ACADEMIC ANXIETY AS A CORRELATE OF ACADEMIC ACHIEVEMENT: A STUDY ON GENDER BASIS

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ABSTRACT

Present study was conducted to know the relationship between academic anxiety and academic achievement and to compare the level of academic anxiety between male and female students. Sample consisted of 120 students of four secondary school students of Aligarh district. Out of which 73 students were male and 47 were female. Students were selected randomly. A reliable and valid Academic Anxiety Scale for Student (AASC) developed by A.K.Singh and A. Sengupta(2009) was used to collect the data. For the analysis of data Mean, t-test and Pearson correlation coefficient method were used. Result indicated that male and female students were showing significant difference in the academic achievement. Female students were found to achieve higher than male students in academics. It is also found that male students having low and high level of academic anxiety showing no significant difference in the academic achievement and similarly no significant difference were found in the academic achievement of female students having low and high level of academic anxiety. Result further indicated that male and female students having high level of anxiety differ significantly in the academic achievement. Female students were achieving higher in academics than their male counterparts.

Keywords: *Academic Achievement, Academic Anxiety, Gender*

INTRODUCTION

In the era of development, competition in every field can be seen. Competition for the excellence in the field of education is the burning issue for the students, parents, and policy makers. Parents put lots of pressure on their children for achieving in academics .This pressure of achieving high develops anxiety among students. Sometimes it is normal but sometimes it creates problem and influences their performance.

Anxiety is the feeling of uneasiness, tension and worry about any unseen event faced by an individual. It is a displeasing feeling of uneasiness, nervousness, apprehension, fear, concern or worry (Barlow, 2002). Anxiety plays a very crucial role in every sphere of human life. Small amount of anxiety is necessary for successful attainment of any goal, but increased level of anxiety affects negatively in attaining the goal. Academic anxiety is the anxiety related to the academic life of students. Generally parents expect to their children to achieve highest in the class. This expectation creates academic anxiety

among students. Studies showed that academic anxiety negatively affects the achievement of students in academics. The children are pressurised by school and family to excel in academics and this leads to academic anxiety (Garg,2011). Anxiety refers to the kind of vague irrational fear which prevents students from doing well in their academic activities (Selvaraju, R. 2011).

Academic achievement is what students achieve in their academic activities in school. It is a way to promote students from lower to higher class. For jobs and recruitment, academically bright students are give preference generally. Crow & Crow (1969) defined academic achievement as the "extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". C.V. Good (1973) defined academic achievement as, "knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both."

It is common observation that students perform poor when they experience pressure with their tasks and when they experience high level of anxiety during their studies (Vitasari, P. *at al* 2010). Academic achievement is affected by many variables, but anxiety affects achievement very much. Various studies show the relationship between academic achievement and academic anxiety. David (2008) found that students having low anxiety level got highest grades in examinations. Mishra and Chincholikar(2014) found a negative relationship to the academic achievement. On the other hand Kazmi(2012) found positive and significant relationship between students high level of academic achievement and anxiety. Singh and Thukral (2009), Ballado (2014) and Shakir (2014) found a significant negative relationship between anxiety level and achievement. Singh (2013) found that the level of anxiety was significantly higher among the high achievers. When gender is studied as a demographic variable, generally it is found that girls are more academically anxious than boys.

Achievement of girls mostly found to be better than boys. Garg(2011) found no significant difference in the level of academic anxiety of boys and girls, though girls found to be slightly more anxious than boys. In the study of Blanding *at al* (2005) it is shown that low test anxious female students had significantly higher GPAs than high test anxious female students. Female students show higher level of anxiety and higher GPAs in compare to male students. Results of the study of Mokashi, Vadare and Khadi (2012) indicated that boys were significantly having higher anxiety while girls were higher in academic achievement. In the study of Attri and Neelam (2013) girls found to be more academically anxious and had higher academic achievement than boys. Jain (2012) found no significant difference between academic anxiety of the boys and girls.

OBJECTIVES OF THE STUDY

Present study achieved following objectives:

1. To compare the academic achievement of male and female students of secondary school students.

2. To compare the academic achievement of secondary school students belonging to high and low academic anxiety groups.

3. To compare the academic achievement of male secondary school students belonging to high and low academic anxiety groups.

