

## PERCEPTION OF FEMALE STUDENTS ABOUT FREQUENT TESTING ON SOME SELECTED PHYSICS CONCEPTS

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### ABSTRACT

This study investigated the perception of Senior High School Female Students on students on effects of frequent testing on attendance, anxiety, study habits and knowledge retention in Physics lesson. Four research questions were raised and analysed for possible perceptions of students on frequent testing. Survey research design method was employed. Self-reported data were collected from 50 second year female students from Accra Girls Senior High School using a 5-points Likert scale type structured questionnaire. Quality control measures such as the need for independent completion of the questionnaires and freedom of participation or withdrawal from the study were strictly followed. Special efforts were also made to minimize methodological, personal and social desirability biases. Data was analyzed using descriptive, T-test and ANOVA statistics. The results of the study revealed that frequent testing increases class attendance, anxiety, study habits and knowledge retention of students. This study concluded that frequent testing has statistically significance positive effects on Senior High School female students' classroom attendance (mean value: 3.8200, SD =  $\pm 1.35870$ ,  $p < 0.05$ ); study habits (mean value: 3.9100, SD =  $\pm 1.18998$ ,  $p < 0.05$ ); anxiety (mean value: 3.0300, SD =  $\pm 1.36667$ ;  $p < 0.05$ ) and knowledge retention in Physics (mean=3.8600, SD =  $\pm 1.27144$ ,  $p < 0.05$ ). The study recommends that physics educators should adopt frequent testing measures to bring positive effects on Senior High School female students' attitudes and performance in Physics.

**Keywords:** Female Students, perception, Frequent Testing, Attendance, Anxiety, Study Habits, Knowledge Retention, Physics Concepts.