A Study on Anxiety Level and Academic Achievement of XI Standard Students of Thanjavur District

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ABSTRACT

The Normative survey research has been conducted on Anxiety Level to the random sample of 731 XI standard students of Thanjavur District, Tamilnadu State. In this study, the investigator has used independent variable is Anxiety and the dependent variable is Academic Achievement. Gender, Locality, and Medium of Instruction are the demographic variables. Descriptive, inferential and correlation analyses were used to testing the hypotheses. The study reveals that the anxiety level of XI standard students is moderate and the Academic Achievement is in first class; Both Anxiety and Academic Achievement are significant with Gender, Locality of School and Medium of Instruction. The correlation between Anxiety and Academic Achievement is high negative correlation.

Keywords: Anxiety, Thanjavur, Descriptive, Demographic Variable

Education is an indispensable ingredient of development and a fundamental right of every individual. Education is a social process, which ensures the development of an individual from a similar and lower position to a more complex and higher one. Today, the academic achievement is considered as a primary thing of knowledge. But it will not be a blossom of knowledge. Parents of the students are wish that our students shot get more marks in all subjects and it will show our student knowledge. Knowledge is a broad term than academic achievement. Academic achievement is simply called as performance of the individual regards to their subject beyond. The academic achievement is affected by many factors. In those factors, the anxiety is one of them. Before entering the room the students exam anxiety is varied depends upon the individual. Sometimes the high anxiety of an individual may suffer in loss of concepts and it turns less achievement. In this context, the investigator of this paper has conducted a research on Anxiety and Academic achievement. Its function of preparing people for development has therefore

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become more difficult to discharge because of the extremely rapid changes taking place and the constantly increasing complexity and diversity of their forms.

Meaning of Study Variables:
The following paragraphs give meaning and definition of the study variables such as Anxiety and Academic Achievement.

Anxiety: Anxiety is disorders of an individuals' personality. it produces mental health problems of childhood and adolescence. As many as 1 in 10 young people may suffer from an anxiety disorder. About 50 percent of children and adolescents with anxiety disorders also have a second anxiety disorder or other mental or behavioral disorder such as depression. It is not known whether the anxiety disorders are caused by biology, environment, or both. Studies do, however, suggest that young people are more likely to have an anxiety disorder if their parents have anxiety disorders. Anxiety is the apprehensions carried off by a threat to some value which the individual holds essential to his existence as a personality. The logical meaning of Anxiety is that the free ambiguous moves of the mind. It is not easy to identify and it is not easy to become free from it. A person is not aware of its birth and its effect.

Academic Achievement: It is an indicator of performance of a student. It is not a blossom of students' knowledge. Knowledge is a broad thing which not limited. Academic Achievement is called as the performance of the individual in which what they learned. Academic Achievement may affect many factors. It is simply called as the learning outcomes of the students. It fulfills the subject and educational objectives.

NEED FOR THE STUDY

Nowadays, many of the parents are wanting from their children who must succeed with high academic achievement. Because they feel it is recognized trait of students learning outcomes. Academic achievement is simply called as performance of the individual regards to their subject beyond. The academic achievement is affected by many factors. In those factors, the anxiety is one of them. Before entering the room the students exam anxiety is varied depends upon the individual. Sometimes the high anxiety of an individual may suffer in loss of memorized concepts and it turns less achievement.

Students with anxiety disorders are easily frustrated; they may have difficulty in completing their work or task or examinations. They may worry so much about taking much longer time to finish a work or a task or examination even they have to do right thing than other students. This type of fears of being embarrassed, humiliated, or failing may result in school avoidance. Getting behind in their work due to numerous absences often creates a cycle of fear of failure, increased anxiety and avoidance, which leads to more absences attaining high achievement. Furthermore, children are not likely to identify anxious feelings, which may make it difficult for educators to fully understand the reason behind poor academic achievement. With this background, the investigator

has selected the topic entitled "A Study on Anxiety Level and Academic Achievement of XI Standard Students of Thanjavur District".

Hypotheses of the study

Hypothesis is a scientific guess which must be tested with relevant statistics for finding results of the study. Good and Han states hypothesis that what we are looking for. A hypothesis looks forward. It is a proportion which can be put to a test to determine its validity. It may prove to be correct or incorrect" (as cited in Koul, 2008). It occupies an essential place and it cannot exclude from research especially in quantitative analysis. The following hypotheses have been formulated to the research.

