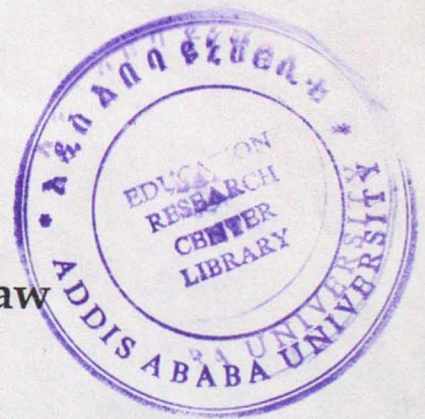


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

The Relationship Between Test-Anxiety, Perceived General
Academic Self-concept And Achievement Among Sixth
Grade Primary Government Schools' Children In The Sub-
City Of Gulele/Addis Ababa/

By

Abebech Asfaw



July, 2006

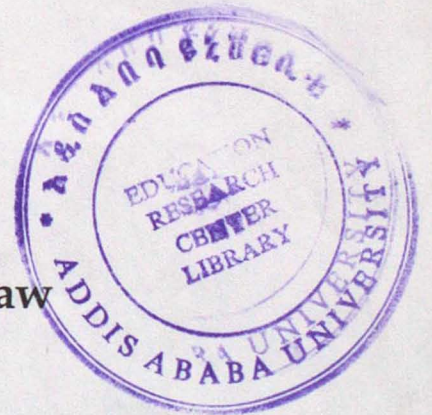
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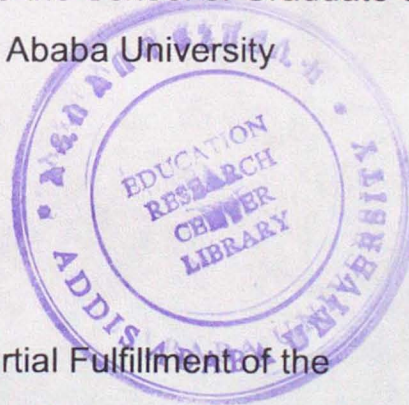
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A Thesis Submitted to the School of Graduate Studies
Addis Ababa University



In Partial Fulfillment of the
Requirement for the Degree of Master of Arts in
Counseling Psychology

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Addis Ababa

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ABSTRACT

The purpose of the study was to investigate relationships, directions and strength between Test-anxiety, perceived general academic Self-concept, socio economic status, study habit, parental involvement in the education of children, and achievement (as dependent variable). The population of the study was 6th grade government primary schools' 2482 students at Gulele sub city of A.A. Among them 1237 were boys and 1245 were girls. The participants of the study were 497 students. Among them 248 were boys and 249 girls. The mean age of the participants was 12.98.

The design of the study was quantitative ex-post facto research design following correlational approach. Participants were selected by utilizing table of random numbers. Two scales and one questionnaire were utilized as instruments of the study. Pearson product moment correlations (r) and Multiple Regression analysis were computed to process the data.

The findings of the study indicated: (a) Test-anxiety is inversely and significantly correlated with achievement with weak relationship that is $- .186$. (b) Perceived general academic Self-concept was positively and significantly related to achievement that is $.436$ and it contributed to the achievement. (c) Study habit and parental involvement also contributed to achievement but not socio economic status and Test-anxiety.

Recent Academic Self-concept researches focus on domain specific with particular attention to specific subject matter. At this juncture, I expanded the research by examining "perceived general academic Self-concept" as a single Academic Self-concept. The findings do have applicability in the field of counseling Psychology and Education.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

The present study aimed to study relationships of variables as factors that contribute to academic achievement of students. The study expects giving due attention to the learner makes difference in achievement and as well to the quality of primary Education.

Ethiopia being one of the least developed 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" (white and Notkin white, 1980, p.62).

According to Ethiopia's Education and Training Policy of 1994, the duration of primary education is eight years and is divided into two cycles. The first four years (Grade 1-4) aims at the attainment of basic Education accompanied by a continuous assessment. The second four years (Grade 5-8) aims at the attainment of general primary Education. National examination is administered at the level of grade eight. Except in the first cycle of the primary level, students are promoted from the lower to

the higher grade on the basis of examination or test results. Such results are affected by so many factors such as test-anxiety, perceived general academic Self-concept, SES, study habit and parental involvement in children's education.. "Of all the various educational levels from the outset, priority in the new policy has been given to the primary education: (Ministry of Education, 2002 : 78). The justification for this measure is that primary education is the right of all and it is the main instrument for social and economic growth. In this junction Ethiopian school system is meant to improve the quality of primary Education in terms of teachers' training, Text books, student ratio, expanding buildings and the like. The present study desires to give due attention to the learners, that is children to be the main concern in teaching- learning process.

The aim and object of education is the comprehensive, overall development of the child. This development and progress is gradual. Hence, it is essential to examine the child at regular intervals to find out the extent to which he has progressed "(Sharma 1998:304).

Examination results influence the lives of individuals directly or indirectly, for example future career choice depends upon grades, competition for better jobs also relays on individual grades. Hence the expectation attached to test scores imposes certain feelings on individuals. Each child does have some ideas and attitudes about his/her self which is expected to facilitate or hinder performance. "It is not merely what a person knows which determines his behavior, it is the way the individual feels and

perceives himself in that situation "(Perkins 1957:453). Similarly Hamachek (1965) ascertains self as "the central character, and the principal actor of each person" (p.2).

In the work of Jerslid (1951) the value of self-concept theory is demonstrated in making the education process more valuable. According to Jerslid the ideas and attitudes children maintain at early age could be true or false, healthy or morbid. Furthermore, Jerslid stated that the study of child psychology, designed to promote understanding and acceptance of self and understanding of others, should be a planned feature of the education children receive from nursery school on ward as cited in (Hamachek 1965: 530). From the above author's point of view, it can be said that, understanding one-self and others by the learners is concern of Education and where schools should deal with it in the educational system besides the mere provision of academic subjects.

Evaluation of achievement is an essential activity in educational settings, and it is important for teachers and significant others, to understand the nature of anxiety and how it influences learning and behavior. As described by Sarason et al., (1960), test anxiety is experienced by individuals personally and it is not observed by teachers and parents easily.

Local studies particularly with regards to Test-anxiety at primary level of children are not taped in literatures. Maybe researchers in Ethiopia did not give attention for

the case. Sarason's Test-anxiety scale for children (1960) was employed on 5th grade students of one government school a year ago by the present investigator to assess the existence of Test-anxiety. Participants were 69 pupils where 32 were boys and 37 girls. The scale's items were 30. Based on the participants response 27 of them (39.13%) were found to report high test anxiety. The assessment gave the present investigator an insight to deal with the matter and do further investigation along with other variables. The aforementioned variables (Test-anxiety and self-concept) are basic concern of Counseling Psychology and Education in broad terms.

Schools and parents expect students for high achievements without understanding the influence of possible problems on the same. As the literature indicate high achievement by itself does not guarantee to be free of test-anxiety. In order to initiate positive self-regard of children and to mitigate some possible teaching learning problems which could appear in the later stage of development, and encourage other alternatives for the optimal potential utilization of children, conducting the present study on the basis of previous studies in the area was found necessary.

Initially, it was designed to investigate the relationship between Test-anxiety, perceived general academic self-concept with achievement. But, recognizing that some basic factors which affect achievement should be statistically controlled, the variables socio economic status, study habit and parental involvement in children's education were included.

1.2 Statement of the study

The pressing problems are going to be addressed by attempting to answer the following questions.

- 1.2.1 What is the extent of Test-anxiety experienced by the participants?
- 1.2.2 Is there a significant relationship between expressed Test-anxiety and achievement scores? What is its direction?
- 1.2.3 Is there a relationship between Test-anxiety and perceived general academic self-concept? What is the direction of the relationship?
- 1.2.4 Is there any relationship between Socio economic status, study habit of children, parental involvement in children's education, with achievement scores? What is the direction of the relationship?
- 1.2.5 Which variables do have a relationship to Test-anxiety and perceived general academic self-concept?
- 1.2.6 Is there any consistency between achievement scores of the participants within two grade levels (5th & 6th)? What can be derived from the level of the consistency in terms of perceived general academic Self-concept and Test-anxiety?
- 1.2.7 Which variable has high, low or no contribution to the dependent variable (Achievement)?

1.3 Objectives of the study

1.3.1 General objective

- 1.3.1.1 The study aims to be explanatory and descriptive of relationships among variables.
- 1.3.1.2 To contribute to the practical knowledge of counseling psychology in the field of Education with special emphasis to primary level children.

1.3.2 Specific objectives

Based on the theoretical and practical implications set in the field, the research has the following detailed objectives.

1.3.2.1 To investigate the extent of test-anxiety and perceived general academic self-concept among primary level children in the study area.

1.3.2.2 To come up with empirical evidence of strength and directions of relationships among the study variables test-anxiety, perceived general Academic Self-concept, Socio economic status of parents, study habit of children, parental involvement in children's education and achievement scores.

1.4 Significance of the study

Parents, school administration, the community and government at large wish to have the best for children. Students are the prime actors in the teaching-learning process. In order to promote healthy lives of children and support them succeed in all matters, possible factors which could contribute to the same, are investigated.

According to the psychosocial theorist Erik Erikson's stages of development, the age from 6 up to puberty is known as "Industry versus inferiority" The age is known as school age. Children of this age are assumed to develop industrious capacity of productive work, cooperative participation with others, and pride in doing things well. According to the theory, children develop the sense of inferiority when their experiences at school, in the peer group, and with parents do not foster feelings of competence and mastery. In line with this framework Test anxiety, achievement,

perceived general academic self-concept and the like do develop, and it is an appropriate time to assess and make them the center of discussion at primary level of education.

According to Piaget's stages of development the elementary school child is labeled in the concrete operational stage where a child could think accurately in logical fashion. For Hurlock (1980) late childhood is the critical age in the achievement drive, when children establish the habit of being achievers, under achievers and over achievers.

The age of children requires the attention of parents, teachers and significant others in order to encourage children to work up to their maximum capacity and take measures to correct under achievement. Achievement could not be left for academic purpose alone but it is meant for the lives of individuals. Success leads to a feeling of confidence and self-acceptance while failure contribute to a feeling of inadequacy. In line with same theoretical framework of the stage and related research findings in the area, in light of building positive self-regard and to mitigate possible problems before they go deep rooted, conducting such study in order to come up with the possible suggestions was considered significant.

The Ethiopian Government has endorsed and ratified the UN Convention on the Rights of the Child (CRC) on December 9, 1991. Different measures are taken by the Government and non governmental organizations to implement the Convention.

Bearing in mind , that children under 18 need special care and protection, the convention is the widely accepted document worldwide. In this context the preamble section of the convention states: "Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance "(UN CRC preamble paragraph 4, p.34).

Article 29 of the Convention stipulates: "States parties agree that the education of the child shall be directed to: The development of the child's personality, talents, and mental and physical abilities to their fullest potential" (UN CRC 1992 Article 29 (a): 46).

In line with some theoretical framework of the stage, related research findings on the same, universal declarations with special emphasis to childhood and the like make this study significant for initiating some discussion points for the total well-being of the child. The immediate goal could be viewed interms of achievement. But the subject of this study that is Test-anxiety and perceived general academic self-concept in relation to other variables, are aspects of personality development in broad terms.

1.5 Limitations of the study

- (a) The study focused on the current achievement scores of children to substantiate relationships and test test-anxiety and perceived general academic self-concept, instead of setting other situations.
- (b) Difficulty to control some possible lie responses of the participants.

1.6 Delimitations of the study

1.6.1 Due to time and financial bounds the study covered Government primary schools at one grade level and in one sub-city of Addis Ababa.

1.6.2 For the aforementioned inconveniences data was limited to self -report, and existing records. Otherwise, it could have been observed as how children react to anxiety evoking situations, if a different arrangement was set.

1.7 Operational definition of terms

In the presented study words are used in the following context.

Achievement Score : represents the scores at Grade five and first semester level scores of Grade 6 of the participants. The sum of 9 subjects' marks (each out of 100) designates Achievement I and similar situation applies for six first semesters too, that is Achievement II.

Anxiety : refers to exaggerated fear or worry to the extent which hampers individuals' normal activity.

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

Socio Economic Status : refers to the participants' living standard as reported by him/her to the study questionnaire.

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

Pearson r : is a statistical measure of the extent to which paired scores occupy the same or opposite positions within their own distributions indicating the extent of relationship.

Participants: refer to the 497 primary schools' students involved in the study.

Test-anxiety scale for children : is an instrument originally developed by Sarason et.al., (1960) to test Test-anxiety and adapted by the present investigator, maintaining statements with alternative responses of 'Yes' and 'No'.

Parental Involvement in Children's education : refers to the situation of parental or guardian participation assisting a child in his/her education by taking in part different roles.

Self-concept : refers to the totality of individual's learned belief, attitudes opinions that are hold to be true about personal existence.

Perceived General Academic Self-concept : refers to the attitudes, beliefs and opinions individual holds through experience about him/herself specific to general academic to his/her grade level (not subject specific).

Government Primary Schools : refers to primary schools run by government maintaining (grade 1 to 8).

Gulele : refers to the one of the Addis Ababa city administration's sub cities where the primary schools of the study are located.

Worry : refers to the cognitive elements of the anxiety experience such as negative expectations and cognitive concerns about oneself, the situation at hand, and potential consequences.

Emotionality : refers to one's perception of the physiological and affective elements of anxiety.

CHAPTER TWO

2. Review of Related Literature

2.1 Concept 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 incorporated within a single psychological framework (Sarason et al., 1960: 30). According to the viewers Freud devoted considerable attention to the anxious reaction from the conflict between biological motives and the frequent conflict of Id with ego or superego.

Another theorist, Horney, (1957) as cited in (Morgan and King 1966:493) described Anxiety as follows: Basic anxiety is viewed to arise in the child by any social situation which tends to make the child fearful. It can be instigated by threats or domination by the parent, by tension and conflict between the parents, by being required to do too much, by being mistrusted, by criticism, coldness, or indifference, and so on.

Freud's and Horney's theory seem to agree on the existence of conflict. For Horney conflict is viewed between incompatible needs. Anxiety was primarily recognized within the framework of psychoanalysis before it became a subject of study for psychologists.

The fact that anxiety can be manipulated as research variable, and anxiety varies under specified conditions, has initiated the research team of Sarason et al.,(1960) to focus on anxiety in elementary school children to a specific situation that is test and test like situations. The research team produced a research report representing six years' elementary school children in the field of test anxiety and relevant areas. The researchers did the work being aware that the work had important implications for psychological practices and procedures in public schools. The studies were felt to be of great relevance in the development of testing procedures. The research team assumed that their work will be of interest to clinical and child psychologist, psychiatrists, and others in the behavioral sciences.

