Research Article

IMPACT OF ACADEMIC ANXIETY ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

Suman Bala and Sunita Sharma

JIMS School of Education

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ABSTRACT

In the present study an attempt has been made to find out the impact of academic anxiety on academic achievement of senior secondary school students in relation to their gender. A sample of 600 senior secondary school students was taken on the basis of random sampling method. Singh and. Sen Gupta's Comprehensive Anxiety test was taken to assess the level of anxiety, while academic achievement score was taken from the previous annual results of the students. Mean, Standard Deviation and 't' test were used to analyse the data. The findings of the study are: (i) Female senior secondary school students were found to have more academic achievement as compared to male students; (ii) There is no significant difference in academic anxiety of male and female senior secondary students; and (iii) Senior secondary school students having low and high academic anxiety differ significantly on academic achievement. The secondary school students having low academic anxiety were found to have more academic achievement as compared to senior secondary school students having high academic anxiety.

INTRODUCTION

Education lays the foundation for the fulfillment of a person's dreams and aspirations because it is a gateway to the opportunities. It helps a person to meet his/her career objectives and achieve an economic growth and thus builds a resourceful individual out of a raw human being. It contributes to the cultivation of a prudent person and earns the personal satisfaction of having met his/her goals. An educated human being, having experienced the positive effects of education on his/her personality is bound to encourage the idea of education and effectively educate his/her children. Hence one individual thus results in an educated family, taking education a long way along the future generations.

Academic Anxiety

Anxiety is a prolonged state of fear. It is an emotion that is difficult to define and even more difficult to reliably detect in performance. "Nervousness" is often used to synonymously with anxiety. Anxiety plays an important role in the acquiring of motor skill as well as in athletic performance. Anxiety can either enhance or inhibit performance. Whether its effect is positive or negative depends on how an individual athlete perceives the situation. People with low and high levels of anxiety have been known to perform poor and there is also a positive relationship between high and low level of anxiety. But moderate level of anxiety seems best for the acquisition and performance of motor skills. According to American Psychological Association Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure." People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat.

Academic anxiety is an important educational problem that affects millions of students in colleges and schools over the world each year. Although a low level of anxiety can cause positive motivation for improvement of educational functioning, high levels of it can cause a disturbance in concentration, attention, storage of knowledge, recall and educational reduction. Academic anxiety afflicts students during school- related situations Psychologists' reports that affected individuals frequently develop the problem due to developmental issues or their educational, family or genetic history.

Ravi and Latha (2005) conducted research to find out the adjustment and problem areas of many adolescent in the school and the results showed that most of the problems concentrated

Corresponding author: **Suman Bala**
JIMS School of Education

on academic anxiety followed by anxiety regarding their future. Indian parents have now realized the potentialities of education as an instrument that not only unlocks the doors of modernization, but also facilitates social mobility. Matto & Nabi (2012) found that now a day most of school children they have high levels of academic anxiety. Parents and teachers should work together for excellent development of children. Timely encouragement and motivation is very important and should be efficiently used by both teachers and parents. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school.

Types of Academic Anxiety

Freud identified three kinds of academic anxiety viz. objective examination anxiety, neurotic examination anxiety and normal examination anxiety, depending on whether the source of danger was from external world or from internal impulses or conflicts.

Objective academic anxiety which was synonymous with fear was evoked by real dangers in external world. The intensity of objective examination anxiety was proportional to the actual danger. Neurotic Examination anxiety was evoked by unaccepted sexual and aggressive impulses that had been severely and consistently punished in childhood. A study of research reveals four bases of classification of examination anxiety which are listed below or are briefly described in the section to follow:-

1. Normal academic anxiety and Neurotic academic anxiety
2. Situational academic anxiety and Character logical academic anxiety
3. Conscious academic anxiety and Unconscious academic anxiety
4. State academic anxiety and Trait academic anxiety

Academic Achievement

Academic achievement refers to the attainment or accomplishment in the field where a subject receives some instruction or training. Cognitive style is not the only factor which causes differences among students in the classroom performance but the effect of family environment is also found to play a crucial role in effecting the performance of child at school. Academic achievement of an individual is so far considered to be influential partly by his ability to adjust to his environment, partly by his special abilities, intelligence and aptitude which are integral parts of his personality and partly by the intensity of drives and motives which serve as the impelling force for his activities.

