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ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract:

In the present study Academic anxiety and academic achievement of secondary school students. The data gathered from 200 secondary school students with random sample in Guntur district. Academic Anxiety Scale developed and validated by Singh, A.K. & Gupta A.S. (2013) was used to assess academic anxiety of the students. The split half reliability of the test was 0.65. The study also revealed the positive correlation between academic anxiety and academic achievement of secondary school students. The study also revealed that gender was significantly influenced the academic anxiety. Implications of the perhaps these were influenced by the characteristics of the subjects were categorized early teens with unstable emotional state

Key Words: Academic Anxiety, Academic Achievement, Secondary School and Students.

INTRODUCTION:

Anxiety is an essential, physical response that communicates the need to pay attention to something in the environment. This reaction has been essential for animals to survive, and is also important for people. It starts as a biochemical change in your brain and body with the release of adrenalin. Anxiety, also called angst or worry, is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioural components. The root meaning of the word anxiety is the vex or trouble; in either presence or absence of psychological stress, anxiety and create feelings of fear, worry, uneasiness and dread. At a lower level, anxiety helps individuals to deal with a difficult situation by prompting them to cope up with it but when anxiety becomes excessive, it becomes a disorder.

According to Meichenbawm & Butler (1983), the two models of test anxiety, deficit and dual deficit models, relate performance on test with shortfall of attention and irregular pattern of behaviours

ACADEMIC ACHIEVEMENT:

Academic achievement is the fundamental goal in the education area, and recognizing all barriers of academic achievement is one of the most important duties for each education center

NEED AND SIGNIFICANCE OF THE STUDY:

Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide. Academic anxiety is associated with substantial negative effect on children's social, emotional and academic success. According to the report of National Crime Records Survey (2010) it is relevant to mention here that in one year alone, 2520 children, or more than six children per day, committed suicide because of failure in examination. The tendency to structure one's time and leisure satisfaction, careful planning of learning activities, balanced level of aspirations, study habits etc. maybe some of the important factors in determining academic anxiety among students.

REVIEW OF RELATED LITERATURE:

Birhanu Moges Alemu and Tilahun Feyssa (2020) explore The relationship between test anxiety and academic achievement of grade ten students of Shirka Woreda, Oromia Regional State, Ethiopia. The results of the study were suggested that the female reported significantly higher test anxiety level compared to male students. **Azeem (2018)** discovered gender and religious variations between academic anxiety and academic achievement. The results of this research demonstrate that there is no significant difference in the academic anxiety of the students and their academic achievement. **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.

STATEMENT OF THE PROBLEM:

The present study Academic Anxiety and academic achievement of secondary school students.

In this regard the researcher had the following questions in her mind.

Research Questions

- What is the Academic Anxiety of secondary school students?
- What is the level of academic achievement of secondary school students?
- Is there any difference in the opinions of secondary school students towards the well being and academic achievement w.r.t different variables like Gender, Locality and Medium of instruction etc?

OPERATIONAL DEFINITIONS OF KEY TERMS:

Academic Anxiety: A. Anxiety occurs from academic institutions. It is a state of mental uneasiness in response to academic situations which are perceived negatively. This term is basically an indicator of students' anxious state relating to their broad academic activities

Academic achievement: It refers to level of attainment in various subjects indicated by marks/grade points.

Secondary School Students: The term secondary school refers the studying in the VI and X class in Guntur district of Andhra Pradesh.

OBJECTIVES OF THE STUDY:

The following objectives were proposed for the present research study.

1. To find out the Academic Anxiety among secondary school students and to classify them.
2. To excess the following levels of Academic Anxiety of secondary school students
 - a. Extremely high anxiety
 - b. Normal anxiety
 - c. Low anxiety
 - d. Extremely low anxiety
3. To find out the Academic anxiety of secondary school students with respect to the following variables
 - Gender : Male / female
 - Locality : Rural/ Urban
 - Type of institute : Government / Private
 - Medium of Instruction : Telugu / English
4. To find out the relationship between Academic Anxiety and academic achievement of secondary school students.

HYPOTHESE OF THE STUDY:

The following hypotheses were formulated in the present study. They were formulated in null form.

1. There would be no significant difference between the Boys and Girls in their Academic Anxiety.
2. There would be no significant difference between the rural and urban students in their Academic Anxiety.
3. There would be no significant difference between the English and Telugu medium students in their Academic Anxiety
4. There would be no significant relationship between Academic Anxiety and academic achievement of secondary school students

VARIABLES OF THE STUDY:

Independent variable: Academic Anxiety

Dependent Variable: Academic achievement

Socio demographic variable: Gender, Locality and Medium of instruction

SCOPE OF THE STUDY:

The scope of the present study is confined to the Academic Anxiety and academic achievement of secondary school students.

