

## Effect of Anxiety on Scholastic Achievement of Secondary School Students

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### Abstract

Scholastic achievement has become an index of child's future in this highly competitive world. It is only a drop in the vast sea of education and great many students would appear not to give themselves credit commensurate with their known or rated abilities. It was expected that students with high anxiety would be more likely to perform less adequately throughout their studies than would non-anxious students. The objectives of this studies are- 1.To study the pattern of General Anxiety in young children. 2. To study the level of test Anxiety in young children pertaining to school work and examination. 3. To study the sex difference with regard to General and Test Anxiety. 4. To study the relationship between General and Test Anxiety among children. 120 students including 60 boys and 60 girls, IX class from two schools of Agra were selected for the sample. Results indicate that anxiety irrespective of its nature whether General or Test has negative influence upon the Scholastic achievement of the students. In other words higher the Anxiety, poorer the scholastic Achievement will be and vice versa. Girls showed more anxious then the boys.

**KEYWORDS-** Scholastic Achievement , General anxiety, Test anxiety

### INTRODUCTION-

Scholastic achievement has become an index of child's future in this highly competitive world. It is only a drop in the vast sea of education and great many students would appear not to give themselves credit commensurate with their known or rated abilities. (Katyal and Bindra, 1995). The development of human resources and maximum utilization of the resources are necessary for the growth and prosperity of any society. The institutions of learning especially the schools are the principal means of socialization to develop children into useful citizens so that they fit into adult roles and also different occupational roles. It is only children who are high in their scholastic achievement who can be moulded to occupy strategic position in society and thereby determine the destiny of society (Manocha, 1993). Hence scholastic achievement occupies a very important place in education as well as in the learning process. Anxiety is a common symptom found in different population especially among students. Anxiety is a special variety of fear experience in response to an anticipated threat of self esteem. Anxiety is of three types 1) Neurotic Anxiety, 2) General anxiety and 3) Test Anxiety. Everyone suffers from anxiety in greater or lesser degree from time to time as a result of specific situations for which anxiety is reasonable response. It occurs due to overpowering nature of the symptoms such as difficulty in making decisions, sleeplessness, nervousness, changed physiological status, impaired communication, lowered self-esteem, failure in academic performance etc. Factors like difficult family situation, restricted school environment, occupational

and financial difficulties without adequate support can also cause anxiety which in turn affects the academic performance of the children in the school. It was expected that students with high anxiety would be more likely to perform less adequately throughout their studies than would non-anxious students (K.V.sridevi 2013) The secondary level is a milestone in the academic life of any student. They are also worried about their academic performance. Many students are under great parental pressure to score high marks. Complex curriculum and heavy loads of restricted movements which sometimes creates high pressure and anxiety in some students which may in turn affect their academic performance. (Malvika et.al 2010). So the present study is an attempt to explore the relationship between anxiety and scholastic achievement of young students.

### **OBJECTIVES-**

1. To study the pattern of General Anxiety in young children.
2. To study the level of test Anxiety in young children pertaining to school work and examination.
3. To study the sex difference with regard to General and Test Anxiety.
4. To study the relationship between General and Test Anxiety among children.

### **HYPOTHESIS –**

1. There is no difference between the girls and boys with regard to General and Test anxiety.
2. There is no relationship between General and Test anxiety among students.

### **SAMPLE-**

120 students including 60 boys and 60 girls, IX class from two schools of Agra were selected for the sample. All these students were selected by the random sampling method.

### **TOOLS USED-**

The data were gathered with the help of following tools and techniques:

1. General Anxiety scale for school going children- Developed by **A. Kumar**
2. Test Anxiety scale for children- Developed by **A. Kumar**
3. School Records- Record of scholastic achievements of students in various subjects.

