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Correlative Study of Anxiety and Academic Achivement of Students During Post Covid-19

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Abstract :

COVID-19 is the worst pandemic of this millennium. This disaster has changed the way we live in the blink of an eye. Not only has it threatened our existence and health status, but the damage associated with it could equally affect our educational, economic, and social systems. The focus of this study was to study the relationship between anxiety and academic achievement of students belonging Government and private schools. The study reveals that the correlation between anxiety and academic achievement of the students belonging to Government and private secondary schools is negative and low and 26.67 per cent parents agreed that their wards feel anxious during the interaction with their teacher in front of them.

Keywords : *Anxiety and academic achievement*

Introduction :

Education is the act of learning things around us. It helps us to easily understand and deal with any problem and makes balance throughout the whole life in every aspect. It is evident that education is a thoughtful process by which the inner powers of the individuals are developed. Education in the largest sense is an act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Anxiety and Education:

Anxiety on other hand is a part of life. It is a complex emotional experience; often unconscious in origin, with fear or dread as it is most notable characteristic. It is necessary and unavoidable concomitant of daily living. It is necessary, because without some anxiety we would be a pathetic creature, and unavoidable, because it relates to any external event be it pleasurable or stress producing. In truth, however, anxiety in students in some extent can also motivate and invigorate and enable themselves for capable of doing. But at the same time improper anxiety is likely to reduce the efficiency of the students (Gautam Sonia-2008).

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Anxiety is an emotional characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. Hey may avoid certain situation out of worry. According to Seligman (2000)[9]anxieties is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behaviour, such as pacing back and forth, somatic complaints, and rumination.

Different Types of Anxiety Disorders :

There are different types of anxiety disorders. The six most common anxiety disorders are:

- **Generalised Anxiety Disorder (GAD)** – A person feels anxious on most days, worrying about lots of different things, over a period of six months or more.

- **Social Phobia** – A person has an intense fear of criticism, being embarrassed or humiliated, even just in everyday situations, for example, speaking publicly, eating in public, being assertive at work or making small talk.

- **Specific Phobias** – A person feels very fearful about a particular object or situation and may go to great lengths to avoid the object or situation, for example, having an injection or travelling on a plane. There are many different types of phobias.

- **Obsessive Compulsive Disorder (OCD)** – A person has ongoing unwanted/intrusive thoughts and fears that cause anxiety. Although the person may acknowledge these thoughts as silly, the person often finds him or herself trying to relieve their anxiety by carrying out certain behaviours or rituals. For example, a fear of germs and contamination can lead to constant washing of hands and clothes.

- **Post-Traumatic Stress Disorder (PTSD)** – This can happen after a person experiences a traumatic event (e.g. war, assault, accident, disaster). Symptoms can include difficulty relaxing, upsetting dreams or flashbacks of the event, and avoidance of anything related to the event. PTSD is diagnosed when a person has symptoms for at least a month.

- **Panic Disorder** – A person has panic attacks, which are intense, overwhelming and often uncontrollable feelings of anxiety combined with a range of physical symptoms. A person having a panic attack may have symptoms such as shortness of breath, chest pain, dizziness and excessive perspiration. Sometimes, people experiencing a panic attack think they are having a heart attack or are about to die. If, for more than a month, a person has recurrent panic attacks or persistently fears having one, the person is said to have Panic Disorder. In a 2011 review of the literature, (Kautish Pradeeep-2010) fear and anxiety were said to be differentiated in four domains: (1) duration of emotional experience, (2) temporal focus, (3) specificity of the threat, and (4) motivated direction. Fear was defined as short lived, present focused, geared towards a specific threat, and facilitating escape from threat; while anxiety was defined as long acting, future focused, broadly focused towards a diffuse threat, and promoting caution while approaching a potential threat.

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Review of Related Literature:

The relevant studies of learned scholars, from various sources, which the researcher has come across, are arranged below in chronologically:

Effandi Zakaria and Norazah Mohd Nordin (2008) undertook study on 'The Effects of Mathematics Anxiety on Matriculation Students as Related to Motivation and Achievement' with the objective to investigate the effects of mathematics anxiety on matriculation students as related to motivation and achievement. It is found that the mean achievement scores and motivation scores of low, moderate and high anxiety groups were significantly different.

