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Academic Anxiety and Academic Achievement Among Secondary School Students

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Abstract:

Anxiety is an excited state of nervous system as a result of which sense of tension, nervousness and worry is being inflicted on individual (Spielberger, 1983). In the modern time it is considered as a major predictor of academic performance (McCraty, 2007 and McCraty, et al., 2000). Reason being clear that world has become a place of great unnatural competition and academic achievements are seen as a bench mark of success in one's life. Sample of 50 secondary school students from various schools of Noida were selected for the study. A standardised tool was used to collect the anxiety scores and CGP of the students in their previous classes, obtained from school records were taken as an index of their academic achievement. Later CGP was converted in to percentage marks. Present study is planned to find out difference as well as relationship in between the academic anxiety and academic achievement with respect to gender and religion respectively. Results of this study clearly revealed that, no significant difference is found in the academic anxiety and academic achievement of male and female students respectively. Similarly, no significant difference is found in the academic anxiety. Though, a significant and negative relationship is seen among the academic anxiety and the academic achievement. It is also inferred from the findings that a moderate level of anxiety is desired in order to excel in the academics, and when anxiety crosses the limit academic achievement decreases significantly.

Key words: Academic anxiety, Academic achievement, Secondary School, Students

Introduction:

World has become a place of great unnatural competition and academic achievements are seen as a bench of success in student "life. In all stages of education system i.e. from nursery to higher education, academic achievement is of great preponderant and maximum emphasis is given to it. Carter in 1969 defined "academic achievement as the knowledge attained or skill developed in school subjects usually determined by test scores or marks assigned by the teacher". In order to achieve greater success, students have to taste this cut-throat contention, which in turn makes them anxious, worried and sometimes poor performer too. Students with high levels of anxiety show

passive attitude towards studies, lack of concentration and confidence, reduced memory span and poor reasoning abilities (Aronen et al., 2005). These psychological symptoms ultimately affect the potential to achieve good grades and significantly interferes with the daily routine of the student too. Anxiety is an excited state of nervous system as a result of which sense of tension, nervousness and worry is being inflicted on individual (Spielberger, 1983). Moreover, it is a major predictor of academic performance (McCraty, 2007 and McCraty, et al., 2000). In general anxiety is of two types i.e. trait anxiety and state anxiety. Trait anxiety is a stable and general characteristic of an individual whereas state anxiety is specific, aroused by some kind of contemporary situations and environment with which individual is dealing (Bihari, 2014). Academic anxiety is a sort of state anxiety which relates to the approaching threat from the academic institution's environment admitting teachers, certain subjects like Mathematics, English etc (Meetai, 2012). Academic anxiety may become detrimental, obstacle in the academic performance over the period of time. As the academic performance of the student suffers, the levels of anxiety related to certain academic chore also increases (Huberty, 2009). Though an acceptable level of academic anxiety is actually a good thing as it keeps the student motivated to accomplish the academic tasks given to them (Neelam, 2013).

Review of related literature:

Review of related literature familiarizes the researcher with current knowledge regarding the study under investigation. It reduces the risk of duplication. It helps the researcher in defining the scope and limits of the problem as well as the nature of variables and field of research. It assures the researcher that problem under investigation has its roots in existing literature and it needs further investigation. It keeps the researcher up to date on the findings of the researches that have already being done. It acquaints the researcher with rich background knowledge regarding the relationships among the variables and the findings of other research related to the problem under investigation. Some of the studies related to academic anxiety and academic achievement are as follows:

Rehman (2016) carried out a study to find out the causes of academic anxiety among higher education students and its preventive measures. Findings of the study clearly revealed that there are various potential threats such as personal, familial, institutional, social and political that provokes the anxiety among students and clinical and non-clinical measures are available to deal with the anxiety. There is a dire need to spread awareness among the students, parents, teachers.

Yusuph (2016) investigated the causes and effect of anxiety on the academic performance of secondary students of Domodo, Tanzania. Results revealed that the major cause of anxiety among students was corporal punishment followed by school milieu and potentials (capabilities) of the students, and significant number of the students are affected by it. Moreover, there was an inverse relationship in between anxiety and academic performance. Girls were more prone to anxiety as

compared to boys.