DELIMITATIONS OF THE STUDY:

- The study is limited to the 200 secondary school students only.
- The study is limited to Guntur district only.
- The study is limited to demographic variables like Gender, Locality and Medium of instruction only.

METHOD OF THE STUDY:

Normative survey method was used in the present study.

SAMPLE AND SAMPLING TECHNIQUES:

200 secondary school students were selected by using Simple Random Sampling Technique.

TOOLS OF THE STUDY:

Academic Anxiety Scale developed and validated by Singh, A.K. & Gupta A.S. (2013) was used to assess academic anxiety of the students.

Reliability:

The split half reliability of the test, it was administered on a fresh sample of 100. Subsequently, The test was split by the odd-even method. The resulting odd-even correlation coefficient was 0.65.

Validity:

The validity coefficient of ASSC against these different measures are .31, .41 and .57 respectively (significant at .01 level).

DATA COLLECTION:

The researcher personally visited the secondary schools in Guntur district and got permission from the secondary school headmasters to collect the data from IX class students. Good rapport was established with the students before administering the tools.

Statistical Techniques to be used:

Mean, S D, % of mean, 't' value and 'r' value are calculated.

ANALYSIS OF THE DATA:

Objective-I: To find out the Academic Anxiety of secondary school students and to classify them.

Table-1. Academic Anxiety of secondary school students

Whole	Mean	SD	% of mean
200	14.78	2.58	73.90

From the above table it is observed that 73.90% of secondary school students are high academic anxiety.

Objective – 2: To find out the academic anxiety among secondary school students w.r.to the following variables

- Gender : Boy/ Girl
- Locality : Rural/ Urban
- Medium of Instruction : Telugu / English

Hypotheses 1 to 3: There would be no significant difference in the Academic Anxiety of secondary school students with respect to the variables mentioned in the above objective.

Table 2-Comparison of Academic anxiety of secondary school students inters of Critical Ratios

S.No	Variable	Sample	Mean	SD	SEd	't'
Gender	Boy	100	14.75	4.54	0.28	5.57**
	Girl	100	13.19	4.55		
Locality	Rural	100	14.33	4.51	0.28	0.92 ^{NS}
	Urban	100	14.07	4.47		

Medium of instruction	Telugu	125	14.42	4.48	0.27	1.57 ^{NS}
	English	75	14.01	4.46		

NS- Not significant at 0.05 level

** significant at 0.01 level

From the above findings we can conclude that all the variables like Gender are significantly influencing the academic anxiety of secondary school students. And the variable locality and medium of instruction is not significantly influence the academic anxiety of secondary school students. .

Hypothesis – 4: There would be no significant relationship between Academic anxiety and academic achievement of secondary school students

Table –3 : Correlation between Academic anxiety and academic achievement

S. No.	Variables	N	Mean	Std. Deviation	'r'
1	Academic anxiety	200	14.78	2.58	0.19** (p=0.00)
2	Academic achievement	200	72.14	6.57	

Table value of Correlation at p=0.00, df=198 is 0.066; ** significant at 0.01 level

There is significant relationship between academic anxiety and academic achievement of secondary school students.

FINDINGS

- Secondary school students whose academic anxiety was 74% which means that secondary school students had above average level of academic anxiety.
- The variable Gender was significantly influenced the Academic Anxiety of secondary school students
- The variable Locality was not significantly influenced the Academic Anxiety of secondary school students
- The variable Medium of instruction was not significantly influenced the Academic Anxiety of secondary school students
- Positive relationship between Academic anxiety and academic achievement of secondary school students.

SUGGESTIONS

- Teachers should adopt the strategies to decrease the level of anxiety.
- The present study has its implication for parents, teachers, policy makers, administrators, central and state government, and all other bodies related to the development of the students at high school stage directly and indirectly.

EDUCATIONAL IMPLICATIONS

1. 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 counselling programmes should be organised for students, teachers and parents.

2. 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.

SUGGESTIONS FOR FURTHER RESEARCH:

1. An investigation of Academic Anxiety in relation to Academic Achievement may be conducted among middle, high and senior secondary school students.
2. Comparative study of Verbal and Non-Verbal Intelligence may be conducted among high school students.

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