Jayanthi N. L. N. & Padmanaban T. (2008) studied test anxiety of higher secondary students. The objectives of the study were: i) To find out the level of test anxiety of XI standard students; ii) To find out whether there is any significant difference in the test anxiety of male and female students; iii)To find out whether there is any significant difference in the test anxiety of rural students and urban students. The findings of the study revealed: a) The test anxiety of the Higher Secondary students in low, b) Male and female students differ significantly in their test anxiety, c) Students studying in rural schools have more test anxiety than the students studying in urban schools.

Parvathamma, G. H. and Sharanamma R. (2010) carry out a study of anxiety level and level of self-confidence and their relation with academic achievement. The findings of the study revealed: a) There is significant co-relation between Anxiety and Academic Achievement, b) There is a significant co-relation between Self- confidence and Academic Achievement, and c) There is a significant difference between Anxiety level of Boys and Girls. There is a significant difference between Self- confidence levels of Boys and Girls.

Pushpanjali B. S., Satyaprakasha C. V. (2010) studied Effect of Cooperative Learning on Achievement Motivation and Anxiety. The study attempted to find out the effectiveness of Cooperative Learning strategy on achievement motivation and anxiety of Class VIII students of Bangalore city. The findings of the study were a) Cooperative Learning strategy was more superior to conventional method in significantly promoting achievement motivation and b) Cooperative Learning strategy was effective in significantly reducing the anxiety.

Hemamalini H. C., (2011) conducted a study on "Anxiety and Academic Achievement of High School Students of Mysore city." The present study investigated the relationship between Anxiety and Academic Achievement of High School Students. A significant negative relationship was found between Anxiety and Academic Achievement of High School Students. The study revealed that both very high and very low anxiety levels lead to low Academic Achievement among the High School Students.

Garg Geeta (2011) studied academic anxiety and life skill of Secondary School Children. This study aimed to assess the relationship between Life Skills and Academic Anxiety of secondary school students. The findings of the study reported a) There is no significant difference in Life Skills of boys and girls of secondary schools though girls possess slightly better Life Skills than boys, and b) There are significant difference in Life Skills of Private and, Government secondary school students. Students of Private schools have better Life Skills than students of Government schools.

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Research Gap :

All the six related reviews of the studies conducted India reflect a clear focus on the aspect of anxiety and academic achievement of students. The reviewed studies have been mostly conducted at college level including community colleges, tribal college, and even nursing college. Remaining studies were conducted at secondary and junior secondary school level. The method of investigation used was mostly the survey and some observation schedules. The tools of investigation comprised of standardized tests on anxiety. Some tools were also constructed by the respective researchers. Most of the researchers undertaken their studies on adolescents regarding their gender and socioeconomic status differences. But in the present study researcher studied the relationship of anxiety and academic achievement of the secondary students in the Nagpur division of the Maharashtra. Also in the present study researcher interviewed the parents of secondary students to diagnose academic, socioeconomic and cultural background of their children in relation to above variables.

Need of the Study :

The need of the study arises due to gaps in researches on reviewing past findings. Further, a personal interest in the subject caused the researcher to conduct a study in the concerned area. A very strong desire existed within the researcher, which motivated the researcher to conduct a study in the area of interest.

Research Questions :

A research question is a statement that identifies the phenomenon to be studied. The researcher has identified the following research questions for this empirical study.

- What are academic achievement of students belonging to Government and private secondary schools?
- Is there a difference in relationship between anxiety level and academic achievement of students belonging to secondary schools?
- Is the backwardness and lack of awareness of the family members responsible for education of students belonging to secondary schools?
- What are the views of parents and headmasters towards the implementation of Govt. schemes?

Objectives of the Study :

The study was conducted with following specific objectives:

i. To study the relationship between anxiety and academic achievement of students belonging Government school.
ii. To study the relationship between anxiety and academic achievement of students belonging private school.
iii. To know the views of the parents and headmasters of Government and private schools towards the anxiety in relation to academic achievement of students.

