Relationship of Anxiety and Achievement of Senior Secondary Students.

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Present study was conducted to examine the relationship of Anxiety with Achievement of High School's students. Total 300 participants selected from different grant in aid Senior Secondary schools of Aurangabad. Boys participants who were studying in S.S.C, randomly selected by use of Purposive Sampling Technique. Anxiety by Academic Anxiety Scale for Children (AASC) by Dr. A.K. Singh and Dr. A Sen Gupta and Achievement assessed on the basis of their internal Unit's Exam. The result indicates that Anxiety and Academic Achievement have negative correlation. The students who have Low Anxiety have gotten more score in their exam as compare to students with High Anxiety.
Keywords: Anxiety, Academic Performance, AASC, Co- relational study

Anxiety is a psychological problem manifested by physiological changes. Normal level of anxiety do not generate physiological changes or problems. Increases of Anxiety produces all type of problems. The age between 12-18 known as Adolescence. There are physiological and psychological changes during adolescence. Anxiety, Stress, Depression and Mental Conflict found in this period. Study is another factor which produce the anxiety in teenager.

Anxiety can be divided in two forms; a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment. Such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teachers, certain subjects like Mathematics, Science, Language etc.

Bryme (2000) studied anxiety, depression and coping strategies in adolescents. Results suggested that males present significant decrease of anxiety and fear in 12th grades instead of girls who show increase in anxiety and by this time both males and females use different coping strategies in order to deal with fear and anxiety. Pomerantz, Altermatt, & Saxon (2002) investigated gender differences in academic performance and internal distress. The main aim of this research was to understand the pattern of gender differences. Girls out performed boys across all subjects but were more prone to internal distress than boys were. Girls doing poorly in school were the most vulnerable to internal distress. However, even girls doing well in school were more vulnerable than boys were. Bhansali & Trivedi (2008) found that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys. Singh & Thukral (2009) reported an inverse relationship between academic achievement and academic anxiety. Singh (2009) revealed a negative relationship between academic achievement and academic anxiety. Rezazadeh & Tavakoli (2009) found a statistically significant negative correlation between test anxiety and academic achievement. Rana & Mahmood (2010) concluded that test anxiety is one of the factors which are responsible for students' low achievement and low performance. Vitasari, Wahab, Othman, Herawan, & Sinnadurai (2010) explored study anxiety and academic performance among engineering students and found a significant correlation of high level anxiety and low academic performance. DordiNejad, Hakimi, Ashouri, Dehghani, Zeinali, Daghighi, & Bahrami (2011) revealed that test anxiety has negative effect on students' academic performance. Jain (2012) have reported that academic anxiety is negligibly negatively correlated with academic achievement and found no significant difference between the academic anxiety of boys and girls. Nadeem, Ali, Maqbool, & Zaidi (2012) have revealed a negative relationship between anxiety and academic achievement, which means that if one factor increases, the other will decrease. In other words, when anxiety increases, academic achievement falls. Udeani (2012) found significant negative correlations between debilitating anxiety, and science achievement. Sridevi (2013) reported a negative low correlation between general anxiety and academic achievement and an inverse relationship between general

anxiety and academic achievement. An increase in general anxiety adversely affects the academic achievement. Several researchers have found that school students with higher level of anxiety have lower academic performance and greater anxiety is associated with poor academic achievements (Safree, Yasin, & Dzulkifli, 2011; Rana & Mahmood, 2010;).

Ali, Awan, Batool, & Muhammad, 2013; Peleg, 2009; also reported a negative correlation between academic anxiety and academic performance.

Objectives:

To examine the relationship between Anxiety and Academic Performance

To examine the Boys with High Anxiety and their Academic performance

To examine the Boys with Low Anxiety and their Academic performance

Hypothesis:

There will no significant relationship between Anxiety and Academic Performance.

There will be no significant difference between Boys with High Anxiety and Boys with Low Anxiety regarding Academic Performance.

Method:

Participants:

Total 300 boys students, who were studying in class 10th randomly selected from private schools of Aurangabad district, Maharashtra.

Materials:

Academic Anxiety Scale for Children (AASC): This scale has developed by Dr. A.K. Singh and Dr. A Sen Gupta (2009) . The scale comprising 20 items with yes or no responses. The AASC is reliable and valid. Each item is scored as either +1 or 0. The maximum possible score of the test is 20. Students scoring less than 10 were considered as students of low academic anxiety group and scoring higher than 10 were as students belonging to high academic anxiety group.

Academic Performance assessed by the score obtained in different three internal unit exam.

Procedure:

To observe the relationship between Anxiety and Academic Performance, total 300 students who were studying in class 10th randomly selected from different private schools of Aurangabad City. All the participants were male belonging to middle socio economic status. The informed consent from the participants for the study. The Academic Anxiety Scale for Children was used to assess level of anxiety in participants. Every 2 month the questionnaire applied to know the reliability of the anxiety score. Total three times questionnaire used. As same way, the score of internal unit test of participants obtained. Corelation of Anxiety and Academic performance calculated. T test also applied to know the difference of Academic performance of students as compare to anxiety. Result discussed and conclusion made.

Results

Table:1 Co-relation of Anxiety and Academic Performance of Students.

Variable	N	df	r
Academic Performance	300	298	-.241
Anxiety			

Table: 2 The comparison of the academic performance of high and low academic anxiety groups of students:

Group	N	Mean	SD	Df	t
Academic Performance of Group with High Anxiety	152	221.4	33.4	298	
Academic Performance of Group with Low Anxiety	148	234.7	36.2		

Discussion:

Table 1 suggested that Anxiety and Academic Performance have negative correlation. As Anxiety increases, academic performance decreases. The students who have low anxiety have more score as compare to the students who had high anxiety. The result indicates that anxiety plays an important role in students' academic performance.

Singh (2009) revealed a negative relationship between academic achievement and academic anxiety. Rezazadeh & Tavakoli (2009) found a statistically significant negative correlation between test anxiety and academic achievement. Rana & Mahmood (2010) concluded that test anxiety is one of the factors which are responsible for students' low achievement and low performance. Vitasari, Wahab, Othman, Herawan, & Sinnadurai (2010) explored study anxiety and academic performance among engineering students and found a significant correlation of high level anxiety and low academic performance. Our study support the prior study's results that as anxiety increases, academic performance decreases.

Conclusion:

The result indicates that Anxiety and Academic Performance have negative co-relation.The students who have high anxiety have low score in their Academic Performance and The students who have low anxiety have high score in their Academic Performance.

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