4. To compare the academic achievement of female secondary school students belonging to high and low academic anxiety groups.

5. To compare the academic achievement of male and female secondary school students belonging to high academic anxiety groups.

6. To compare the academic achievement of male and female secondary school students belonging to low academic anxiety groups.

HYPOTHESES

According to objectives following hypotheses were framed and empirically tested:

1. There is no significant difference in the academic achievement of male and female students of secondary school.

2. There is no significant difference in the academic achievement of secondary school students belonging to high and low academic anxiety groups.

3. There is no significant difference in the academic achievement of male secondary school students belonging to high and low academic anxiety groups.

4. There is no significant difference in the academic achievement of female secondary school students belonging to high and low academic anxiety groups.

5. There is no significant difference in the academic achievement of male and female secondary school students belonging to high academic anxiety groups.

6. There is no significant difference in the academic achievement of male and female secondary school students belonging to low academic anxiety groups.

RESEARCH METHODOLOGY

Tools

For the collection of data Academic Anxiety Scale for Children (AASC) developed by Dr.A.K. Singh and A. Sengupta (2009) was used to measure the Academic Anxiety of students. The scale consisted of 20 items, response were to give into yes or no. For academic achievement score marks of previous class of the

students were taken. For demographic variable Personal Data sheet was prepared.

Population and Sample

In this study population of the study consisted of all the secondary school students of CBSE board of Aligarh district. In the preset study sample of 120 students was taken from four secondary schools of Aligarh district, Uttar Pradesh. Simple random sampling technique was used for selecting the sample of students.

Techniques

For the analysis of data mean, SD, t-test and Pearson Correlation were used. These analyses were done with the help of Statistical Package for Social Science (SPSS), version 20.

ANALYSIS AND RESULT

For the achieving the objectives of the study investigator has done analysis and interpretation of the data. In order to facilitate presentation and bring clarity, entire analysis has been presents in a sequence, according to the objectives. Analyses of the study are presented in tables as given below:

Objective 1: The first objective of this study was related with the comparison of academic achievement of male and female belonging to secondary school. To achieve this objective hypothesis was framed and subjected to verification. This hypothesis is stated as –

> Ho1- "There is no significant difference in the academic achievement of male and female students of secondary school". In order to test this hypothesis a t-test comparison was done and results are shown in table no. 1.

Table1. t-test comparison between the academic achievement of male and female students belonging to secondary school:

S.N.	Gender	N	Mean	SD	t	Level of significance
1.	Male	73	263.99	70.50	2.39	Significant
2.	Female	47	294.82	65.83		

INTERPRETATION

Result indicated that males and females showing significant difference the in academic achievement. Mean of male students was (263.99), which was lower than female students (294.82). Thus first null hypothesis "there is no significant difference in the academic achievement of male and female students of secondary school" rejected here.

Objective 2 This objective was related with the comparison between secondary school students belonging to high and low academic anxiety groups. In order to achieve this objective hypothesis was framed. Hypothesis was stated as:

Ho2: "There is no significant difference in the academic achievement of secondary school students belonging to high and low academic anxiety groups.

In order to test this hypothesis a t-test comparison was done and results are shown in table no. 2.

Table2. t-test Comparison between the academic achievement of secondary school students belonging to high and low academic anxiety groups.

S.N.	Level of Academic Anxiety	N	Mean	SD	t	Level of significance
1.	High	67	263.67	67.97	1.06	Not significant
2.	Low	53	278.02	79.84		

INTERPRETATION

Result pertaining to t-test comparison of secondary school students belonging to high and low anxiety groups show that there is no significant difference in academic achievement of secondary school students belonging to high and low groups of academic anxiety, so null hypothesis "there is no significant difference in the academic achievement of secondary school students belonging to high and low academic anxiety groups is accepted here.

Objective3. In order to achieve objective 3 of this study that was to compare the academic

achievement of male secondary school students belonging to high and low academic anxiety groups, hypothesis was framed as stated:

Ho3: There is no significance difference in the academic achievement of male secondary school students belonging to high and low academic anxiety groups.

