

## EFFECT OF ACADEMIC ANXIETY: ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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### *ABSTRACT*

*The aim of this study is to investigate the effects of academic anxiety on academic achievement of higher secondary students. By searching the related literature it is clear that lot of work has been done in foreign countries but in India picture is not so good. In India, studies have been conducted on other level but not on higher secondary schools, which is very important stage of development as this is the stage a getting excellence in performance career building and lots of broadly and psychological changes. In the result of the study shows that higher secondary students have average level of academic anxiety and academic anxiety effects their achievement so favorable learning achievement should be given to enhance the academic achievement of students. The male and female students of higher secondary stage do no differ in their academic anxiety scores.*

**KEY WORDS:** *Academic Anxiety, Academic Achievement and Higher Secondary Students*

### INTRODUCTION

A pleasing personality has a marketable value in a complex society and is highly prized and sought after. The development of harmonious personality of the individual development is very important aspects on which depends the future career of the child. Personality has been regarded as a practical force in determining success or failure in life.

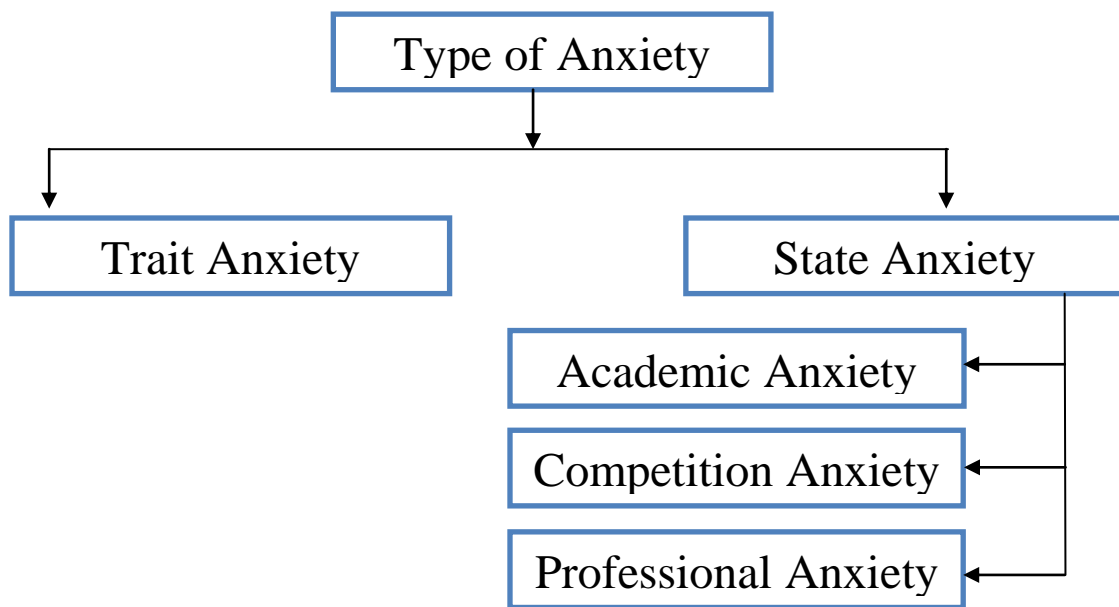
Adolescence is the most important period of human life. This is the period of “Storm and stress”. It’s reality that most all the problems are comes during the student life. An adolescent is the first step when a child thinks about his future and be aware about his career. In these days many mental and physical problems generates in his mind. As a result he becomes depressed, nervous and sad. He gets encouragement in suitable atmosphere and gets frustration in unfavorable atmosphere. His goal and achievement level affects due to this emotional disorder. He

always attempts to remain in achievement level but when he fails, he suffers a dangerous disease anxiety.

At this period, the youth is not sure of him. He has the feeling of insecurity, his position is not clear. All the time he is in tension. The young individual does not know exactly what he has to do. In such as condition of bewilderment he finds committing suicide the best option to escape or his problem. This suicidal tendency may also originate due to mental disorder.

Thus today when youngsters are identifying in antisocial activities, and facing the state of stress and anxiety due to enormous competitions in every field. Therefore anxiety is a painful uneasiness of mind concerning impending or anticipated ill. The apprehension of danger and disaster in anxiety arises from something with in the person himself from his on conflicting drives and impulses and unresolved problems.