The researchers were primarily concerned with extremely broad problem that is the relationships and discrepancies between performance and potential. According to them ambiguities in theoretical formulation, the absence of validated methodologies, the scarcity of previous systematic research has forced them to limited, step by step approach. In this connection the research was concerned with anxiety in children, particularly elementary school children, and dealt with specific anxiety, that is anxiety about test and test like situations. The assumption was that in focusing on test anxiety whatever understanding of that anxiety is gained will have significance for understanding of anxiety in general.

Considerations which influence the decision of the researchers to focus on test anxiety in children were: test situation is experienced by almost all members of their society, the tester and the testee perceive the testing situation as evaluative and lives of people are affected by their test performance.

Sarason et al., investigated that anxiety is sensed by individuals and it is conscious experience. To this effect the researchers developed self report test anxiety scale for elementary school students to measure anxiety to tests and test like situations instead of using therapeutic technique. The scale maintained 30 items with its instruction to be read to a class. The researchers argued that their test anxiety scale for children allowed them to predict behavior in different situations.

"The bright but anxious child operates under a special handicap" (Almy 1959:129). 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.

Test-anxiety and Test-anxious Child

Based on some research studies and informal observations made in elementary school settings, the above research team described test anxious child: as one who

has self-depreciatory attitudes, anticipate failure in the test situation in the sense that he will not meet the standards of performance of others or himself, and experiences the situation as an unpleasant (p.20).

According to the investigators, some situational factors are also regarded to affect the performance of test anxious child such as:

- a. The 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 conflict. Some children are said to be affected by cold and aloof examiner too.
- b. The extent to which the anxious child depend on the examiner in getting clues how to deal with problem solving tasks.

Since test anxious child is regarded as the one with strong dependency need, little or no support is said to impair the performance. The covertness of test anxious responses tends unrecognized by significant adults and then its impact is said to remain worse. The investigators through their work had discovered that qualitative aspects of testing situations are important since they enable certain personality factors to operate to the advantage and disadvantage of the test taker.

In an article reviewed by Morris et al., (1981) Libert and Morris (1967) are described to be the ones who introduced two components that is worry and emotionality conceptualization of anxiety into the test-anxiety literature. According to the reviewers, the experience of worry is aroused and maintained by situational factors that influence one's cognitive evaluations. The cues that are theorized to be salient to

the arousal and maintenance of the emotionality experience, in contrast, are typically of shorter duration and seem to consist primarily of initial, non evaluative cues. The stimulus setting of the classroom, the instructor's passing out tests, student conversations about the test which soon lose their salience as attention is turned to the test itself. While emotionality scores typically are said to decrease significantly as the testing session progresses in contrast, worry does not decrease significantly from the beginning to the end of an examination unless the student's performance expectancy increases during that time.

Similarly Holland (1986) identified three components of test anxiety

- a. Physical components this component is said to maintain physical symptoms such as nausea, aches and dry mouth
- b. Emotional components maintaining emotional disturbances such as fear, dread, nervousness and panic
- c. Mental or cognitive components indicated by difficulty in staying focused, easily distracted or convinced of certain failure, as well as problems with memory and attention, (Electronic Version).

According to Dunn (1968) academic achievement presumably is not only a function of the instructional stimuli, but also of the affective state of the learner. In this regard human learning is viewed in terms of understanding some affective factors which influence the learner's performance, for instance a) affect for the material to be learned and b) the perceived value of the material to be learned. The underlying assumption according to the above point is that positive orientation on both affect and

value, would seem to be of crucial importance for a child adjustment and sustained performance in school.

"For individuals with a high level of test anxiety, a significant amount of attention is devoted to task-irrelevant responses, and hence leading to a decrease in academic performance" (Wine (1971) cited in Benjamin et.al, /1981:816).

Factors Contributing to Test-Anxiety

For Spielberger and Sarason (1989) self-concept is the overall sum of self-referent information that an individual has processed, stored and organized in a systematic manner is one factor to contribute to the development of test-anxiety. They pointed out that level of anxiety can fluctuate over time in relation to internal and external stimulation. For Freidman and Bendas - Jacob, (1997) another factor which contribute to test-anxiety is viewed to be self-awareness that is the feeling of being observed or evaluated by others as stated in Vogel and Collins(2004:1). Gibson and Chandler 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 experiences (Gibson and Chandler, 1988).

Although some research findings indicate the interfering effect of anxiety to performance, some argue for it's helpfulness and it's inevitable occurrence. In accordance to this idea (Morgan and King 1966:556) writes:

Healthy adjustment requires that we accept rather than avoid, anxiety. Anxiety being the natural outcome of experience with fear provoking

situations, facing up to it, we accept it and in the end, we experience less of it.

In line with this idea another argument 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). But 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 regarded as our enemy when it becomes an end by itself.

In summarizing the research in the area of test anxiety Runkel (1959) stated that research into the effect of anxiety shows that performance in school work is sometimes improved under low anxiety, but that performance under high levels of anxiety is uniformly found to diminish as cited in (Experimental Education 1972:12).

I.G. Sarason (1975) cited in Beide (1988) reported the existence of two types of test anxiety. "Type-A test anxious individuals become anxious only during testing situations, whereas those with type-B test anxiety reported additional concerns, including social adjustment and health preoccupation" p.80. Different researchers at different times have evidenced that performance is impaired by anxiety. In support of this idea Eysenck (1992) stated:

"Active working memory is one of the cognitive function most sensitive to anxiety; worry related processing uses up working memory capacity" cited in Mathews and Deary(1998: 234).

2.2 Concept and Theoretical Background of Self-concept

Self-concept is a very essential to understand and predict human behavior. Many fields such as Psychology, Psychiatry, Child development, Counseling and the like deal with the Self-Concept as a basic frame of reference. Non physical inner self traces back to 1644 A.D. to the time of Rene Descartes who wrote principles of Philosophy.

Children at all ages describe or appraise themselves favorably and unfavorably in terms of social criteria, their relations with people, their feelings about them, the attitudes others have toward them, and the attitude they have toward others Jerslid (1951) as cited in Hamachek (1965:532). Morgan and King (1966) describe self as the real essence of the personality. They point out that the self represents an individual's awareness or perception of his own personality (p. 488).

Understanding self is formulated at the early age of children. In this regard, Mussel et al.,(1984) cited the work of Damon and Hart, which explained " the beginning of self-awareness appear sometimes during the second year of life around 18 months". In evidencing this idea the writers described that children's recognition of their own faces and point to pictures of themselves when their names are called, as reflections for self-awareness.

In congruence to Piaget's work Berk (1991) ascertains the idea that: The fact that both objects and people achieve an independent, stable existence in infancy implies that knowledge of the self as a separate, permanent entity also emerges around the middle to the end of first year. According to the writer, children work on constructing a self-concept from the preschool period through adolescence and it goes through dynamic changes as a child is exposed to new information and development proceeds.

In a laboratory experiment of 9 to 24 months old infants, where each was placed in front of a large mirror, to follow at what age do children realize that charming baby gazing and grinning back at them is really the self, Lewis and Brooks Gunn (1979) investigated that by 15 months of age "marked-directed" behavior began to appear as cited in Berk (1991: 433). The Self-concept is our sense of self. The content of our self-concept is our knowledge of what we have been and done; its function is to guide us in deciding what to be and do in the future (papalia and olds, 1992:276).

In the work of Mussen et al ., (1984) self is seen having two sides. According to them William James /1892/1961/ one of the founders of the discipline of Psychology, divided self into two components, the "me" and the "I". The "me" is the sum total of all person can call "his" including abilities, social and personality characteristics, and material possessions. The 'I' is the "Self as knower" (p.314).

Rogers (1902) cited in Nelson Jones (2001) viewed self as a central ingredient in human personality and interpersonal relationship in his person centered Therapy. Rogers described the self as a social product. He ascertained that there is basic human need for positive regard from others and from oneself. Self-Concept is regarded as important as to interact with life and meet needs.

Behavior is liable for change and understanding the way one sees his/herself in various situations is helpful. In connection to this idea Perkins (1957) in Hamachek (1965) describes "A child behaves interms of the way he sees himself, it is evident that change in behavior can not take place unless there is modification in his self-concept" (p.450). Furthermore, the writer extended the idea that self-concept and ideal self-concepts of children become more congruent through time. According to Perkins (1957) the basic assumption towards self-concept is that: many of successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. It is also defined that self-concept has three qualities (1) it is learned (2) it is organized, and (3) it is dynamic.

Recent research on self-concept has emphasized on it's multidimensionality and research has shown close relations between academic self-concept and academic achievement (e.g. Marsh and Yeung 1997). Academic self-concept relates to how well one does in school or how well one learns. According to Huitt (2004) academic

self concept does have two levels i.e. (a) a general academic self-concept of how good we are overall and (b) a set of specific content-related self-concepts that describe how good we are in Math, Science, language arts, social science, etc.

Hamachek (1995) in his Educational research report revealed that self-concept and achievement are dynamically interactive and reciprocal. Marsh and Yeung's (1997) finding also agrees with the above idea. The above study report further elaborated the reciprocity of the relationship between academic achievement and self-concept is particularly noticeable by the middle school years, when children are better able to interpret feedback from their academic performance (p.1).

As Hurlock (1980) points out, late childhood is called elementary school age by educators and the age is also regarded as critical period in the achievement drive, when children establish the habit of being achievers, under achievers and over achievers. Furthermore, Hurlock extended the idea of parental feelings towards children as follows: "Parents feel about their children during early childhood about their appearances, their abilities, and their achievements have a marked influence on how the children feel about themselves" (p.141).

In this regard, children start to develop self-concepts at early ages interms of different aspects. Another idea in support of parental feeling is that children's concepts become clarified when they see themselves through the eyes of their teachers and

classmates and when they compare their abilities and achievements with their peers (p.175).

Self concept is evidenced to have multiple dimensions to be measured. In the work of Marsh and O'Neill (1984) 13 factors of self-concept were identified and measured. Each of the 13 scales represented by 10 or 12 items. The self-concept areas were Mathematics, Verbal, Academic, Problem solving/creativity/, physical abilities/sports, physical appearance, peers relations with parents, religion/spirituality, honesty/reliability, emotionality, stability, security, general Self-concept.

Some psychological constructs seem identical in their meaning and difficult to identify one from the other. In this conjunction self-concept and self esteem can be taken as an example. Mussen et al., (1984) describe the two constructs differently. For them self-concept is a set of ideas about one-self that is descriptive rather than judgmental and self-esteem, on the other hand, referring to one's evaluation of one's own qualities (p.357).

Berk (1991) describes the situation as follows:

Self-esteem is such a conspicuous part of people's reflections about themselves that many investigators who study it make no distinction between self-esteem and the broader idea of self-concept. In fact, the great majority of studies of self-concept are really studies of self esteem (p.437).

Morris and Nemcek (1983) cited in Gibson (1988), found school children arrived at academic self-concepts by evaluating their school performance and at non academic self-concepts by judging themselves in terms of their performance in activities outside schools.

"One's self-concept depends on the aspect of self that is being examined. Because school and outside life are so important to students, they have both academic and non academic self-concepts" (Gibson and Chandler, 1988:364).

The idea related to this concept is that academic and non academic achievements may differ, and hence individuals could have two self-concepts at the same time. Purkey's (1988) work shows that self-concept as the totality of a complex organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

Accordingly, success and failure experienced by people are related to the ways individuals view themselves and that view is not static. Whatever an individual's self-concept is theories in the area state some qualities that: it is learned, and it is dynamic. Using linear discriminant analysis, Byrne (1990) showed that academic self-concept was more effective than was academic achievement in differentiating between low-track and high-track students. Hamachek (1995) also asserts that self-concept and school achievement are related. The major issue is the direction of the relationship: does self-concept

produce achievement or does achievement produce self-concept. "Like any theory, the self-concept is subject to new information and as the child becomes a more sophisticated thinker about the self and the social world" (Berk 1991 :434)". In the work of Simpson et al., (1996), children's ability related self-perceptions are important predictors of their task engagement and performance. In this juncture the general academic self-concept being high, medium, or low was assumed to have effect on the subjects engagement and school performance.

Researchers have found strong support for the multidimensional nature and the domain specificity of self-concepts in various areas such as academic. Yeung et al., (2000), describe that the understanding of academic self-concept is essential because it relates to academic achievement and academic behavior. Franken (1994) cited in the Huitt (2004) suggests that self-concept is related to self-esteem in that people who have good self-esteem have a clearly differentiated self-concept. The main idea after such a relationship is that knowing on-self helps to maximize outcomes since what can be and can not be done is known.

2.3 Parental involvement and achievement

The major concern to include the variable "parental involvement in children education" in this study is to see its relationship with achievement. Parents are

considered as the first teachers of their child and the home as the first school to the same. It is not only the parents that a child gets contact with regards to the school activities, other members of the family also contribute but the major responsibility is shouldered by parents.

Phillips, Wiener, and Haring (1960) Almy (1959) in their work suggest that the lives of children in school is never complete without 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 than any one else. They pointed out that parents know children at their worst and at their best.

In the work of Watson and his associates (1983) 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 (Watson 1983 as cited in Gibson and Chandler 1988:451).

Expectation of parents and teachers influence the achievement of a child. "Parents perceptions of their children's abilities appear to have a direct influence on the children's confidence and expectancy of succeeding" (Mussen et al., 1984:289).

As many researchers indicate Parental involvement include many activities including the communication they have with their child'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 Morrison (1984:414) states:

A 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. Teachers should be careful not to criticize parents or place extra demands on them. They may not have extra time to spend with their children, or know how to discipline them. Regardless of their circumstances, parents need help not criticism. Similarly, the teachers should not be judgmental; they should examine and clarify their attitudes and values toward family patterns and remember that there is no "right" family pattern from which all children should come.

"The direct and indirect involvement of parents improves children's grades and their scores on IQ and achievement tests" (papalia and olds, 1992, p.266). These direct and indirect involvements maintain different activities. A report of the U.S. Department of Education (1986) cited in papalia and 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.

In light of the above report, it can be suggested that in a nuclear family the main agents of the child are expected to be parents that is mother and father but this could be distributed to other members of a family in the case of extended family structure.

2.4 Socio Economic Status in relation to Children's education

"All known societies have some type of stratification system that represents the hierarchical arrangement of status, prestige, resources, privileges, and power within the society" (Corsini and Auerbach 1996:847).

Children are part of society and the stratification of Socio economic status influences their education in one way or another. The school they learn in, the material support they are provided, the environment they live in, the peers they contact with and all the day to day activity is inevitably attached to the Socio economic status of their parents. Researchers have gone through several investigations to understand the relationship of SES to other variables.