Hypotheses of the Study :

Keeping in view the objectives of the study, the following null hypotheses were formulated :

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H_1: There is no significant relationship between anxiety and academic achievement of students belonging to Government school.

H_2: There is no significant relationship between anxiety and academic achievement of students belonging to private school.

Methodology :

A survey research method was used for this study. The stratified random sample technique was used to select 240 students from Government and private secondary schools of Nagpur districts. Fifty headmasters and 100 parents of the students were interviewed for the confirmation of their educational problems and academic performances. In order to collect the data, the researcher developed questionnaire for students and an interview schedule for headmasters and parents. A pilot study was undertaken in order to verify the relevance of the questions.

Analysis and Interpretation of Data :

Analysis is a vital process of research. The tabulated data were scientifically studied in order to determine the underlying or inherent facts. The data were scored according to the scoring pattern of the scale. Appropriate statistical technique was employed for describing and analyzing the data and testing the hypothesis. For analysis of data, the researcher used simple statistical technique such as coefficient of correlation and percentage.

Table 01

The coefficient of correlation 'r' between anxiety and
academic achievement of students belonging to Government Schools

Variables	Number of students N	df	Obtained 'r'	Table r- value		Significance
				0.05	0.01	
Anxiety of students belonging to Government schools	120	118	-0.350	0.174	0.228	Significant
Academic Achievement of students belonging to Government school	120					

Ref: The facts and figures in the above table are based on the collected field data.

From the above table, it is found that the calculated r- value of the coefficient of correlation (r) between anxiety and academic achievement of students belonging to Government school is -0.350. The table value of coefficient of correlation at 0.05 and 0.01 levels of significance are 0.174 and 0.228 respectively for df = 118. The obtained r - value = -0.350 is more than the table values of coefficient of correlation at 0.05 and 0.01 levels of significance. Therefore the correlation between anxiety and academic achievement of students belonging to Government school

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is significant. Consequently the null hypothesis H_1 is rejected. It means that there is significant relationship between anxiety and academic achievement of students belonging to Government school. The correlation between anxiety and academic achievement of students belonging to Government school is negative and low.

Table 02

The coefficient of correlation 'r' between anxiety and
academic achievement of students belonging to Private Schools

Variables	Number of students N	df	Obtained 'r'	Table r- value		Significance
				0.05	0.01	Significant
Anxiety of students belonging to Private schools	120	118	-0.290	0.174	0.228	
Academic Achievement of students belonging to Private school	120					

Ref: The facts and figures in the above table are based on the collected field data.

From the above table, it is found that the calculated r- value of the coefficient of correlation (r) between anxiety and academic achievement of students belonging to private school is -0.290. The table value of coefficient of correlation at 0.05 and 0.01 levels of significance are 0.174 and 0.228 respectively for df = 118. The obtained r - value = --0.290 is more than the table values of coefficient of correlation at 0.05 and 0.01 levels of significance. Therefore the correlation between anxiety and academic achievement of students belonging to private school is significant. Consequently the null hypothesis H_2 is rejected. It means that there is significant relationship between anxiety and academic achievement of students belonging to private school. The correlation between anxiety and academic achievement of students belonging to private school is negative and low.

Research Findings:

On the basis of analysis of data, major findings are discussed under:

- There is significant relationship between anxiety and academic achievement of the students belonging to Government and private secondary schools.

- The correlation between anxiety and academic achievement of the students belonging to Government and private secondary schools is negative and low.

- 26.67 per cent parents agreed that their wards feel anxious during the interaction with their teacher in front of them whereas 73.33 percent parents disagreed the statement.

- 90 percent headmasters agreed that they discuss the issues related to students' academic performances, pupils' problems, academic activities, progress of co-curricular activities, social issues, and new events in the monthly parent teacher meeting.

Conclusions:

In the light of the above findings, as high level of anxiety level impairs the academic achievement, so it is suggested that teachers should adopt the strategies to decrease the level of test anxiety. In this study, it is also revealed that by teaching different study-skills, test anxiety can be reduced such as test preparation, utilizing class time, taking organized notes, and integrating subject matter.

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