



## Relationship Between Academic Anxiety and Academic Achievement of Students at Secondary Level

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### **Abstract**

Academic anxiety is a typical performance anxiety and now it is a widespread concern among the students at secondary level. The present study is conducted to explore the actual relationship between academic anxiety and academic achievement of the students. A descriptive analytical survey method with correlational research design is adopted according to the nature of the study. 50 boys and 50 girls students, studying in class IX, were sampled by employing simple random sampling. The objectives of the study are: to find out the relationship between academic anxiety and academic achievement of the students at secondary level, to compare the academic anxiety between male and female students at secondary level and to compare the academic achievement between male and female students at secondary level. There is significant relationship between academic anxiety and academic achievement of the students at secondary level as the correlation value ( $r$ ) is  $-0.95$ . The negative value indicates that academic achievement decreases significantly when academic anxiety increases at 0.01 level as the  $p$ -value of 0.00 is less than the  $p$ -value of 0.01 for  $df$  98. There is significant difference in academic anxiety between male and female students at secondary level. The female students are more anxious than male students since their mean score being 152.28 is higher than that of male students being 138.88. There is significant difference in academic achievement between the mean scores of male and female students at secondary level. The male students are better achiever since their mean score being 59.78 is higher than that of female students being 48.38. The study explored that some necessary educational reforms should be taken

*so as to minimise the academic anxiety among the students to enable them to achieve their expected academic excellence. The responsible persons should take necessary actions to ensure the academic excellence of the students which could contribute to social well-being as well as nation's progress.*

**Keywords:** Academic Achievement, Academic Anxiety, Secondary Level

## Introduction

We observe the natural processes around us through our sense organs and education helps to understand the reason behind these phenomenon, facts or changes. Education is a continuous process that makes individuals to understand the natural occurrences and to adapt with the environment. It draws out the innate potentialities talents creativities into their fullest extent and cause to holistic development pertaining to every sphere of life. The success of any system of education truly reflected upon the academic excellence of the learners pursuing that particular system of education. Hence, academic achievement is unanimously considered as an actual index to assess the success of exciting system of education. Education gained through the learning different school subjects can change the behaviour pattern of the students in cognitive, affective and psychomotor domain (Christian, 1980). The changes in the behaviour pattern of the learners lead to infer that the nature of the academic achievement is not a static but a dynamic concept (Patel, 1987). It encompasses the learner's status or the efficiency of applicability of what he or she has learnt in the course of study (Pressery, Rabinson, 1941).

Anxiety is a common phenomenon to every individual. It is a natural psychological response of one's uneasiness about something. This uneasiness may be about a subjects, may be about a person, about an authority and even on experience. Sometimes about some uncertainty. Academic anxiety is the most common feelings found among the students of secondary level. A large number of students are found to feel uneasiness to study different subjects. They feel embarrassment when they ask to participate any academic activity. Danish existentialist Kierkegaard gave a unique idea about the development of anxiety and stated that we feel anxiety when we find out achievement is not satisfactory according to our abilities and expectations. So, anxiety leads us in the direction of betterment and striving for greater achievement.

Academic anxiety is a growing concern in educational settings. The pressure to perform well in exams to meet the academic expectations, and secure a bright future can lead to increased stress, anxiety levels. In the present study, academic anxiety is a kind of anxiety which is related to the impending danger from the environment of the academic institutions including teacher in certain subjects like Mathematics, English etc. It is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively by the students. Researchers generally agree that academic anxiety is not always bad. An average level of anxiety is useful for the motivation and for more sustainable and prosperous life (Kahan 2008 in Dordinesad, Kakimi, Ashouri 2011). Without any anxiety most of us would lack the motivation to do anything in life. Therefore, a minimum level of academic anxiety may be facilitative to motivate students to study and may inclined them for better achievement. A high level of anxiety may interfere with concentration and affects our memory. In this way high academic anxiety may have considerable

impact on academic achievement. Therefore, it should not be ignored at any cost, if we are really concerned about students' academic performance. If not tackled properly on time, it can have serious and far-reaching negative implications such as causing a student to procrastinate, perform poorly in school work, and withdraw from socializing with peers or from other situations. It can block students' school performance in several ways.