A study was conducted by (Curry 1962) to determine whether the differences in scholastic achievement were significant between groups of sixth grade children when

the groups were of comparable intellectual ability but differed in Socio economic status the following results were reported.

- (a) When a child has above average intellectual ability he will probably overcome the effects of a deprived home environment;
- (b) As the intellectual ability decreases, the effect of deprived social and economic conditions of the home begins to have a more serious effect on scholastic achievement.
- (c) Achievement in arithmetic was found to be relatively free from the influence of social and economic conditions.

Subjects of the study were 360 six - grade students. According to the investigator's report the California Test of Mental Maturity was used to determine the intellectual ability level of subjects, subjects were grouped according to Socio-economic status. Achievement Test, Elementary Battery was used as a measure of scholastic achievement of reading, arithmetic, language, and total achievement.

The investigator assumed that level of intellectual ability was determinant to overcome deprived home environment but, other factors might have contributed to the effect. So, it seems that individual personality characteristics need to be assessed beyond intellectual abilities.

Amount of education is considered to be a good indicator of Socio economic status. "Young people through education, secure higher status jobs than their father" Levin and Havighurst (1992:39). Parents from low Socio economic status could pay more attention to educational activities recognizing a better way of living through

education. Some studies associate low Socio economic status to less academic performance of children. Hess and Shipman (1965) summed up the results of many studies documenting the differences:

Children from deprived backgrounds score well below middle-class children on standard individual and group measures of intelligence (a gap that increases with age); they come to school without the skill necessary for coping with first grade curricula; their language development, both written and spoken, is relatively poor; auditory and visual discrimination skills are not well developed; in scholastic achievement they are retarded an average of two years by grade six and almost three years by grade eight; they are more likely to drop out of school before completing a secondary education; and even when they have adequate ability, are less likely to go to College as cited in Levine and Havinghurst (1992:107).

Earlier explanations given to failure and dropout of children from low Socio economic groups were (a) as due to lower native intelligence of children (b) to lack of concern on the part of parents

Levine and Havighurst (1992) described that neither explanation is adequate. They further elaborate that even though family Socio economic status is statistically correlated overall with children's school achievement, there are exceptions. The exceptions are explained as "the relatively low achievement of lower class children are characteristics of individual families and are not universally connected with low Socio economic status" p.107.

A study conducted by Davidson and Greenberg (1969) cited in Levin and Havighurst (1992:108) demonstrated that:

Home environment and other family characteristics constitute the most important factors that influence a child's level of achievement in school. Another important factor is inborn ability of the child. A third factor is the quality of the schooling the child receives. The fourth is the child's Self-concept or aspiration level, which grows out of family and school experiences. Subjects of the study were eighty boys and eighty girls of high and low achieving fifth grade pupils from the working class population in New York City's Harlem. The study came out with the findings that within the black lower-class group some children scored above the national norms on educational achievement and the investigators described that the children tend to come from homes that prepare them well for school achievement.

2.5 Study Habit

After students begin to organize their study habits, they then need to determine how they will study. They need to develop different methods for the various disciplines such as English, Maths, Social Science, Civic education and the like.

" The requisite studying typically involves reading and remembering written materials, drilling on exercises so as to master specific skills, and preparing and presenting materials for evaluation by a teacher. Most studying involves working alone " (Corsini and Auerbach 1996:881).

Guiding children to follow effective way 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 follow different learning style. Accordingly, study method which served one might not do the same for another. In any case a child can be helped to develop a study routine which fits him/her best and follow the system effectively in regular basis. In line with this idea Gettinger [electronic version] states:

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 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 school work with a positive attitude, rather than a negative and anxious one.

Furthermore, the document explained:

Study skills may be viewed as basic learning tools; they enable students to acquire and retain information presented in textbooks and classrooms. More specifically, study skills include listening and reading, note taking, outlining, managing time, and taking tests. According to the document, study skills may be 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 presentations. Study behaviors that are associated with success at this stage include listening and reading. The second stage entails some organization of the information. Study behaviors that facilitate organization include underlining, note taking, outlining, 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.

"Homework Help Center" in its electronic version suggests the following points in order to help Kids and Teens with home work and study habit.

- ❖ Turn off TV and Radio in order to pay attention on the study material.
- ❖ Set time for telephone calls.
- ❖ Designate specific area for homework and studying. A table that allows for all necessary supplies such as pencils, pens, paper, books, and other essentials works extremely well.
- ❖ Organize regularities for common activities in the household.
Allow the child have break.
- ❖ Organize study and homework projects.
- ❖ Teach children that studying is more than just doing homework. According to the document children can be encouraged to:
 - take notes as a chapter is read.
 - learn to skim material.
 - learn to study tables and charts.
 - learn to summarize what the child has read in his/her own words.
 - learn to have his/her own flashcards for quick review of dates, formulas, spelling words and so forth.
- ❖ Help children take notes in classes in the form of out line.
- ❖ Keep a home dictionary accessible.
- ❖ Help children feel confident of test-taking.
- ❖ Watch for signs of frustration during homework session. Take measures why the frustration occurred.
- ❖ Discuss from time to time how things are going at school. Wise handling of report cards in terms of improving achievement is suggested.

2.6 Test taking attitude and study habit in relation to test anxiety

Attitude of individuals influences their behavior favorably or unfavorably. In agreement to this idea University of Illinois (electronic version) states: "Children who become very anxious at the thought of taking a test often convince themselves they will fail: (p.1). 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 relaxation techniques are suggested to help children prepare for a test and overcome test anxiety.

With regards to the causes of Test-Anxiety Student 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.

2.7 Related Research Evidences

Among others one of the hypothesis forwarded by Sarason et al., (1960) was concerned with interfering effect of anxiety. The interfering effect was investigated by implying the technique of Rorschach ink blot. Rorschach situation was reported to be unfamiliar for the subjects and a child receives no help or direction from the examiner.

The child is expected to solve the presented problem independently with explicit instructions. The preliminary expectation of the researchers was that High anxious child would manifest more signs of interference and ineffectiveness in problem solving than would low anxious child. In this regard a study was conducted utilizing 32 pairs of subjects matched for grade, sex, and IQ score. Each pair was from both High and Low anxious groups. The report describes that test anxiety scale for children and general anxiety scale scores were implied to match the group. After the inquiry, for each response a child was given a piece of tracing paper and asked to trace the response. The researchers came up with the following conclusion:

"When given a problem solving task involving relatively unfamiliar stimuli, where the manner in which to respond is left almost entirely up to the subject, the High anxious tends to reflect in his responses illogical or irrational ways of thinking, and these responses tend not to incorporate the obvious properties of the stimuli" (Sarason et al., 1960:162).

Although the researchers described that Test Anxiety Scale for children (TASC) and General anxiety Scale for children (GASC) scores were used to determine High Anxious (HA) and Low Anxious (LA) children, whether a child's score in each scale was in equal degree or not is not clear in the report. The age level, sex proportion, the grade level, the range of the IQ in which the subjects were matched is not defined. The information could have been valuable for other investigators in the field. It can be

argued that although the scoring of Rorschach is standardized, the interpretation could vary from one investigator to another.

Another investigation in connection to the above one was conducted by the same research team (Sarason et al.,) "Human figure drawing" was carried out as a problem solving task. Subjects were three distinct samples drawn from 747 first through fourth grade children who took the anxiety questionnaires. Sample 1 and sample 2 maintained 40 subjects while the third sample maintained the 32 pairs of subjects who participated in the Rorschach study. The first two samples were used for exploratory work. According to the researchers' report, all judgments were made without knowing the subjects' level of anxiety by an external evaluator. Results are reported on the basis of six variables where the drawing was scored that is Mutilation, smile, shading, arm position down, rigidity, and playfulness humor.

Sarason et al., summarized their finding by interpreting the finding as the following. Children who expressed little anxiety when answering their scales possessed a degree of freedom to become involved in a creative task in a pleasurable expressive and non constricted fashion. The figures the children created were evaluated as they were smiling, more than rigid stiff creatures and humorous. According to the researchers, the High Anxious children's figures on the other hand were evaluated as the participants responded as if their accuracy, spontaneity, and expressiveness were interfered with and less pleasurable than for their low anxious

peers. The figures they drew were evaluated as primitive and lacking important parts of the body and which lack critical judgment.

As it is indicated in the report "little anxiety" (p.164) is not defined and the degree of little anxiety needs clarification for the reader. Drawing can be taken as an art which requires certain inclination of individuals to draw. But the researchers felt that it was due to the interference effect of anxiety that the High anxious children's drawing was in "minus quality" (p.164). Other possible factors could have contributed for the finding.

Another investigation was conducted by the same research team among elementary school students of grade 2, 3, 4, and 5 students to investigate test-anxiety interference effect upon intellectual performance for both Milford and Greenwich school systems. In the investigation done correlation coefficients of the relationship between Test-anxiety Scale for children (TASC) and IQ and achievement was not large per the researchers evaluation. Standardized tests were implied to obtain achievement score and IQ scores.

Table 1

Correlations between TASC and achievement, and IQ

Schools		Grades			
		2	3	4	5
Greenwich	TASC vs mean Achievement	N = 124 -.002	N = 138 -.166	N = 125 -.141	N = 120 -.234
Milford	TASC vs mean Achievement	N = 413 -.186**	N = 329 -.249**	N = 351 -.270**	N = 306 -.294**
Greenwich	TASC vs IQ	-.012	-.119	-.083	-.179
Milford	TASC vs IQ	-.196**	-.214**	-.275**	-.284**

Source: Adapted from Sarason's et al., (1960:129).

* Significant at the 5% level.

**Significant at the 1% level.

The direction of the relationship between Test-anxiety scale and achievement was negative for both schools, indicating that as the level of test anxiety increases the level of IQ and mean achievement decreases. The researchers' expectation that correlations of the TASC with group IQ and achievement test scores would increase in size with similar direction was confirmed with their findings. The table above indicates the confirmation. The researchers pointed out that anxiety is expected to increase as the grade level increases associated to the increment of exams to grade levels.

Research findings indicate that social class does have relationship with sex, school achievement, and anxiety. Accordingly a study conducted by Philps, B. N (1962) to test a hypothesis that says "social class interacts with sex and anxiety to produce difference in school achievement" was tested utilizing a sample of 759 adolescents. The instruments used included the California Test of Mental Maturity (CTMM); the language Arts, Mathematics and Reading subtests of the California

Achievement Test (CAT); the social studies and science sub tests of the sequential Test of Educational Progress (STEP); and the Castaneda-MC candles anxiety scale, a fixed 2x2x2 design was utilized.

The finding revealed that females had higher anxiety scores than males, and highly anxious subjects had lower achievement and intelligence scores. Sex differences in level of anxiety were obtained. It was noted that anxiety appeared to interfere less with achievement of males than females, especially in the lower class. According to the researchers whether anxiety produces responses which are compatible with school achievement tasks seems to depend upon social class.

The impact of test anxiety is investigated in different situations and levels of Education. A study was conducted by Benjamin Moshe et al., (1980) on Test Anxiety-Deficits in information processing at the University of Michigan maintaining 146 students enrolled in the psychology of aging course, comparing high, medium, and low test-anxious students. The finding indicated that high test-anxious students do poorly on essay and short-answer questions but do well on multiple choice questions that involve less active retrieval.

In a study conducted by Dunn (1968) using the approach-avoidance paradigm as a model for the analysis of school anxiety of 480 grade 5, 7 and 9 students, the following major findings were obtained.

- a) as children grow older negative affect for school increase;
- b) lower class children reported greater school-anxiety than middle class children and;
- c) lower class children report more positive affect for the social and the academic aspect of school than middle class children.

In a study conducted by (Wade 1981) to investigate the relationship of Anxiety to attainment, results indicated that higher levels of attainment for highly anxious highly motivated pupils than for highly anxious low motivated pupils. Subjects of the study were 481 girls and 475 boys of fourth year primary school pupils. The reported measure for Test-Anxiety was Test Anxiety Scale for children (Sarason et al., 1958) English, Reading and Math standardized tests were implemented to obtain attainment scores and motivation scale was utilized to determine level of motivation.

How do we know that test anxiety cause poor test-performance or the history of performance lead to test anxiety? Different investigators had come across to answer this questions through their work. Mussen et al., (1984) describe the situation as follows: "One reason to believe that anxiety affects performance adversely is that performance of highly anxious children changes when testing conditions are altered" (p. 288).

A practical example to evidence the above assertion was an adapted research finding from Hill (1980). Children were given math's problems under four testing conditions. Standard instructions that the test measured the children's ability, "diagnostic" instructions that it would tell where they needed help, "expectancy

reassurance" instructions in which children were told that no one gets all the problems right, and "normative" instructions in which they were told that individual scores were not important. The finding indicated that the highly anxious children performed much better when the instructions provided reassurance or removed the threat of individual evaluation as cited in (Mussen et al., 1984 : 289).

Beidel (1988) conducted a study on psychophysics biological assessment of anxious emotional states of children. Subjects were 50 that is 27 boys and 23 girls of sixth grade elementary school students in South Western Pennsylvania. The presence and absence of anxiety was determined by sarason's et al., (1958) Test anxiety scale for children. The cut score for high test anxiety was 12 for boys and 16 for girls. The participants were between the age of 8 and 12. The participants were also diagnosed for childhood psychiatric disorders and were confirmed for the study. They were enrolled in regular classroom settings and described as having average intelligence, as to the school's records. The tasks were first vocabulary sub test from stanford achievement test. The children were told their score would be compared with those of the other children and 10 minutes were given. The second task was reading a story in front of three young adults for 10 minutes. This was done to determine whether anxiety reported during examinations was specific to a test situation or was also evident in other performance type settings. The investigator came up with the finding that anxious children had significantly larger heart rate changes than their non anxious

peers and the difference was not large (not significant). The heart rate while the test anxious children maintained a constant heart rate evaluation.

At the beginning of the test's administration the subjects were told their results to be compared with others, in this regard it can be argued that this would add some tension to all particularly to the previously anxious child due to the fear of to be evaluated. If the fear evoking words were not told in advance the difference among the two groups could reach to more insignificant and the difference between the groups in terms of the vocabulary test and oral-reading task is not evidenced in the report. Only blood pressure and heart rate were reported to get measured. Indeed the finding adds some knowledge, that children are experiencing anxiety and the components of anxiety are psychological and physical manifestations. As Sarason et al., had investigated fear of social evaluation to aggravate anxiety, Beidel's work also confirmed the finding.

According to the report of (University learning Center (2001), anxiety is not bad in fact it is general stress that helps motivate to succeed. Stress is leveled to become a problem when it is supposed to be an end in itself. Besides, measuring the knowledge and skills of students, tests do have multi dimensional purposes including the improvement of the teaching-learning process. But research findings indicate tests become serious threats for some. Gibson and Chandler (1988) pointed out, "often the

results of a test do not give a clear picture of the student's knowledge because of test anxiety.

