn Chalkisa

Signature: [Signature]

Date: 09/07/10