



# A STUDY THE LEVEL OF ANXIETY AND ACADEMIC ACHIEVEMENT OF DEGREE COLLEGE STUDENT

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**Abstract-**The present study was done to know the level of anxiety and academic achievement among degree student the sample consist of 352 students , in which girls were 167 & boys 185, age group will be 18 - 22. The tools used are Taylor's manifest Anxiety scale ( 1953 ). the academic achievement of the student in their academic achievement scores of the students in unit test quarterly exam half yearly exam were taken, The aim of the study is to determine the effect of academic achievement performance and anxiety level of the degree college students. correlation ,regression analysis , one way ANOVAS were utilize the data independent variables of anxiety dependent variables of academic achievement. T-Test Gender difference in anxiety score of students. Test - retest with reliability co-efficient is found to be 0.81 the reliability of the 50 item scale was estimated to be 0.89 by spearman brown prophecy formula and the validity is 0.8, There is no significant difference according to the gender in anxiety scores , with almost similar means score of both girls (24.92 ) and boys (25.99) which would indicate the both gender seem to be having the same moderate level of anxiety

## **Introduction**

India's rigid academic structure and the pressure that exams can put on students needs no introduction. The fact that the system forces you to put too much pressure on yourself, with little to no emotional help, is a feeling all college students know too well. We compete with one another for higher academic grades because our livelihoods depend on it ("Placement nahin hua toh? pass nahi hua tho?"). Due to this mental disturbance he or she may go to anxiety , stress , depression and many more... Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the nervous system (Spielberger, 1983). The high level of anxiety causes a persons normal life being difficult such as interfered activities and social life. Anxiety is one of the wide varieties of emotional and behaviour disorders

(Rachel and Chidsey, 2005). Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments. The anxiety's psychological symptoms among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments, or lack interest in a difficult subject whereas the physiological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach (Ruffins, 2007). The prevalence of anxiety among university students has been acknowledgement by students and educators. However, study anxiety is a real phenomena, the importance of study anxiety is particularly related to the sources of anxiety and how to handle them.

There is a lot competition among students since the number of places in these education institutes is fewer than number of student. Therefore parents force their children performance well in the examination and , the end they appoint private tutors for their examination for special guidance.

An examination is one of the most obvious situation in which feeling of anxiety often intrude and interfere with students efforts. The utilization of primary test get keeping mechanism to regular both entries and continuation in prestigious academic tracks .it is now well said that .

Academic performance is a negatively influenced by the test of anxiety while general anxiety appears to be less predictive of such a goal attainment.

Worry is better predictor of academic performance than emotionality.

The detrimental effects of test anxiety and its components may vary with the nature and the content of different school .

Anxiety seems to affect academic performance ; high level of anxiety interferes with concentration and memory, which are critical for academic success. without any anxiety ,however , most of us would lack the



motivation to study for exams, do daily homework , class find boring, day dreaming in the class while lecture is on .A moderated amount of anxiety actually help academic performance by creating motivation.

**problem**

The present study was undertaken to the level of anxiety and academic achievement among degree college student.

**Objective**

To determine the effect of anxiety on academic achievement among degree college student.

**Hypothesis**

Student with low level of anxiety will have higher academic achievement.

There will be significant gender difference in anxiety and academic scores among degree student.

**Tools was used**

Taylor's manifest Anxiety scale Taylor ( 1953 ).

To study the **academic achievement** of the student their academic achievement score of the student of their ,

unit test

quarterly exam

half yearly exam were taken,

The mean of these academic achievement score were taken.

**Description of Tool: Taylor's manifest Anxiety scale Taylor (1953 ).**

This scale is the widely used test to assess general anxiety it allows for comparisons of performance of low anxiety and high anxiety subject in variety of learning performance of task.

**Scoring :**

The subject after reading each statement in MAS must indicated whether it's true or false about him. There are 23 positive items showing the magnitude of general anxiety for which the scoring is true -1 false - 0 .There are five negative items for which scoring false -1;True -0 ..The total score obtained for the 50 items will be index of manifest anxiety it take 15 minutes to complete the scale.

**Reliability and Validity of the scale :**

Test - retest with reliability co-efficient is found to be 0.81 the reliability of the 50 item scale was estimated to be 0.89 by spearman brown prophecy formula and the validity is 0.8

**Result and Discuss:**

**Sample:**

Age and Gender Distribution of the student.

Gender	No.of student	Percentage %	Mean	Standard deviation
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girls	167	47.4	16.46	.683
boys	185	52.6	16.52	.692
Total	352	100.0	16.49	.688

*variables:*

Distribution of scores of variable at different level , Anxiety level ,and academic achievement ,of students.

variables	level	Girl(N=167)	PER%	BOYS(N=185)
Academic achievement	High	88	52.7	93
	Low	79	47.3	92
Anxiety level	High	88	52.7	93
	low	79	47.3	92

The above table show that distribution of anxiety level and academic. its is seem from the table that were 53 % of girl & 50 % Of boys had high academic achievement & anxiety score ;and 47 % of girls and 50 % boys had low academic achievement & anxiety scores, there is an equal number of student in high and low categories.