A study was conducted to investigate the effect of test anxiety on academic performance at Missouri Western State University: (2004). Participants were 51 females and 11 males with average age of 22. It was hypothesized that students with high test anxiety and low test anxiety will have lower academic performance while students with moderate levels of test anxiety were expected to perform the best. The result indicated that high and low levels of test anxiety did not affect quiz performance. In this regard the result was found to be inconsistent with other researcher's findings.

In the work of (Fisher 1973) academic self-concept is defined as "that specific self image one has of himself which reflects his perceived competence as a student" (p.17). Fisher extended his idea that academic self-concept and confidence in the academic self-concept to be factors to attribute to a motive to succeed. Confidence in academic self-concept is designated to define the degree of certainty in the academic 'self-concept image'. Fisher views that confidence in self-concept as important contributor to classroom achievement.

A study conducted by Eshel and Klein (1981) on the development of Academic Self-concept of primary school children (Grade 1-4) in Jerusalem, revealed that

Academic Self-concept scores gradually declined over years in school and increased accuracy in reflecting both teacher grades and objective scores (p.287).

Participants in the above study were 2,199 comprised of integrated and non integrated classes of lower and middle class children. According to the investigators all children whose fathers had no more than 8 years of schooling and held lower level occupations were defined as lower class (p.288). At the final analysis of their findings the researchers indicated that, increase in correlations over years was observed in integrated lower class than non integrated lower class. In concluding the finding emphasis was given to study self-image as a "dependent rather than an independent" variable.

Although the study pointed out that standardized language and mathematics achievement tests were administered, it is not clear to understand the finding in terms of the gender of the participants. An argument can be raised that if integrating children is beneficial over non integration in terms of academic self-concept, subjects who were not integrated have scarified for the purpose of the aforementioned investigation. I felt that some measure was supposed to be reflected as how the non integrated subjects cope with their integrated counterparts after the termination of the study. The finding initiates investigation to concentrate on how Academic Self-concept develops, what processes affect its accuracy, and its impact.

A study conducted by Marsh and Yeung (1997) was concerned to investigate the relations between academic self-concept and academic achievement, and more specifically, whether changes in academic self-concept lead to changes in academic achievement. Participants were 603 high catholic boys in Metropolitan Sydney, Australia comprised from working class to middle class. Academic self description questionnaire (ASDQII) was used to test multidimensional academic self-concepts of the adolescents. The (ASDQII) was administered in the Middle of Second Semester for three consecutive years. Students' school grades and teacher performance ratings were utilized at the end of each semester. School grades were recorded for all years in eight core subjects. However it is reported that only English, Mathematics, and science were compulsory for all students and grades were available in such subjects on both semesters. Detailed data analysis was processed with regards to causal paths between academic self-concept and subject achievement in a three wave study spanning three years.

The summarized findings indicated that "the most central results are the critical paths for each of the Models. All 63 paths (3 paths x 7 models x 3 school subjects) leading from prior achievement to subsequent academic self-concept are statistically significant and at least moderate in size" (Marsh and Yeung 1997 :49).

Another finding in the above study was that there was support for the effects of prior self-concept on subsequent achievement after controlling for prior achievement.

In this regard the result is said to support a "Model of reciprocal effects" that is prior academic self-concept affecting academic achievement and academic achievement affecting academic Self-concept. The research demonstrated self-concept. Prior self-concept has significant effects on subsequent school-based achievement beyond the substantial effects of prior achievement (Marsh and Yeung 1997:50).

Based on the revealed finding one can argue that, if some other variables along with academic self-concept were included to determine Academic achievement, the significance level of the former could vary. The researchers did not indicate the possible maturity effect of participants within the duration of the study that is three years.

The hierarchy of Academic self-concept was investigated by Yeung et al., (2000) and came with the following study finding.

- a) Academic self-concept is hierarchical with arts, English and others.
- b) Higher order factor is representative of the first order factors and the correlation between higher order and general academic self-concept was close to 1 ($r=.991$) p.564.

The researchers' prior argument was the focus of most researchers on the multidimensionality of self-concept neglecting it's hierarchy. Furthermore, the researchers ascertained the usefulness of global measure for every academic subjects and general self-concept in all curriculum areas and not specific to any school subject.

In line with this assertion, the researchers indicated that six questions maintaining subject specific measures, and parallel set of Academic self Description Questionnaire of (Marsh 1992) was adapted, to measure, one of the studies conducted to examine the hierarchy of academic self-concept involved 212 participants of which 71 were male and 141 female students from Hang Seung school of Commerce and China.

In the study report the implication of the hierarchy is not clearly substantiated. The researchers came to generalize the representative ness of higher order factor to general academic self-concept. But it seems that units in the first order factors do have the possibility to increase as long as subjects to be evaluated are increased and the higher order factor can not be assumed with fixed value. Hence the correlation with the general academic self-concept could also change.

A study conducted by (Halle et al., 1997) examined the achievement related beliefs and behaviors of parents of economically disadvantaged African American youth. Participants were 41 third and fourth graders, and their care givers. Among the care givers 34 of them were biological mothers, 4 were biological fathers, 2 were maternal grand mothers, and 1 was a maternal aunt. Interviews were conducted as measures and responses were recorded by an interviewer and audio tape recorders. Reading and Maths were taken as subjects for achievement.

The researchers' conclusion indicated:

- (a) Both parents' expectations for their children's future academic success and parent's perceptions of their children's academic skills were associated with achievement scores obtained 9 months later. According to the investigators

achievement scores obtained 9 months later. According to the investigators parents' expectations for their children's future schooling were generally optimistic.

- (b) It was suggested that there were indeed important relationships between parental beliefs and behaviors, but the relations among parental beliefs and behaviors, and actual child achievement was considered as compiled for such particular population.
- (c) Parental beliefs that are linked to actual achievement promoting behaviors are argued to be important in helping children achieve academic success.
- (d) The number of children's books in the home was the only parental behavior measure that was positively related to children's achievement.

The study has recognized the competency ability of disadvantaged children and the influence of parents in translating their academic aspirations to their children. The researchers did not point out the specified parental beliefs that are linked to actual achievement promoting behaviors which help children achieve academic success.

In a cross-national research on school achievement "Asian youngsters have been among the top performers, especially in Mathematics and Science, while Americans have scored no better than at the mean and often at the bottom of the pack" (Husen, 1967; IEA, 1988; McKnsght et al., 1987; Stevenson, Lee, and Stigler, 1986) cited in (Berk 1991: 646). This repeated disparity has attracted investigators to search for the root contributing factors. Accordingly, the findings summary reads as follows:

The superior academic achievement of Asian over American pupils can be attributed to a variety of family and school variables. Among these are greater quantities of time devoted to academic pursuits, high quality experiences to fill that time, and especially dedicated efforts by parents to

encourage children's expenditure of effort and to assist with their learning (Berk 1991:649).

Grolnick and Slowiaczek (1994) defined parent involvement as the dedication of resources by the parent to the child within a given domain as cited in Grolnick et.al. (1997:538). In one way or another the involvement of parents is inevitable but, one can question that what type of parental involvements are more valuable? or what are the predictors of parental involvement in children's schooling/education? In line with the second idea a study conducted by Grolnick et al., (1997) is the subject for discussion. The study used a multi level model of intra-and extra familial factors that might influence multiple facets of parent involvement. A diverse sample of 209 mothers, their 3rd - 5th grade children and 28 teachers participated in the study. The researchers postulated a hierarchical model specifying three levels of factors a) individual factor- which focused on parent and child characteristics b) contextual factor- in which family circumstances are seen as providing the context c) institutional factor where school is taken as a parameter which set parental involvement.

The result of the finding underscored the complexity of understanding factors associated with parents' involvement in their children's schooling. It was found that SES was a strong predictor of involvement, especially school and cognitive.

Personal involvement (children's perception of their parents interest in and knowledge about their school activities and endeavors) was not associated with SES.

According to the investigators, the results suggested that the more affective types of involvement may occur equally at all parental occupational and educational level. Another finding was that mothers from single parent involved less. Thirdly child and parent characteristics had strong relations with cognitive involvement. It was predicted that when parents see themselves as efficacious and when they view their role as that of teacher, they are more likely to become involved in stimulating activities. It was also predicted that a difficult context and lack of social support would undermine school involvement. Teachers characteristics were also associated with involvement at school.

When a reader thinks of parents involvement both father and mother are assumed to be considered, but in the above study it is not clear why mothers only were involved. If fathers were considered in two parents family a different result could be maintained. It seems that fathers' contribution is over looked.

A study was conducted by Fantuzzo, Tighe and Childs (2000), to assess a multivariate nature of family participation in early childhood education. The categories of the involvement were school based, home based and home school conferencing. According to the study report the objective of the study was to develop family involvement questionnaire guided by the developmental theory and Epstein's (1995) Conceptual frame work of parental involvement. Demographic and family involvement questionnaire data were collected from 641 parents (mothers). Target population of

the study was comprised of young children from pre-school, kindergarten and first grade.

The study report revealed that with respect to the school-based involvement factor, parents' level of education was related positively to higher level of school based involvement. In contrast to the school based factors parent education levels were not related significantly to levels of home-based involvement activity. Married parents were also found to be significantly more involved in both home-school conferencing and home based involvement activities than either single parents or widowed, separated, or divorced parents.

The study suggested that single parents with less education are at greater than average risk for being disconnected from their children's educational experience at school and for having educators be unaware of their home-based efforts to support their children's education. According to the study report, the home-based involvement data suggest that parents at lower educational levels were as involved in their children's educational achievement in the home environment as parents of higher educational levels. The researchers indicated two parents living together was an important element of the involvement equation. But the report of the research was maintained only from mothers. Although the summary of the study has suggested key family members to be included for future studies, contribution of fathers in children's education is not pointed out in the study.

CHAPTER THREE

3. METHOD OF THE STUDY

This chapter is organized to reflect the following:

- a) design of the study;
- b) the study area;
- c) the population;
- d) the sampling;
- e) tools of data collection;
- f) procedures in tools development;
- g) translation of the tools;
- h) pilot study and its analysis;
- i) establishment of validity and reliability;
- j) procedure of final data collection;
- k) administration and scoring of the tools and ;
- l) method of the data analysis and Item total correlations on the final sample.

3.1 Design of the study

The study is correlational and descriptive following quantitative and ex-post facto design. Achievement was taken as a dependent variable and other variables in the study as independent. The scales were assumed to assess the extent of test-anxiety and perceived general academic self-concept, while the questionnaire was meant to assess the socio-economic status, the study habit and the parental involvement in children education.

3.1.1 The study area

The study area is one of the Addis Ababa sub cities known as Gulele. The government primary schools are located in the North of the sub city. The present

researcher is informed that most of the residents are engaged in small businesses, some are employees of government and private organizations.

3.3 Population

Prior information about the population was collected to clearly define the population. The number of government primary schools in the sub-city were eight but one has been omitted since the test-anxiety scale was implemented on Grade five students a year ago for another purpose, hence the remaining seven schools' grade sixth students were the population of the study.

Among the total number of sixth grade students in the seven schools, dropouts, repeaters, newly admitted students were identified and were omitted from the population. This measure was taken to control some effects of missing data, or some incompatibilities with the rest participants' data. For instance dropouts and repeaters were assumed to affect the data in terms of maturity; and the newly admitted ones were assumed to come with achievement scores possibly gained in different evaluation mechanism. After the completion of the above procedure the study population contained 2482 students among them 1237 were boys and 1245 girls.

3.4 Sampling

Boys and girls were categorized separately and random sampling technique was implemented by using table of random numbers. Twenty percent of the population,

that is ,497 students participated in the study. Among them 248 were boys and 249 girls. The mean age of the participants was 12.98 years. Randomization was used in order to generalize the result and to control some known and unknown variables among the participants in equal manner. The researcher of this study recognized that many factors do have possibility to affect achievement and yet few of them are attempted to be controlled statistically. Therefore, the effect of the uncontrolled variables is assumed to be distributed to the study participants in equal manner due to randomization.

3.5 Tools of data collection

The following instruments were implemented to collect data.

- (a) Test-anxiety Scale for Children with 28 items
- (b) Perceived general academic Self-concept scale for children with 18 items
- (c) Questionnaire with 30 Items to assess socio-economic status, study habit of the participants and parental involvement in children's education.

3.6 Development and translations of the instruments/tools/and pilot study

3.6.1 Development of the instruments

3.6.1.1 Test-anxiety Scale for Children

Sarason's et al., (1960) Test-anxiety Scale for Children (TASC) was the basis for the development of the present study instrument. The original scale maintains 30 statements with "Yes" or "No" alternatives. Assuming that an instrument which lasted for longer time might not be applicable to the present condition and some statements' content was assessed to be inappropriate to the Ethiopian primary schools system,

adapting the scale was preferred instead of taking the whole scale. In addition to Sarason's (1960) scale, Sarason. I.G (1980) Test-anxiety scale, literatures and study findings in the area were utilized for the development of the scale. As the later scale was meant for university students, only its style of question setting, the type of alternative responses were taken into consideration for the present study.

Steps in the development of the Test anxiety scale

1. Forty statements with 'Yes' or 'No' options were developed on the basis of the above sources at the initial period.
2. To establish content validity, the developed statements were presented to 9 professionals in the relevant area to maintain their judgment as to how each statement was favorable with respect to the construct. The judges were comprised of Professors/Instructors from Psychology Department (AAU), high school counselors and child affairs expert. The judges were asked to give their response under the alternatives which say (a) acceptable item (b) not acceptable item (c) can not say. Along with this, the judges were also asked to indicate their comments with regards to items to be included, unclear items and overlooked areas. At this stage the content validity of the scale was developed.
3. Statements which got 60 percent agreement of the judges were selected for the study. Hence, 3 of the statements were eliminated and 37 remained to be used for the pilot study.
4. On the data collected for the pilot study involving 51 students, item discrimination power, item-total correlations and reliability of the scale were computed. Accordingly 7 items which had less contribution to the total correlation were eliminated and 30 items were left for the final study Items with discrimination index of .30 and above were accepted.
5. Among the 30-items, 2 were eliminated due to their low contribution to the total correlation and the final analysis was based on the 28 items.

3.6.1.2 Perceived general academic Self-concept Scale for Children.

Steps in the development of the scale

1. The scale was originally established by the present researcher by utilizing relevant theories, literatures and study findings.
2. Items were 49 at the initial period, with 'False' or 'True' options .
3. The same procedure of Test-anxiety Scale was applied to evaluate each item and maintain the scale's content validity. The same judges evaluated the items of the scale.
4. After the judges' evaluation 38 items which got 60% agreement of the judges were accepted for pilot study. The items were worded negatively and positively.
5. After the pilot study discrimination index of each item was computed and items with discrimination index of .30 and above were accepted for the pilot study. Item-total correlation was computed and 18 items were with their acceptable correlation to the total score and succeeded for the final study.

