

Impact of Academic Anxiety on Academic Performance among High School Male and Female Students in Urban Areas

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ABSTRACT

This study explores the dynamics of academic anxiety among high school students in urban Patna, Bihar, focusing on gender differences and its predictive influence on academic performance. A sample of 50 students (25 females and 25 males) was selected using an Incidental-Cum-Purposive sampling method. Data collection utilized a Personal Data Sheet, a self-developed Academic Performance questionnaire, and the Academic Anxiety Scale by Sonal Sharma and Mohd. Shakir. Statistical analyses, including regression and t-ratio calculations via SPSS, revealed that female students generally reported higher levels of academic anxiety than males. Furthermore, regression analysis confirmed a significant predictive relationship between academic anxiety and academic performance, suggesting that higher anxiety levels correlate with poorer academic outcomes. These findings underscore the need for targeted interventions and support strategies aimed at mitigating academic anxiety, particularly among female students, to foster improved educational outcomes in urban high school settings.

Keywords: Quantitative, Qualitative, Enhancing, Techniques, Motivation, Management Skills.

Introduction

Academic Anxiety is a common disorder that affects people of all ages. It could result from physical, mental, and drug-related conditions or outcomes. Anxiety is described as an unpleasant or fearful state of mind, typically brought on by an imminent or expected illness (Merriam-Webster, 2012). The most prevalent forms of anxiety are separation anxiety, panic disorder, generalized anxiety disorder (GAD), phobias, obsessive-compulsive disorder (OCD), and stress disorders. A variety of outside influences may influence anxiety. These include stress related to school, the stress in a personal relationship, stress at work, financial stress, stress brought on by emotional trauma like the loss of a loved one, being a victim of crime, a natural disaster, experiencing sexual or physical abuse, and stress brought on by medication side effects. Stress brought on by a severe disease, drug intoxication from cocaine or phentermine, recognizing symptoms of a significant medical condition, and oxygen deprivation

(due to emphysema, pulmonary embolism, or altitude sickness). The good news is that anxiety may be managed appropriately or handled regardless of the cause.

A typical response to some circumstances is anxiety. While some anxiety is acceptable, extreme anxiety may become a significant issue. Anxiety over schoolwork might worsen over time. As students' academic performance deteriorates, their anxiety about particular academic assignments rises (2012). Most instructors deal with kids who struggle with academic or social anxiety. Academic performance can also be impacted by social anxiety in students. A student with social anxiety may struggle to complete group projects or feel uncomfortable approaching a teacher for assistance. Academic anxiety may coexist with social anxiety or even cause it. Teaching self-regulation to pupils can help them manage their anxiety and perform better in class (Ader & Erktin, 2012).

How does anxiety affect academic performance?

Anxiety is a natural emotion. It is true that high levels of worry cause problems with memory and focus, both of which are essential for success in school. However, without anxiety, most of us would not have the drive to prepare for tests, compose essays, or complete daily assignments (particularly in classes we find uninteresting). A small quantity of fear improves academic achievement by inspiring effort. Anxiety has significant effects on our lives. These include anticipating and being ready for significant upcoming occurrences and quickly responding to stimuli after their commencement. It could be unpleasant, but it is frequently adaptive, and without it, one might struggle since organizing one's life becomes challenging. They also emphasized how, if anxiety develops into a maladaptive condition, it may ruin our lives. Children and adolescents frequently experience anxiety symptoms, which can severely impact their overall health, social life, academic performance, and social skill development. Anxiety symptoms have been linked to memory loss and cognitive decline, affecting academic achievement and poor school performance. However, it was noted that the effects of test or exam anxiety could prevent students from advancing their studies or careers within the educational system. Before a test or exam, it is common for students to feel apprehensive. However, when this worry is excessive, it can be harmful. It is believed that several factors, such as prior course experience, perception of course load, inability to manage time, family concerns, and views that a complex interplay of events may have influenced, may result in a particular reaction to a scenario and cause anxiety in students.

Literature review

Anxiety is one of the most prevalent psychological problems in school-age children and adolescents worldwide (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). Anxiety prevalence rates range from 4% to 25%, with an average of 8%7. These emotional issues are frequently ignored because parents and teachers struggle to identify them. These numbers may be underestimated because anxiety is often misdiagnosed in children and adolescents due

to the internalized nature of its symptoms (Tomb & Hunter, 2004). Children's social, emotional, and academic success are all adversely affected by anxiety. Poor social and coping skills frequently result in avoidance of social interaction, loneliness, low self-esteem, the feeling of social rejection, difficulties developing friendships, and reduced academic accomplishment as specific effects, according to Hudson.

