THE EFFECT OF ANXIETY ON HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

Academic Anxiety is a common issue that students cannot ignore if they want to succeed in school, it often leads to problems of concentration while studying and recalling information while writing tests, which make the students, feel helpless and like a failure. The sample constituted of 300 IX Standard Students both boys (150) and girls (150) in Sivagangai District. Academic Anxiety Scale for Children (AASC) standardized by prof.A.K Singh and Dr. A. Sen Gupta and a personal data sheet prepared by the investigator. The data was analyzed by using One way analysis of Variance and Two tailed 't'test. Findings revealed that there is significant difference in their Academic Anxiety owing to the differences in Gender and Type of School and there is no significant differences in Medium of Instruction.

INTRODUCTION

Human beings are born and grown in a socio – physical environment. As we know, the life functioning depends on a balance or harmony between the demands made on the organism by the environment and organism's functioning to deal with such demands. We all have experienced situations in our lives which have posed challenges for us. All the challenges, problems put us to stress and that results an anxiety. Anxiety is helpful in "normal" doses. Anxiety aids in motivating someone to study for a test, or avoid a situation that may be dangerous. The trick is that "normal" anxiety decreases once the danger is gone or once the material has been studied. In an anxiety disorder, the anxious state persists when no danger is present.

Anxiety among school children over school progress indicates that there may be too much emphasis placed on examination marks and competitive examination in our educational system. The feeling of being distressed, fearful or stressed out as a result of school pressure is called academic anxiety.

EFFECTS OF ACADEMIC ANXIETY

Children often show signs of anxiousness when returning to school after vacation or other breaks when they have become accustomed to spending time at home.

Test Anxiety is almost universal. In fact, it is unusual to find a student who doesn't approach a big test without a high level of Anxiety. Test Anxiety can cause a host of problems in students, such as upset stomach, headache, loss of focus, fear irritability, anger and even depression. Anxiety creates a kind of "noise" or "mental static" in the brain that blocks our ability to retrieve what's stored in memory and also greatly impairs our ability to comprehend and reason. Feelings such as frustration, fear, anger and anxiety cause the neural activity in the two branches of the autonomic nervous system to get out of sync. This, in turn, affects the synchronized activity in the brain, disrupting our ability to think clearly. On the other hand, uplifting feelings such a appreciation lead to increased harmony and synchronization in the brain and nervous system, this facilitates our ability to think more clearly.

NEED AND IMPORTANCE OF THE STUDY

Students can face particular difficulties when attempting to participate in their education. Some students, especially those with low-scores in subjects, face more problems in education. If they take time for overcoming their problem it may help them to attain their goals. In addition, retention students who are not well nourished themselves may find it difficult to complete their homework. Helping to improve their basic skills has a direct and measurable impact on their education and on the quality of their lives. Furthermore, students who need and participate in literacy educational activities improve their grades, test scores, and reading skills. They are also less likely to drop out of school.

Anxiety has been extensively researched upon by researchers in psychology and education. Anxiety has been defined as an emotional state arising in situations of impending danger and manifested in expectation of unfavourable events. Behaviourally, anxiety manifests itself in generally disorganized activity (Petrovsky and Yaroshevsky,1985). The concept of trait and state anxiety has a great deal of significance for the academic learning situation. There are individual differences in their frequency and intensity of their becoming anxious on different teaching learning situations. Under state anxiety, attempts are made to measure academic anxiety too, which is a kind of state anxiety which relates to the impending danger from the environment of the academic institution including teacher, certain subjects like mathematics, English, etc. (Singh and Sen Gupta 1986)

According to Nathania (2011), Academic anxiety is a common issue that students cannot ignore if they want to succeed in school, it often leads to problems of concentration

while studying and recalling information while writing tests, which make the students, feel helpless and like a failure.

If academic anxiety isn't properly addressed, it can have many serious and lasting consequences, such a causing a student to procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing with peers or pursuing activities that interest him.

STATEMENT OF THE PROBLEM

In this investigation and attempt is made to study on "Academic Anxiety of IX Standard School Students in Sivagangai".

OBJECTIVES OF THE STUDY

➢ To examine the difference in the study involvement of High School student owing to the difference in Gender , Medium of Instruction and Types of Schools.

HYPOTHESIS

➢ There is no significant difference in their Study Involvement owing to the differences in Gender.

➢ There is no significant difference in their Study Involvement owing to the differences Medium of Instruction.

➢ There is no significant difference in their Study Involvement owing to the differences Types of School.