3.6.1.3 Questionnaire to assess (a) the socio economic status of the participants' parents (b)

the study habit of the participants and (c) the parental involvement in children's education .

Steps

1. Relevant 5 items for each variable that is for the socio economic status of parents, the study habit of students and the parental involvement in the education of children were constructed in the form of questionnaire by the present researcher for the pilot study and the number of items was raised to 10 for the final study.
2. The significance of each item was tested by utilizing Chi-square and relevant modification was made on the basis of the pilot study.
3. Item total correlation was also computed to check the contribution level of each item to the total.

3.6.2 Translation of the instruments

The instruments were originally prepared in an English version and then translated into an Amharic version and translated back to an English version to see the agreement of the translation. Some disagreements between the translated and the original version were corrected before the pilot study was conducted.

3.6.3 Pilot study

Pilot study was conducted in another sub-city known as Cherkos. A randomly sampled 51 participants of 6th grade students from a government school were involved in the study. The pilot study was conducted to:

- (a) ensure that the items of the scales' and the questionnaires could be understood by the participants;
- (b) determine the administration time;
- (c) determine the appropriateness of the response sheets;
- (d) determine sequence of administration;
- (e) determine the discrimination power of the scales' items. At this level items for Test-anxiety Scale were 37, for perceived general academic Self-Concept Scale 38, and for the questionnaire 30 items. The first two Scales were read orally to the participants while the questionnaire was handed over to the participants during pilot testing.

The alternatives for the scales were limited to two options to avoid confusion. As Sarason et al., (1960) and Sarason, I.G (1980) indicated, the choices were with "Yes" or "No" alternatives in order to avoid complications compared to the age level of the children. The effect of "response set" was checked during the pilot study and no problem was observed in the response. The options of the questionnaire ranged between 2 and 4.

3.6.3.1 Observations during the administration of the pilot study

1. Participants were restless to finish the tests since the test was administered after the formal classes were over.
2. The answer sheet for the questionnaire was a little bit confusing for some participants and this gave me an insight to improve it for the final data collection.

3.6.3.2 Analysis of the pilot study data

1. Discrimination power of the Scales' item was computed by adapting the upper and lower 27 percent technique. Accordingly items which had discrimination index of .30 and above were accepted for the final study. That is 30 items for test-anxiety scale and 20 for perceived general academic Self-concept.
2. Item total correlation was computed and 2 items from the perceived general academic Self-concept were dropped since their correlation to the total score was insignificant and 18 items were accepted for the final use. One item's total score correlation for Test-anxiety scale was low but it was kept to be checked in the final study.
3. Chi square was computed for the questionnaire to see the significance of responses and as a result some modification was made on some questions and options.

3.7 Procedure of final data collection

- 3.7.1 Per the letter of permission addressed earlier to each school, schedule of administering the tests was arranged a week earlier to the schools' first semester exam.
- 3.7.2 A list of participants was provided to the assistant coordinators of each school and students were informed in advance about their participation in the study.

3.7.3 A memo was sent to each participant's parents/guardians to inform the involvement of their child in the study.

3.7.4 Participants were debriefed about the purpose of their participation before attempting the tests. Some of them asked why they were selected among many. They were provided with the necessary information.

Sequence of administration

3.7.5 The questionnaire was administered first. This was done assuming that the participants shall pay undivided attention to read and respond to the questions since they were eager to know as what is going to be asked. They were asked to write their name, section and role number in the space provided on the response sheet. There was no time limit to complete the questionnaire.

Instruction for the instruments

3.7.6 With a 5 minute interval after responding to the questionnaire, the Test-anxiety scale was administered. Only response sheets were handed over to the students. Again participants were requested to write their name, section and their roll number in the space provided. Here the participants were told to listen carefully each statement as it is read aloud by the investigator and record their response to the statement as per their experience. They started and completed recording their responses at the same time.

3.7.7 The Perceived general academic Self-concept scale was administered after the Test-anxiety response sheets were collected and followed by five minutes interval. The participants did the same as before on the response sheets. The items were read orally by the investigator. The starting and finishing time were similar for all the participants.

3.7.8 The oral instruction style was adapted from Sarason's et al., (1960) Test-anxiety Scale for Children scale administration.

3.7.9 The administration of the three tests took an hour and half.

Some observations

3.7.10 Respecting and paying some consideration to the participants, sending memo to the participants' parents and pre-informing the participants have contributed in getting the attention of the participants.

3.7.11 The administration of the three instruments in a single administration helped to avoid the missing of participants.

3.8. Scoring and Measurement of the variables

3.8.1 Items of Test-anxiety scale carried one point for every 'Yes' response. The sum of 'Yes' responses was the Test-anxiety score for an individual. Response of 'No' carried no point.

3.8.2 The perceived general academic Self-concept scale's items carried one point each. Among the 18 items 15 carried a point for each response of "False" and 3 of them carried a point for a response of "True".

3.8.3 The questionnaire's item options carried different points ranging between 1 and 4 according to the weight allotted to each option. Accordingly, the sum score for each of the sub-tests, that is, for socio economic status, study habit and parental involvement was computed for each participant.

3.8.4 On the basis of the scores of the two scales it was possible to classify the score distribution to high, medium, and low group.

3.9 Measurement of Academic Achievement

The academic achievement was the scores of the participants collected from the official records of the sampled primary schools.

3.9.1 A close contact was made with each school students' record officers.

- 3.9.1 A close contact was made with each school students' record officers.
- 3.9.2 The list of participants and the fifth grade section was given to the schools' record officers and the total score was collected accordingly. Sixth grade first semester total score was also collected for each participant.
- 3.9.3 Subjects of study for 5th and 6th grade were similar. The subjects were Amharic, English, Maths, Environmental science, Social science, Civic education, Health and Physical education, Arts and Music.
- 3.9.4 Test scores of progressive class room quizzes and final exam grades of three semesters coverage of a year (5th grade) was regarded as achievement I, and 6th grade first semester scores was regarded as achievement II and Total achievement was the sum of both. These were used as a criteria for the actual academic performance of the participants.
- 3.9.5 The total was preferred rather than the average in order not to reduce the scores to some decimal fractions and to retain the score variability.

3.10 Item-total correlations on the final sample

Item total correlation was computed by utilizing Cronbach Alpha technique to determine the statistical significance of the items. Item total correlations of the two scales and the questionnaire was thus computed. Item no. 24 and 30 of the test anxiety scale were discarded before computing reliability because of their low correlation. The rest 28 items were accepted.

Table 2a

Item total Correlation of Test-Anxiety Scale															
Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Corre.l	,407	,528	,447	,412	,382	,297	,361	,501	,370	,478	,250	,479	,561	,573	,277
Item	16	17	18	19	20	21	22	23	24*	25	26	27	28	29	30*
Correl.	,605	,477	,514	,561	,506	,344	,455	,555	,100	,488	,482	,282	,457	,275	,110

N = 497

* Items dropped from the final scale.

At the pilot study the 30th item discrimination power was low while the 24th was good, but on the final data the item-total correlations for these 2 items were found to be not significant. It was hoped that when respondents increase in number improvement could occur in terms of correlation, but the feedback did not support the items so they were dropped from final scale.

Table 2b

Item total correlation for Perceived general academic Self-Concept Scale for Children

Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Item Corr.	.445	.334	.424	.444	.380	.510	.410	.348	.482	.344	.514	.411	.411	.413	.313	.488	.235	.420

N = 497

All items of the perceived general academic Self-Concept were well correlated to the total score and the magnitude of the correlation was acceptable.

Table 2 c

Item total correlation for Socio Economic Status Items

Item No.	1	2	3	4	5	6	7	8	9	10
Item's Corr.	.387	.518	.440	.651	.375	.461	.436	.583	.308	.508

N = 497

All items of the Socio Economic Status were found to have a significant correlation with the total score and the magnitude of correlation was acceptable.

Table 2 d

Item total Correlation for Study Habit Items

Item No.	1	2	3	4	5	6	7	8	9	10
Items Corr.	.611	.597	.582	.255	.663	.352	.577	.619	.435	.274

N = 497

All items of the study habit were found to correlate well with the total score and the magnitude of the correlation was acceptable.

Table 2 e

Item total Correlation for Parental Involvement in Children's education

Item No.	1	2	3	4	5	6	7	8	9	10
Item's Corr.	.227	.548	.345	.264	.619	.533	.625	.605	.385	.622

N = 497

All items were found with significant and acceptable correlation to the total score

Table 2 f

Correlation Matrix between the Achievements

	Ach I	Ach II	Tach
Ach I		.883**	.969**
Ach II			.971**

N = 497

** The correlation is significant at 0.01 level.

The correlation between Achievement I and Achievement II is .883. This shows strong and positive relationship between the two grades' scores of the participants.

3.11 Validity and reliability of the instruments

Validity: Content validity of the scales was judged by professionals in the area. According to the constructive evaluations some items were eliminated and modified in order to measure the construct. Another measure used was the computation of discrimination power of each item. Some invalid items were eliminated at this stage too.

Reliability: Inter item consistency of items was computed by implying Cronbach Alpha.

Accordingly the following was maintained.

Table 3 a On pilot sample (N = 51)

Variables	Test Anxiety	Perceived General Academic Self -Concept	Socio economic status	Study habit	Parental Involvement
No. of Items	30	18	5	5	5
Reliability	.85	.72	.60	Low	Low

Table 3 b On final sample (N = 497)

Variables	Test anxiety	Perceived general academic self- concept	Socio economic status	Study habit	Parental involvement
No. of Items	28	18	10	10	10
Reliability	.85	.71	.65	.68	.67

3.12 Method of data analysis

Preliminary analysis of item-total score correlations was computed on the final sample of 497 by utilizing SPSS 10.0 for windows. Internal consistency of items was computed by using the Cronbach Alpha Scale.

As indicated earlier the primary interest of this study was to investigate the extent of relationship between variables. Hence, Pearson product moment correlation was computed to find relationships. Although the relationship between two variables is not a sufficient basis for proving causality, this correlational study is assumed to show magnitude and direction of the relationship and logical inferences could be made on causal relations. Pearson 'r' is chosen to analyze the datum since it is the most frequently encountered correlation coefficient in the behavioral science research. In order to analyze the data in terms of score distributions, the upper and the lower 27

percent subjects were taken. Accordingly higher, medium and lower groups were determined. Descriptive Statistical Analysis was also computed and values of the mean, standard deviation maximum and minimum points for all the variables were maintained.

Multiple Regression Analysis (Stepwise) was computed to determine the stepwise relationship of the variables to the dependent variable that is to the total achievement.

CHAPTER FOUR

4. Results and Discussion

This chapter attempts to give answer for the research questions mentioned in chapter one. Description of variables, Correlations and multiple regression for the sampled study participants are presented. Pearson's product moment correlation was employed to obtain the statistical test result. Test anxiety was measured with 28 items, perceived general academic Self-concept with 18 items; SES, study habit and parental involvement in childrens' education with 10 items each. Achievement I and II were the total scores of 5th and 6th grade, respectively for the participants. Age and gender are other variables treated.

Magnitude and direction of relationships between variables is indicated in tables. The discussion section looks at the main results. The results are critically evaluated against relevant researches and theories. Agreement and disagreement between the past and the present finding are discussed. The conclusion and the suggestion are derived on the basis of the results and the discussion.

4.1 Results

Table 4

Description of the variables

Variables	N = 497	Mean*	Std. Deviation*
Age		12.98	1.49
Test-Anxiety Score		11.28	5.65
Perceived general Academic self-concept score		11.81	3.30
Socio Economic Status		18.56	3.88
Study Habit		23.20	3.29
Parental Involvement		18.93	3.64
Achievement I		602.63	95.66
Achievement II		600.22	98.64
Total Achievement		1202.85	188.54

* The means and standard deviations are rounded to two decimal points.

Table 4 indicates the mean and standard deviation of the study variables.

Table 5

Correlations between Test-Anxiety and other variables

Variables	N = 497	Pearson r	Level of significance
Age		.223**	0.01
Perceived general Academic Self-Concept		-.455**	0.01
Socio Economic Status		-.144**	0.01
Study Habit		-.254**	0.01
Parental Involvement		-.212**	0.01
Achievement I		-.162**	0.01
Achievement II		-.199**	0.01
Total Achievement		-.186**	0.01

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

Table 5 indicates that all variables except age were inversely related to Test - Anxiety.

The variables were found with low and negatively directed relationships. This indicates that as Test anxiety increases other variables decrease or as other variables mentioned above increase Test anxiety decreases. The positive relationship between Test anxiety and age indicates that Test anxiety increases as age increases. Test

anxiety and perceived general academic Self-concept were found with relatively high negative correlation than other variables.

Table 6

Correlations between socio economic status and other variables				
	Variables			N = 497
	Study Habit	Parental Involvement	Total Achievement	
Socio Economic Status vs	.177**	.399**	-.017	

** Correlation is significant at 0.01 level (2 - tailed) * Significant at .05 level.

Socio-economic status and parental involvement showed relatively high and positively directed relationship. This indicates that as socio economic status of parents increases their involvement in their children's education also increases. Both variables are assumed to reinforce to each other. No significant relationship was observed between socio-economic status and total achievement.

Table 7

Correlations between study habit and other variables			
	Variables		N = 497
	Parental Involvement	Total Achievement	
Study Habit vs	.334**	.374**	

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

The relationship between study habit and parental involvement and the relationship between study habit and total achievement was found significant and positively

directed. This indicates that study habit is positively reinforced by both parental involvement and total achievement. As study habit increases parental involvement and Total achievement increases and vice versa.