### **Review of Literature**

Mukherjee et al. (2024) conducted educational anxiety and study habits of female higher secondary school students in relation to their academic achievement. The study is planned to find out the relationship between educational anxiety and academic achievement of female higher secondary school students. Descriptive Survey Method was used for education of data. Self-constructed educational anxiety scale and study habits scale were used. A sample of 100 female students of Class IX studying in higher secondary school of North 24 Parganas district, West Bengal was selected using simple random sampling technique. There is no significant relationship between educational anxiety and academic achievement of female higher secondary school students. There is no significant relationship between study habits and academic achievement of female higher secondary school students.

Hashni & Shakir (2023) studying academic anxiety in relation to academic achievement of learners and its management in the light of recommendations of NEP-2020. The study is planned to compare the difference in the mean scores of academic anxiety of secondary school learners on the basis of gender. Academic Anxiety Scale developed by Siddique and Rehman (2017) was used to get the Academic Anxiety score. The percentage of marks secured by the students of standard IX in the last exam was considered as the academic achievement of the learner. Sample of 300 learners studying in different secondary schools using simple random sampling technique. Results revealed a significant difference in academic anxiety and academic achievement of secondary school learners on the basis of gender.

Kaur (2023) Academic anxiety among secondary school students. The study is planned to compare mean scores of academic anxiety among rural and urban students. For the conduct of the present study, the researcher used Academic Anxiety Scale by Siddiqui and Rehman (2017). Sample of 300 students were selected on the basis of convenient and volunteer sampling from 07 selected schools of Punjab. The results showed a significant difference in mean scores of academic anxiety of rural and urban students.

Madiwalar & Narayappa (2022). A study of academic anxiety of secondary school girls and boys students in relation to their self-perception, behavioural pattern and home environment. The present study is planned to find out the interaction effect between self-perception and family environment on academic anxiety of secondary school students. The following tools were used such as Academic Anxiety Scale by A. K. Singh and Self-perception Scale by K. G. Agarwal. The pupils of government high school have significant and higher academic anxiety as compared to pupils of private high school. The boys of high schools have significant and higher academic anxiety as compared to girls of high schools.

Singh & Amita (2021) conducted a study to investigate the relationship between academic anxiety and academic achievement among secondary school students. The present study is planned to find out the difference as well as relationship in between the academic anxiety and academic

achievement with respect to gender and religion respectively. Descriptive survey method was adopted for the present study. There were about 50 students of secondary level taken as the sample of the study. A standardised tool was used to collect the anxiety scores and CGP of the students in their previous classes, obtained from school records were taken as an index of their academic achievement. The findings of the study revealed that no significant difference is found in the academic anxiety of male and female students. Similarly, no significant difference is found in academic achievement of male and female students. The finding showed a significant and negative relationship between academic anxiety and academic achievement of students of secondary level.

### Objectives of the Study

1. To find out the relationship between academic anxiety and academic achievement of the students at secondary level.
2. To compare the academic anxiety between male and female students at secondary level.
3. To compare the academic achievement between male and female students at secondary level.

### Hypothesis

- H<sub>01</sub>:** There is no significant relationship between academic anxiety and academic achievement of the students at secondary level.
- H<sub>02</sub>:** There is no significant difference in academic anxiety between male and female students at secondary level.
- H<sub>03</sub>:** There is no significant difference in academic achievement between male and female students at secondary level

### Methodology of the Study

**Method:** Descriptive Survey Method was used by the researcher.

**Population:** The students of class IX of North-24-Parganas District studying under West Bengal Board of Secondary Education were selected as the population for the present study.

**Sample:** 50 male and 50 female students of class IX were chosen by simple random sampling.

**Tool:** Academic Anxiety Scale developed by Dr. Mohd. Abid Siddiqui and Dr. Atieq UI Rehman was used to estimate the academic anxiety score of the students.

The reliability of the scale was decided by split-half method (odd-even). It was calculated on N =600 and was found to be  $r = +0.85$  which is highly significant at .01 level of significance. The concurrent validity of the scale was determined by the developer.