Academic achievement means the achievement of students in the courses, syllabi studied by them and results expressed in the form of grades, percentage or any other point scale. Academic achievement is the measure of knowledge acquired in the various subjects based on the marks achieved in them judged through tests on the subjects. School achievement determines the level of performance on various potentialities. Some people take academic achievement and intelligence tests as synonymous. But a very simple view regarding it is that intelligence test shows a person's potential for any achievement and the academic achievement shows how far the potential

have been reached in academics. A more sophisticated conclusion is to see intelligence as referring to generalized skills and strategies of thoughts which may have much to do with experiences but may not necessarily be related to experiences in school. Academic achievement, on the other hand, is more directly related to the experiences the child has at school, experiences which are determined partly by the standard of teaching and the child's motivation to learn. Initially, Child's development is nurtured by the people around him. Parents are the child's first teacher, who influence his academic achievement directly or indirectly.

The justification of measuring academic achievement is based on the fundamental assumptions of psychology that there are differences within individual from time to time, place to place, situation to situation, one class to other class besides there are individual differences. Also individual of same age group, same grade, and of same potential ability, usually differ in their academic proficiency whether measured by Standardized Achievement Tests or by teachers' grading or by marks obtained in tests or examinations. Academic performance has been assessed in a variety of ways such as Grade Point Average (GPA), performance on standardized test as the Standard Achievement Test (SAT), the Science Research Associate Test (SRA) and score on essay type examination, etc.

In many studies, performance in various courses, such as mathematics, reading and other areas has been linked with yet another aspect of performance in the classroom verbal behaviour of high achieving and low achieving children. Academic achievement is the student's performance on cognitive test at a level commensurate with his/her abilities and according to standard set for the class.

REVIEW OF LITERATURE

Nadeem, Ali, Maqbool, & Zaidi (2012) reveals that anxiety had its impact on academic achievement of students. The results show that when anxiety increases, academic achievement decreases both in male and female students. It is also noteworthy in the results that there is more impact of anxiety on female students as compared to male students. Das, Haldar, & Mishra (2014) showed that girl students has more academic anxiety than boys. It was also found that there is a negative and significant correlation (r= -0.10) between academic anxiety and academic achievement. Llomo, & Chawanga (2015) showed that tuition fee 71.9%, demographic factors 70.7%, and other factors including teaching and learning materials, infrastructure, home structures, electricity, peer group, home mass media and location had an average of 64.7% thus making the tuition fee the leading factor. Mahajan (2015) showed that academic stress was significantly and negatively correlated with parental encouragement. No significant difference was found between academic anxiety of male and female secondary school students. A significant difference was found between academic anxiety of govt. and private secondary school teachers. Sindhu (2016) revealed that there exists a relation between Anxiety and Academic score of students.

Statement of the Problem

Impact of Academic Anxiety on Academic Achievement of Senior Secondary School Students In Relation To Their Gender

Objectives of the Study

1. To compare the academic achievements of male and female senior secondary students.
2. To compare the academic anxiety of male and female senior secondary students.
3. To compare the academic achievement of senior secondary students having high and low academic anxiety.

Hypotheses of the Study

1. There is no significant difference in academic achievements of male and female senior secondary students.
2. There is no significant difference in academic anxiety of male and female senior secondary students.
3. There is no significant difference in academic achievement of senior secondary students having high and low academic anxiety.

RESEARCH METHODOLOGY

Keeping in view the nature of the study, Descriptive Survey method has been used in the present study.

Sample

In the present study Random sampling technique was used for the selection of the sample. The sample comprised 600 students of senior secondary school.

Tools Used

1. Academic Anxiety Scale for Children A.K. Singh and. A. Sen Gupta (2009)
2. Academic achievement data have been gathered from the school record.

Statistical Technique to be used

Keeping in the view the objectives of the study the data have been statistically analyzed by using appropriate statistical techniques such as Mean, SD, and t-test etc.

ANALYSIS OF RESULTS

Academic achievement of male and female of senior secondary school students

H_1 There is no significant difference in academic achievements of male and female senior secondary students.