Generally anxiety can be a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic of a person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc.



Academic anxiety is a type of state anxiety. Academic anxiety plays an important role at secondary level of education because this is the threshold of future education; therefore (Secondary Level) is the fear in itself for those students who are going to appear at these level particularly higher secondary students. Those who are appearing in high school board exam first time, are highly tensed because an one hand they wish to secure good percentage for getting admission for their further education and the other hand they also want to prove themselves better than others in this highly competitive age for improving the academic achievement of students,

educationists and psychologists are very much concerned. Therefore the researchers in the field of academic anxiety and academic achievement is required impart the training to youth for facing the challenge.

### **OBJECTIVES OF THE STUDY**

- To study the academic anxiety level of higher secondary student with respect to sex and stream.
- To study the effect of academic anxiety on academic achievement of higher secondary student.

### **HYPOTHESIS**

- There is no significant difference between academic anxiety of higher secondary students in relation to sex and stream.
- There is no significant difference between academic achievement of higher secondary student and academic anxiety.

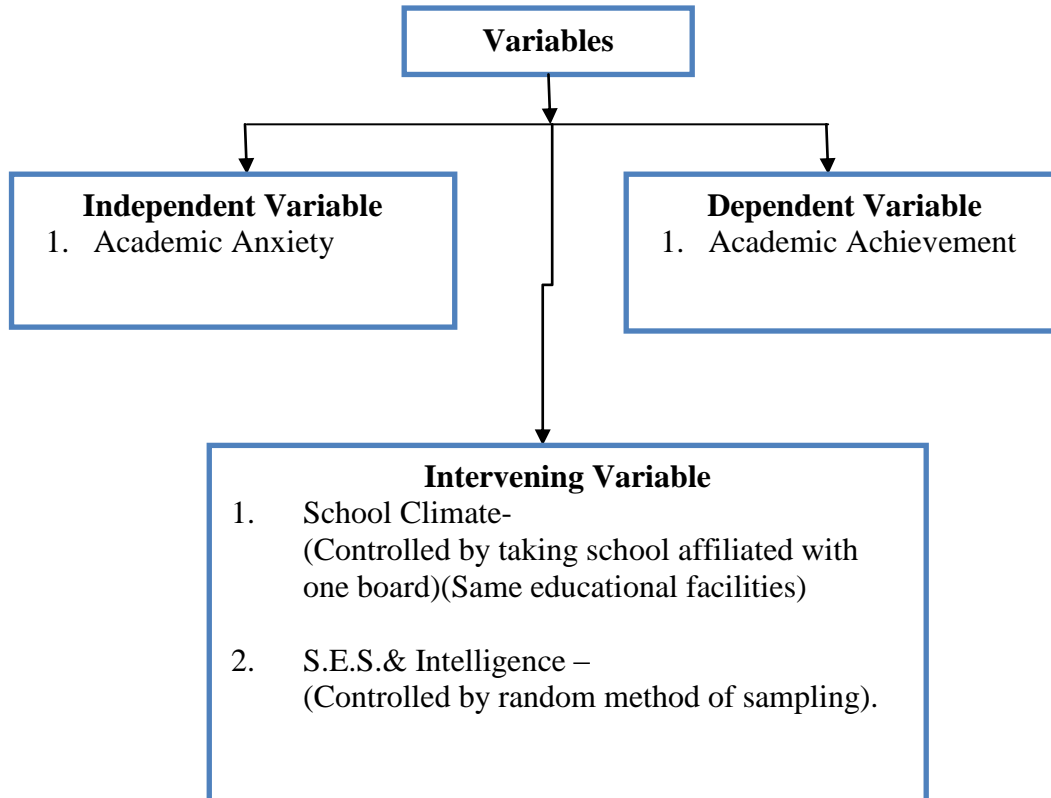
### **METHOD OF THE STUDY**

Keeping in view of the nature of the problem, the research carried out this study on the lines of survey method. George J. Mouly has explained it as “No category of educational research is more widely used than the type known variously as the survey the normative survey, status and descriptive research”.

