

# IMPACT OF ACADEMIC ANXIETY ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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## Abstract

This paper is based on a study that was designed to study the “Impact of Academic Anxiety on Academic Achievement of Secondary School Students”. Being a descriptive study, survey method was adopted for data collection to find out the results. Objectives of the study were to find out the 1) relationship between academic achievement and academic anxiety of secondary school students. 2) effect of gender and type of school management on academic achievement of secondary school students. 3. effect of different levels of academic anxiety on academic achievement of secondary school students. Hypotheses were formulated based on the objectives of the study. The sample comprised 300 secondary school students studying in Bangalore city. Appropriate tools were used to measure the variables. Correlation and t-test were computed. Results revealed that 1) there was a significant negative relationship between academic achievement and academic anxiety of secondary school students. 2) t-test results revealed that there was a significant difference between academic achievement of secondary school students belonging to low and moderate, low and high academic anxiety levels. 3) The study also indicates that there was significant difference in academic achievement between secondary school boys and girls. Similarly, students studying in private aided schools had better academic achievement in comparison to the students belonging private unaided schools. The study further reveals that secondary school students studying in government schools has better academic achievement in comparison to the students belonging private aided schools. It is also noteworthy that a moderate amount of anxiety actually helps an academic achievement by creating motivation.

## Introduction

It is a fact that a nation's progress depends upon its students' academic achievements and development. That's why every nation emphasizes students' academic achievements. The academic achievements of the students are badly affected due to increase in anxiety in the society. There is no denying to the fact that anxiety has increased in the society it not only affects education but also students' personalities which linger throughout their lives. Today, anxiety is a common phenomenon of everyday's life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Generally, anxiety can either be a trait anxiety or a state anxiety. Trait anxiety is a stable characteristic or trait of the person. State anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teachers, certain subjects like Mathematics, English etc. Academic Achievement

Any behavior that is learnt may come within the scope of achievement. Pupil achievement means the status of pupil with respect to attained skill or knowledge as compared with other pupils or with schools adopted standards. Achievement is the end-product of all education endeavors. The main concern of all educational efforts is to see the learner achieves. Academic achievement is defined in different ways by different authors who refer to any desirable learning that is observed in the students. The term academic achievement refers to the degree of success or level of attainment by pupil in the scholastic or the curricular subjects prescribed within the syllabus in brief academic achievement in the amount of knowledge derived from learning in the classroom.

The importance of academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors affecting the academic achievement such as pupil's socio-economic background, intelligence, language as medium of instruction and various personality traits of students, etc. These factors are of utmost theoretical and practical importance in developing curricula and designing educational program to suit the needs of pupils with varied background. Further, the study of these factors assumes special significant in view of their implications in respect to day-to-day curriculum planning on the part of the classroom teacher. Investigation and studies on the correlates of achievement

thus need to be thoroughly examined with a view to reduce academic anxiety and better academic achievement.

Anxiety is our body's way of telling that there is something in the environment in need of our attention. It is basically a series of biochemical changes in our brain and body. These changes results in a state of heightened attention to the sources of the anxiety. High levels of anxiety cause our body to prepare fight or run away from the perceived threat- commonly called the “fight-or-flight response”. It is true that a high level of anxiety interferes with concentration and memory, which are crucial for academic success. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers or do daily homework. A moderate amount of anxiety actually helps an academic performance by creating motivation.

Anxiety is basically the uneasy and fearful inner response of the pupil to his environment and as such it can easily influence and affect his other responses and “inner reactions” to his academic achievement. It will not only affect the learning processes of the child, but will deter mental to his personality makeup and his communication process. A child with a good personality can communicate effectively with a person that means anxiety is one of the factor which affect achievement, personality, self-concept. The result of this study may also provide information to teachers and students about the anxiety and its impact on academic achievements of students. It may help teachers to guide and motivate students according to their requirements and background.

### **Objectives**

The following were the objectives of the study.

1. To find out the relationship between academic achievement and academic anxiety of secondary school students.
2. To find out the effect of gender and type of school management on academic achievement of secondary school students.
3. To find out the effect of different levels of academic anxiety on academic achievement of secondary school students.

### **Hypotheses**

A few hypotheses have been stated for finding the relationship between the dependent and independent variable and also to find the significant differences in academic achievement with academic anxiety of secondary school students.

1. There is no significant relationship between academic achievement of secondary school students and their academic anxiety.
2. There is no significant difference in academic achievement between secondary school students having low and moderate, moderate and high, low and high academic anxiety level.
3. There is no significant difference in academic achievement between secondary school boys and girls.
4. There is no significant difference in academic achievement between secondary school students studying in government and private aided private aided and private unaided, government and private unaided secondary schools.

### **Methodology**

#### **Method**

Researcher implied descriptive survey method for the present study.

### Sample and Sampling Procedure

The sample comprised 300 secondary school students studying in Bangalore city. Stratified random sampling technique was employed in the selection of the sample. The details of the sample are given in the table 1.

