

Effect of Anxiety and Study Habit on the Academic Achievement of Senior Secondary School Students

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ABSTRACT

Education is as old as the human races. Education is the deliberate and systematic influence exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual power of the human being. The main aim of education is the all round development of the child's power and natural tendencies. Education by all means is an attempt to mould and shape the behavior of the pupils. Education helps the individual to adjust in the new environment. No two individuals are alike. They differ in their ability to learn, to adjust to novel situations and to manage things, people and ideas. Education of man does not begin at school, it begins at birth. It ends not when he becomes graduate from the University but at his death. Hence, education is a life-long process. So it should be updated according to the needs of the society as well as the individual. In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the center of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society. The effectiveness of any school system is gauged through the extent the pupils involved in the school system achieve, whether it may be in cognitive, connective or psychomotor domain. The academic achievement of the students depends upon a number of factors. A number of studies have been carried out to establish the various factors which directly or indirectly influence the academic achievement of the students. The present study was too undertaken to find out the possible influence of anxiety and study habit of senior secondary school students on their academic achievement. Here in the present investigation the investigator put forward a step to analyse the relationship between the anxiety and study habit of the senior secondary school students and their possible impact over their academic achievement.

KEY WORDS: - Anxiety, Study Habit, Academic Achievement.

INTRODUCTION

The academic achievement of the students depends upon a number of factors. A number of studies have been carried out to establish the various factors which directly or indirectly influence the academic achievement of the students. The present study was too undertaken to find out the possible influence of anxiety and study habit of senior secondary school students on their academic achievement. Here in the present investigation the investigator put forward a step to analyse the relationship between the anxiety and study habit of the senior secondary school students and their possible impact over their academic achievement. Education of man does not begin at school, it begins at birth. It ends not when he becomes graduate from the University but at his death. Hence, education is a life-long process. So it should be updated according to the needs of the society as well as the individual.

In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the center of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society. The effectiveness

of any school system is gauged through the extent the pupils involved in the school system achieve, whether it may be in cognitive, connective or psychomotor domain.

Conceptual Clarity

Concept of Anxiety

Anxiety in a way, is the most intimate experience to man. It enters into man's life with the first breath and ends with the last. It is the main cause of all mental disorders. The word 'anxiety' came from the Latin word "anxieties" which means 'experience of varying blends of uncertainty, agitation and threat'. The credit to introduce the word in psychology goes to Sigmund Freud (1894). He expressed that anxiety results due to suppression of romantic sexual tensions

Concept of Study Habit

Everyone is different, and for some students, studying and being motivated to learn comes naturally. No two people study the same way, and there is little doubt that what works for one person may not work for another. If one is reading this page, it's likely that he is not one of them. Their success in high school and college is dependent on their ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration, and low or failing grades.

A habit is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no exceptions

Concept of Academic Achievement

In ordinary sense, academic achievement refers to the performance of the students in various subjects of prescribed curriculum in the educational institution. It is the academic status of an individual as a whole. In literal sense, achievement is something that is accomplished successfully with efforts and skills. The academic achievement is regarded as educational outcomes of an individual or group of individuals through a process of regular instructions.

REVIEW OF RELATED LITERATURE

Sarason (2010) reported a low negative but significant correlation between anxiety and achievement. He suggested that anxiety scales which are specific to certain kinds of situations may prove to be more useful in academic situations than the general anxiety scale. His results supported this suggestion and there was a more significant negative correlation between test anxiety and achievement than between general anxiety and achievement. Negative correlation was stronger for females than males. Sarason and Stoopes in their study recorded that high anxious students made higher estimates than the low anxious students.

Lunneborg (2011) reported a low negative correlation between anxiety and achievement when he gave three anxiety scales (TASC, GASC, CMAS) to 213 boys and girls in Grade IV to VI. The negative correlation between anxiety on TASC scores and achievement scores tended to be higher than was the case for other two general anxiety measures. Further, the negative correlation tended to be larger for boys than for girls.

Sharma (2012) supported the Yerkes Dodson Law by his studies on the school sample. The law states that the relationship between anxiety and learning takes the form of inverted U-shaped curve which means that the optimum level of motivation for effective performance lies in the middle ranges, rather than at the high or low ends of the curve.

