RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY LEVEL STUDENTS

[1]**Thimmaraju T.**

[1] Research Scholar
[1] Department of Education
[1] Bangalore University, Jnana Bharathi, Bengaluru 560 056, Karnataka, India

Abstract: The aim of the research is to find out the relationship between academic anxiety and academic achievement of secondary level students. In the present research, the researchers selected their sample of 300 (150 boys and 150 girls) students randomly from Bangalore South, Karnataka. The sample group was comprised with the students of class VIII and IX students. Academic Anxiety Scale for Children (AASC) standardized by A.K. Singh and A. Sen Gupta (1986) and Academic Achievement considered as previous examination of the subjects. AASC Scale was developed and standardized by A.K. Singh and A. Sen Gupta was utilized for testing of the academic anxiety of school level students. The Pearson's Product Moment Coefficient of Correlation and independent 't' test was used. The level of significance was fixed at 0.05 level. The correlation result shows negative relationship between general health and internet addiction of college students. The statistical results were obtained with the help of SPSS (Statistical Package for Social Science) Software Version 20.0 and MS Excel 2015. The level of significance was fixed at 0.05 level of confidence.

Index Terms – Academic Achievement, Academic Anxiety, Secondary level students. Significant, difference

1. INTRODUCTION

Education is an essential tool that imparts knowledge to improve one's life. The process of Education comprises various steps depending upon the quality of Education. Education is a key process that plays a significant role in moulding the ethics and culture of the society. Education helps in the overall development of a student's personality and aptitude. The cognitive growth and academic development of the individual has become a matter of concern for the psychologist, sociologists and educationist, day by day achievement elated problems are increasing. There is growing awareness of developing way and approaches for improving children's academic achievement.

Academic achievement can be defined as the degree or level of competence attained in scholastic and academic work. This is the skill revealed in the school subjects in which the students have been instructed. It is directly related to the growth and development of students in educational situations, where learning and teaching are intended to continue. As Crow and Crow, 1969 defined Academic achievement as the extent to which a learner is profiting from instructions in the given area of learning i.e. achievement is reflected by the level to which skill and knowledge has been imparted to him. Academic achievement may be affected by different factors in that academic anxiety is also one. In our society academic achievement is considered as a key principle to judge one's total capacities and potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process.

To survive in this competition, students always feel some pressure and tension in their academic field as the academic achievement is important for taking decision in future life. This type of pressure and tension in academic field create uncontrollable nervousness, stress, and fear among students, called academic anxiety (Encyclopedia of Children's health).

Anxiety is complicated psychological situations which have an effect on cognitive, behavioral and psychological states (Putnam 2010).Anxiety disorders are common mental health conditions among all children in almost every field of their life specially in the academic field. Anxiety can be classified into three sections in which academic anxiety is situation-specific form of anxiety related to academic circumstances (Tohill & Holyoak, 2000).

2.   SIGNIFICANCE OF THE STUDY

In present education system, academic achievement is the students' performance in School, measured by grade reports, teachers' observation and self-perception. It is outcome of the education and determine the level to which a student or institution can achieve their educational goals. In secondary level, a high academic achievement is necessary for the students as it will decide their further better educational scope and future life. Academic achievement indicates the knowledge and skill of a student acquire in school subjects. Crow and Crow (1969) define academic achievement by the quantity to which a learner is profiting from instruction in a given learning area. Academic achievement defined by Kohli (1975) is the degree of skill in academic work or attained knowledge in school subjects which generally represented by percentage of marks. From research in academic field, researchers indicate that success in academic achievement increases the self-confidence and self-esteem of the students. So, for success in academic achievement it is necessary to provide the students a positive Environment but academic anxiety opposes this situation. Due to test anxiety students results poor at end of test which causes 'achievement stress throughout their academic life. When academic anxiety in the students is high, it interferes with concentration and memory which is critical for academic success. Toibas (1979) anxiety plays important role in students' learning and academic performance. Academic achievement of children is hampered by anxiety (Reilly and Lewis, 1991). So, from the above studies, researchers consider that there has some negative relation between Academic Anxiety and Academic Achievement. Hence, the present study.

3.   STATEMENT OF THE PROBLEM

The aim of the research is to find out the relationship between academic anxiety and academic achievement of secondary level students.

4.   OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1.   To know the academic anxiety level among secondary level students.

2.   To find out the significant changes in the Academic Achievement of secondary level students with respect to gender, locality, type of college management.

3.   To find out the relationship between Academic Achievement and Academic Anxiety of secondary level students.

5.   STATEMENT OF HYPOTHESES

The following null hypotheses are formulated for empirical research

1.   There is no significant relationship between Academic Achievement and Academic Anxiety of secondary level students.

2.   There is no significant difference in the Academic Achievement of secondary level boys and girls.

3.   There is no significant difference in the Academic Achievement of secondary level students from urban and rural locality.