### Result and Discussion

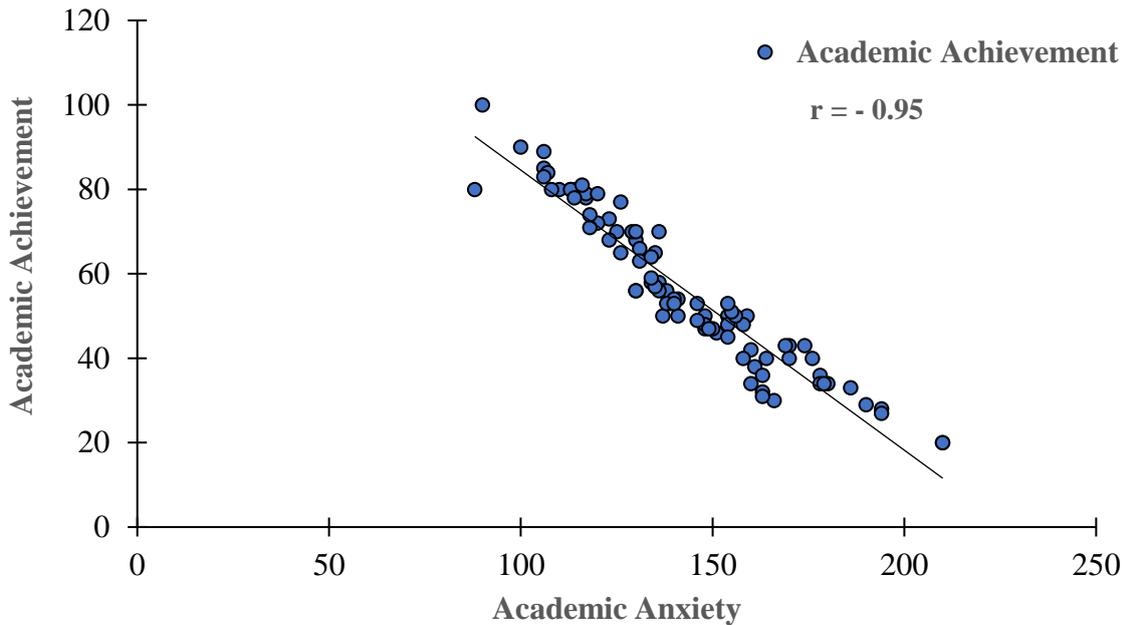
**H<sub>01</sub>:** *There is no significant relationship between academic anxiety and academic achievement of the students at secondary level*

**Table 1:** Relationship between academic anxiety and academic achievement of the students at secondary level

	N	df	r	p-value	Significance
Academic Anxiety	100	98	-0.95	0.00	Significant at 0.01 level
Academic Achievement					

**Interpretation**

There is significant relationship between academic anxiety and academic achievement of the students at secondary level as the correlation value ( $r$ ) is  $-0.95$ . The negative value indicates that academic achievement decreases significantly when academic anxiety increases at 0.01 level as the  $p$ -value of 0.00 is less than the  $p$ -value of 0.01 for  $df$  98. Hence the null hypothesis  $H_{01}$  is rejected.



**Fig 1:** Graph showing relationship between academic anxiety and academic achievement of the students at secondary level

**$H_{02}$ :** *There is no significant difference in academic anxiety between male and female students at secondary level*

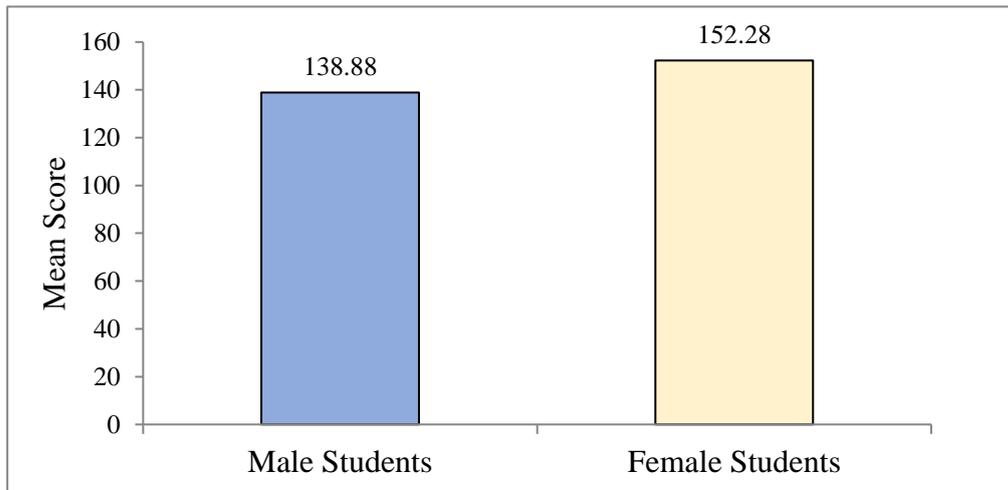
**Table 2:** Difference in the mean score in academic anxiety between male and female students at secondary level

Male Students			Female Students			MD	df	SE <sub>D</sub>	t-value	Significance
n <sub>1</sub>	Mean	SD	n <sub>2</sub>	Mean	SD					
50	138.88	28.22	50	152.28	22.26	13.40	98	5.08	2.64*	Sig. at 0.01 level

\*t-criterion value at 0.01 level is 2.63 for  $df$  98.