### **SELECTION OF THE SAMPLE**

A sample of 300 students has been of class XI of both the sex and three streams (arts, science and commerce) selected from schools of Agra city affiliated with CBSE board by multistage random sampling.

## VARIABLES OF THE STUDY



## SELECTION OF THE TOOL

### Tool profile

1. Academic Anxiety Scale for Children (AASC) – (Dr. A.K. Singh & Dr. A. Sen Gupta)
2. Marks awarded in 10<sup>th</sup> CBSE board examination are treated as measure of academic achievement.

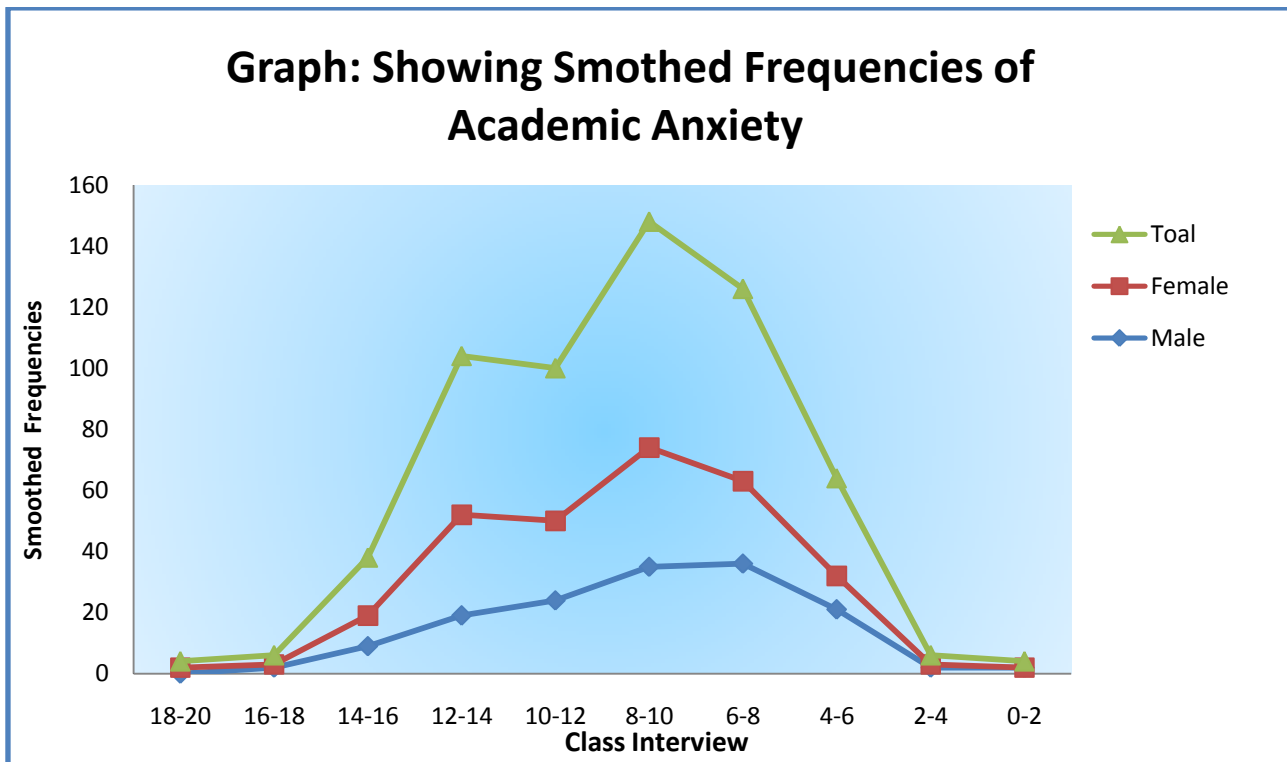
## INTERPRETATION OF DATA

### Nature of the Distribution of Academic Anxiety Scores

For this purpose, the frequency distribution, mean, standard deviation, skewness and kurtosis for academic anxiety scores were computed for the total sample. The distribution of scores has been shown in the following table:

Showing the Frequency Distribution of Academic Anxiety Score (N=300)

