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IMPACT OF ANXIETY ON ACADEMIC ACHIEVEMENT AMONG SCHOOL GOING STUDENTS

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Abstract:

Anxiety is not only a most preferred theme and topic for many poets and novelists, but it has become a most alarming and noteworthy human being related phenomenon which is influencing behaviour and behavioural outcomes. In this modern age also, individuals cannot prevent or escape themselves from the anxiety problems throughout their lives, especially during their crucial stages and years of academics and at the beginning of their career. Academic achievements are important instruments of personal progress, which helps to achieve the goals and make all round development of a child. It also helps in the fulfilment of parent's aspirations that their children can also climb the ladders of success. In achievement of the goals, in the general education system lots of pressures are imposed on the students and also teachers. The achievements of students in our country are measured in terms of their performance in examinations. On the basis of achievements of performances in school examinations, students are labelled as intelligent, mediocre, fast learners/ slow learners and whether they are ready for the next class or not. The objectives of the study were to study academic anxiety, academic achievement relation between them of teenagers. Anxiety and academic achievement are inversely related. Family type and family size have significant positive correlation with anxiety. Child sex does not have any effect on anxiety and academic achievement. Class of child and also age inversely related to anxiety while class of child and age exhibited significant positive correlation with academic achievement. The study concluded that Socioeconomic status has no effect on anxiety and academic achievement the variables anxiety and academic achievement are independent on socioeconomic status student anxiety and academic achievement are inversely related indicating higher the anxiety lower the academic achievement.

Keywords: Anxiety, Academic achievement.

Introduction:

Anxiety is not only a most preferred theme and topic for many poets and novelists, but it has become a most alarming and noteworthy human being related phenomenon which is influencing behaviour and behavioural outcomes. In this modern age also, individuals cannot prevent or escape themselves from the anxiety problems throughout their lives, especially during their crucial stages and years of academics and at the beginning of their career. This is because of the pressures caused;

the students need to keep themselves always in tune with the requirements of the competitive world. As all individuals experience different fears, and anxieties when they encounter new experiences but in fact they should not be burdened by persistent anxiety, because constantly persistent anxiety, worry or fear initiate the feelings and experiences of mental and physical tiredness that can rob one from the best periods his or her life in the form of disorders. Anxiety disorders can also negatively affect person's ability to enjoy life and to manage daily activities.

Academic achievements are important instruments of personal progress, which helps to achieve the goals and make all round development of a child. It also helps in the fulfillment of parent's aspirations that their children can also climb the ladders of success. In achievement of the goals, in the general education system lots of pressures are imposed on the students and also teachers. The achievements of students in our country are measured in terms of their performance in examinations. On the basis of achievements of performances in school examinations, students are labeled as intelligent, mediocre, fast learners/ slow learners and whether they are ready for the next class or not. In fact, it appears that the comprehensive systems of education revolve all around the pivot of the academic achievements and success of the pupil.

The achievements of the children depend upon his / her conceptual learning and understanding in the classes. It is very pertinent to mention that the economic, social and cultural factor impacts the contributions in academic achievements of the students. It further depends on numerous factors like individual's interests, aptitudes, capacity and motivations in the subjects that they study; the methods and approaches adopted by teachers in class, family environment, study habits and mental makeup, certain factors of personality and social surroundings do also develop desirable performance of the students.

Objectives of the study:

1. To study the Academic anxiety of teenagers.
2. To study the Academic achievement of teenagers.
3. To study relation between Academic anxiety and Academic achievement.

Hypothesis of the study:

H₀. Anxiety has significant positive effect on academic achievement.

H₁. Anxiety has no significant positive effect on academic achievement.

Review of literature:

Richard Beck et al (2001) this study attempted to integrate the cognitive content-specificity and tripartite literatures to create a more holistic model of the emotional, physiological, and cognitive phenomenology of depression and anxiety. In addition, the constructs of hopelessness and worry were used to clarify ambiguous findings in the cognitive content-specificity research and to identify possible cognitive correlates of high NA and low PA. The cognitive and emotional literature has

provided evidences for a comprehensive map of the emotional and cognitive phenomenology in depression and anxiety.

Muris et al. (2005) examined the relations among neuroticism, rumination, and worry, on the one hand and between anxiety and depression, on the other hand. The outcome indicated that there were significant correlations among neuroticism, rumination, and worry. Moreover, neuroticism, rumination, and worry were all positively linked to both anxiety and depression. Finally, neuroticism was associated with the cognitive factors of worry and rumination, which in turn were related to anxiety and depression

Halawah (2006) studied the effect of motivation, family environment and student characteristics on academic achievement. On the basis of analysis, it was observed that students' mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably, high correlation value was found between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics.

