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## A REVIEW OF THE RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND ACADEMIC PERFORMANCE

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### **ABSTRACT:**

The purpose of this research was to investigate the connection between academic anxiety and students' levels of academic success as well as the factors that contribute to academic anxiety. Using a method known as random sampling, a group of 352 students from senior secondary schools was selected as the sample. For the purpose of data collection, a trustworthy and valid Academic Anxiety Scale that had been established by Dr. A.K. Singh and Dr. A Sen Gupta was used. The analysis of the data consisted of using the mean, standard deviation, correlation, and t-test. The outcomes of the research indicated that there is an inverse association (a negative correlation) between a student's level of academic accomplishment and their level of academic anxiety. There were found to be significant differences in academic achievement between high academic anxiety groups of students and low academic anxiety groups of students, high academic anxiety groups of males and low academic anxiety groups of females, high academic anxiety groups of males and females, high academic anxiety groups of male and female students, and low academic anxiety groups of male and female students. Additionally, there were found to be significant differences in academic achievement between low academic anxiety groups of male and female students and high academic anxiety groups of male and female students.

**Keywords:** *Anxiety, academic anxiety, academic achievement, and refined personality.*

### **INTRODUCTION:**

The chance for complete growth and development is made available to us via education. It is both an action and a process that transforms a person's behaviour from instinctual behaviour to human behaviour. This transformation takes place as a result of socialisation. It honed our natural personalities into more polished versions of ourselves. We become more deliberate in our actions rather than responding on impulse. Our capacity for thinking and reasoning is enhanced as a result of this. It is in charge of producing law-abiding people who are able to make positive contributions to the expansion of the nation. The senior

secondary stage is the most significant stage of education because it lays the groundwork for students to continue their education at a higher level. This holds true across all levels of education, from nursery school to university. In point of fact, the future is determined by this moment. The success of a nation's kids in the classroom is directly proportional to the nation's overall level of development. As a result, the importance of academic success is emphasised in every country.

### **ACADEMIC ANXIETY:**

First things first, how should we define anxiety? Anxiety is a state of apprehension, tension, or uneasiness that is characterised by fear, dread, or uncertainty about something the source of which is largely unknown or unrecognised by the individual. Anxiety can consist in persistent apprehensions of future events as well as in generalised emotional reactions to any choice point or decision. Anxiety is a common mental health condition that affects millions of people around the world (Good, 1973). According to Breuer (1999), the two primary criteria that distinguish anxiety disorders are an extreme level of emotional dread as well as a heightened level of physiological arousal. Anxiety is both one of the most common feelings in the world and one of the fundamental building blocks of any and all forms of human behaviour. Anxiety is an unpleasant sensation that may be characterised as unease, anxiety, trepidation, dread, concern, or worry (Barlow, 2002). Anxiety is a typical experience in today's society, particularly due to the cutthroat nature of the competitive atmosphere. Because the vast majority of people, in their own unique ways, are susceptible to anxiety, it plays an extremely significant part in human existence (Lenka & Kant, 2012). According to the findings of the current research, academic anxiety is a kind of anxiety that is associated with the fear of an imminent threat posed by the environment of academic institutions, including the teachers of particular disciplines like mathematics, English, and other similar topics. It is a mental sensation of unease or worry that occurs as a response to a scenario at school that is seen in a negative light. The majority of researchers are of the opinion that having academic anxiety is not necessarily a negative thing. People benefit from maintaining a healthy amount of anxiety because it helps them remain motivated and responsible, and it also assists them in leading lives that are more sustainable and profitable (Kahan, 2008 in DordiNejad, Hakimi, Ashouri, Dehghani, Zeinali, Daghighi, & Bahrami, 2011; Donnelly, 2009). The majority of individuals, if they did not experience any anxiety, would lack the incentive to do anything in their lives. Because of this, a healthy amount of academic anxiety is necessary for students in order to push them to prepare for examinations and may incline them toward greater accomplishments. It has been noticed that excessive levels of worry interfere with one's ability to concentrate, and they also have an effect on one's memory.