Table 8

Correlations between Age and parental Involvement, and Age to Total Achievement

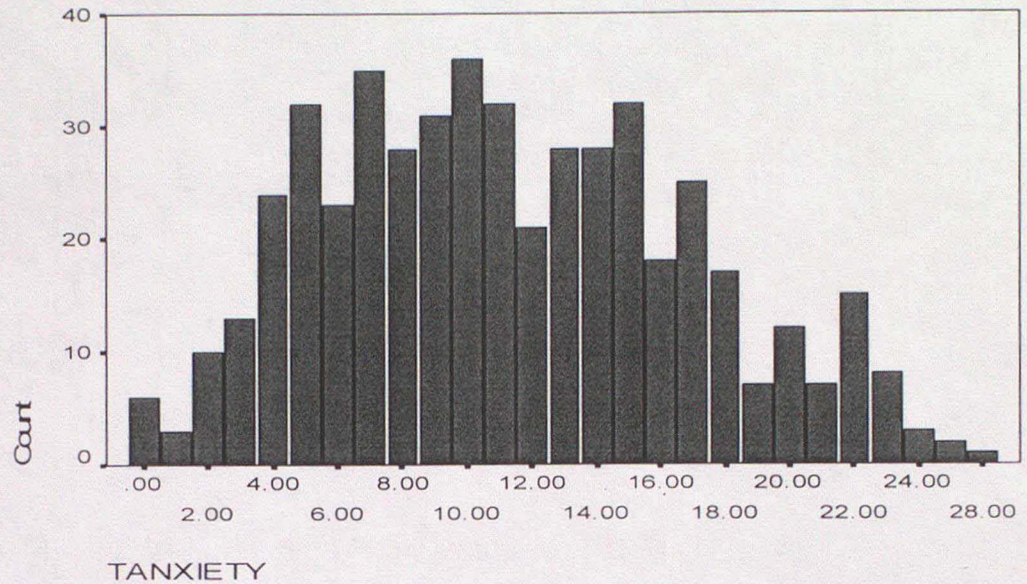
Variables	Parental Involvement	Total Achievement	N = 497
Age vs	-.215**	.184**	

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

Table 8 shows that Age and Parental Involvement were inversely related that is to mean as children grow older parental involvement decreases or parental involvement in children's education increases when children are young. Age and total achievement were significantly and positively correlated but the relationship was low. This points out that as the age of children increases total achievement also increases and vice versa.

Chart 1

Distribution of the Test-Anxiety Scores



As it is indicated in the above chart the Test-anxiety score minimum value is 0 while the maximum value is 28. The chart is meant for the 497 participants in the study.

Table 9

Descriptive for upper and lower group Test-Anxiety Scores

Variables	Group I		Group II	
	Upper group	N = 134	Lower group	N = 134
	Mean	Std.Devia.	Mean	Std. Devia
Age	13.46	1.58	12.56	1.37
Test Anxiety	18.57	2.86	4.60	1.86
Perceived General Academic Self-Concept	9.78	3.35	13.51	2.55
Socio Economic Status	17.72	3.87	19.49	3.56
Study Habit	22.16	3.61	24.27	2.46
Parental Involvement	18.16	3.69	19.98	3.56
Achievement I	586.95	97.30	628.85	94.58
Achievement II	574.10	100.55	625.62	98.85
Total Achievement	1161.05	192.90	1254.47	188.50

*The Means and Standard Deviations are rounded to two decimal points.

The upper group designated the high Test-anxiety reported participants and it covered the upper 27 percent of the sample that is 134. The Test anxiety score for the high group ranged between 15 and 28. The lower group designated low Test-anxiety reported participants which covered 27 percent of the participants that is 134. The Test anxiety score for the group ranged between 0 and 7. Table 9 indicates the means and the standard deviations of the study variables for both the groups.

The present researcher was reserved from labeling the subjects as "Test Anxious" or "Not Test-Anxious" based on the self-report scores. The upper and lower group partition was in accordance to the score distribution among the participants. Instead of jumping to label the participants, it was preferred to refer the groups as "those who reported high test-anxiety" and "those who reported low test-anxiety".

Table 10

Descriptive of study variables on high Test-anxiety reported group by gender.

Variables	Boys N = 67		Girls N = 67	
	Mean*	Std.*	Mean*	Std.*
Age	13.40	1.45	13.30	1.71
Test Anxiety	17.84	3.08	19.21	2.61
Perceived General Academic Self-Concept	9.79	3.87	10.01	2.87
Socio Economic Status	17.90	3.38	17.49	3.83
Study Habit	22.30	3.86	22.28	3.55
Parental Involvement	17.79	3.67	18.21	3.61
Achievement I	604.91	103.91	576.97	88.94
Achievement II	590.84	112.91	565.48	91.00
Total Achievement	1195.75	209.80	1142.45	176.10

* The means and standard deviations are rounded to two decimal points.

High Test-anxiety reported boys and girls cover 27 percent of their group that is 248 and 249 respectively.

Table 11

Correlations between variables for high Test-anxiety reported boys and girls.

Correlated variables	High Test-anxiety reported Boys N = 67 Pearson r	High Test-anxiety reported Girls N = 67 Pearson r
Test-anxiety and age	.059	.122
Test-anxiety and perceived general academic self-concept	-.195	-.223
Test-anxiety and socio economic status	-.032	-.108
Test-anxiety and study habit	-.249*	-.119
Test-anxiety and parental involvement	-.007	-.130
Test-anxiety and total achievement	-.116	.024
Study habit and parental involvement	.426**	.334**
Study habit total achievement and	.227	.288*

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

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

Table 11 shows that for high Test-anxiety reported boys Test-anxiety and study habit were inversely and significantly correlated and the strength of the relationship was low. The relationship was negative for females also but not significant. The relationship between study habit and parental involvement is relatively high and positively directed. Whereas, the relationship between Test-anxiety and other variables were not significant. For females who reported high Test-anxiety, the correlations between study habit and parental involvement, study habit and total achievement were correlated significantly and positively directed.

Surprisingly, no significant correlation was found between Test-anxiety and total achievement score for both boys and girls who had a reported high Test-anxiety. This could be compared to the total sample correlation (Table 11). The correlation for the total sample was low and when it was calculated for the sub-group, the correlation became smaller than the former and significant relationship could not be maintained in such situation.

Table 12

Descriptives for Low Test-anxiety reported boys and girls

Variables	Boys N = 67		Girls N = 67	
	Mean*	Std.*	Mean*	Std.*
Age	12.58	1.50	12.65	1.33
Test Anxiety	4.28	1.63	5.01	2.13
Perceived General Academic Self-Concept	13.73	2.68	13.55	2.49
Socio Economic Status	19.42	3.49	18.94	3.69
Study Habit	24.49	2.40	23.54	3.26
Parental Involvement	19.91	3.44	19.79	4.09
Achievement I	636.15	99.96	618.99	94.88
Achievement II	632.81	100.45	614.16	100.92
Total Achievement	1268.96	195.71	1233.14	190.00

* The decimal numbers of the means and the standard deviations were rounded to two decimal points.

Low Test-anxiety reported boys and girls represent 27 percent of participants from their own group that is 248 and 249 respectively as sorted to their Test-anxiety score.

Table 13

Correlations between variables for low Test-anxiety reported boys and girls.

Correlated variables	Low Test-anxiety reported Boys (N = 67)	Low Test-anxiety reported girls (N = 67)
	Pearson r	Pearson r
✓ Test-anxiety and age	-.013	.098
Test-anxiety and perceived general academic self-concept	.032	.115
✓ Test-anxiety and socio economic status	.035	-.106
✓ Test-anxiety and study habit	-.125	-.060
✓ Test-anxiety and parental involvement	-.258*	-.287*
✓ Test-anxiety and total achievement	.160	-.056
Study habit and parental involvement	.373**	.397**
study habit total achievement and	.368**	.404**

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

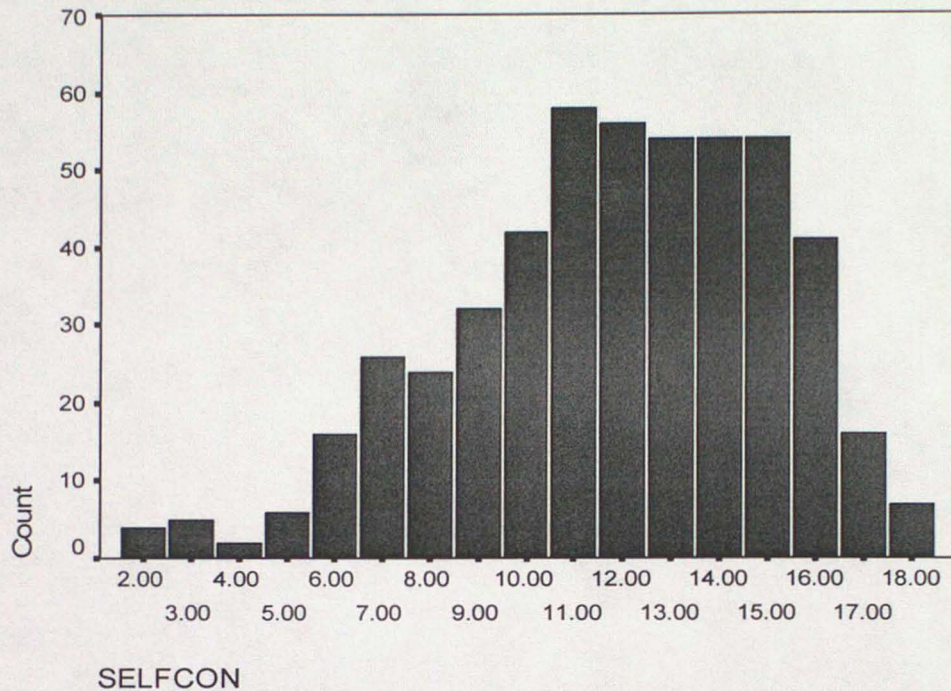
** Correlation is significant at 0.01 level (2 tailed)

It can be referred from Table 13 that Test-anxiety and Parental involvement were negatively and significantly correlated. The correlation show more negative relationship for girls than boys. This can be understood, as Test-anxiety decreases parental involvement increases or as Test -anxiety increases parental involvement decreases. A relatively high positive and significant correlation was observed between study habits and parental involvement, between study habit and total achievement for both boys and girls. The correlation was relatively high for girls. The correlation was positively directed and it was significant. Surprisingly no significant correlation was observed between Test-anxiety and Total achievement for both gender groups.

Chart 2

Distribution of scores for perceived general Academic Self-concept

N=497



The scores range between 2 and 18. The minimum score was 2 while the maximum was 18.

Table 14

Descriptive of High and Low perceived general Academic Self-concept group

Variables	Upper Group		Lower Group	
	N = 134		N = 134	
	Mean*	Std.*	Mean *	Std.*
Age	13	1.51	13.03	1.57
Test Anxiety	8.74	4.57	14.62	5.13
Perceived General Academic Self-Concept	15.58	1.02	7.53	1.98
Socio Economic Status	18.82	3.75	18.32	4.34
Study Habit	24.75	2.64	21.69	3.50
Parental Involvement	19.93	3.52	18.04	3.65
Achievement I	653.88	105.58	563.15	76.15
Achievement II	659.37	103.74	552	78.89
Total Achievement	1313.26	204.52	1115.15	146.52

*Means and standard deviations are rounded to two decimal points.

Table 14 indicates the mean and standard deviations of all the variables treated in the study for upper and lower perceived general academic Self-concept.

In the High perceived Academic Self-concept group participants had scores ranged between 14.00 and 18.00 with mean of 15.58. In the low perceived general academic Self-concept group, scores ranged between 2 and 10 with a mean of 7.5.

Table 15

Correlations between perceived general academic self-concept and other variables

	Variables	N = 497	Pearson r	Level of significance
Perceived general academic self-concept vs	Age		-.041	No
	Test-Anxiety		-.455**	0.01
	Socio Economic Status		.070	No
	Study Habit		.356**	0.01
	Parental Involvement		.174**	0.01
	Achievement I		.400*	0.01
	Achievement II		.445*	0.01
	Total Achievement		.436**	0.01

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

Table 15 indicates that perceived general Academic Self-concept was inversely and highly correlated with Test-anxiety while it had no significant correlation with socioeconomic status. There was relatively high correlation between Perceived general Academic Self-concept and Achievement II. The correlation can be viewed, as the perceived general Academic Self-concept increases, Test-Anxiety decreases and the reverse is true when Test-anxiety increases. The correlations between perceived general Academic Self-concept and study habit, and with parental involvement; and between achievement I and between achievement II; and between the total achievement were significant and positively directed. It can be viewed that the variables reinforce to each other when considered against Perceived general

academic Self-concept. The finding indicated that age and socio economic status had no significant correlation with perceived general academic self-concept.

Table 16

Correlation between perceived general academic Self-concept (PGASc) and other variables for upper and lower groups of the sample.

Groups	Variables					N = 134	
	Age	Test-anxiety	SES	Study-Habit	Parental Involvement	Total Achievement	
Upper group (HPGASc)	.058	-.341**	-.008	.120	-.020	.310**	
Lower group (LPGASc)	-.130	-.362**	.069	.175*	.001	.278**	

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

** Correlation is significant at 0.05 level (2 tailed)

Table 16 above indicates that perceived general Academic Self-concept and Test-anxiety were inversely related and the correlation was significant although not strong. Perceived general academic Self-concept was positively correlated to the total achievement for both groups but relatively high for upper group. Study-habit was found to correlate positively and significantly with perceived general academic Self-concept for the lower group only. No significant correlation was found as a function of age, socio economic status, parental involvement for both groups. But for the total sample PGASc had positive significant correlation with parental involvement. Actually the strength of the correlation was relatively low.

Table 17

Correlations between perceived general Academic Self-concept and other variables within each gender group

Variables	Boys		Girls	
	High Group	Low Group	High Group	Low Group
	N = 67	N = 67	N = 67	N = 67
Age	.148	-.210	-.028	-.019
Test-anxiety	-.389**	-.554**	-.483**	-.315**
\SES	-.049	.075	.129	.116
Study-Habit	.252*	.175	.128	.211
Parental Involvement	.109	.049	.074	.002
Total Achievement	.492**	.300**	.409**	.257*

* Correlation is significant at 0.05 level (2 tailed)

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

As table 17 above shows perceived general academic self-concept in higher group boys was found with significant and negatively directed correlation with test-anxiety. Similarly for higher group girls it was found negatively directed and significantly high correlation between perceived general academic Self-concept and Test-anxiety. The correlation was highly negative to low perceived general academic self-concept group of boys. This can be viewed that the increase in one variable leads to the decrease in the other and vice versa. Perceived general academic self-concept showed positive and significant correlation with Total Achievement for both boys and girls at higher and lower groups. The correlation between perceived general academic self-concept and test anxiety was relatively more stronger and negative for lower group boys than for lower group girls. Perceived general academic Self-concept was highly and positively related to both boys' and girls' groups than to the lower groups.

Table 18

Stepwise Multiple Regression Analysis Summary.

	Model	R	Cumulative Adjusted R Square	b) Beta values on the last step	Standard error of the Estimate
Step 1	Perceived General Academic Self-concept	.42	0.19	.36%	169.88
Step 2	Study Habit	.50	0.24	.29%	164.18
Step 3	Parental Involvement	.54	0.28	-.17%	159.81
Step 4	Age	.56	0.30	.17%	157.28
Step 5	Gender	.57	0.31	-.11%	156.03

Dependant variable: Total achievement

The stepwise Multiple Regression Analysis was computed to know relative contribution of the variables to the dependent variable. In line with this, the perceived general Academic self-concept was strongly attached to the dependent variable, that is to Total Achievement and next to it Study-habit was indicated. Parental involvement was at the third while Age and Gender show significant contribution. Socio economic status and Test-anxiety were not in the circle of attachment to the dependent variable.

