



## A Study of the Effect of Anxiety on Academic Achievement of Secondary Level Students

**Alwyn Pinto**

Research Scholar, Department of Education, RKDF University, Bhopal

**Dr. Asheesh Kumar Bajpai**

Professor, Department of Education, RKDF University, Bhopal

**ABSTRACT:** The present study has been designed to investigate the effect of the anxiety on academic achievement of secondary level students. The study was conducted over the sample of 150 students (75 boys and 75 girls) of class 10<sup>th</sup> of different schools of Hoshangabad (MP). Annual high school examination marks were taken into consideration to measure students' academic achievement and Anxiety. The academic achievement and Anxiety scale of Dr. D.N. Shrivastava and Dr. Govind Tiwari was used to measure students' anxiety level. The results indicated that no significant difference found in the academic achievement between the high and low anxiety level boys/students while a significant difference has been found in the academic achievement between the high and low anxiety level girls of secondary level. The academic achievement of high anxiety level girls is found to be much better than low anxiety level girls.

**Key Words:** Academic Achievement, Anxiety, Secondary Level.

Education is one of the main pillars on which rests the progress and development of the Country. Education has an important contribution to the social,

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economic, political, spiritual and mental development of the nation. All these are incomplete without education. Education is an ongoing process that goes on continuously from birth to death. The main objective of education is to develop all kinds of abilities, talents, interests and potentials of the child and add it to the developmental order of the nation. The Education Commission (1964-66) has said that at the present time the fate of India is being built in its classrooms, so students should be educated in such a way that it will prove to be beneficial for their society and nation. Educational achievement is of paramount importance in the context of today's socio-economic and cultural circumstances. In fact, special emphasis has been laid on educational achievement during formal education in schools. There is a need to focus more on achievement as well as performance during their mentoring in schools. How much knowledge has been acquired by a student in a given time and at what point of life it is used? Again, under what circumstances, how much knowledge has been transferred?. This will be called the achievement of the students in that subject. In other words, how much knowledge did the student gain in an entire session? In fact, His achievement is determined by the marks obtained in the annual examination, which is called the achievement score. Continuous study is necessary for the students to increase their knowledge for better academic achievement and performance. Besides this a pleasant and quiet family environment not only helps the student in learning but also supports to focus on the subject. It is really helpful for better mental health. The educational achievement in determining the future life of students is very important, hence, studying the effect of anxiety on academic achievement seems to be very necessary and timely.

Some research studies have also been done in the past related to the research presented like **Singh, S. and Thukral; P. (2009)** conducted a study on the role of anxiety in achievement. The results reported that there exists a negative and significant relationship between anxiety and achievement. Significant differences were observed between boys and girls on the basis of their anxiety and anxiety level

of girls is more than boys. **Rana, Rizwan Akram and Mahmood Nasir (2010)** conducted a study on the relationship between test anxiety and academic achievement. Result indicated that a significant negative relationship exists between test anxiety scores and student's achievement scores. **Das, Samit Kumar; Halder, Ujjwal Kumar and Mishra, Bapi (2014)** conducted a study on academic anxiety and academic achievement of secondary level school students. The result revealed that there is significant mean difference found in the academic anxiety among secondary school students with regards to gender and girl students has more academic anxiety than boys. Academic anxiety is a hindrance factor of academic achievement. The study also indicates that academic anxiety and academic achievement is negatively correlated. **Sridevi, K. V. (2014)** conducted a study of relationship among general anxiety, test anxiety and academic achievement of higher secondary students. The findings of the study are there is a positive high correlation between general anxiety and test anxiety there is a negative low correlation between general anxiety and academic achievement there is a negative low correlation (-0.222) between test anxiety and academic achievement of higher secondary students. **Shakir, Mohd. (2014)** conducted a study on academic anxiety as a correlate of academic achievement. Research findings revealed on significant differences was found between the academic achievement of high and low academic anxiety groups of students and academic achievement of students of low academic anxiety groups is better than students of high academic anxiety groups. **Kumari, Munni (2017)** conducted a study on academic achievement of senior secondary school students in relation to their anxiety and school environment. The study revealed that significant and negative relationship found between academic achievement and anxiety of senior secondary school students. More specifically, as the level of academic anxiety increases of boys/girls/students of senior secondary school, academic achievement decreases and vice-versa.

**Objectives of the Study:** -To study the effect of anxiety on academic achievement of secondary level students.

**Hypothesis of the Study:** - There will be no significant effect of anxiety on academic achievement of secondary level boy/girls/students.

