RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ACADEMIC ANXIETY OF NINTH STANDARD SCHOOL CHILDREN

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Abstract: The purpose of this investigation is to examine the relationship between Academic Achievement and Academic Anxiety among Ninth standard school children. The current research was followed by a descriptive survey method. Giving representation to locality, a sample of 240 students out of which 120 students studying in urban and 120 students studying in rural schools were selected using stratified random sample procedure. The number of boys would be 120 and girls would be 120 sample. In the present study to find out the Academic Anxiety of secondary school children, the researcher was utilized Academic Anxiety Scale for Children (AASC) developed by A.K. Singh and Sen Gupta (1999) and also academic achievement of children collected from the office records during 2018-19. The collected data was analyzed by 'r' test and independent 't' test in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels and interprets varied kinds of numerical data obtained from the subjects. The correlation result shows negative significant relationship between academic achievement and academic anxiety of ninth standard school children. From the 't' test analysis it was found significant difference in the academic achievement and academic anxiety of ninth standard boys and girls. The girls had better achievement as well as less anxiety when compared to boys. Therefore create a supportive learning environment for boys by encouraging a positive and stress-free atmosphere in the classroom can help reduce students' anxiety levels and increase their motivation to learn.

Index Terms - Academic Achievement, Anxiety, Ninth standard, School Children

INTRODUCTION

Achievement is a general term for the successful attainment of something requiring a certain effort, the degree of level of success in some specified area or in general. It is the Knowledge acquired and skills developed in college subjects generally indicated by marks obtained in test and examinations.

Carter (1969) defined academic achievement as "the knowledge attained or skill developed in school subjects usually determined by test scores or marks assigned by the teacher." Dictionary of Education (Good, 1959) defined achievement as "Accomplished or proficiency of performance in a given skills or body of knowledge". Encyclopedia of Education defines achievement as "Successful accomplishment or performance in particular subject, area or course usually by reasons of skill, hard work and interest, typically summarized in various type of grades, marks, scores or descriptive commentary".

Students are the backbone of educational process. Education is a process and also acts as an instrument to bring out the innate behavior of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well adjusted youth who will step forward when the adult generation passes on to retirement. The students of today are the youths of tomorrow and future citizens of the country, therefore it is the responsibility of teachers, society and government to see that they are physically, mentally and emotionally sound. Anxiety can play a role in academic achievement for students in both positive and negative ways. A moderate level of anxiety can motivate students to work hard and perform well in school and high levels of anxiety can be debilitating and interfere with a student's ability to focus, retain information, and perform well on exams and assignments.

Anxiety is an excited state of nervous system as a result of which sense of tension, nervousness and worry is being inflicted an individual (Spielberger, 1983). Academic anxiety is a sort of state anxiety which relates to the approaching threat from the academic institution's environment admitting teachers, certain subjects like Mathematics, English etc. Academic anxiety may become detrimental, obstacle in the academic performance over the period of time. Excessive anxiety can lead to physical symptoms such as headaches, fatigue, and digestive issues, as well as mental symptoms such as negative thoughts, worry, and decreased self-esteem. This can result in decreased motivation and decreased academic performance. Therefore, it is important to address and manage anxiety in students to promote academic success. This can be done through a combination of individual and

group support, relaxation techniques, and cognitive-behavioral therapy, among other approaches. Maintaining a supportive and understanding environment in the classroom and at home can also help to reduce levels of anxiety and improve academic achievement of students.

Rao and Chaturvedi (2017) studied academic anxiety of secondary school students, in connection to sex and locality. A sample of five hundred class IX students were chosen and taken up for the investigation. Academic Anxiety Scale created by Dr. A.K. Singh and Dr. A. Sen Gupta was utilized for data accumulation. It was found that there was no significant difference in the Academic Anxiety among boys and girls and found significant differences in the academic anxiety between rural and urban region students. Banga and Sharma (2016) discovered the academic anxiety of secondary school students in connection to sex and locale. The sample comprised of 200 senior secondary students and purposive sampling system was utilized to choose the example of students from senior secondary schools in Kangra District of Himachal Pradesh, India. For this purpose, Academic Anxiety Scale for Children (AASC) by Singh and Gupta (2009) was utilized to measure the students' academic anxiety. It was found that there was a significant changes in the academic anxiety among boys and girls and also confirmed no significant changes in the academic anxiety between rural and urban secondary school students. Fatma (2015) investigated anxiety of adolescents in connection to their gender and locality. For these purpose, 1000 adolescents among them 671 urban and 329 rural adolescents between the age gatherings of 17 to 19 years had taken. Self prepared Anxiety Scale for pre-adolescents was utilized to discover the anxiety among adolescents. 't' test was used as statistical technique. The discoveries uncovered that huge distinction was found among male and female adolescents in connection to their academic anxiety. It additionally demonstrates no significant changes found among urban and rural adolescents in connection to their anxiety.