CLASS INTERVAL	Male		FEMALE		TOTAL	
	f	Sf	f	Sf	f	Sf
18-20	0	0.06	2	1.0	2	1.6
16-18	2	3.06	1	4.3	3	8.0
14-16	9	10.0	10	14.6	19	24.3
12-14	19	17.3	33	23.0	52	40.3
10-12	24	26.0	26	32.6	50	58.6
8-10	35	31.6	39	30.6	74	62.3
6-8	36	30.6	27	25.6	63	56.3
4-6	21	19.6	11	13.0	32	32.6
2-4	2	8.3	1	4.0	3	12.3
0-2	2	1.3	0	0.3	2	1.6
<b>Total</b>	<b>N=150</b>		<b>N=150</b>		<b>N=300</b>	



Showing the Descriptive Statistic for the Distribution of Academic Anxiety Score (N=300)

Statistical Measures	Mean	Median	SD	SK	Ku
Academic Anxiety scores	9.59	8.85	3.11	0.71	0.293

The perusal of the above table reveals that the distribution of academic anxiety scores appeared to be normal as shown by calculated value which is also confirmed by the graphical representation. The normalcy of distribution is also confirmed by the calculated value of kurtosis and skewness. The calculated value of skewness is very low and positive i.e. (0.71). The calculated value of kurtosis is little higher than the value of normal distribution. Hence it could be assumed that the academic anxiety scores are normally distributed in the selected sample.

The mean value of anxiety scores (9.59) shown that the higher secondary students have average level of academic anxiety. The students of class XI take their studies in a very smooth manner and they are not appearing in any competitive examinations. Secondary they have chosen the desired course of study so they feel comfortable in studying these subjects.

### Study of Academic Anxiety Score in Relation to Sex (N=150)

In order to study and compare the level of academic anxiety in the groups on the basis of sex, mean and SD were calculated and t test have been employed.

#### Showing the Sex wise M, SD and t value in Relation to Anxiety Score

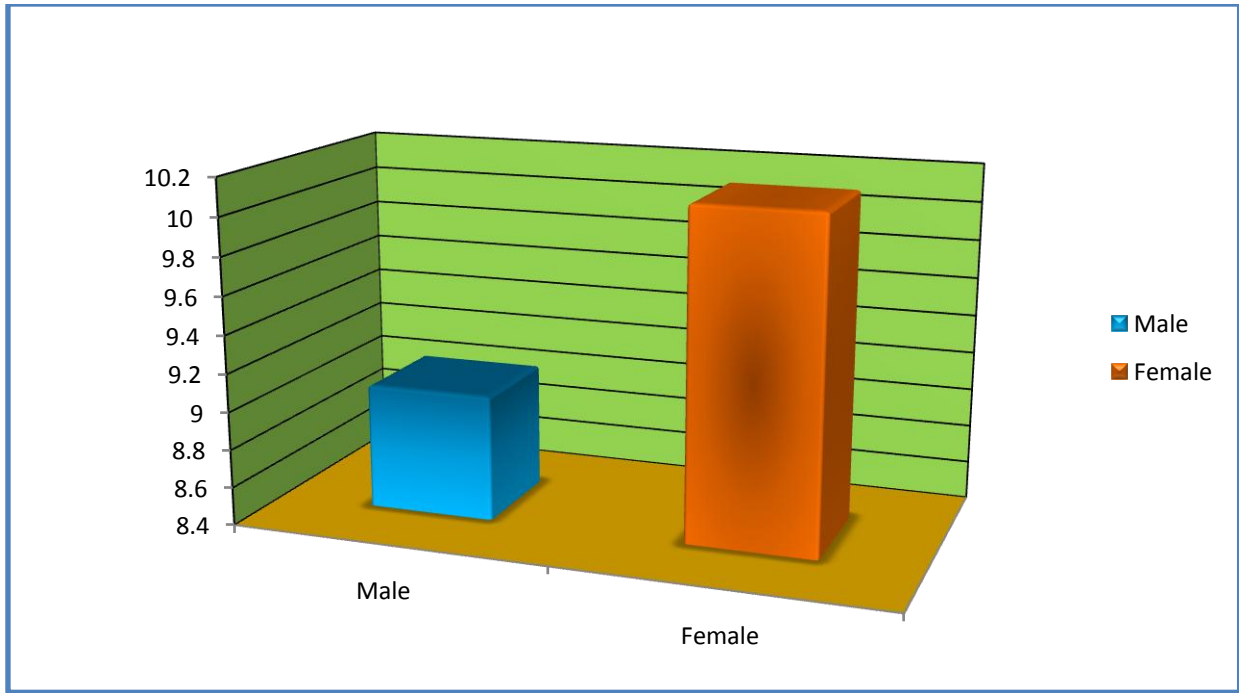
Group	Mean	SD	't' value	P value
Male	9.06	3.19	1.70	> 0.05
Female	10.12	3.04		