✓   The Anxiety level of XI standard students is in moderator level.

✓   The Academic Achievement of XI standard students are in first class.

✓   There is no significant difference in Anxiety level of XI standard students with regard to the demographic variables such as,

▪   Gender,

▪   Locality of School, and

▪   Medium of Instruction.

✓   There is no significant difference in Academic Achievement of XI standard students with regard to the demographic variables such as,

▪   Gender,

▪   Locality of School, and

▪   Medium of Instruction.

✓   There is no relationship between Anxiety level and Academic Achievement of XI standard student

Variables of the Study:

One it have different characteristics or traits or a numeric value during a process is called as variable. In the year 2014, Kothari defines variable that a concept which can take on different quantitative values is called a variable. The following variables have been used for the study.

Independent variable:

It is a variable introduced by the investigator which will not change by other and it is acting alone in the research. "The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena" (Best & Kahn, 2006). The following is the independent variable of the study.

✓   Anxiety Level

Dependent variable:

The change in traits or characteristics of one variable by other variable is called as dependent variable. According to Best (1998), "The dependent variables are the conditions or

characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables". The dependent variable of the study is

✓   Academic Achievement

Demographic Variable:

It is a special type of independent variable. The variable that makes influences on dependent variable with some extent is called as demographic variables. The followings are the demographic variables.

✓   Gender,

✓   Locality of School, and

✓   Medium of Instruction.

METHODOLOGY OF THE STUDY:

Methodology is an essential part of the research so because it call as hart of the research. It includes method of data collection, Sample and sampling techniques, description of tools, data collection, statistics and interpretation. According to New Webster dictionary of English language, the methodology is described as "The system of methods or of classification as it is applied by a science or art, while a method is 'Systematic or clearly defined way of accomplish on end' (as cited in Babu, 2008). The description of Methodology is below,

Method:

The Research method is fully based on the research problem and it objectives. Based on those factors, the investigator has selected Normative Survey Method for collecting data.

Sample and Sampling Technique:

Sample is a small portion of the population or the sampling frame. According to Pandya (2010), "Samples comprises of a small proportion of individuals, items or events selected for the study from a large group referred to as a population". The sample must possess a minimum of one characteristic of the target population. For generalization to population, the represntative sample of 100 BT teachers (47 Male and 53 Female) of Thanjavur District, Tamilnadu were randomly selected.

Tool of the study:

Without tool, no researcher measures anything psychologically. The tool occupies a vital part in educational researches. It may be an instrument or device is used to collect data. For example, questionnaire, schedule, rating scale and tests etc. The following tool has used for data collection.

Anxiety Scale:

The Emotional Intelligence scale was constructed and standardized by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar. The face and content validity were found by the tool constructors. The reliability of the scale is 0.88 by using split-half method. The internal validity of the tool is 0.94. The Anxiety Scale has been constructed and standardized by the investigator with 60 statements (5 point rating scale) and they are subjected to item analysis with t-test. 52 items were retained with the critical value of 1.75 and its greater (Edward, 1957). The face and content validity were

found by the subject experts' opinion including two associate professor and one school teacher from Tamilnadu. The reliability of the scale is found to be 0.79 by using split-half method and the intrinsic validity of the tool is 0.89.

Academic Achievement:

Students' Annual mark is considered as Academic Achievement.

MAJOR FINDINGS

Findings are the exact results of the research which are explored from the analysis of hypothesis. It is considered as highlights of research where the researcher or the investigator is focused before as hypothesis to investigation. The followings are the findings,

- ✓ The Anxiety level of XI standard students is in moderator level.
- ✓ The Academic Achievement of XI standard students are in first class.
- ✓ There is a significant difference in Anxiety level of XI standard students with regard to the demographic variables such as,
- ▪ Gender,
- ▪ Locality of School, and
- ▪ Medium of Instruction.
- ✓ There is no significant difference in Academic Achievement of XI standard students with regard to the demographic variables such as,
- ▪ Gender,
- ▪ Locality of School, and
- ▪ Medium of Instruction.
- ✓ There is a moderator negative correlation between Anxiety level and Academic Achievement of XI standard student.