4.   There is no significant difference in the Academic Achievement of secondary level students from government, private aided and private unaided institutions.

6.   METHODOLOGY

All the students from high schools were the population of this study. In the present research, the researchers selected their sample of 300 (150 boys and 150 girls) students randomly from Kannada medium schools of Bangalore South, Karnataka. The sample group was comprised with the students of class VIII and IX students. Academic Anxiety Scale for Children (AASC) standardized by A.K. Singh and A. Sen Gupta (1986) and Academic Achievement considered as previous examination of the subjects. AASC Scale was developed and standardized by A.K. Singh and A. Sen Gupta was utilized for testing of the academic anxiety of school level students. This is a two point scale with twenty items. The greatest score of this scale is 20. High score on the test shows high academic anxiety and low score on the test demonstrates low academic anxiety. The reliability of the AASC test was computed through the two techniques, that is, test-retest strategy (0.60) and the split-half technique (0.65). The AASC has been approved against the Sinha's Anxiety Test (0.41), Neuroticism scale of MPI (0.31) and CAAT (0.57). In this manner this

device was discovered reliability and validity" (Singh & Gupta, 2000). The Pearson's Product Moment Coefficient of Correlation and independent 't' test was used. The level of significance was fixed at 0.05 level. The correlation result shows negative relationship between general health and internet addiction of college students. The statistical results were obtained with the help of SPSS (Statistical Package for Social Science) Software Version 20.0 and MS Excel 2015. The level of significance was fixed at 0.05 level of confidence.

7. ANALYSIS OF THE DATA

Table-1: Karl Pearson's Product Moment Coefficient of Correlation and its significance between Academic Anxiety and Academic Achievement of school level students (N=300 and df=298).

Dependent and Independent Variables	'r' value	Level of Sig.
Academic Achievement and Academic Anxiety	-0.140*	Sig. at 0.05 level

This table explores that the obtained 'r' value 0.140 is greater than the table value 0.113 at 0.05 level of significance, therefore the stated hypothesis has been rejected and an alternate hypothesis has been formulated that "there was a significant negative relationship between Academic Achievement and Academic Anxiety of school level students." The 'r' value is indicates negative indication this may be due to the anxiety question indicates higher the scores high anxiety.

Table-2: Psychological Performance of Secondary school students due to variations in their gender and locality

| Variable	Groups	No.	Mean Scores	Standard Deviation	't' value
Sex	Boys	150	65.780	5.980	2.73*
	Girls	150	67.973	7.796	
Type of Management	Government	100	62.440	6.020	5.71*
	Private Aided	100	66.790	4.667	
	Private Aided	100	66.790	4.667	5.42*
	Private Unaided	100	71.400	7.098	
	Government	100	62.440	6.020	9.62*
	Private Unaided	100	71.400	7.098	
Locality	Rural	150	63.826	5.895	8.34*
	Urban	150	69.926	6.744	

*Significant at 0.05 level

Table-2 shows the comparison of Academic Achievement of students with regard to sex, type of management and locality. The obtained 't' ratio of 2.73 related to Academic Achievement of secondary level boys and girls is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level boys and girls. The academic achievement mean scores of girls (M=67.973) had higher when compared with mean scores of boys (M=65.780). The secondary level girls had better achievement when compared with girls.

The obtained 't' ratio of 5.71 related to Academic Achievement of secondary level students from government and private aided institutions is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level students from government and private aided institutions. The academic achievement mean scores of students from private aided (M=66.790) had higher when compared with mean scores of students from government institution (M=62.440). The students from private aided had better achievement when compared with other counter part.

The obtained 't' ratio of 5.42 related to Academic Achievement of secondary level students from private aided and private unaided institutions is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level students from private aided and private unaided institutions. The academic achievement mean scores of students from private unaided (M=71.400) had higher when compared with mean scores of students from private aided institution (M=66.790). The students from private unaided had better achievement when compared with other counter part.

The obtained 't' ratio of 9.62 related to Academic Achievement of secondary level students from government and private unaided institutions is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level students from government and private unaided institutions. The academic achievement mean scores of students from private unaided (M=71.400) had higher when compared with mean scores of students from government schools (M=62.440). The students from private unaided had better achievement when compared with other counter part.