Mahajan (2015) examined on academic anxiety of secondary school students in relation to their sex and type of management. A sample of 120 X grade students was chosen through stratified random sampling system as per sex and type of school for the investigation. For this purpose Academic Anxiety Scale for Children by Singh and Sengupta (1998) was used. The result confirms that no significant difference was found between academic anxiety of boys and girls and also confirmed that academic anxiety of government and private secondary students were found to be significant differences. An acceptable level of academic anxiety is actually a good thing as it keeps the student motivated to accomplish the academic tasks given to them (Neelam, 2013). As the academic performance of the student suffers, the levels of anxiety related to certain academic chore also increases (Huberty, 2009). The said studies are related to academic anxiety and academic achievement. These are ample number of researches carried out to establish the effect of academic anxiety on the academic achievement of secondary level education. Unfortunately, there are very few studies conducted on the students in Karnataka. So, this study is humble attempt to bridge the existing gap.

SIGNIFICANCE

Today's modern society expects everyone to be a high achiever. The key criterion to judge one's true potentialities and capabilities is perhaps scholastic/academic achievement. Academic achievement has become an index of a child's future. Therefore, it is putting a great pressure on the minds of children and their parents. This scholastic achievement is a function of cognitive and non-cognitive aspects of personality, and is the resultant of various factors like personal, social, economic and other environmental factors. Academic anxiety is a common experience among school-aged children, especially during high-stakes testing situations or when facing challenging academic material. This type of anxiety can manifest as worry, fear, or stress related to school and academic performance. Academic anxiety can impact a child's focus, motivation, and overall well-being, leading to decreased academic performance. Additionally, it can also have long-term effects on a child's mental health and future academic success. Addressing and reducing academic anxiety through interventions such as counseling, relaxation techniques, and creating a supportive learning environment can be beneficial for students.

Academic anxiety and academic achievement are often interconnected. High levels of academic anxiety can negatively impact a student's academic performance, leading to lower grades and decreased motivation. On the other hand, high levels of academic achievement can increase a student's confidence and reduce their levels of anxiety. However, it is important to note that not all students with high levels of anxiety underperform academically, and not all students with high levels of academic

achievement are free of anxiety. It is important to address both academic anxiety and academic achievement in a holistic and individualized manner.

STATEMENT OF THE PROBLEM AND PURPOSE

The topic identified for the present research is on "Relationship between Academic Achievement and Academic Anxiety of Ninth Standard School Children."   The purpose of this investigation is to examine the relationship between Academic Achievement and Academic Anxiety among Ninth standard school children.

OBJECTIVES

1. To know the relationship between Academic Achievement and Academic Anxiety of ninth standard school children.

2. To find out differences in the Academic Achievement of ninth standard children with regard to sex, locality and medium of instruction.

RESEARCH

1. There is no significant relationship between Academic Achievement and Academic Anxiety of Ninth standard school children.

2. There is no significant difference in the Academic Achievement of Ninth standard boys and girls.

3. There is no significant difference in the Academic Achievement of Ninth standard school children from urban and rural locality.

4. There is no significant difference in the Academic Achievement of Ninth standard school children studying in English and Kannada medium.

5. There is no significant difference in the Academic Anxiety of Ninth standard boys and girls.

6. There is no significant difference in the Academic Anxiety of Ninth standard school children from urban and rural locality.

7. There is no significant difference in the Academic Anxiety of Ninth standard school children studying in English and Kannada medium.

METHODOLOGY

The current research was followed by a descriptive survey method. Giving representation to locality, a sample of 240 students out of which 120 students studying in urban and 120 students studying in rural schools were selected using stratified random sample procedure. The number of boys would be 120 and girls would be 120 sample. In the present study to find out the Academic Anxiety of secondary school children, the researcher was utilized Academic Anxiety Scale for Children (AASC) developed by A.K. Singh and Sen Gupta (1999) and also academic achievement of children collected from the office records during 2018-19. The collected data was analyzed by 'r' test and independent 't' test in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels and interprets varied kinds of numerical data obtained from the subjects.