Banga (2016) carried out a study to find out the levels of anxiety among 50 senior secondary boys and girls of Himachal Pradesh. Findings of the study clearly showed that significant difference existed in the levels of anxiety between boys and girls, Girls were more prone to anxiety than that of boys.

Mahajan (2015) revealed in their study that no significant difference existed in the academic anxiety of male and female secondary school students moreover a significant difference is found in the academic anxiety of government and private secondary students. He also reported that academic stress was significantly and negatively correlated to parental encouragement.

Singh (2015) conducted a study on the impact of anxiety on academic achievement and found that moderate and low levels of anxiety among students was positively correlated with the academic achievement. High level of anxiety was negatively correlated. Female students showed higher level of anxiety as compared to the male students.

Shakir (2014) made a correlation study between academic anxiety and academic achievement on the basis of gender. Findings clearly showed a negative relationship between academic anxiety and achievement. Gender also affects the anxiety, females were more anxious than male.

Kumar & Kumar (2014) investigated the relationship between academic anxiety and academic achievement, in their study on senior secondary students and reported a negative and significant relationship between anxiety and academic achievement. Moreover, it was also reported that girls were more affected by anxiety than boys.

Objectives of the study:

- To find out the levels of academic anxiety among secondary school students.
- To calculate the differences if any, in academic anxiety on the basis of gender.
- To figure out the differences in academic achievement of male and female students.
- To find out the relationship between academic anxiety and academic achievement.

Methodology:

This study falls under the category of descriptive research. A standardized tool was used to collect the data, thus, a survey research design was adopted in order to carry out the further study.

Sample:

In order to carry out the present study researcher selected a sample of 52 Secondary School students studying in various schools of Noida (Uttar Pradesh, India). In the final sorting only 50 were selected out of 52, as 2 responded did not fill the questionnaire completely hence they were rejected.

Table 1

| SHOWING TOTAL SAMPLE AND ITS DISTRIBUTION | Gender | |
|---|--------------|--------|
| | Total sample | |
| | Male | Female |
| 50 | 21 | 29 |

| LEVELS OF ACADEMIC ANXIETY | N | Percentage% | Average Academic score |
|-------------------------------|-----------|-------------|------------------------|
| Levels of academic anxiety | | | |
| 1 (Extremely high anxiety) | 1 | 02.00 | 42.7 |
| 2 (High anxiety) | 3 | 06.00 | 66.18 |
| 3 (Above average anxiety) | 10 | 20.00 | 70.54 |
| 4 (Average anxiety) | 13 | 26.00 | 87.72 |
| 5 (Below average anxiety) | 12 | 24.00 | 79.27 |
| 6 (Low anxiety) | 10 | 20.00 | 77.89 |
| 7 (Extremely low anxiety) | 1 | 02.00 | 76.84 |
| Total | 50 | 100 | 71.59 |

Conclusion and Discussion:

Anxiety is a common phenomenon of today's life style. It significantly affects the human life, we all are the victim of anxiety in various ways (Lenka & Kant, 2012). There are various researches which say that anxiety is not always a bad thing. In the absence of academic anxiety majority of us would lose the motivation to achieve success in the life. Moderate level of anxiety is essential in life particularly when it comes to academics, anxiety not only motivates the student but also propels them to work hard, achieve good grades and also to accomplish other works that are crucial in life. When anxiety crosses the plumose mark then it becomes a sign of danger. If prolonged, not only overall personality overall body physiology is affected too, making the person maladjusted, anxious, timid, disease prone, non-healthy. In several cases concentration span and memory is adversely affected. Hence academic anxiety should not be ignored at any cost (Shakir, 2013). In the present study, no difference is found in the academic anxiety and academic achievement. The possible

reason behind the no difference is that in Jaipur is a city of educational institution of higher learning, having congenial atmosphere for learning. Guidance and counseling programs are readily available in schools from where the data is collected. Here girls are treated equally to that of boys and the gender gap is nil. Both are having equal educational opportunities. People are more aware about the importance of education. Good and effective schools are here that provides quality education irrespective of the caste, creed and gender. Increased level of anxiety is a detrimental factor that slow downs or blocks the potential to achieve good grades, hence in order to curb the anxiety counseling programs should be organized for students, teachers and parents. Teachers and parents should be made more aware about the damaging effect of it. Motivational lectures should also be given to the students, so that they can get motivation and could deal effectively with the anxiety.

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