From the perusal of above table reveals that the 't' value (1.70) is insignificant even at 0.05 level of confidence inferring that there is no significant difference exists in the academic anxiety of male and female students of higher secondary stage. Thus it can be inferred statistically that the group of male and female do not differ significantly. Therefore the null hypothesis framed for the testing of this objective is accepted.

In modern era the girls and boys both are aware and conscious for the carrier and thus pay equal importance to their education and thus they do not differ in their level of academic anxiety. The mean value of academic anxiety scores of male and female as also has shown graphically representation.

### Study of Academic Anxiety Score in Relation to Stream

In order to study and compare the level of academic anxiety of science, art and commerce group, mean, SD were calculated and 't' test have been employed. The detailed calculations are exhibited in the following table:



**Preview of Calculated Statistical Value of Academic Anxiety Scores Stream Wise**

Group	Mean	SD	Stream	't' Value	P Value
Arts	9.8	3.38	Arts & Sci.	0.68	> 0.05
Science	9.48	3.27	Sci. & Com.	0.8	> 0.05
Commerce	8.96	2.83	Com. & Arts	3.72	> 0.01

From the mean value of academic anxiety scores shown in above table it can be said that arts students have higher level of academic anxiety followed by science and commerce students. Arts students have high level of academic anxiety because they are more serious about the school academic result because have to take the admission in college for general education in different college where as science and commerce students do not pay much attention for the XI and XII results but concentrates more on their competitive examination.

The calculated 't' value indicates that science and commerce and arts and science students do not differ in their level of academic anxiety as 't' value are insignificant at 0.05 level. Thus null hypothesis is accepted in this case but rejected in the case of arts and commerce students as their mean difference is significant at 0.01 level of confidence.

**Study of Academic Anxiety Scores in Relation to Sex and Stream**

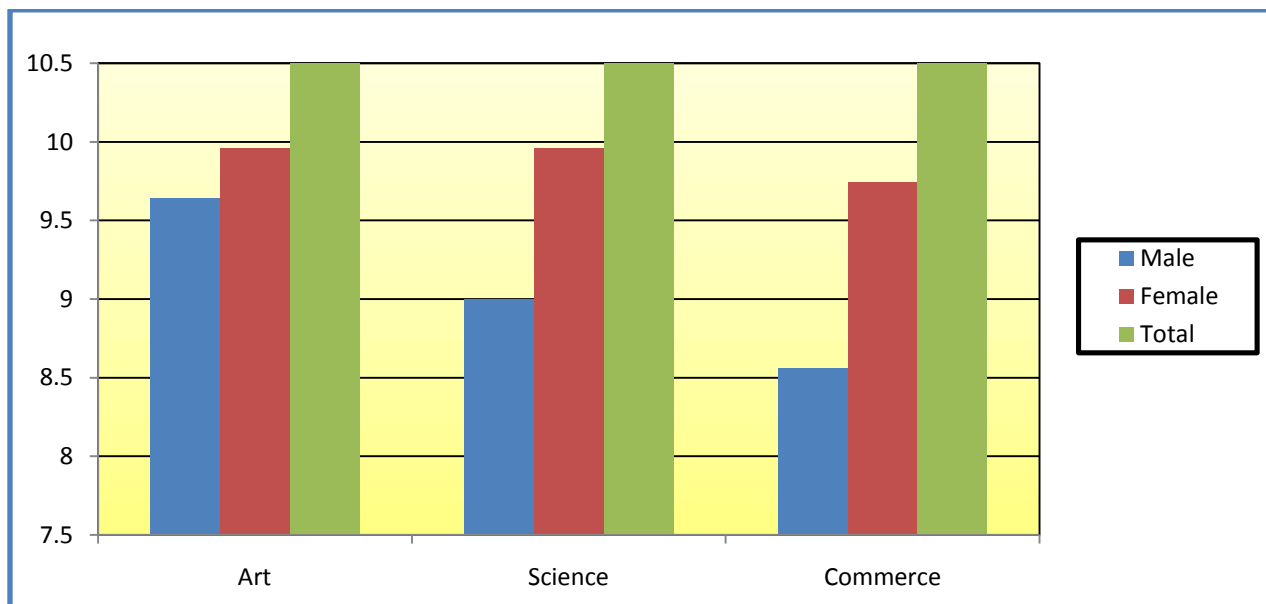
To compare the academic anxiety of higher secondary students stream and sex wise the mean, SD and 't' test has