In this sense, having a high level of academic anxiety might be one of the barriers to academic accomplishment. If we are concerned about how well children do in their classes, we cannot, under any circumstances, disregard academic worry. If it is not properly addressed, it can have serious and long-lasting consequences, such as causing a student to put off doing their schoolwork, perform poorly in school, and withdraw from socialising with peers or other situations. If it is not properly addressed, it can have serious and long-lasting consequences (Mattoo, & Nabi, 2012).

### **ACADEMIC ACHIEVEMENT:**

Academic accomplishment refers to the pupils' overall degree of academic performance. It is possible to describe it as the activities or accomplishments that a student engages in while attending his school. It is standard practise to promote students from a lower class to a higher class based on the student's academic accomplishment as a measure of that student's overall potential. It is helpful in determining whether students have succeeded or failed, selecting students for a variety of courses and occupations, and calling pupils successful or unsuccessful. It is the degree of learning in a certain area of topic that is assessed by instructors in the form of test results in their yearly examination. This level of learning is measured in terms of knowledge, comprehension, skill, and application. According to Crow and Crow's (1969) definition, this concept refers to "the amount to which a student is benefitting from instructions in a specific field of learning; in other words, accomplishment is expressed by the extent to which skill or information has been transferred to him." "knowledge obtained or abilities developed in the school disciplines, commonly recognised by test results or by marks issued by instructors, or by both," according to C.V. Good's (1973b) definition of academic achievement. In today's highly competitive climate, it has, in point of fact, evolved into an indicator of the future.

Academic anxiety is one of the numerous reasons that might have a negative impact on students' academic performance. There are several causes that can diminish academic accomplishment. It has been noticed that the performance of students who have high academic anxiety differs from the performance of students who have low academic anxiety. According to Gaudry and Spielberger (1971), significant test anxiety is believed to be one of the primary factors that contributes to the poor academic performance of students at the university level. Anxiety was shown to have a strong and inverse correlation with the grades that students earned, according to research conducted in 1984 by Anson, A. Bernstein, and S. E. Hobfoll. According to the research of Sharma and Sud (1990), the levels of exam anxiety that female students feel are much greater than those experienced by male students. According to Mnicholas and Lewiensohn (1998), at the age of 6, girls are already at a risk that is twice as high as that of boys for having encountered anxiety disorders. According to

Bryme (2000), men exhibit a considerable reduction in anxious and fearful feelings in 12th grade, in contrast to females, who show an increase in anxious feelings around this time. Hancock (2001) found that pupils who had high levels of anxiety had poor academic performance and lower levels of motivation to study. Researchers Pomerantz, Altermatt, and Saxon (2002) looked examined gender variations in academic achievement and levels of emotional distress. Girls outperformed boys in every topic, but they were more likely to experience emotional turmoil on the inside than boys did. When compared with males, Bhansali and Trivedi (2008) discovered that girls, on average, exhibited higher levels of academic anxiety in both frequency and severity. Singh & Thukral (2009) revealed an inverse connection between academic success and academic anxiety. According to Singh's (2009) research, there is a substantial inverse association between academic success and academic anxiety. It was shown by Rezazadeh and Tavakoli (2009) that there is a statistically significant inverse link between test anxiety and academic accomplishment. Furthermore, it was observed that female students, in comparison to male students, had a greater degree of test anxiety. A high degree of anxiety was shown to have a substantial link with poor academic performance, as discovered by Vitasari, Wahab, Othman, Herawan, and Sinnadurai (2010). Researchers DordiNejad, et al. (2011) discovered that students' academic performance is negatively impacted when they experience test anxiety. According to the findings that were published by Jain (2012), academic anxiety exhibited a negligibly negative correlation with academic success, and there was no significant difference in the levels of academic anxiety experienced by males and girls. According to the findings that were uncovered by Nadeem, Ali, Maqbool, and Zaidi (2012), there was a negative association between anxiety and academic success. Udeani (2012) discovered substantial inverse associations between the presence of crippling anxiety and success in scientific endeavours. Researchers Ali, Awan, Batool, and Muhammad (2013) came to the conclusion that there was a negative association between students' test anxiety and their success in the field of English, and that female students had greater levels of test anxiety than male students. According to the findings of Ali and Mohsin (2013), test anxiety was shown to have a substantial negative correlation with overall accomplishment scores in each of the four scientific disciplines (i.e., physics, chemistry, biology, and mathematics). Low achievement levels were caused by high levels of test anxiety. According to Sridevi (2013), there is an inverse association between overall anxiety and academic success, as well as a negative correlation that is low between the two.