DATA ANALYSIS AND INTERPRETATION

Table-1

Number, Degree of Freedom, 'r' value and Level of Significance for Academic Achievement and Academic Anxiety of Ninth standard school children.

Variables	N	df	'r' value	Sig. level
Academic Achievement and Academic Anxiety	240	238	−0.148	*

*Significant at 0.05 level (Table Value 0.138)

The above table-1, it was seen that the obtained 'r' value -0.148 for Academic Achievement and Academic Anxiety is higher than the table value 0.138 at 0.05 level of significance. Therefore, the null hypothesis-1 is rejected and the alternate hypothesis has been formulated that "there is a negative significant relationship between Academic Achievement and Academic

Anxiety of ninth standard school children." The result concludes that students having less anxiety had higher achievement and vice versa.

Table-2

Number, Mean, Standard Deviation, 't' value and Significance Level related to Academic Achievement scores of ninth standard school children with regard to sex, locality and medium of instruction.

Variables	Groups	Number	Mean Scores	Standard Deviation	't' Value	Sig. Level
Sex	Boys	120	85.341	21.145	3.66	**
	Girls	120	92.925	8.259		
Locality	Urban	120	95.408	6.711	6.38	**
	Rural	120	82.858	20.490		
Medium of Instruction	English	155	94.600	7.277	6.08	**
	Kannada	85	79.164	22.767		

*** Significant at 0.01 level (N=240; df=238, Table Value: 2.60)*

The above table-2 shows Number, Mean, Standard Deviation, 't' value and Significance Level related to Academic Achievement scores of ninth standard children with selected background variables of sex (boys and girls), locality (urban and rural) and medium of instruction (English and Kannada) by applying independent 't' test technique.

➢ The obtained 't' value 3.66 is greater than the table value 2.60 (df=238) at 0.01 level of significance. Hence, the stated null hypothesis-2 is **rejected** and an alternate hypothesis has been accepted that is "there is a significant difference in the Academic Achievement of ninth standard boys and girls." The academic achievement mean scores of ninth standard boys (M=85.341) are less than the mean scores of girls (M=92.925). It is inferred that ninth standard boys had low achievement in academic.

➢ The obtained 't' value 6.38 is greater than the table value 2.60 (df=238) at 0.01 level of significance. Hence, the stated null hypothesis-3 is **rejected** and an alternate hypothesis has been accepted that is "there is a significant difference in the Academic Achievement of ninth standard children from urban and rural locality." The academic achievement mean scores of rural children (M=82.858) is less than the mean score of urban children (M=95.408). It is inferred that ninth standard children from rural locality had low achievement in academic.

➢ The obtained 't' value 6.08 is greater than the table value 2.60 (df=238) at 0.01 level of significance. Hence, the stated null hypothesis-4 is **rejected** and an alternate hypothesis has been accepted that is "there is a significant difference in the Academic Achievement of ninth standard children studying in English and Kannada medium." The academic achievement mean scores of Kannada medium children (M=79.164) is less than the mean scores of English medium children (M=94.600). It is inferred that ninth standard Kannada medium children had low achievement in academic.