**Interpretation**

There is significant difference in academic anxiety between male and female students at secondary level as the  $t$ -value of 2.64 is greater than the  $t$ -criterion value of 2.63 at 0.01 level for  $df$  98. Hence the null hypothesis  $H_{02}$  is rejected. The female students are more anxious than male students since their mean score being 152.28 is higher than that of male students being 138.88.



**Figure 2:** Mean scores in academic anxiety of male and female students at secondary level

**H<sub>03</sub>:** *There is no significant difference in academic achievement between male and female students at secondary level*

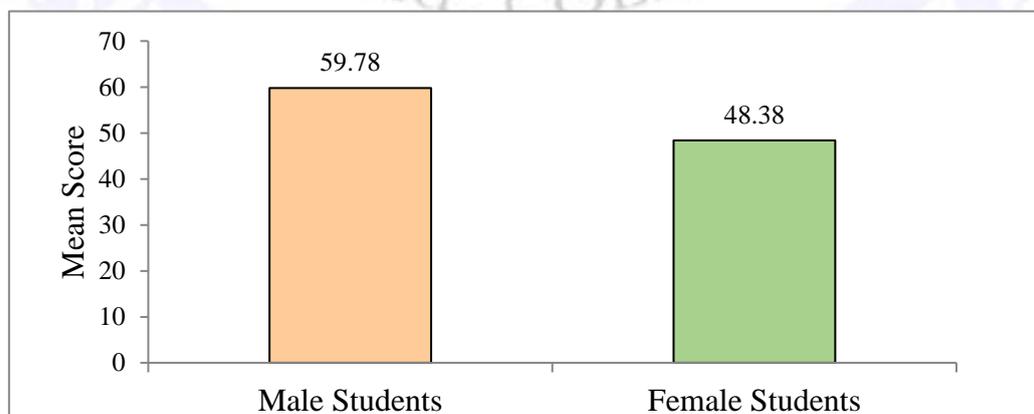
**Table 3:** Difference in the mean score in academic achievement between male and female students at secondary level

Male Students			Female Students			MD	df	SE <sub>D</sub>	t-value	Significance
n <sub>1</sub>	Mean	SD	n <sub>2</sub>	Mean	SD					
50	59.78	18.12	50	48.38	16.71	11.40	98	3.49	3.27*	Sig. at 0.01 level

\*t-criterion value at 0.01 level is 2.63 for df 98.

**Interpretation**

There is significant difference in academic achievement between the mean scores of male and female students at secondary level as the t-value of 3.27 is greater than the t-criterion value of 2.63 at 0.01 level for df 98. Hence the null hypothesis H<sub>03</sub> is rejected. The male students are better achiever since their mean score being 59.78 is higher than that of female students being 48.38.



**Figure 3:** Mean scores in academic achievement of male and female students at secondary level  
**Educational Significance**

Finding the relationship between academic anxiety and academic performance is not only merely an academic enquiry, but a critical endeavour with profound implications for improving educational outcomes, promoting students' mental health and inculcating a more humane and good learning environment for the learners. The present study has been conducted to explore the relationship between academic anxiety and academic achievement of the students of secondary level. Hence, the study directly holds substantial significance for coping with the academic anxiety of the students. The study emphasizes that the parents, teachers and stakeholders should be more responsible to motivate students to mould and shape positive attitude towards learning for fostering students' academic achievement and promoting their all-round development. This study suggests to take essential actions to minimize academic anxiety and promoting academic excellence to contribute towards the social excellence and nation's progress.

### Conclusion

The findings of the study explored an inverse and significant relationship between academic anxiety and academic achievement of the students at secondary level. Academic anxiety should be controlled to enhance the academic achievement of the students. The present study focuses that the teachers, parents, administrators, counsellors and other responsible persons should be more careful and aware to maintain positive attitude in their behaviour and take necessary coping strategies for controlling academic anxiety among the students. Some necessary programmes, workshops and seminar should be arranged for cultivating positive attitude among the students to minimise the levels of academic anxiety of the students. The lesser the academic anxiety, the greater will be the academic excellence. The academic excellence is such a index of recognizing the success of every educational system irrespective of its time and type through which the social excellence and nation's progress could be achieved.

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