#### **METHODS AND MATERIALS:**

**Sample:** In the current research, there were a total of 352 senior high school students included in the sample. In order to pick a representative group of students from the senior secondary schools, researchers employed a method

known as random sampling. These students come from a variety of academic backgrounds, including business, the arts, social sciences, and science.

**Research Tools Used:** The Academic Anxiety Scale for Children (AASC) developed by Dr. A.K. Singh and Dr. A Sen Gupta (2009) was used for the purpose of data collection. This scale was used to evaluate the academic anxiety of students. This instrument consists of 20 questions, each of which may be answered "yes" or "no." The AASC may be trusted and offers accurate results. Each item receives either a plus one or a zero for its score. The highest possible total on the exam is a score of twenty. Students who received a score of 10 or more were categorised as belonging to the high academic anxiety group, while those who had a score of 10 or less were regarded to be members of the low academic anxiety group. As a measure of the students' overall level of academic accomplishment, the grades they received in the class immediately before to the one being evaluated were considered. A Personal Data Sheet for Students, also known as a PDSS, was designed by the researchers in order to collect demographic information. It included details on a student's gender (male or female) as well as their success scores (a student's achievement scores were validated by the office record of the Controller of Examinations at sampling schools).

**Data Collection:** The researchers went to the schools that were chosen in order to individually administer the Academic Anxiety Scale for Children (AASC) to a total of four hundred senior secondary school pupils. The investigators also provided the students unrestricted permission to ask questions about the meanings of difficult words and phrases. The time allotted to respondents was sufficient. The gathered items were filled scales. Scales that had only been partially loaded were thrown away. At long last, detectives were able to collect information from all 352 responders.

**Statistical Techniques Used:** The mean, the standard deviation, the correlation, and the t-test were all used in the examination of the data.

### **ANALYSIS, INTERPRETATION, AND DISCUSSION OF RESULTS:**

The investigators analysed the data they had gathered so that they might draw conclusions and generalisations about the population. In order to accomplish this particular goal, the Statistical Package for Social Science (SPSS) Version 16 was used.

Table No. 1 Showing the relationship (correlation coefficient) of academic achievement and the academic anxiety

Variables	N	df	r (Pearson Product)
Academic achievement	352	350	-.123*
Academic anxiety	352		

An examination of Table 1 reveals that the Product moment correlation between academic achievement and academic anxiety is significant at the .05 level of significance. This suggests that there is a significant connection between successful academic performance and academic anxiety. As a result, Ho1 cannot be accepted. A negative correlation between the two variables shows that academic achievement will suffer if the level of academic anxiety is allowed to rise, and vice versa. This finding is in line with the findings that were discovered by other researchers in the past. Researchers such as Ali and Mohsin (2013), Vankar (2013), Farooqi, Ghani, and Spielberger (2012), Safree, Yasin, and Dzulkifli (2011), Yousefi, Talib, Mansor, Juhari, and Redzuan (2010), Singh (2009), Kassim, Hanafi, and Hancock (2008), Keoghi, Bond, French, Richards, and Davis (2004), and Culler and Charles (1980) have found A t-test was carried out in order to examine the Ho2 factor.