The comparison of Academic Achievement mean scores of ninth standard boys and girls; urban and rural & English and Kannada medium children are given in the graphical presentation in Fig.1.
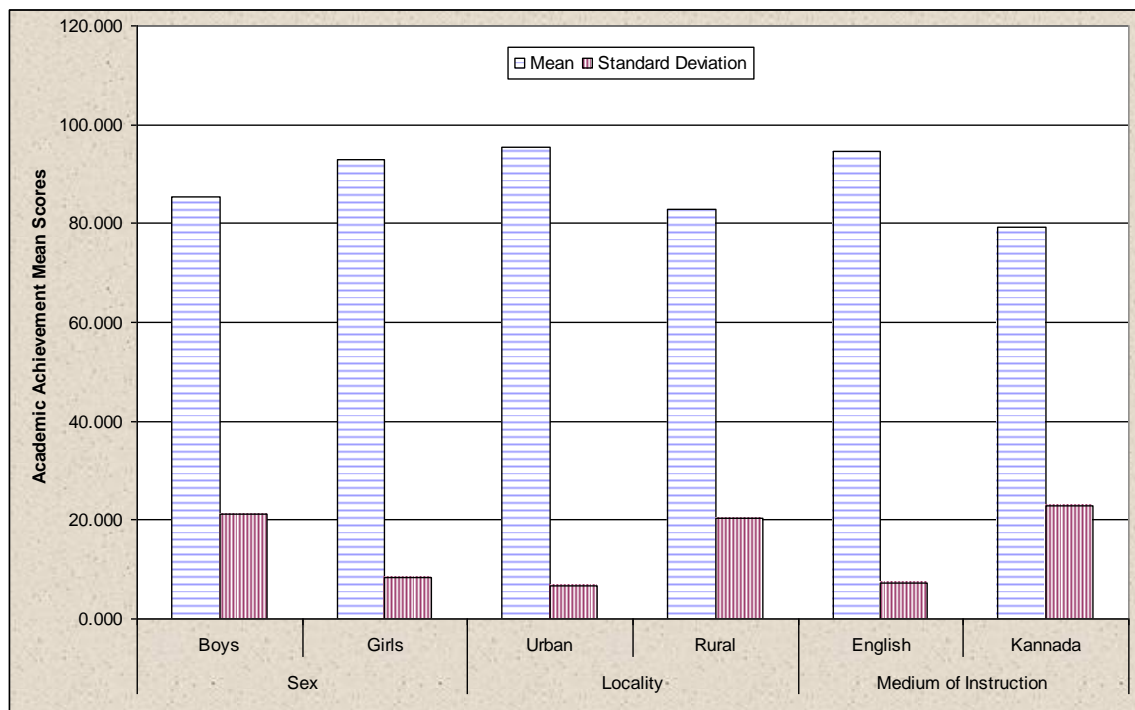

Fig.1: Bar grah shows comparision of academic achievement scores with regard to sex, locality and medium of instruction

Table-3

Number, Mean, Standard Deviation, 't' value and Significance Level related to Academic Anxiety scores of ninth standard children with regard to sex, locality and medium of instruction..

Variables	Groups	Number	Mean Scores	Standard Deviation	't' Value	Sig. Level
Sex	Boys	120	12.408	2.613	5.18	**
	Girls	120	10.191	3.883		
Locality	Urban	120	10.866	3.873	1.98	*
	Rural	120	11.733	3.000		
Medium of Instruction	English	155	10.503	3.700	5.61	**
	Kannada	85	12.752	2.478		

*** Significant at 0.01 level (N=240; df=238, Table Value: 2.60); * Significant at 0.05 level (N=240; df=238, Table Value: 1.97)*

The above table-3 shows Number, Mean, Standard Deviation, 't' value and Significance Level related to Academic Anxiety scores of ninth standard children with selected background variables of sex (boys and girls), locality (urban and rural) and medium of instruction (English and Kannada) by applying independent 't' test technique.

➤ The obtained 't' value 5.18 is greater than the table value 2.60 (df=238) at 0.01 level of significance. Hence, the stated null hypothesis-5 is **rejected** and an alternate hypothesis has been accepted that is "there is a significant difference in the Academic Anxiety of ninth standard boys and girls." The academic anxiety mean scores of ninth standard girls (M=10.191) are less than the mean scores of boys (M=12.408). It is inferred that ninth standard girls had less academic anxiety.

➤ The obtained 't' value 1.98 is greater than the table value 1.97 (df=238) at 0.05 level of significance. Hence, the stated null hypothesis-6 is **rejected** and an alternate hypothesis has been accepted that is "there is a significant difference in the Academic Anxiety of ninth standard children from urban and rural locality." The academic anxiety mean scores of urban

children (M=10.866) is less than the mean scores of rural children (M=11.733). It is inferred that ninth standard children from urban locality had less academic anxiety.

➢ The obtained 't' value 5.61 is greater than the table value 2.60 (df=238) at 0.01 level of significance. Hence, the stated null hypothesis-7 is **rejected** and an alternate hypothesis has been accepted that is "there is a significant difference in the Academic Anxiety of ninth standard children studying in English and Kannada medium." The academic anxiety mean scores of English medium children (M=10.503) is less than the mean scores of Kannada medium children (M=12.752). It is inferred that ninth standard English medium children had less academic anxiety.

