

# RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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## ABSTRACT

In the present study an attempt has been made to find out the relationship of academic achievement with academic anxiety and home environment 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, Home Environment Inventory by Karuna Shankar Mishra (2011) was used to assess the home environment of senior secondary school students. Karl Pearson's Product Moment Coefficient Correlation tests were used to analyze the data. The findings of the study are: (i) There is a significant negative correlation between academic achievement and academic anxiety of senior secondary students. Hence, it can be said that higher the academic anxiety, lower the academic achievement of senior secondary school students and vice-versa; and (ii) there is a significant positive correlation between academic achievement and home environment of senior secondary students. Hence, it can be said that favourable the family environment, higher the academic achievement of senior secondary school students and vice-versa.

**Keywords:** Academic Achievement, Academic Anxiety, Home Environment Senior Secondary School Students.

## INTRODUCTION

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 influences 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.

## **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 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.

## HOME ENVIRONMENT

Environment provides opportunities for various activities in which the individual involves himself. So, good home environment helps in balanced growth, stresses and strains of a broken family are a hindrance in development of a good personality. It is the duty of parent and every member of family to pay due respect to the individuality of the child and bring a sense of belongingness and responsibility towards himself and other members of family and society. It has been conceptualized as the quality of human interaction, from the point of view of students. It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, making discussions, parental approval, parental encouragement, support, guidance, affection and approval of peer activity. It includes language stimulation, physical environment, social environment and encouragement of social maturity variety of simulation and disciplinary practices. It promotes parental involvement in the education of children in which mothers are the ideal teacher and informal education given by home is the most effective and nature. It makes students continued to change .Changes in the family cultural effect the home environment. It is the oldest human group and the basic one, while the particular form of home structure may and does vary from society to society .The essential foci of home activities everywhere are child up bring and the initial induction of child into the culture of a given society. It is the system of relationship existing between parents and children. At all stages of educational history, the home is the first, the best place and the chief agency in the education of the young and also child of the school. The major responsibility for the children's growth and development remains with the parents, who are the ideal teachers and the informal education given by home, is most effective and natural.

It affects social knowledge in the students. As we know that Students grow up in several environments e.g., Home, School and Community are the setting for social and intellectual experiences from which they acquire and develop the skill, attitude, manners and attachments which characterized them as individual and shape their choice and performance of adult roles. But as children have entered school, new opportunities are created or adult, peer group and most of those who become successful in life have come from home where parental attitude towards them were favorable.

## 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. Pappattu and Vanitha (2017) concluded that there doesn't exist any relationship between family environment factors and achievement in science skills among secondary school students. Singh (2017) found that home environment is closely related with academic achievement in English of the girls.

## STATEMENT OF THE PROBLEM

### RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

#### OBJECTIVES OF THE STUDY:

1. To examine the relationship between academic achievement and academic anxiety of senior secondary students.
2. To examine the relationship between academic achievement and home environment of senior secondary students.

#### HYPOTHESES OF THE STUDY:

1. There is no significant relationship between academic achievement and academic anxiety of senior secondary students..
2. There is no significant relationship between academic achievement and home environment of senior secondary students.

#### 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. Home Environment Inventory by Karuna Shankar Mishra (2011).
3. Academic achievement data have been gathered from the school record.

**STATISTICAL TECHNIQUES USED:**

Keeping in the view the objectives of the study the data have been statistically analyzed by using Karl Pearson's Product Moment Coefficient Correlation tests.

**ANALYSIS OF RESULTS****Relationship between Academic Achievement and Academic Anxiety of Senior Secondary School Students.**

H<sub>1</sub> There is no significant relationship between academic achievement and academic anxiety of senior secondary school students.

**Table 1**

**Mean, Standard Deviation, Co-efficient of Correlation ratio of Academic Achievement and Academic Anxiety of senior secondary school students**

Variables	No	Co-efficient of Correlation	Significance
Academic Achievement	600	-0.563	Significant at 0.01 level
Academic Anxiety	600		

The table 1 shows the coefficient of correlation between academic achievement and academic anxiety among senior secondary school students. The value of coefficient of relation between academic achievement and academic anxiety of senior secondary students is -0.563. Hence, there found a significant negative correlation between academic achievement and academic anxiety of senior secondary students. From above, it is clear that our hypothesis that "There is no significant relationship between academic achievement and academic anxiety of senior secondary school students", is rejected. Hence, it can be said that lesser the academic anxiety, higher the academic achievement of senior secondary school students and vice-versa.



## Relationship between Academic Achievement and Home Environment of Senior Secondary School Students.

H<sub>2</sub> There is no significant relationship between academic achievement and home environment of senior secondary school students.

**Table 2**

**Mean, Standard Deviation, Co-efficient of Correlation of Academic Achievement and Home Environment of senior secondary school students**

Variables	No	Co-efficient of Correlation	Significance
Academic Achievement	600	0.745	Significant at 0.01 level
Home Environment	600		

The table 2 shows the coefficient of correlation between academic achievement and home environment among senior secondary school students. The value of coefficient of relation between academic achievement and home environment of senior secondary students is 0.745. Hence, there found a significant positive correlation between academic achievement and home environment of senior secondary students. From above, it is clear that our hypothesis that “There is no significant relationship between academic achievement and home environment of senior secondary school students”, is rejected. Hence, it can be said that favorable the home environment, higher the academic achievement of senior secondary school students and vice-versa.

### FINDINGS OF THE STUDY

1. It was found that there is a significant negative correlation between academic achievement and academic anxiety of senior secondary students. Hence, it can be said that higher the academic anxiety, lower the academic achievement of senior secondary school students and vice-versa.
2. It was found that there is a significant positive correlation between academic achievement and home environment of senior secondary students. Hence, it can be said that favorable the family environment, higher the academic achievement of senior secondary school students and vice-versa.

### Conclusion and Implications

The results revealed that academic anxiety and home environment 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 and enhance home environment 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. Home environment home environment also be considered good predictor of academic achievement. Many studies show that students with good home environment had better academic achievement than those of unhealthy home environment. School management and parents should reduce their students' academic anxiety and create healthy 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 senior secondary schools. The aim of education goes beyond the development of academic competence, schools, teachers and parents have the added responsibility of preparing highly efficacious students who act, think, and feel differently, not only able to meet the constraints of their learning but also challenges of life.

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