Methodology:

The present study on Impact of Anxiety on Academic Achievement among School Going Students conducted in Akola City. Two schools i.e. Hindu Dyanpeeth School and Gurunanak School were selected for the study. Student of 10th class are under the burden of their parents' expectations teachers feeling. Data collection was based on 30 student form each school comprising of 15 girls and 15 boys from each school. The data collection period was academic year 2019-20.

Results and discussions:

1.1 Correlation analysis between selected variable:

One of the objectives of present study is to find relation between personal variable and anxiety and academic achievement. The variable selected for study were children class age, sex, father age, father education, father occupation, father income, mother age, mother education, mother occupation, family type, family members and anxiety, academic achievement.

Table: 1.1 Correlation Analysis between selected variables

CLASS	AGE	SEX	AGE	EDN	OCCPN	INCOME	AGE	EDN	OCCPN	TYPE	MEM	ANX	ACHV
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14
1													
0.6963	1												
0	- 0.09083	1											
0.2208	0.298891*	0.039823	1										
0.4049	0.287274*	- 0.08099	0.251701*	1									
0.1507	0.126493	- 0.25844	0.186188	0.019476	1								
0.0880	0.12258	0.165619	0.22316	0.230298	0.055096	1							
0.3170	0.41012**	- 0.0295	0.76911**	0.239978	0.24029	0.180158	1						
0.2269	0.262197	- 0.16838	0.266913	0.46234**	0.060227	0.160508	0.248387	1					
- 0.02818	0.040103	0.028183	0.089684	0.091676	0.168736	0.013705	0.128647	0.167326	1				
- 0.2334	-0.1141	- 0.10006	0.055421	- 0.02206	- 0.13073	0.130806	0.007132	0.090584	0.130654	1			
- 0.2335	- 0.23423	- 0.02803	- 0.07428	-0.056	- 0.12315	0.085294	- 0.12651	- 0.07552	0.267022	0.75539**	1		
- 0.3549	- 0.21789	0.098788	0.005047	- 0.19265	- 0.27958	- 0.00545	- 0.09117	- 0.24511	0.000103	0.34912*	0.377632*	1	
0.5935	0.43854**	- 0.0985	0.166373	0.221763	0.213231	0.057807	0.128424	0.232886	0.117808	- 0.07624	- 0.04673	- 0.5426**	1

On the basis of values presented in table following observations are recorded. Class of children under study recorded significant negative correlation with anxiety and significant positive correlation with academic achievement concluding students in lower class of learning have higher level of anxiety while the higher class student's anxiety level was relatively lower than those of their juniors.

The significant positive correlation between class and academic achievement concludes that as the class increases academic achievement level also increases.

The significant positive correlation between age and academic achievement concludes that senior student academic achievement level is higher while the negative correlation between age and anxiety indicate that junior student anxiety level is relatively higher.

The negative significant correlation between child sex and father occupation indicate that data collected belongs to following two categories boys under study their father have relatively lower occupation than the girls.

Sex of the children under study could not influence anxiety and also academic achievement concluding anxiety and academic achievement are independent of sex.

The children residing in joint family with large number of family member have higher level of anxiety whereas anxiety and academic achievement are inversely related concluding higher the anxiety lower the academic achievement.

1.2 Correlation analysis between socioeconomic status, anxiety and academic achievement:

One of the objective of present study was to study the relationship between socioeconomic status anxiety and academic achievement the score for socioeconomic stated was worked out based on father age, mother age, father education , mother education, father, mother occupation, father, mother income family type, family size, house ownership and house type. The total score for socioeconomic status was use to find relationship between socioeconomic status and anxiety and academic achievement. The correlation analysis presented in the following table.

1.2 Correlation analysis between socioeconomic status, anxiety and academic achievement:

	SEX	ANXIETY	ACADEMIC ACHIEVEMENT
	Column 1	Column 2	Column 3
Column 1	1		
Column 2	-0.00971	1	
Column 3	0.1986	-0.5426**	1

The non-significance of correlation between socioeconomic status, anxiety and academic achievement concludes that socioeconomic status has no effect on anxiety and academic achievement the variables anxiety and academic achievement are independent on socio economic status student anxiety and academic achievement are inversely related indicating higher the anxiety lower the academic achievement. The null hypothesis stated is accepted.

Conclusions:

The study concludes that:

1. Anxiety and academic achievement are inversely related. Family type and family size have significant positive correlation with anxiety. Child sex does not have any effect on anxiety and academic achievement. Class of child and also age inversely related to anxiety while class of child and age exhibited significant positive correlation with academic achievement.
2. Socioeconomic status has no effect on anxiety and academic achievement the variables anxiety and academic achievement are independent on socioeconomic status student anxiety and academic achievement are inversely related indicating higher the anxiety lower the academic achievement.

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