Individual Analysis of all the variables:

The aim of the study is to determine the effect of academic achievement performance and anxiety level of the degree college students. correlation ,regression analysis , one way ANOVAS were utilize the data independent variables of anxiety dependent variables of academic achievement.

Mean & standard division for all the variables for girls and boys.

variables	Gender	Number	Mean	S.D
Academic achievement	boys	185	67.95	15.25
	girls	167	71.82	13.72
	Total	352	69.79	14.65
Anxiety level	girls	167	24.92	10.17
	boys	185	25.99	9.48
	Total	352	25.48	9.81

Table co-efficient of correlation between anxiety and academic achievement girls and boys.



Gender	No. of students	r
girls	167	-.331**
boys	185	-.044
Total(B&G)	352	-.182**

It is evident that anxiety is negatively significantly related to academic achievement of students girls and boys (-.182\*\*), for girls the correlation between anxiety and academic achievement was (-.331\*\*) which is negatively significantly however for there is low negatively relation between anxiety and academic achievement (-.044 ).This shows that higher scores in achievement scores in anxiety lower the academic achievement scores. indicates that anxiety debilitates the academic achievement of girls only. regression analysis. Regression equation for the variation in academic achievement and anxiety in boys. Model summary

Model	Regression	R(square)	Adjusted R(square)	Standard error estimated
1	0.44(a)	.002	-.044	15.27543

ANOVA

Model	Sum of square	d.f	Mean square	f	sig
1. regression	82.673	1	82.673	.359	.0552(a)
Regression	42700.98	183	233.339		
total	42783.65	184			

(a) predictors:( constant ) anxiety  
 (b)dependent variable: acad.achievement

Modle. 1	Unstandardized coefficient	T	Significant	
	B	Std. error	B	Standard error
1.(constant)	69.795	3.286	21.239	.000
Anxiety)	-.071	.119	-.595	.552

(a) dependent variable: academic achievement  
 it has been shown from the above table that 00% (f =.354, difference 183 ) of variance in achievement is accounted for by the anxiety this show that anxiety is not so important factor in predicting the achievement of the boys.

Regression equation for the variation in academic achievement and anxiety in girl

Model	Regression	R.squar e	Adjustmen t .r(squa)	Std.error estimate d
1	.331(a)	.110	.104	12.98074

(a) predictors:( constant ) anxiety.  
 ANOVA,

Mode	Sum of the square	Dif f	Mean square	f	Sig.
1. regression	3426.176	1	3426.176	20.333	.000(a)
Regression	27802.45	165	168.500		
total	31228.61	166			

(a) predictors:( constant ) anxiety  
 (b)dependent variable: acad. achievement.

Modle. 1	Unstd rd coef	Stdiz ed coeffi	T	Significant	
	B	Std. error	Beta	B	Standard error
1.(constant)	82.955	2.666	31.118	.000	
Anxiety)	-.447	.099	-4.500	.000	

The above regression table for girls shows that 10% (f = 20.33, difference 165 ) of variance in achievement is accounted for the anxiety .this indicates that anxiety is an important factor in the prediction of achievement n girls.



Mean Academic achievement scores and Anxiety level of girls and boys:

Gender	N	<Mdn	S.D	N	>Mdn	S.D	Mean square	F	P (Value)
Girls	79	74.62	11.55	88	69.31	15.00	11.752	6.4	.012
Boys	92	67.52	14.99	93	68.39	15.06	9.633	4.5	.701

From the above table it is found that girl who had low anxiety score had high academic achievement score. (74.62) compare to the girl who had high anxiety and low academic achievement score (69.31) and there is a difference of 7.1 which is highly significant at (.01 level) however did not show this kind of difference in fact boys low anxiety score had same academic score (67.52, 68.39) the difference score in the score is .9 which is very negligible and not significant it may therefore be constructed that anxiety is definitely affecting girls and bring down their academic achievement due to their anxiety level.

**T-Test**

Gender difference in anxiety score of students.

Variable	Gender	No student	f	Mean #std.deviation	f	p-value
anxiety	girls	167	1.061	24.916#10.166	1.061	.304
	boys	185		25.995#9.479		
	total	352		25.48#9.811		

There is no significant difference according to the gender in anxiety scores, with almost similar means score of both the girls (24.92)

and boys (25.99) which would indicate the both gender seem to be having the same moderate level of anxiety.

**Overview of finding Anxiety and Academic achievement of girl & boys**

This analysis shows that anxiety is having a negative effect on the academic achievement of girls only were as for the boys academic achievement is not effected by their anxiety levels, even though boys and girls are having the same moderated level of anxiety the above finding are in accordance with the hypothesis farmed.

**Kaczkowski** (1972) found that 90 %of girl felt anxious because they lack knowledge of what was expected of them ,the source of tension for girls and more than boys .Girls are more worries ,like( there looks, marriage or the self esteem ).but today's girls are getting involved in the frenzy of competitions & career worrier too. as result even for girls, the emerging worry is the increasing their dream & aspiration regarding their independence & career along with the usual concerns regarding mate selection & marriage . All thesae make vulnerable to emotional pressures and problems one of which is found to be the high academic anxiety.

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