Table 1 Mean, Standard Deviation and 't' values of academic achievement of male and female senior secondary school students

Gender	Number	Mean	S.D.	't' Value	Level of Significance
Male students	300	72.53	8.90		
Female students	300	78.15	8.66	7.846	Significant at 001 level

From table 1, it is clear that the mean score and S.D. of male students are 72.53 & 8.90 respectively, whereas for female students these are 78.15 &8.66 respectively. The calculated 't' value for 598 degree of freedom is 7.846 which is more than the table value (2.58) at 0.01 level of significance. It means that there is a significant difference between male and female students regarding on academic achievement. Hence the null hypothesis, "There is no significant difference in academic achievements of male and female senior secondary students" is rejected. It means male and female students differ significantly on academic achievement. The female senior secondary school students were found to have more academic achievement as compared to male students.

Academic anxiety of male and female of senior secondary school students

H_2 There is no significant difference in academic anxiety of male and female senior secondary students.

Table 2 Mean, Standard Deviation and 't' values of academic anxiety of male and female senior secondary school students

Gender	Number	Mean	S.D.	't' Value	Level of Significance
Male students	300	8.93	3.92		Not
Female students	300	8.99	6.25	0.149	Significant

From table 2, it is clear that the mean score and S.D. of male students are 8.93 & 3.92 respectively, whereas for female students these are 8.99 &6.25 respectively. The calculated 't' value for 598 degree of freedom is 0.149 which is less than the table value (1.96) at 0.05 level of significance. It means that there is no significant difference between male and female students regarding on academic anxiety. Hence the null hypothesis, "There is no significant difference in academic anxiety of male and female senior secondary students" is accepted. It means male and female students do not differ significantly on academic anxiety.

Academic achievement of senior secondary students having high and low academic anxiety

H_3 There is no significant difference in academic achievement of senior secondary students having high and low academic anxiety.

Table 3 Mean, Standard Deviation and 't' values of academic achievement of senior secondary students having high and low academic anxiety

Gender	Number	Mean	S.D.	't' Value	Level of Significance
LowAcademic Anxiety	351	80.27	6.49		
High Academic anxiety	95	61.34	4.48	26.774	Significant at 001 level

From table3, it is clear that the mean score and S.D. scores of academic achievements of senior secondary school students having low academic anxiety are 80.27&6.49 respectively, whereas for senior secondary school students having high academic anxiety these are 61.34&4.48 respectively. The calculated 't' value for 444 degree of freedom is 26.774 which is more than the table value (2.58) at 0.01 level of significance. It means that there is a significant difference between senior secondary school students having low and high academic anxiety on academic achievement. Hence the null hypothesis, "There is no significant difference in academic achievement of senior secondary students having high and low academic

anxiety" is rejected. It means that senior secondary school students having low and high academic anxiety differ significantly on academic achievement. The secondary school students having low academic anxiety were found to have more academic achievement as compared to senior secondary school students having high academic anxiety.

Findings of the Study

1. Female senior secondary school students were found to have more academic achievement as compared to male students.
2. There is no significant difference in academic anxiety of male and female senior secondary students.
3. Senior secondary school students having low and high academic anxiety differ significantly on academic achievement. The secondary school students having low academic anxiety were found to have more academic achievement as compared to senior secondary school students having high academic anxiety.

CONCLUSION AND IMPLICATIONS

The study reveals that the female students were better than the male students in relation to their academic achievement. Hence the teachers and the policy makers should take measures toimprove the academic environment in schools. Awareness should be provided to parents and families through awareness camps, seminars or work shops to provide encouragement especially to their male children for better results in academics.

The results revealed that academic anxiety have direct influence on academic achievement of students. 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 academic anxiety and may experience heightened anxiety before a testing situation. A certain degree of academic 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. School management should reduce their students' academic anxiety and create environment to improve their achievements by discussing the purpose of the anxiety 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.

To summarize, the present research presents a predictive instrument of academic achievement that can be utilized by parents, teachers, policy makers and guidance personnel for substantially enhancing academic performance of students, especially for those studying in seniorsecondary schools. The aim of educationgoesbeyond the development of academic competence, school teachers and parents have the added responsibility of preparing highly efficacious students who act, think, and feel differently, notonly able to meet the constraints of their learning but also challenges of life.

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