Table3. t test comparison of the academic achievement of male secondary school students belonging to high and low academic anxiety groups -

S.N.	Level of Academic Anxiety	N	Mean	SD	t	Level of significance
1.	High	40	262.17	64.00	.271	Not significant
2.	Low	33	266.72	79.16		

INTERPRETATION

Result pertaining to t-test comparison of male secondary school students belonging to high and low anxiety group show that there is no significant difference in academic achievement. Among the male students 40 students were found to be with high academic anxiety and 33 students found to be with low academic anxiety, but the difference was not significant. Thus null hypothesis is accepted for this objective.

Objective4. For this study objective was to compare the academic achievement of female secondary school students belonging to high and low academic anxiety groups. For achieving this objective hypothesis was framed as:

Ho 4: "There is no significant difference in the academic achievement of female secondary school students belonging to high and low academic anxiety groups".
For testing this hypothesis t-test comparison was done.

Table4. t-test Comparison between the academic achievement of female secondary school students belonging to high and low academic anxiety groups :

S.N.	Level of Academic Anxiety	N	Mean	SD	t	Level of significance
1	High	24	293.00	57.34	.320	Not significant
2	Low	23	299.23	75.26		

INTERPRETATION

t-test comparison indicated that the mean of academic achievement of female secondary school students belonging to high academic anxiety group is

(293) not significantly differ from the mean of academic achievement of female secondary school students belonging to low academic anxiety groups (299.23). Therefore null hypothesis which was "there is no significant difference in the academic

achievement of female secondary school students belonging to high and low academic anxiety groups" is accepted here.

Objective 5 For the study objective was to compare the academic achievement of male and female secondary school students belonging to high

academic anxiety groups. To achieve this objective following hypothesis was framed:

Ho5: "There is no significant difference in the academic achievement of male and female secondary school students belonging to high academic anxiety groups".

Table 5 t-test comparison between the academic achievement of high academic anxiety groups of male and female students:

S.N.	Level of Academic Anxiety	N	Mean	SD	t	Level of significance
1.	Male	39	259.84	63.10		
2.	Female	25	292.40	56.21	2.10	Significant

INTERPRETATION

Result indicated that males and females having high level showing significant difference the in academic achievement. Mean of female secondary school belonging to high academic anxiety group were higher in academic achievement (292.84) than their male counterparts (292.40). Therefore null hypothesis which was "There is no significant difference in the academic achievement of male and female secondary school students belonging to high academic anxiety groups" was rejected at the level of 0.05.

Objective 6 For this study objective was to compare the academic achievement of male and female secondary school students belonging to low academic anxiety groups. To achieve this objective following hypothesis were framed:

> **Ho.5.**There is no significant difference in the academic achievement of male and female secondary school students belonging to low academic anxiety groups.

Table 6. t- test comparison the academic achievement of students belonging to low academic anxiety groups of male and female students:

S.N.	Level of Academic Anxiety	N	Mean	SD	t	Level of significance
1.	Male	33	266.72	79.16		
2.	Female	23	299.23	75.26	1.54	Not significant

INTERPRETATION

Result indicated that males and females of secondary school belonging to low level showing no significant difference the in academic achievement. The mean of academic achievement of male secondary school students belonging to low level of academic anxiety was 266.72 as well as the mean of academic achievement of female secondary school students belonging to low level of academic anxiety was 299.23, which was not significant at 0.05 level. Therefore hypothesis was accepted.

FINDINGS

After the analysis of data, result revealed that male and female students of secondary school differ significantly in their academic achievement and female students were found to be better in achievement than male students. No significant difference found in the academic achievement of high and low academic anxiety groups, in the academic achievement of high and low academic anxiety groups of male students, and in the academic achievement of high and low academic anxiety groups of female students. A significant difference in the academic achievement of high academic anxiety groups of male and female students and score of were higher than their male counterpart. No significant difference found in the academic achievement of low academic anxiety groups of male and female students.

CONCLUSION

In the present study though academic anxiety is not affecting the academic achievement of the students, but a significant difference were found in the academic achievement of male and female students and female students found better than male students. Another result pointed out a significant difference in achievement of high academic anxiety group of students. Here also female students scoring better than male students. It is good that achievement of female students achieving better but male students are not achieving well is a matter of concern. This study supported by Singh (2013) who found that the level of anxiety was significantly higher among the high achievers. Results of the study of Mokashi, Vadare and Khadi (2012) indicated that girls were higher in academic achievement.

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