The comparison of Academic Anxiety mean scores of ninth standard boys and girls; urban and rural & English and Kannada medium children are given in the graphical presentation in Fig.2.
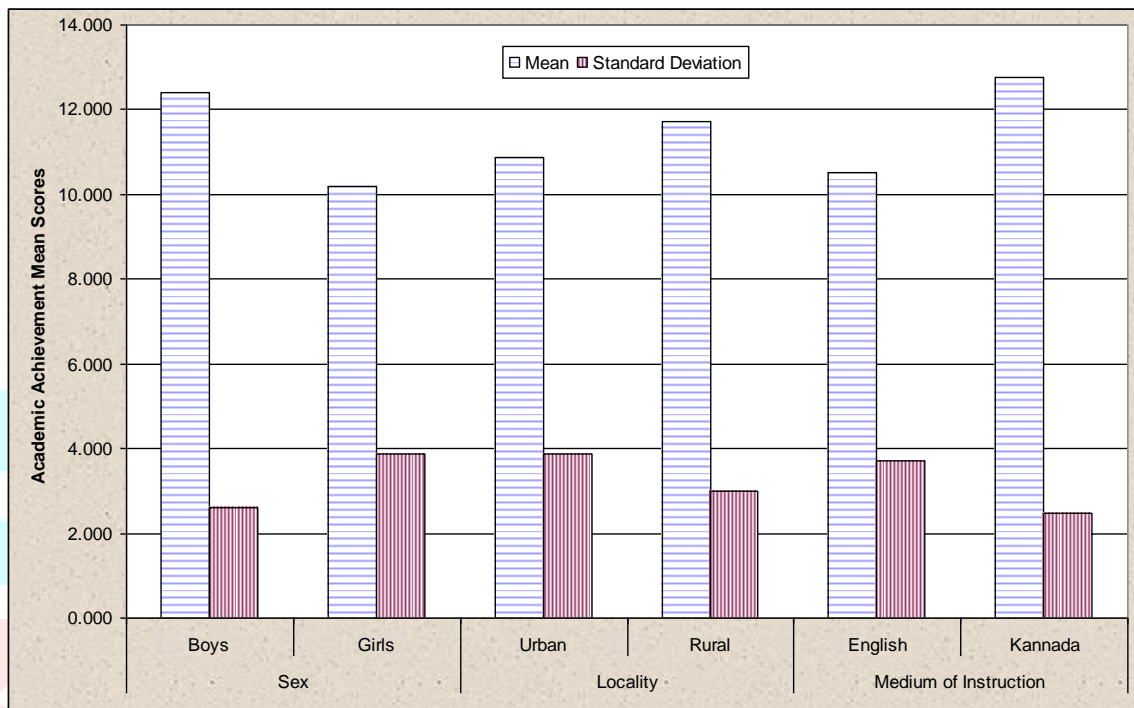

Fig.2: Bar grah shows comparision of academic anxiety scores with regard to sex, locality and medium of instruction

RESULTS

1. There was a negative significant relationship between Academic Achievement and Academic Anxiety of ninth standard children.

2. There was a significant difference in the Academic Achievement of Ninth standard boys and girls.

3. There was a significant difference in the Academic Achievement of Ninth standard school children from urban and rural locality.

4. There was a significant difference in the Academic Achievement of Ninth standard school children studying in English and Kannada medium.

5. There was a significant difference in the Academic Anxiety of Ninth standard boys and girls.

6. There was a significant difference in the Academic Anxiety of Ninth standard school children from urban and rural locality.

7. There was a significant difference in the Academic Anxiety of Ninth standard school children studying in English and Kannada medium.

CONCLUSION

The correlation result shows negative significant relationship between academic achievement and academic anxiety of ninth standard school children. From the 't' test analysis it was found that significant difference exists in the academic achievement and academic anxiety of ninth standard boys and girls. Girls had better achievement as well as less anxiety when compared to boys. Therefore create a supportive learning environment for boys by encouraging a positive and stress-free atmosphere in the classroom is needed to reduce students' anxiety levels and increase their motivation to learn. The 't' test also confirmed that there was a significant difference in the academic achievement and academic anxiety of ninth standard students from urban and rural schools. The urban school students had better achievement as well as less anxiety when compared to students from rural schools. Therefore, physical activity and individualized support must be provided especially for students of rural schools. Working with students individually to address their specific anxieties and needs can be effective in reducing their levels of anxiety and improving their academic performance. It is important to approach reducing academic anxiety and improving academic achievement in a holistic and individualized manner, tailored to each student's needs and situation.

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