**Table – 1**  
**Distribution of sample**

Type of School	Boys	Girls	Total
Government	53	47	100
Private Aided	42	58	100
Private Unaided	46	54	100
<b>Total</b>	<b>141</b>	<b>159</b>	<b>300</b>

### Tools

The tool used in the present study is the Academic Anxiety Scale (AAS) by Dr A K Singh and Dr A Sen Gupta (1984)

### Analysis and Interpretation

**Table-2**  
**Coefficient of Correlation**

Variable	N	Df (N-2)	'r'	Level of Significance
Academic Achievement and Academic Anxiety	300	298	-0.311	**

\*\*Significant at 0.01 level

From the above table-2, the co-efficient of correlation between Academic Achievement and Academic Anxiety of secondary school students shows a significant negative relationship with obtained 'r' value - 0.311 at 0.01 level. Hence the null hypothesis is rejected and an alternate hypothesis is accepted. Hence we can say that low anxiety level students have higher achievement and vice versa.

With respect to the academic achievement and different levels of academic anxiety the above table reveals that the obtained 't' value 1.993 is greater than the table 't' value 1.98 at 0.05 level of significance. It indicates that there is significant difference between academic achievements of secondary school students belonging to low and moderate academic anxiety levels. Hence the null hypothesis is rejected and an alternate hypothesis is accepted. The table further reveals that secondary school students belonging to low academic anxiety level (M=341.586) had better academic achievement in comparison to the students belonging to moderate academic anxiety (M=324.876). Form the table it becomes clear that the obtained 't' value 2.813 is greater than the table 't' value 1.98 at 0.05 and 2.56 at 0.01 level of significance. It indicates that there is significant difference between academic achievement of secondary school students belonging to low and high academic anxiety levels. Hence the null hypothesis is rejected and an alternate hypothesis is accepted. The table further reveals that secondary school students belonging to low academic anxiety level (M=341.586) had better academic achievement in comparison to the students belonging to high academic anxiety (M=314.020).

With respect to the academic achievement and gender, the above table reveals that the obtained 't' value 2.468 is greater than the table 't' value 1.98 at 0.05 level of significance. It indicates that there is significant difference in academic achievement between secondary school boys and girls. Hence the null hypothesis is rejected and an alternate hypothesis is accepted. The table further reveals that the secondary school boys (M=339.715) have higher achievement than girls (M=321.234)

With respect to the academic achievement and type of management, the above table reveals that the obtained 't' value 4.720 is greater than the table 't' value 1.98 at 0.05 level of significance. It indicates that there is significant difference between academic achievement of secondary school students studying in private aided and private unaided. Hence the null hypothesis is rejected and an alternate hypothesis is accepted. The table further reveals that secondary school students studying in private aided (M=346.370) had better academic achievement in comparison to the students belonging private unaided schools (M=301.600). With respect to the academic achievement and type of management the above table reveals that the obtained 't' value 3.317 is greater than the table 't' value 1.98 at 0.05 and 2.59 at 0.01 level of significance. It indicates that there is significant difference in academic achievement of secondary school students studying in government and private aided schools. Hence the null hypothesis is rejected and an alternate hypothesis is accepted. The table further reveals that secondary school students studying in government schools (M=333.290) had better academic achievement in comparison to the students belonging private aided schools (M=301.600).

**Table-3**  
Significance level of academic achievement between gender, type of school management, academic anxiety levels

Variables		N	Mean	S D	't' value	Level of Significance
Academic Anxiety	Low	104	341.586	56.929	1.993	*
	Moderate	97	324.876	61.607		
	Moderate	97	324.876	61.607	1.065	NS
	High	99	314.020	80.123		
	Low	104	341.586	56.929	2.813	**
	High	99	314.020	80.123		
Gender	Boys	95	339.715	53.758	2.468	*
	Girls	205	321.234	72.515		
Type of School	Government	100	333.290	61.116	1.527	NS
	Private Aided	100	346.370	60.031		
	Private Aided	100	346.370	60.031	4.720	**
	Private Unaided	100	301.600	73.444		
	Government	100	333.290	61.116	3.317	**
	Private Unaided	100	301.600	73.444		

### Findings

1. There was a significant negative relationship between academic achievement of secondary school students and their academic anxiety

2. There was a significant difference in academic achievement of secondary school students having low and moderate academic anxiety level.
3. There was a significant difference in academic achievement of secondary school students having low and high academic anxiety level.
4. There is a significant difference in academic achievement between secondary school of boys and girls.
5. There is a significant difference in academic achievement of secondary school students studying in private aided and private unaided schools.
6. There is a significant difference in academic achievement of secondary school students studying in government and private unaided schools.

### **Conclusion and Educational Implications**

The results revealed that there is a significant negative relationship between academic achievement of secondary school students and their academic anxiety. Hence there is a need to work out a strategy so as to reduce the academic anxiety of the students. High academic anxiety can be reduced by motivating students to study. Students may experience anxiety about tests and may experience heightened anxiety before a testing situation. A certain degree of test anxiety is normal and may help students prepare more effectively, work more efficiently and remain focused during testing. Too much anxiety, however, can negatively affect performance. Type of management also affects the academic performance of the secondary school students. Private aided school students have higher achievement than government and private unaided school students. Government and private unaided school management should reduce their students' academic anxiety and create environment to improve their achievements by discussing the purpose of the test and how it can help students progress academically, having realistic expectations of students' performance while encouraging students to do their best, allowing students to express their anxiety verbally or in writing. Care should be taken not to over emphasize the importance of the test and developing positive attitude and confidence about themselves.

### **References**

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