**Tools of the study:** -Anxiety scale of DR. D.N. Shrivastava and DR. Govind Tiwari was used to measure students' anxiety level. In order to know the academic achievement of student's annual high school marks award list (session 2016-17) has been used to collect the data.

**Sample of the study:** -In the selection of sample by the researcher, full care was taken that with the saving of time, more accurate knowledge is obtained about the macro and it should be appropriate and above all in practical study. For this, a total of 150 students (75 boys + 75 girls) of class 10<sup>th</sup> were selected by simple random sampling method.

**Research Methodology:** - In present research, the researcher has done comparative effect of anxiety on academic achievement of class 10<sup>th</sup> students of secondary level. The researcher has used the survey method to achieve the objectives set for this study. A total of 150 students (75 boys + 75 girls) of class 10<sup>th</sup> were selected by simple random sampling method. These selected students' academic achievement measured by annual high school marks award list (session 2016-17) and anxiety level measured by 'Anxiety Scale' of DR. D.N. Shrivastava and DR. Govind Tiwari and necessary instructions were given to fill them. After praising these instruments on selected students, the researcher collected these data. After evaluation with the help of flannel booklet, a master sheet was prepared based on the score. Those data were analyzed through various statistical methods based on the scores entered in the master sheet.

## Analysis of the Results -

**Table No. – 01**

**Comparative results of the effect of the anxiety on the academic achievement of boys of secondary schools**

Anxiety Level	N	Mean	SD	'CR' Value	'P' Value
High	33	344.94	82.51	1.18	> 0.05
Low	42	370.81	107.42		

DF - 73

Table Value at 0.05 Level of Significant – 2.00

From the results Shown in the above table it is clear that the academic achievement mean score of high anxiety level boys of secondary level is 344.94 and low anxiety level boys of secondary level is 370.81, table shows that the computed mean difference is 25.87 and it is not significant because its 'CR' value obtained is 1.18, which is less than the table value 2.00 at 0.05 level of significance on degree of freedom 73, so from the statistical point of view this value is not significant.

Therefore, based on above result, it can be concluded that no significant difference has been found in the academic achievement between the high and low anxiety level boys of secondary level. It means no significant effect of anxiety level (high and low) is found on the academic achievement of the boys of secondary schools.

**Table No. – 02**

**Comparative results of the effect of the anxiety on the academic achievement of girls of secondary schools**

Anxiety Level	N	Mean	SD	'CR' Value	'P' Value
High	38	427.18	68.77	2.22	< 0.05
Low	37	383.68	97.77		

DF- 73

Table Value at 0.05 Level of Significant – 2.00

From the results Shown in the above table it is clear that the academic achievement mean score of high anxiety level girls of secondary level is 427.18 and low anxiety level girls of secondary level is 383.68, table shows that the computed mean difference is 43.50 and it is significant because its 'CR' value obtained is 2.22, which is more than the table value 2.00 at 0.05 level of significance on degree of freedom 73, so from the statistical point of view this value is significant.

Therefore, based on above result, it can be concluded that a significant difference has been found in the academic achievement between the high and low anxiety level girls of secondary level and academic achievement of high anxiety level girls is much better than low anxiety level girls. It means a significant effect of anxiety level (high and low) is found on the academic achievement of the girls of secondary schools.

**Table No. – 03**

**Comparative results of the effect of the anxiety on the academic achievement of students of secondary schools**

<b>Anxiety Level</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>'CR' Value</b>	<b>'P' Value</b>
High	71	388.96	85.90	0.78	> 0.05
Low	79	376.84	103.22		

DF - 148

Table Value at 0.05 Level of Significant – 1.98

From the results Shown in the above table it is clear that the academic achievement mean score of high anxiety level students' of secondary level is 388.96 and low anxiety level students' of secondary level is 376.84, table shows that the computed mean difference is 12.12 and it is not significant because its 'CR' value obtained is 0.78, which is less than the table value 1.98 at 0.05 level of significance on degree of freedom 148, so from the statistical point of view this value is not significant.

Therefore, based on above result, it can be concluded that no significant difference found in the academic achievement between the high and low anxiety level students of secondary level. It means no significant effect of anxiety level (high and low) is found on the academic achievement of the students of secondary schools.

**Conclusion:** - No significant difference has been found in the academic achievement between the high and low anxiety level boys/students of secondary level. It means no significant effect of anxiety level (high and low) is found on the academic achievement of the boys/students of secondary schools while a significant difference is found in the academic achievement between the high and low anxiety level girls of secondary level and academic achievement of high anxiety level girls is much better than low anxiety level girls. It means a significant effect of anxiety level (high and low) is found on the academic achievement of the girls of secondary schools.

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