been computed. The calculated values are shown in following table:

**Statistical Preview of Academic Anxiety Scores Sex and Stream Wise**

Stream & Sex		M	SD	't' value	P value
Arts	Male	9.64	3.30	0.68	> 0.05
	Female	9.96	3.44		
Science	Male	9.00	3.53	2.10	> 0.05
	Female	9.96	2.89		
Commerce	Male	8.56	2.53	3.27	> 0.01
	Female	9.74	2.69		

The calculated mean value of academic anxiety score for male and female students of science arts and commerce stream, Indicates that female students of commerce have high academic anxiety than male students of same stream, and this difference is found significant at 0.01 level of confidence. Hence null hypothesis is rejected in the case of commerce stream but accepted in the case of students of arts and science group as mean of male and female students do not differ significantly as confirmed by the calculated 't' value which is less than desired value of 0.01 and even of 0.05 level of confidence.





## FINDINGS

The findings are systematically arranged here in accordance with the objectives as mentioned below:

- The distribution of academic anxiety scores of higher secondary students has been found normal with slight positive skewness. (0.71) and platy kurtic. The higher secondary students have average level of academic anxiety.
- The male and female students of higher secondary stage do not differ in their academic anxiety scores inferred by insignificant value of 't'. Thus null hypothesis framed for the testing of this hypothesis is accepted.
- Arts students have high level of academic anxiety than commerce students but no difference was found in academic anxiety scores of science and commerce and arts and science students. Thus null hypothesis is rejected in the case of arts and commerce students but rejected in the case of science and commerce and science and arts.
- Female students of commerce have high academic anxiety than male students of same stream and this difference is found significant at 0.01 level of confidence. Hence null hypothesis is rejected but accepted in the case of male and female of arts and science group as they do not differ in their level of academic anxiety.

## CONCLUSION

The higher secondary students have average level of academic anxiety and academic anxiety affects their achievement so favorable learning achievement should be given to enhance the academic achievement of students. The male and female students of higher secondary stage do not differ in their academic anxiety scores.

Arts students have high level of academic anxiety than commerce students but no difference was found in academic anxiety scores of science and commerce and arts and science students. The levels of academic anxiety have no effect on achievement of higher secondary students.

## EDUCATIONAL IMPLICATION

The statement research for research sake is of little importance from the point of view of applied aspect of any implication until unless the findings are applied to anything which may have some practical importance. Educational research bears a little significance of its findings cannot be applied to educational practices. Certain educational implications were desired from the findings of the present investigations and can help the following as-

Administrator should try to create a healthy and comparative environment in schools and providing the opportunities and exposure for students for developing the healthy competitive feeling and as academic anxiety effects the academic achievement of higher secondary students.

The researcher feels that the quality of teachers determine to a large extent the quality of education. The researcher is of the opinion that the present day teachers instead to being instructor should be helper or a guide. It is possible when they recognize the mood and mental stage of students and teach accordingly. To identify academic anxiety of students is essential to any teacher at present time for bringing best of the child. It will improve the quality of their teaching and make the teaching learning process more interesting. The higher secondary students have average level of academic anxiety and it has no effect on achievement, but academic anxiety should not be increased to check the suicide in youth and thus administrator, education planner and teacher, parents all should work unitedly to lower down the academic anxiety scores. Thus finding of this study will be helpful for the entire person related to education.

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