4.2 Discussion

The results provided some new and potentially valuable information about the relationship between Test-anxiety and achievement. The relationship of the former to the later was negatively directed with weak relationship, that is $-.186$. This finding is in line with Sarason's (1960) correlational study for Test-anxiety of children and standardized achievement test for grade 2. The correlation in such study was $-.186$. But the size increased as the grade increased with the same direction. One surprising finding in the present study was that Test-anxiety did not account to the achievement

of the participants while Multiple Regression was computed. Participants of the study were grouped according to the score distribution but this finding did not come to the point to label them as "Test-Anxious" or "Not Test-Anxious". Previous findings show that subsequent test is necessary to determine the difference between the two groups. Sarason et al., (1960), Benjamin Moshe et al., (1980), Beidel (1988), computed additional tests through experimental manner to see the difference between the two groups after maintaining the results of the Test-anxiety scale scores.

In the present study no significant correlation was found between Test-anxiety and achievement for high Test-anxiety and low Test-anxiety reported boys' and girls' groups. Which is $-.116$ and $.024$ for high Test anxiety reported boys and girls respectively and $.160$ and $-.056$ for low Test-anxiety reported boys and girls respectively.(Refer to Table 11and 13). A question can be raised why Test-anxiety did not contribute to the achievement of children in the case of the present study and had no significant relationship to achievement? Possible explanations can be forwarded in relation to the finding.

- (a) According to the Ethiopian Educational Policy with regards to primary level first cycle that is from Grade 1 through Grade 4, students are promoted on the basis of frequent quizzes. Accordingly the decision to pass or fail starts at 5th Grade level and it can be hypothesized that the children might not have history of failure and at the same time tests or examinations might not be events which create threat on them.

(b) The component of class tests at primary level are objective type of questions.

Benjamin Moshe et al., (1980) has found high anxious subjects to do well in multiple choice questions which involve less active retrieval, the idea can be shared to the present study too.

(c) The effect of Test-anxiety can be substantiated in terms of the components of Test-anxiety, as Morris et al., (1981) and Holland's (1986) components can be viewed here.

Among the components worry part is found to be more harmful than the emotional component. It can be argued that if children at primary level worry less about examinations, the effect of Test-anxiety on achievement could also be minimized.

I warn the reader to bear in mind that low relationship of Test-anxiety with achievement score does not guarantee the participants to be free from experiencing Test-anxiety.

Among the participants high Test-anxiety report ranged from 15 to 25 points for girls and 14 to 28 points for males where subjects were 67 for each group. High anxiety was reported among males.

In a study of Missouri Western University (2004), the finding indicated that high and low Test-anxiety did not affect quizze performance. It is probably the case that, as far as the stage of late childhood is concerned, there are more other salient factors for the determination of achievement score than Test-anxiety. It is the relationship between Test-anxiety and achievement of the present finding that are of special interest in this study. Especially in view of the notion which say "Test-anxiety" interfere "performance" and which has been long been entertained. But it can be traced back to

the work of (Sarason et al., 1960) which says "Test-situation, narrowly conceived, is one in which the child perceives that he will be evaluated interms of what he has achieved in the past or what he can achieve in the immediate present" (p.23).

It is possible that Test-anxious children could do well as long as the Test situation and the examiner's personality are not agitating their existing anxiety. The idea of Gibson and Chandler 1988 which says that: "Test-anxiety can be very strong when students have any reason to worry about the outcomes, are afraid of the test is particularly important for them" (p.130). This can be viewed critically in relation to the present finding and the participants' background. Again this idea takes us to refer back to the parents or guardians of the parents. How far do the parents expect from education? How far are the Parents/Guardians involved in the education of their children? Parental involvement and Test-anxiety were inversely related (-.212) with low correlation. This can be interpreted, as parental involvement increases Test-anxiety decreases and as Test-anxiety increases parental involvement decreases.

In the work of Beidel (1988) Test-anxiety Scale for Children (TASC) was utilized to determine the presence or absence of Test-anxiety among children between age 8 and 12. The researcher "tentatively" designated the subjects as test-anxious and non test anxious. Next to that DSM III childhood psychiatric disorders were checked in the two groups to diagnose some other factors which could cause anxiety in the test situation. After the diagnosis subjects were fully labeled as test-anxious and non-test

anxious and assigned to another test situation. In this juncture the present study was reserved to label the participants bearing in mind another investigation is important to do so and since no difference was found between high and low reported test-anxiety groups in terms of achievement, labeling the participants was deemed unfair. In the same investigation of Beidel (1988) mentioned above, subjects were told that their score would be compared with those of the other children participating in the study. Along with this instruction they were demanded to read in front of adults.

It was after such test that the difference between high and low anxious subjects was evaluated. In this juncture it can be argued that it is not only the test that makes difference between the two groups, but it is the test situation in which the examinees are demanded to do and the instruction of the investigator too. Unfortunately, in the present study the investigator was not in a position to observe the class test situation in which the participants were engaged. The final achievement scores were collected from the official schools' records.

When children were asked to respond to the perceived general academic self-concept (PGASc) they were reminded to take realistic look to their 5th Grade and the current 6th Grade achievement. The participants were requested to respond as what they imagine, it is the perception that is indicated and not the exact general academic Self-Concept. Support for this idea is drawn from Simpson, Licht, Wagner and Stader

(1996) who pointed out, interpretations of academic self-concept often imply perceived ability or smartness (p.387).

Perceived general academic self-concept was found to have relatively high and negative correlation (-.455) to test-anxiety. This is to mean an increase in the former variable will lead to a decrease in the latter and vice versa. This finding can be referred to Sarason

et al., (1960) contention which explains the relationship of test-anxiety and self-attitude with regards to test anxious child as one who has "Self-depreciatory attitudes". The same is reflected in the present finding too with inverse relationship between Test-anxiety and perceived general academic Self-concept.

The correlation between perceived general academic self-concept (PGASc) and total achievement was found to be significant and positively related to the total sample(.436) and for "high perceived general academic Self-concept" (PGASc) group (.310) and .for "low PGASC group" (.278) respectively. This is to mean that variables reinforced each other positively. The correlation for high PGASc group and for low PGASc group show less correlation coefficient than on the total sample. This can be attributed to range restrictions. Pagand (1998) states the situation as follows: "If a correlation exists between X and Y, restricting the range of either of the variables will have the effect of lowering the correlation (p.119). Since correlational studies do not show the exact cause, but causal relationship, it is difficult to identify the cause and the

effect. The present finding in terms of PGASc is in line with Marsh and Yeung (1997) finding in support of "Model of reciprocal effects". This is to mean that prior academic self-concept affecting academic achievement and inturn academic achievement affecting self-concept.

Although the correlation between perceived general academic self-concept and total achievement is relatively high, it is not in the level to consider it high. This finding supports the work of Eshel and Klein (1981). The researchers indicated: "High Academic Self-Concept is not always related to higher achievement, and low achievement is not always reflected in low academic self-concept" (p.293). In the present study Perceived general academic self-concept was found to correlate to Test-anxiety. Particularly for low general academic self-concept boys' group the correlation was highly negative.

Socio economic status was found to have negative and significant correlation with Test-anxiety that is $-.144$. It did not have significant correlation with perceived general academic Self-concept and Total achievement. The present study was interested to understand the extent of the relationship Socio economic status has to the total achievement. Therefore, the subjects of the study were not stratified accordingly. Initially it was estimated that participants shall be almost in similar line of Scio economic status. It can be said that the expectation is confirmed. Socio economic status is found to have relatively high positive and significant Correlation

(.399) with parental involvement. This finding is in support of Gronlnick's et al., (1997) finding that indicated Socio Economic Status as a strong predictor of parental involvement. In the case of the present study types of parents (single or two) are identified. Any one of them, both of the parents or a guardian responsible for a child's education assuming the responsibility was considered as parent.

Study habit is inversely and significantly correlated to Test-anxiety (-.254). This indicates that the decrease in the study habit leads to the increase Test-anxiety and the increase in Test- anxiety leads to the decrease in study habit . This finding can be related to the idea of Corsini and Auerbach (1996:900) stated as follows:

Because Test-anxiety results in lowered test & academic performance, a variety of treatment programs have been developed. The most promising results for improving performance involve combining cognitive focusing and/or study skills training with desensitization and relaxation training.

It can be argued 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 lowered. Hence the present finding is according to the researcher's expectation.

"Failure anticipation" of anxious child (Sarason 1960), easily "distracted or convinced" nature of anxious child (Holland 1986) can be treated through study habit development in order to minimize the level of Test-anxiety. Study habit is also found to have relatively high and positive significant correlation with perceived general academic Self-concept(.356). It can be suggested that the increase in study habit shall lead to an increase in the Self-Concept variable or vise versa. It is also found to

correlate to parental involvement (.334) and Total achievement (.374**) positively. It can be proposed that as long as children improve their study habit their achievement also get improved.

Among many activities parents are involved, includes helping their children develop study habits. In this regard the present finding reflects that parental involvement is demonstrated in children's study habit. It can be suggested that parents can be involved in their children's study habit and this inturn help to improve the total achievement of children.

Parental involvement is found to correlate negatively and significantly to Test-anxiety (-.212). This finding can be understood that as parental involvement increases, Test-anxiety decreases and the reverse is true when parental involvement decreases. It can be suggested that parental involvement helps a child to raise his/her level of confidence and minimize the Test-anxiety feeling.

It is known that the aim of parental involvement is meant to facilitate the learning and studying method of a child for a better achievement. In such a case it can be suggested that a child experiencing Test-anxiety can assume promotion instead of anticipating failure due to parental intervention.

Parental involvement was also positively and significantly related to perceived general academic Self-concept (.174). It can be understood that both variables reinforce one another. The positive relationship can be viewed in terms of the indirect impact on a child's achievement. Parental involvement adds value to positive Self-regard and this in turn helps a child work for improved achievement. This can be taken against HamaChek (1995) research report which revealed that: "Self-concept and achievement are dynamically interactive and reciprocal" (p.1).

According to the prior information about the study area, most of the participants of the study were expected to come from families with low or no educational backgrounds. The correlation between socio economic status and achievement has also revealed no significant relationship in this study. In this context it can be proposed that participants of the study might not be expected to achieve high by their parents, or less pressure is exerted on them to achieve more. Hence the effect of Test-anxiety on achievement can diminish.

In the stepwise regression analysis perceived general academic Self-concept was found to contribute to the dependent variable (Total achievement) relatively high, while Socio economic status and Test-anxiety did not appear to contribute. The interesting finding was as how Test-anxiety did not contribute to the total achievement. Sufficient interpretations are presented in the discussion section in this paper.

About 30% of variance in total achievement has been explained by these significant variables together out of which about 20% alone was explained by perceived general .academic Self-Concept alone.

Beta values are expression of contribution in percentage variance of a variable uniquely to the dependent variable. When looked at the (Beta) values, perceived general academic Self-concept (PGACSc) contributed 36% of variance, study habits about 30%, and parental involvement and age have a unique contribution of 17% each.

It can be inferred from the Multiple Regression analysis that when parents involve in the children's education, the children develop a good study habit, which may further reduce the test anxiety but increase the General Academic Self-concept. In this manner it could result in the achievements the children obtain. Age might be bringing in cognitive maturity among the students and contributing to the Achievement.

As the males scoring higher compared to the counterparts, gender has resulted in the contribution to the achievement in the present study.

CHAPTER FIVE

5. Conclusion and Suggestions

5.1 Conclusion

Conclusion and suggestions are drawn on the basis of empirical evidences found through the study. Implication of the study and suggestions for further study are forwarded. Key findings are informed in this chapter.

By way of summary, the results of the present study suggest and give answers for the research problem that:

- (a) Test-anxiety is inversely related to Total achievement score with significant and low correlation that is -0.186 . Test-anxiety is found not to contribute to achievement score. Among the participants 134 of them were categorized as high Test-anxiety group and their scores ranged between 15 and 28. Among the participants 134 of them were categorized as low Test-anxiety group and the score ranged between 0 and 7. The non significant correlation among Higher and Lower Test-anxiety group with Achievement score was unexpected.
- (b) Achievement Scores of fifth and sixth grade of the participants were found to correlate strongly that is $r = 0.88$.
- (c) Perceived general academic Self-concept (PGASc) is found to have positive and significant correlation with the Total Achievement that $r = 0.436$.
- (d) The finding of the present study extend relevant theories of Test-anxiety and academic Self-Concept by the demonstrated investigation that children in late childhood differentiate their feelings and self perceptions with Test-anxiety and perceived general academic Self-concept Scale for Children.
- (e) Study-habit and parental involvement came at the 2nd and 3rd step to contribute to the Total achievement respectively.

- (f) In line with the multi dimensionality of Self-concept Marsh O'Neill (1984), the present perceived general academic Self-concept can be proposed as one factor of Self-Concept.

Implications of the study

- School Administration and Teaching staffs should be cognizant of the fact that reducing the threatening effect of Test-anxiety and support children to develop positive self-regard contribute to the healthy development of personality and add value to achievement.
- Though Test-anxiety is found in this study to be less important, developing a positive self regard among children needs to be emphasized.
- Primary Educational Intervention Program can take into account the enhancement of parental involvement in Children's Education, and development of Study Habit among Children in order to improve achievement.
- Schools and parents need Common Conferences to deal with the possible problems primary children could face and to know about the appropriate support they need.
- Hold Conferences with students and let them air their views and others value their views.
- Give due attention to conduct mini studies in primary schools and take possible remedial measures.
- The total development of a child including his/her emotion is very important. Therefore helping children to meet their emotional needs and feelings aids in facilitating teaching-learning process.
- Primary schools are supposed to open their doors to do with parents at the level of individual child. It needs the concerted plan and activity of teachers and parents for the total well-being of children.
- Every parent is expected to wish success for his/her child but might not know how to enhance the school performance, hence concerted effort of teachers and parents helps to do so.
- Parents are supposed to understand that studying is a daily routine. Hence they need to set a place and time for their children's study, and make the study environment facilitate the study.

- In a condition where parents do not have the knowledge to help children in their school activities and study habits, schools need to arrange programs to guide children.
- Parents need to reward the achievement of their children, and schools could play the leading role.

5.2 Suggestions for Future Research

Further investigation can be conducted regarding Test-anxiety, Perceived general academic Self-concept, and the rest variables giving considerable attention for the following points.

Test-anxiety can be investigated in terms of personalities besides achievement. Based on Test-anxiety scores upper and lower groups can be tested to the effect of Test-anxiety by implying another test and test-situation. Consistency of Test-anxiety and perceived general academic Self-concept can be checked through consecutive years.