The obtained 't' ratio of 8.34 related to Academic Achievement of secondary level students from rural and urban schools is greater than the 't' table value of 1.97. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Academic Achievement of secondary level students from urban rural and urban localities. The academic achievement mean scores of students from urban schools (M=69.926) had higher when compared with mean scores of students from rural schools (M=63.826). The students from urban had better achievement when compared with other counter part.
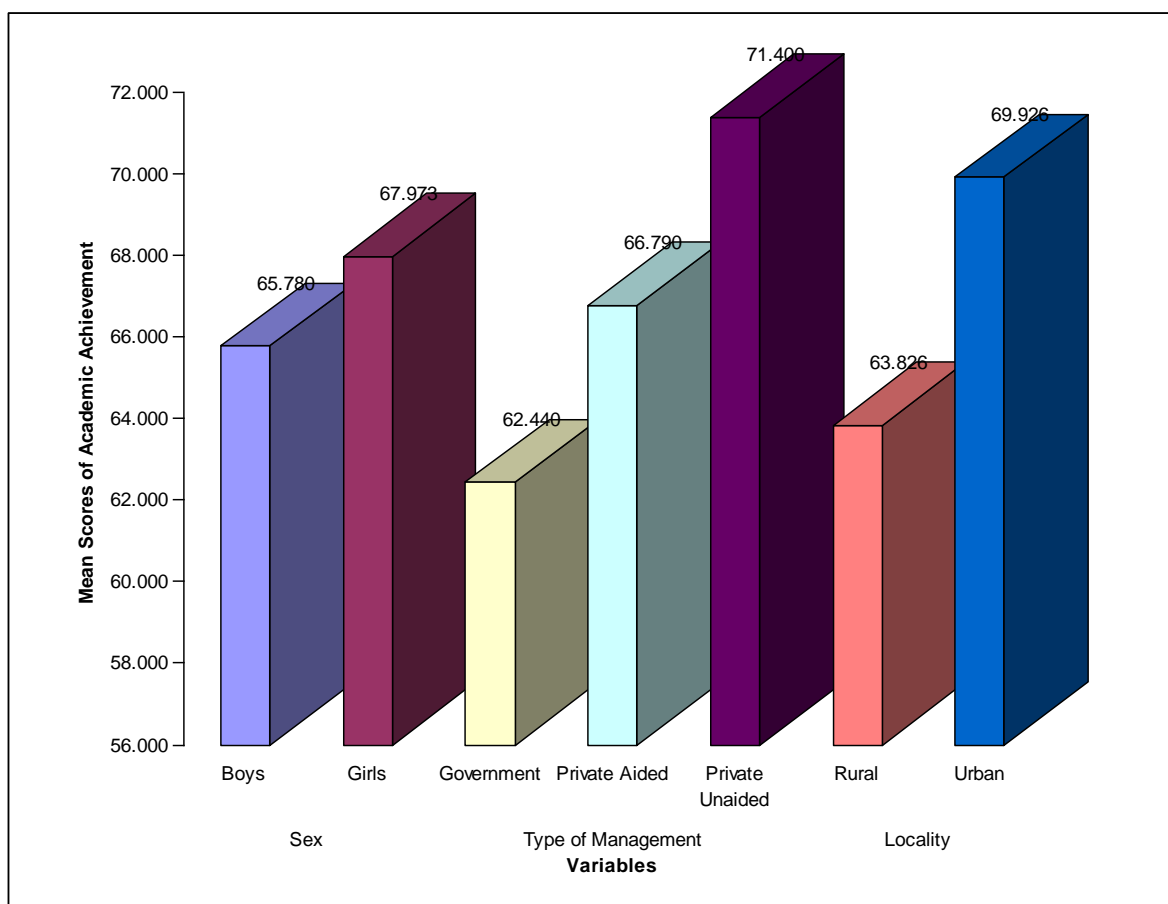
Fig.1: Academic Achievement scores comparison between secondary level students in relation to sex, type of management and locality.

8. FINDINGS

1. There was a negative relationship between Academic Achievement and Academic Anxiety of secondary level students.

2. There was a significant difference in the Academic Achievement of secondary level boys and girls.

3. There was a significant difference in the Academic Achievement of secondary level students from government and private aided institutions.

4. There was a significant difference in the Academic Achievement of secondary level students from private aided and private unaided institutions.

5. There was a significant difference in the Academic Achievement of secondary level students from government and private unaided institutions.

6. There was a significant difference in the Academic Achievement of secondary level students from urban rural and urban localities.

9. CONCLUSION AND IMPLICATIONS

Academic Anxiety is a hindrance factor of Academic Achievement. High academic anxiety reduces the efforts and motivation of the students in case of academic achievement. But a little amount of academic anxiety is possible to exist in students. The study also indicates that academic anxiety and academic achievement is negatively correlated. From the 't' test analysis it was seen that sex, type of management and locality factors affect on academic achievement of students. The boys had better when compared with girls. The private unaided students had better achievement when compared with private aided and government schools. Likewise the urban students had better achievement than rural students. The academic anxiety always impact too much on students' academic achievement.

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