Prell (2013) studied the influence on anxiety of three measures of examinations - term papers, essay type test and multiple choice tests. The correlation between the deliberating anxiety scores and total achievement was significant for the whole group. The total scores based on all three measures were most strongly correlated with achievement in the multiple choice test, less strongly with essay type achievement and least strongly with term test achievement. Anxious students, especially females were reported to have a significantly lower essay scores.

Bhagirath (2014) conducted a study "Correlates of academic achievement as perceived by the teachers and students of high school". He stated that teachers and students perceived the correlates of academic achievement as intelligence, character, creativity, punctuality, alertness, and efficiency, social and emotional adjustment.

Pandit (2015) conducted a study on the role of anxiety 10 learning and academic achievement. He used the Test Anxiety Scale for Children and self made achievement test. The results of his study had shown that anxiety bore a negative relationship with learning and academic achievement and when anxiety was experimentally induced, the lowest anxiety group showed a significant improvement in the re-test.

Mitchell and Compbell (2017) concluded that the subject whose depression scores were above the median showed significantly greater cognitive distortion were below the median. There were no significant differences between the subjects who scored trait anxiety scores.

Hill and Eaton (1989) reported that anxious children perform poorly on cognitive and ability tests because of motivational difficulties rather than learning deficiencies. Highly anxious children were found performing rapidly and accurately on arithmetic problem when the fear of failure was removed and they were allowed not to pace themselves with time limit.

STATEMENT OF THE PROBLEM

Effect of Anxiety and Study Habit on the Academic Achievement of Senior Secondary School Students

OBJECTIVES OF THE STUDY

The study is carried out by the investigator with the following objectives:-

1. To study the anxiety level of the senior secondary school students
2. To study the study habit among senior secondary school student
3. To predict the relationship between anxiety level and study habit among senior secondary school students
4. To study the academic achievement of senior secondary school students
5. To predict the relationship between anxiety level and academic achievement of senior secondary school students
6. To predict the relationship between study habit and academic achievement of senior secondary school students

HYPOTHESES

The study has been undertaken on the basis of following hypotheses:-

1. There exists no significant correlation between anxiety level and study habit of the senior secondary school students
2. There exists no significant correlation between anxiety level and academic achievement of the senior secondary school students
3. There exists no significant correlation between study habit and academic achievement of the senior secondary school students

METHODOLOGY

In research there are various methods and procedures to be applied.

- (1) Historical method
- (2) Experiment method
- (3) Descriptive method

DESIGN OF THE STUDY

The present study is comprised to Normative Survey Design. Data was collected with the help of a questionnaire. The responses were in multiple choices.

POPULATION

For the present investigation, the target population covers all the senior secondary school students. Owing to obvious constraints of field situation, it was not possible to encompass the entire population. Thus, a suitable sample was needed to be selected through suitable sampling design. For the present study, the investigator has decided to follow the convenience or chunk and probability or random sampling method. The convenience or chunk sampling is a non-random sampling method, which is neither based on probability nor on judgment, but the sample is selected by convenience. On the other hand, the probability or random sampling method is one in which each item in the population has equal chances to be selected in the sample.

SAMPLE

In the present investigation, three senior secondary schools of Jind District were selected by the convenience or chunk sampling method. From these six schools, a sample of 60 senior secondary school students was selected.

DESIGN

The descriptive investigations are of immense value in solving problems about children, school organization, supervision and administration, curriculum teaching methods and evaluation. Thus, keeping in mind the nature and needs of the present research, Descriptive survey method was considered to be and appropriate one.

METHOD USED

There are mainly three types of methods in educational research.

Historical Method

Experimental Method

Descriptive method or Normative Survey Method

The survey approach to educational problem is one of the most commonly used approaches. It is used in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification, evaluation and generalization, all directed towards proper understanding and solution of significant educational problems. In present study the experimental method of research was used.

TOOLS USED

For the present investigation, the investigator has decided to use following tools-

1). Test Anxiety Scale (TAS) developed by Dr. V.P. Sharma.