DESIGN OF THE STUDY

The present study has been designed as a descriptive study.

TOOLS USED FOR THE STUDY

The following tools were used to collect data for the present study

➢ Academic Anxiety scale for children (AASC) standardized by

Prof. A.K. Singh and Dr. A.Sen Gupta.

➢ Personal data sheet prepared by the investigators.

SELECTION OF THE SAMPLE

The sample for the study has been selected by using random sampling technique the size of the sample has been decided as 300. (150 boys and 150 girls studying IX standard)

ANALYSIS OF DATA

- ➢ Descriptive analysis using mean and standard deviation.
- ➢ Two tailed 't'-test
- ➢ One way ANOVA

TABLE - 1

Category Wise Mean and Standard Deviation of Academic Anxiety

Variable	Category	N	Mean	Standard Deviation
Gender	Boys	150	12.65	3.364
	Girls	150	11.25	3.448
Medium of instruction	English	150	11.79	3.465
	Tamil	150	12.11	3.485
Type of Schools	Government	100	12.04	3.272
	Government Aided	100	12.95	2.904
	Private	100	10.86	3.882

TESTING THE HYPOTHESES

Hypotheses: 1

There is no significant difference in Academic Anxiety of High School students owing to the differences in gender.

TABLE : 2

Table showing the difference in Academic Anxiety of High School Students owing to Gender

Variable	Gender	N	Mean Rank	Z	Significant level
Academic Anxiety	Boys	150	167.71	3.449	
	Girls	150	133.29		.001
	Total	300			

From the above table, the significant value 0.001 is less than 0.01 which is significant at 1% level. So the null hypothesis is not accepted. Hence there is   significant difference in Academic Anxiety with respect to Gender favouring boys.

Hypotheses: 2

There is no significant difference in Academic Anxiety of High School students owing to the differences in Medium of Instruction.

TABLE : 3

Table showing the difference in Academic Anxiety of High School Students owing to Medium of Instruction

Variable	Medium of Instruction	N	Mean Rank	Z	Significant level
Academic Anxiety	English	149	146.47	.803	.422
	Tamil	151	154.48		
	Total	300			

From the above table, the significant value 0.422 is greater than 0.05 which is not significant at 5% level. So the null hypothesis is accepted. Hence there is no significant difference in Academic Anxiety with respect to Medium of Instruction.

Hypotheses: 3

There is no significant difference in Academic Anxiety of High School students owing to the differences in Type of School.

TABLE : 4

One-Way ANOVA Showing the difference in Study Involvement of High School Students with respect to the difference in Type of School

Variable	Type of School	Sum of Squares	df	Mean Square	F	Significant level
Academic Anxiety	Between Groups	219.620	2	109.810	9.630	.000
	Within Groups	3386.630	297	11.403		
	Total	3606.250	299			

From the above table, the significant value 0.000 is less than 0.01 which is   significant at 1% level. So the null hypothesis is not accepted. Hence there is significant difference in Academic Anxiety with respect to Type of School favouring Government Aided.

MAJOR FINDINGS OF THE STUDY

❖ There is   significant difference in Academic Anxiety with respect to Gender favoring boys.

❖ There is no   significant difference in Academic Anxiety with respect to Medium of Instruction.

❖ There is   significant difference in Academic Anxiety with respect to Type of School favoring Government Aided.

EDUCATIONAL IMPLICATIONS OF ACADEMIC ANXIETY

The main cause of Academic Anxiety is examination system, burden of homework and attitude of parents and teachers. A moderate amount of anxiety actually helps academic performance by creating motivation. It is, therefore, needed to find out the level of Academic Anxiety in school students. It is reflected from the results of the present study that there is low level of academic anxiety among high school students.

So implication of this study is that the evaluation system is student friendly, then they will have low level of academic anxiety and we cannot differentiate any student on the basis of their level of academic anxiety, i.e. they will behave almost similarly in the examination. Another educational implication of this study is, less burden of home work, no to punishment and student friendly school environment will definitely reduce the level of academic anxiety among high school students. Equal opportunity to male and female and to all categories is also responsible for no difference in level of academic anxiety among male and female students of different categories.

CONCLUSION

We can reduce level of academic anxiety among students if the evaluation system is student friendly. Indian society is not male dominating now. We are giving equal opportunity both to male and female students. Since in CCE we are evaluating each aspect of student development so lack is one aspect is overcome by the growth in another aspect, which also reduces the level of academic anxiety among students.

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