Table No. 2 Showing the comparison of the academic achievement of high and low academic anxiety groups of students

Basis	N	Mean	SD	df	t-value
Academic achievement of high academic anxiety group	169	237.65	46.43	350	-2.747*
Academic achievement of low academic anxiety group	183	250.81	43.46		

When looked at more closely, the data in Table 2 reveals that the t value of -2.747 is statistically significant at the threshold of .05 significance. This indicates that there is a large gap in the academic achievements of those with high and those with low levels of academic anxiety. As a result, Ho2 cannot be accepted. The fact that the academic achievement of the group with low academic anxiety had a higher mean score indicates that the academic achievement of the group with high academic anxiety had a lower mean score. This suggests that the academic achievement of the group with low academic anxiety was superior to the academic achievement of the group with high academic anxiety. This discovery is in line with the findings that were discovered by a number of other studies. For example, it has been reported (Ali, Awan, Batool, & Muhammad, 2013; Ali, 2012; Nicholson, 2010; Peleg, 2009; Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi, & McCann 2005; Kaya, 2004, McDonald, 2001, Hong, 1999; Hembree, 1988) that students with high levels of academic anxiety have lower levels of academic achievement than students with lower levels of academic anxiety. The current finding, however,

contradicts the findings of Vogel and Collins (2002, which were cited in Farooqi, Ghani, and Spielberger, 2012, page 39), who came to the conclusion that students who exhibited high levels of test anxiety as well as students who exhibited low levels of test anxiety exhibited lower levels of academic performance. Additionally, pupils who had low to moderate levels of exam anxiety fared much better.

### **FINDINGS OF THE STUDY:**

Students in senior secondary schools were found to have an academic accomplishment and academic anxiety relationship that was the opposite of what was expected. More precisely, when the amount of academic worry grows, academic success falls and vice-versa.

The academic success of students who reported high levels of academic anxiety was shown to be significantly different from that of students who reported low levels of academic anxiety. To be more explicit, the academic accomplishment of those who report having low levels of academic anxiety is higher than that of those who report having high levels of academic anxiety.

It was shown that male students with high academic anxiety performed much worse than those with low academic anxiety when it came to their overall academic success. To be more explicit, the academic accomplishment of male students who have low academic anxiety is better than the academic performance of male students who have high academic anxiety.

The academic success of groups of female students who reported high or low levels of academic anxiety was shown to vary significantly from one another. More precisely, the academic accomplishment of low academic anxiety group of females is superior than the academic achievement of high academic anxiety group of females.

A significant difference was found in the academic achievement of high academic anxiety groups of male and female students. To be more explicit, the academic accomplishment of the group of females who suffer from high academic anxiety is higher than the academic achievement of the group of males who suffer from high academic anxiety.

The academic performance of male and female pupils with low levels of academic anxiety was shown to vary significantly in terms of their level of accomplishment in school. To be more precise, the academic accomplishment of students who report low levels of academic anxiety and are female tends to be higher than the academic performance of students who report low levels of academic anxiety and are male.

### **CONCLUSION:**

It is necessary for students to experience some degree of academic anxiety in order to maintain a healthy level of motivation toward their studies and to

realise high levels of educational excellence. Learners' performance might be hindered in several ways by high levels of academic anxiety. It interferes with their thinking function, which in turn causes a disruption in the learning process. The performance of the kids suffers as a direct consequence of this factor. Because of this, academic anxiety should under no circumstances be disregarded. It is possible for there to be major repercussions that linger for a long time. Students that suffer from academic anxiety have impaired learning capacity and do less well in the classroom as a result. The findings of this study indicated that there was a strong connection between academic anxiety and academic success among senior secondary school students in the Aligarh District of the state of Uttar Pradesh in India. Counseling, strategies for relaxation, and behavioural approaches should be used to aid kids in controlling the academic anxiety that they experience. This assistance should come from both the school and the students' families. At senior secondary schools, some preventative measures may be carried out on pupils who have been identified as having difficulties in their academic work. Because the academic accomplishment of the high academic anxiety group of females is higher than that of the high academic anxiety group of males, it is advised that a specific intervention that is customised to male students increase the academic performance of male students.

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