2). Study Habit Inventory Dr. B.V. Patel.

COLLECTION OF DATA

For the collection the data, the investigator visited to each school selected in the sample met the teachers personally and explained the purpose of the study. After getting their confidence, the investigator then administered both the tools to them and told them to feel free while responding.

STATISTICAL ANALYSIS

For the analysis of the data following statistical techniques will be employed-

-mean,

-Pearson's product moment correlation.

MAIN FINDINGS

In the light of the analysis of the data and interpretation of results of the present investigation, the following main findings are stated:-

1. Most of the senior secondary school students exhibited average level of anxiety. A small percentage of students were found to be suffering from high level of anxiety. A still smaller percentage of senior secondary school students were exhibited lower level of anxiety.

2. Most of the senior secondary school students were possessed either normal or satisfactory study habits. A good proportion of students possessed below normal or poor study habits. Comparatively a small percentage of students were possessed good study habit. A very negligible percentage of students possessed very good or very poor study habit.

3. The anxiety level of the senior secondary school students was found to be having almost negligible impact on their study habit.

4. A fairly high number of senior secondary school students are high achievers. Approximately an equivalent percentage of senior secondary school students are average achievers. A very small no. of senior secondary school students is low achievers.
5. Anxiety level of the senior secondary school students has a significant impact on the academic achievement of the senior secondary school students. Higher the anxiety level of the students lower would be their level of academic achievement.
6. Study habit of the senior secondary school students was also found to be having significant impact on their academic achievement. Better the study habit of the senior secondary school students higher was their level of academic achievement.

EDUCATIONAL IMPLICATIONS

1. In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the center of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society. The effectiveness of any school system is gauged through the extent the pupils involved in the school system achieve, whether it may be in cognitive, connative or psychomotor domain. A number of research studies have identified the number of factors contributing to and correlating with increased students' achievement.
2. The present study was too under taken to study the anxiety level and study habit of the senior secondary school students in relation to their academic achievement. Thus, the finding of present study have its implications for the teachers, administrators and other personnel dealing with the education of students at senior secondary level.
3. The present study has evidently indicated that the anxiety level of the senior secondary school students bears almost negligible correlation with their study habit. This clearly meant that the anxiety poses a very little influence on the study habit. But in contrast the anxiety is negatively correlated with the academic achievement of the students. This indicates that if the students are suffering from higher level of anxiety then their performance comes out to be quite poorer.
4. Besides, it has also been found in the present investigation that a higher percentage of the senior secondary school students are suffering from either high or average level of anxiety which is a matter of serious thought for the personnel engaged with education of the students at senior secondary stage. The teachers and administrators engaged with the education of senior secondary school students should make sincere efforts to reduce the anxiety level of the students so as to let them achieve higher level of academic performance.
5. Besides, it has also been found in the present investigation that the academic achievement of senior secondary school students is positively correlated with their study habit. The students who exhibited better study habit were found to be high achievers in comparison with those who were exhibiting poor study habit. This would of great significance for the teachers, administrators and other personnel engaged with the education of these students. They should make due provisions to improve the study habit of the senior secondary school students so that they may achieve high levels of academic performance. Good study habits would let the students enjoy better learning. This would eventually lead to their better educational outcomes i.e. their better level of academic achievement.
6. Thus, the findings of the present investigation keeps its implications for the personnel engaged with the education of senior secondary school students so that they may put into practice all sorts of measures to reduce the anxiety level and improve the study habits of the students so as to make up their academic performance.

SUGGESTIONS FOR FURTHER STUDIES

Each and every study has some scope for further improvement. The present research is not an exception to this fact. The present study was undertaken to see the effect of socio-emotional climate prevailing in the school and the academic performance of the physically challenged students. The following suggestions may be considered for further research: -

1. The sample size can be increased
2. The study can be extended by controlling the other factors influencing Academic achievement like the environment, socio-economic factors, peer etc.
3. A similar study can be conducted by taking samples from other states.
4. Replication of the study can be done by taking the sex of the students into consideration.
5. Similar study may also be carried out with other tools and different techniques.

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