### **RESULTS-**

#### **Effect of general and test Anxiety on Scholastic Achievement in School Subjects-**

The main purpose of this investigation was to study the effect of anxiety, both the general and test Anxieties, on children's total academic achievement and achievement in various school subjects. Correlates of GASSC and TASC scores with the total school marks and the marks in different school subjects were calculated. These values of 'r' are presented below:

**Table 1.1 Relationship between General and Test Anxiety with Achievement in school subjects**

Subjects	General Anxiety	Test Anxiety
Total	-.23*	-.37*
English	-.23*	-.34*
Hindi	-.10**	-.24*
Mathematics	-.32*	-.42*
General science	-.30*	-.27*
Social studies	-.002**	-.21*

Value marked by one asterisk (\*) are significant at .01 level and with two asterisk (\*\*) are not significant

All the correlations mentioned in the above table are negative and significant at .01 level except between General Anxiety and Hindi and Social Studies. It clearly indicates that anxiety irrespective of its nature whether General or Test has negative influence upon the Scholastic achievement of the students. In other words higher the Anxiety, poorer the scholastic Achievement will be and vice versa. It also shows that anxiety effects more the subjects like mathematics, English and General Science i.e, the students worry much about the aforesaid subjects. The table also shows that Test Anxiety is more negatively correlated with school subjects than the General Anxiety.

#### **The pattern of General Anxiety in Young Children:**

The girls showed more worry, fear and anxiety then the boys. They exhibited more fear of mice or rats, lightning and thunder-storm and snakes, more worry of being hurt by the doctor and coming alone home at night and apprehension about one's inability to do what one wants to do and mother's health and welfare. On the other hand boys showed more anxiety with regard to others opinion about self, being hurt in some accident and left alone at home at night, and more fear of spiders being hurt or bitten by dog, strange nose, looking down from high places, from fireworks, happening something bad and the sight of a dead animal.

#### **Pattern of Test Anxiety:**

The girls showed a great deal of anxiety with regard to solving arithmetic questions and problems to face the class whenever they were asked to do so. They felt nervous about their performance in the examination and afraid to forget what they had learnt before the examination. On the other hand boys showed more anxiety. The mean scores of girls on general anxiety about teachers asking questions in the class to test their knowledge.

**Sex difference:** The girls were found to be more anxious than the boys, both in general and test anxiety. The mean scores of girls on general and test anxieties were 31.1 and 16.5 with S.D. of 8.9 and 6.1 respectively as compared to the mean scores of boys of 26.1 and 12.8 with S.D of 9.1 and 6.1 respectively. The t values in the cases of general and test anxiety scores were 3.4 and 4.7 respectively. Both these values are significant at .01 levels.

**Table 1.2 showing the sex difference in case of general and test anxiety**

	General anxiety		Test anxiety	
	Mean	S.D	Mean	S.D
Girls	31.1	8.9	16.5	6.1
Boys	26.1	9.1	12.8	6.1
t value	3.4		4.7	

**Relationship between General and Test Anxiety:**

Findings show that the coefficient of correlation between the general and text anxiety scores are found to be .65. This value is significant at .01 levels. Both the tests of anxiety that is General and Test anxieties are closely related to each other. Thus it can be said that a child who is test anxious is also experiencing anxiety in variety of other situations.

**SUGGESTIONS FOR PARENTS AND TEACHERS:**

Parents and teachers should not expect too much from the young children. The expectations should be according to the capacities and abilities of the children. The high goals and too high ambitions which are difficult to realize lead to frustrations and insecurity thus ultimately result into anxiety. Anxiety is always associated with low achievement. To promote achievement anxiety is to be minimized. The parents and teachers can help in this respect by adjusting their standards according to the abilities and capacities of young children.

Sometimes bad and harsh, treatment on the part of parents and teachers causes a feeling of in security among children. This ultimately leads to more fear, worry and anxiety in them. The parents and teachers should try to adopt an attitude of love, affection and sympathy towards their children. This will develop more confidence in the young mind. Confidence is likely to result in better scholastic achievement.

The teaching in schools not be primarily examination centered. Too much emphasis on examination system causes more worry and anxiety in children. Teaching should aim at harmonious and all round development of the children. Both the parents and teachers should not put over emphasis on school marks and examination system.

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