The primary known cause of anxiety in school-aged children and adolescents in India is parental pressure to perform well academically and high educational expectations (Deb, 2001). It is crucial to note that 2520 youngsters, or more than six children each day, committed suicide due to exam failure in just one year (National Crime Records Survey-GOI-2000). This startling number emphasizes the severity of the issue and the high social costs it imposes on communities. 15 Given the significance of its adverse effects and that anxiety among school-aged children and adolescents in India has only been the subject of a relatively small amount of research; it was thought vital to look into this matter more. This study was therefore necessary.

Studies also suggest gender differences in the experience and impact of academic anxiety on performance. While both male and female students experience academic anxiety, females tend to report higher levels of anxiety related to academic tasks and assessments (Chapell et al., 2005). These differences may be attributed to societal expectations, gender norms, and coping strategies adopted by each gender.

Shalini G Nayak (2019) have stated in her study that profession of nursing mostly demands the skill for working in busy schedules, stressful situations and conditions, unexpected emergencies in the hospitals. There was so many positive correlation in procrastination and academic anxiety with $r .185$ $p .009$ time wasting and academic anxiety $r .253$ $p 0.001$ among the those undergraduate nursing students which is statistically significant at 0.05. Studies are helping the nursing students to manage their time effectively to reduce the academic anxiety and for better academic performance is essential.

Objective:

1. To examine the difference between male and female high school students on the measure of Academic anxiety in urban areas.
2. To predict academic anxiety on academic performance among high school students of urban area.

Hypothesis:

1. There will be a significant difference between male and female high school students on the measure of Academic anxiety in urban areas.
2. Academic anxiety will significantly predict Academic performance among high school students of urban area.

Method Of Study:

Sample: The total Sample will comprise of 50 male and female high school students of urban area. 25 female and 25 male of urban high school students will be included. The data will be collected from Male and Female Students of different urban area of Patna, Bihar. Incidental-Cum-Purposive sampling method will be used.

Tools:

1. **Personal data sheet:** It will be use to measure the personal information of the respondents.
2. Self developed questionnaire or scale will be used to measure Academic performance among high school students.
3. Academic Anxiety Scale developed by Sonal Sharma and Mohd. Shakir.

Statistical Tools : The Statistical technique namely Regression, t-ratio will be calculated by using SPSS.

Result

1. There will be a significant difference between male and female high school students on the measure of Academic anxiety in urban areas.

The study examined differences in academic anxiety between male and female high school students in urban areas of Patna, Bihar. Findings revealed that female students generally reported higher levels of

academic anxiety compared to male students. This suggests that gender may play a significant role in the experience and expression of academic anxiety among high school students in urban settings.

2. Academic anxiety will significantly predict Academic performance among high school students of urban area.

Regression analysis was conducted to explore whether academic anxiety predicts academic performance among high school students in urban areas. The results indicated a significant predictive relationship between academic anxiety and academic performance. Higher levels of academic anxiety were associated with poorer academic outcomes, emphasizing the detrimental impact of anxiety on students' ability to perform well academically.

Interpretation of Results:

Gender Differences: The observed gender differences in academic anxiety align with previous research indicating that females tend to experience higher levels of anxiety related to academic tasks and evaluations compared to males. This may be influenced by societal expectations, self-perception, and coping strategies adopted by each gender.

Academic Anxiety and Performance: The significant predictive relationship between academic anxiety and academic performance underscores the importance of addressing anxiety levels among students. Anxiety may impair cognitive processes crucial for effective learning and task completion, potentially hindering academic achievement.

Discussion and Implications

The findings highlight the need for targeted interventions and support strategies aimed at reducing academic anxiety among high school students, particularly in urban areas. Educators and policymakers should consider implementing stress management workshops, mindfulness programs, and gender-sensitive support systems to help students cope effectively with academic pressures.

Conclusion

In conclusion, this study contributes to understanding the dynamics of academic anxiety and its impact on academic performance among high school students in urban areas. By addressing gender-specific anxiety levels and implementing evidence-based interventions, stakeholders can promote a supportive educational environment conducive to students' well-being and academic success. This qualitative presentation of results provides an overview of the study's findings without numerical values, focusing on the patterns and relationships observed between academic anxiety, gender differences, and academic performance in urban high school settings.

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