Correlational relationship between variables is not sufficient to determine causation hence, consequent and thorough investigations can be processed taking the correlational finding as base line. The study can be conducted among students having different Socio economic backgrounds besides government schools. Subject domain academic Self-Concept can be investigated taking into consideration the multidimensionality of Academic Self-concept. Parents/Guardians should understand that teachers' and school administrations' care for children education is not enough. Parents must be encouraged for active participation and show interest in their children's school work. Detailed investigation can be carried on this area too.

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APPENDICES

TEST ANXIETY SCALE FOR CHILDREN

No	STATEMENTS	YES	NO
1	I feel like I know nothing about my subjects during examinations		
2	I face a great fear when taking an exam/test		
3	I take much time in irrelevant thinking before starting an examination		
4	I get headaches prior to taking a test		
5	I often do not cover all test questions due to shortage of allotted time for examinations		
6	I am not usually confident about taking a test		
7	I have trouble of sleeping when tests approach		
8	When taking an exam, I feel a sense of hopelessness		
9	I often get confused on where to start during exam		
10	I miss the answers for which I have studied very well for examinations		
11	Test taking creates tension on me		
12	I feel unpleasant situation in my stomach during exam/tests		
13	Even if I am well prepared for a test I feel a great fear		
14	My heart beats very fast when I sit for exams		
15	I am not interested in eating before an examination		
16	My hands shake before I start doing examinations an exam		
17	I start feeling discomfort just before getting a marked test paper back		
18	I am afraid of school examinations		

No	STATEMENTS	YES	NO
19	I worry a lot before I take examinations		
20	I worry a lot while taking examinations		
21	I worry about how well I did on examinations		
22	I sometimes dream at night that I did poorly on exams I had in school during the examination days		
23	When I hear that test is going to be given for my class, I become afraid that I will do poorly		
24	While taking examinations I perspire more than the usual		
25	The harder I studied for taking examinations the more confused I get in		
26	I worry for not studying enough to sit for examinations		
27	Before I start writing a test I take much time in thinking what the result could be		
28	During examination I get so angry when I forget what I knew		

**PERCIEVED GENERAL ACADEMIC SELF CONCEPT
/SCALE FOR CHILDREN/LATE CHILD-HOOD/**

No.	Statements	True	False
1	Often I am not active to learn my lessons		
2	It is a matter of luck to obtain high score		
3	My test/examination scores are minimal compared to the top ranking students		
4	I am doubtful as to my promotion the next higher grade in the coming year		
5	I have difficulty in learning some specific subjects easily		
6	Often I lack confidence to participate in educational competition		
7	I do not imagine successful learning in my lessons		
8	Being clever is inherited from parents		
9	I have difficulty in paying attention what teachers teach		
10	I dislike to be member of the group of high ranking students of my class		
11	I am interested in doing simple academic tasks only		
12	I do not remember a day when I received prize for my academic task		
13	My academic performance is not encouraged by my parents/guardians		
14	I am known in my class participation		
15	My active participation has helped me obtain good scores		
16	I am confident in doing only specific subjects		
17	I am often in short of learning materials		
18	My active participation in class has helped me score high		

NO.	QUESTIONS FOR STUDY HABIT
11.	When I start studying a subject A) I lack interest to continue the study C) I remember what I studied B) I could not remember what I studied
12.	My study focuses on A) difficult points C) A and B B) easy and known points D) not specified
13.	I spend less time to study because I can copy answers from friends easily A) strongly agree C) strongly disagree B) agree D) disagree
14.	In between my studies A) I take rest B) I do not take rest
15.	While I study A) Read very well but I do not understand it B) I do have difficulty in reading and do not understand what I read C) I read very well and understands what I read
16.	when I study I try to match A) My study with the type of exam questions B) I do not consider the type of questions
17.	I prepare for examination A) when the program is announced B) at the eve of the examination C) earlier before the examination approaches
18.	I read my notes A) when the existence of test is announced B) on the next class of the specific subject C) on the same day I write the notes
19.	I do have the habit of A) asking others for further help B) I do not want to ask others
20.	I do not wait for the support of others in order to start my study A) true B) false

NO.	QUESTIONS FOR PARENTAL INVOLVEMENT
21.	Often when I study at home A) I do not get who helps me in my study B) I get some one who helps me in my study
22.	Do your parents/Guardians/ ask you about your schooling A) never C) sometimes B) rarely D) often
23	My parent/guardians / A) provide me sufficient study time B) do not provide me sufficient study time
24.	Besides text books A)It is too difficult for my parents buy books B) It is easy for my parents buy supplementary books
25.	Do you parents/Guardians discuss on your school activities with you? A) they do not discuss with me B) they discuss with me sometimes C) they discuss with me often
26.	Do your parents and family members help you in organizing your time? A) never C) sometimes B) rarely D) often
27.	The subjects I learn are A) so impossible to be understood by my parents/family members/ B) not easily understood by my parents/family members/ C) easily understood by my parents /family members/
28.	Is there any one in your family involved in reading /studying/ when you study your own? A) there is no one C) there is some one often B) sometimes there is
29.	Do your parents or family members visit your school and meet some of your teachers? A) never C) sometimes B) rarely D) often
30.	Do your parents check your exercise book? A) never C) sometimes B) rarely D) often

የፈተና ፍርሃት እስኬል ለልጆች፣
/Test Anxiety Scale for Children/

ተ.ቁ.		አዎን	አይደለም
1.	በፈተና ጊዜ ስለትምህርቱ ምንም የማላውቅ ያህል ይሰማኛል		
2.	ፈተና ወይም ቴስት ስፈተን ከፍተኛ ፍርሐት ይገጥመኛል		
3.	የቴስት/የፈተና/ጥያቄዎችን መሥራት ከመጀመሪያ በፊት በሀሳብ ተውጬ ብዙ እቆያለሁ		
4.	ብዙውን ጊዜ ፈተና/ቴስት ከመውሰድ/መሥራት ከመጀመሪያ በፊት የእራስ ምታት ይሰማኛል		
5.	ብዙውን ጊዜ በጊዜ እጥረት ምክንያት ሁሉንም የፈተና ጥያቄዎች ስርቹ አልጨርስም		
6.	ብዙውን ጊዜ ፈተና ለመፈተን የምተማመን አይደለሁም		
7.	ፈተናዎች/ቴስቶች ሲቃረቡ የመተኛት ችግር ይገጥመኛል		
8.	ፈተናዎችን ስፈተን ተስፋ የመቁረጥ ስሜት ይሰማኛል		
9.	በፈተና ጊዜ ከየትኛው ጥያቄ መሥራት እንደምጀምር ግራ ይሰኛል		
10.	በጥሩ ሁኔታ ለፈተና ያጠናቀቀው መልሶች ይጠፋኛል (አጣቸዋለሁ)		
11.	ፈተና መፈተን ውጥረት ይፈጥርብኛል		
12.	ፈተና በምፈተንበት ጊዜ ደስ የማይል ሁኔታ በሆኔ ውስጥ ይሰማኛል		
13.	ምንም እንኳን ፈተና ለመፈተን በጥሩ ሁኔታ ብዙ ጋጅ ከፍተኛ ፍርሃት ይሰማኛል		
14.	ለፈተና ስቀመጥ ከወትሮው በተለየ መልኩ ልቤ በፍጥነት ይመታል		
15.	ፈተና ከመፈተኔ በፊት የመብላት ፍላጎት የለኝም		
16.	ፈተና መሥራት ከመጀመሪያ በፊት እጄ ይንቀጠቀጣል		
17.	የታረመ የፈተና ወረቀቱን ከመቀበሌ ቀደም ብሎ የመረበሽ ስሜት መሰማት ይጀምረኛል		
18.	የትምህርት ቤት ፈተናዎች ያስፈሩኛል		
19.	ፈተና ከመፈተኔ በፊት ብዙ እጨነቃለሁ		
20.	ፈተና እየተፈተንኩ ብዙ እጨነቃለሁ		
21.	በፈተና ምን ያህል ጥሩ እንደሰራሁና እንዳልሰራሁ በማሰብ እጨነቃለሁ		

ተ.ቁ.		አዎን	አይደለም
22.	አንዳንድ ጊዜ በሌሊት፣ በፈተና ወቅት በትምህርተ ቤት ውስጥ የተሰጠውን ፈተና በጥሩ ሁኔታ አልሰራሁም ብዬ አልማለሁ		
23.	የክፍል ቴስት ስለመሰጠቱ ስለማ በጥሩ ሁኔታ አልሰራም ብዬ አልራለሁ		
24.	ብዙ ጊዜ ስለፈተናዎች መጨነቄን ለመተው አመኛለሁ		
25.	ፈተና በምፈተንበት ጊዜ ከወትሮው በተለየ ሁኔታ ያልበኛል		
26.	ፈተና ለመፈተን ማጥናቴን በቀጠልኩ ቁጥር የበለጠ ግራ እየተጋባሁ አሄዳለሁ		
27.	ለፈተና በበቂ ሁኔታ ባለማጥናቴ አጨነቃለሁ		
28.	ፈተና መሥራት ከመጀመሪያ በፊት የፈተናው ውጤት ምን እንደሚሆን በማሰብ ብዙ ጊዜ አወስዳለሁ		
29.	ፈተና በምፈተንበት ጊዜ የማውቀው ሲጠፋኝ አናደዳለሁ		
30.	ፈተና እንዳይኖር ቢደረግ ብዙ መማር አችል ነበር		

አጠቃላይ የትምህርት ፐርሰፕቲቭን እስኬል ለልጆች
/Perceived General Academic Self-concept Scale for Children/
/Late Childhood/

ተ.ቁ.		እውነት	ሀሰት
1.	ብዙውን ጊዜ ትምህርቶቼን ለመማር የተጋሁ አይደለሁም		
2.	ከፍተኛ ውጤት ማግኘት የዕድል ጉዳይ ነው		
3.	የመጀመሪያ ከፍተኛ ደረጃዎችን ካገኙ ተማሪዎች ጋር ሲወዳደር የኔ ውጤት አነስተኛ ነው		
4.	በሚመጣው ዓመት ወደሚቀጥለው ክፍል መግባቴን እጠራጠራለሁ		
5.	አንዳንድ ትምህርቶችን በቀላሉ የመማር ችግር አለብኝ		
6.	ብዙውን ጊዜ በትምህርታዊ ውድድሮች ለመሳተፍ መተማን ያንሰኛል		
7.	በትምህርቶቼ ሁሉ ውጤታማ የሆነ መማርን አልጠብቅም		
8.	በትምህርት በጎበዝ ከወላጆች የሚወረስ ነው		
9.	መምህራን በሚያስተምሩት ትምህርት ላይ ማተኮር ያቅተኛል		
10.	በውጤታቸው ከፍተኛ ደረጃ የሚያገኙ የክፍሌ ተማሪዎች ቡድን አባል መሆን አልወድም		
11.	ቀላል የሆኑ የትምህርት ሥራዎችን ብቻ መሥራት ያስደስተኛል		
12.	በትምህርት ሥራዬ ሽልማት ያገኘሁበትን አንድ ቀን እንኳ አላስታውስም		
13.	የትምህርት ሥራዬ በወላጆቼ/አሳዳጊዎቼ/የሚበረታታ አይደለም		
14.	በክፍል ውስጥ ባለኝ ተሳትፎ እታወቃለሁ		
15.	የማገኘው የትምህርት ውጤት ጋደኞች እንዲኖረኝ አግዘኛል		
16.	ጥቂት የሆኑ ትምህርቶችን ብቻ በደህና ሁኔታ የመሥራት እምነቱ/መተማመኑ/ አለኝ		
17.	ብዙውን ጊዜ የትምህርት መሳሪያዎች እጥረት ያጋጥመኛል		
18.	ንቁ የክፍል ውስጥ ተሳትፎ ጥሩ ውጤት እንዳገኝ ረድቶኛል		

ተ.ቁ	የሶስቱ ኢኮኖሚክ ስታቲስ ጥያቄዎችና የመልስ አማራጮች	
1	ወላጆቹ ወይም አሳዳጊዎቹ ሀ. ማንበብና መጻፍ ይችላሉ ለ. ማንበብና መጻፍ አይችሉም	
2	የምኖርበት ቤት ንብረትነቱ ሀ. የቀበሌ ነው ለ. ከግለሰብ ላይ የተከራየ ነው	ሐ. የወላጆቹ ነው መ. የድርጅት ነው
3	ከትምህርት ሰዓት ውጪ ወላጆቹን/አሳዳጊዎቹን/ ለማገን የማጠፋው ጊዜ ሀ. ብዙ ነው ለ. መካከለኛ ነው	ሐ. ትንሽ ነው መ. የለም
4	የቴሌቪዥን ኘርግራም የምክታተለው ሀ. ወደ ጎረቤት በመሄድ ነው ለ. ቴሌቪዥን የሚከራይበት ቦታ በመሄድ ነው	ሐ. በቤቴ ውስጥ ነው መ. ቴሌቪዥን አልከታተልም
5	ለትምህርት ቤት/ሽ/ የሚያስፈልጉ የተለያዩ ወጪዎችን አንድ ድርጅት እሰጥሀለሁ/ሻለሁ/ቢል ወላጆችህ/አሳዳጊዎችህ ሀ. ይሰማሉ ለ. በጣም ይሰማሉ	ሐ. ይቃወማሉ መ. በጣም ይቃወማሉ
6	እቤት ውስጥ በአብዛኛው ለምግብ ማብሰያነት የምትጠቀሙት የትኛውን ነው? ሀ. የማገዶ እንጨት ነው ለ. የኤሌክትሪክ ምድጃ ነው	ሐ. ነጭ ጋዝ ነው መ. የሰሊንደር ጋዝ ነው
7	የምማርበት ትምህርት ቤት ሀ. ወላጆቹ ወይም አሳዳጊዎቹ ክፍያውን መክፈል አይችሉም ለ. ወላጆቹ ወይም አሳዳጊዎቹ ክፍያውን መክፈል ይችላሉ	
8	የምትኖርበት/ሪበት/ ቤት ስንት ክፍሎች አሉት? ሀ. አንድ ለ. ሁለት	ሐ. ሶስት መ. ከሶስት በላይ
9	ስንት የሚቀያየር የት/ቤት ዩኒፎርም አለህ (ሽ)? ሀ. አንድ ለ. ሁለት	ሐ. ሶስት
10	የምማርበት ትምህርት ቤት የተወሰነ የገንዘብ መዎጮ ቢጠይቅ ሀ. ወላጆቹ/አሳዳጊዎቹ ክፍያውን ለመክፈል ይቸገራሉ ለ. ወላጆቹ/ አሳዳጊዎቹ መዎጮውን ያለምንም ችግር ይከፍሉታል ሐ. ወላጆቹ/ አሳዳጊዎቹ መዎጮውን ተበድረው ይከፍሉታል	