CONCLUSION

Conclusion is the scientific rationale which acts behind the result of findings. The following conclusion was made by the investigator based on the findings of the study.

- ✓ The Anxiety level of XI standard students is in moderator level.
- • It may be due to exam fear of the students. Because they are shifted from secondary education to higher secondary education. In this case, the entire syllabus of science and mathematics is different and having a great gap due to the psychological factors of students. Nonetheless the science is classified with physics, chemistry and biology. In this stage some students compromise themselves and some others having high anxiety and most of students' having normal fear in examination. This meanly make the students moderate test anxiety towards students.
- ✓ The Academic Achievement of XI standard students are in first class.
- • Most of the students' admitted in the schools are in merit basis. so this may influence in academic achievement..

- ✓ There exists a significant difference in Anxiety level of XI standard students with regard to their Gender.
- • Normally, the girl students before writing examination having high stress and always making high preparation to examination. The boys' students having the thought like 'It is not a matter' that may lead the variation between their test anxiety levels.
- ✓ There exists a significant difference in Anxiety level students with regard to Locality of School.
- • The democratic environment between rural and urban schools may be different and this may lead the variation in anxiety level of students with regard to Locality of School.
- ✓ There exists a significant difference in Anxiety level students with regard to Medium of Instruction.
- • Most of the XI standard students studying in English medium were completed their secondary education in Tamil medium before they joined XI Standard. This is the struggle to the students to write examination in English. This may lead the variation in anxiety level between Tamil and English medium students.
- ✓ There is a significant difference in Academic Achievement of XI standard students with regard to Gender.
- • Girls' students are normally having high intelligence than male students. This may leads to higher academic achievement of girls' students.
- ✓ There is a significant difference in Academic Achievement of XI standard students with regard to Locality of School.
- • Most of the parents of urban students are educated and make tutorial arrangement to foster their students learning. But the rural students have less opportunity to get additional learning like tuition and they have responsibility to share their parents work. This may leads the significance difference in academic achievement that the urban students are having high academic achievement.
- ✓ There is a significant difference in Academic Achievement of XI standard students with regard to Medium of Instruction.
- • Most of the XI standard students studying in English medium were completing their secondary education in Tamil medium before they joined XI Standard. This is a struggle to the students to write examination in English. This may lead the variation in anxiety level and it leads less academic achievement of English medium students than Tamil Medium Students.
- ✓ There is a moderate negative correlation between Anxiety level and Academic Achievement of XI standard student.
- • This reveals that the moderate level of anxiety direly influences the academic achievement of the students oppositely. It is a clear that there negative moderator relationship.

Table-1 Descriptive Analysis of Test Anxiety Level

Variable	N	Mean	Median	Mode	S.D	Skewness	Kurtosis	Range	Status
Anxiety	731	213.41	212.21	209.01	9.88	.965	.899	36	Moderate
Academic Achievement		961.10	972.53	986.41	16.46	-0.365	.872	114	First Class

Table-2 N, Mean, SD and t-value of Gender, Locality and Medium of Instruction

Variable	Demographic Variable		N	Mean	Standard Error	't' Value	Significance
Anxiety	Gender	Male	397	199.32	9.63	$2.12^{\#}$	Significant
		Female	334	219.70			
	Locality	Rural	349	225.31	5.95	$2.04^{\#}$	Significant
		Urban	382	213.17			
	Medium of Instruction	Tamil	415	193.67	10.03	$1.99^{\#}$	Significant
		English	316	213.62			
Academic Achievement	Gender	Male	363	947.31	23.74	$2.69^{\#}$	Significant
		Female	368	1011.26			
	Locality	Rural	413	921.56	20.33	$3.67^{\#}$	Significant
		Urban	318	996.25			
	Medium of Instruction	Tamil	457	943.44	22.17	$1.99^{\#}$	Significant
		English	274	899.17			

$^{\#}$ Significance with Critical Value 1.96 to the degrees of freedom 729 at 0.05 levels

Table-3 Correlation between Anxiety and Academic Achievement

Variable	Anxiety
Academic Achievement	$\mathbf{0.59^{\#}}$

Significance at 0.01 levels

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests

The author declared no conflict of interests.

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