

Academic Anxiety among graduate students of Muzaffarpur District

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ABSTRACT

Academic anxiety means the anxiety due to academics circumstances, actually these types of anxiety access due to the examination pressure, assignment, academic results, academic achievement and finally employment. It is the most relevant and important concept in the field of Psychology. It is a significant concern among students affecting their mental health and academic performance. This study investigates the level of academic anxiety of graduate students of different colleges of Muzaffarpur Districts using the academic anxiety scale developed by Dr. Sonal Sharma and Dr. Mohd. Shakir. The aim of this study was to explore the extent of academic anxiety among graduate students in Muzaffarpur and identify the significant differences between male and female adolescents and rural and urban adolescents. A total of 100 graduated students participated were selected from Muzaffarpur district of Bihar by using random cum purposive sampling techniques in this study. The collected data were analyzed by using appropriate statistical tools. This study shows that there is no any significant difference between male and female graduate students and rural and urban graduate students, that means both gender group and both residential group of graduate students having similar level of academic anxiety.

Keywords: *Academic anxiety and Graduate students.*

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Introduction:

Academic anxiety is a kind of anxiety related to the impending danger from the learning environment from ineffective study, habits, from a certain subject from the specific subject teacher or from the examination. In other words, Academic anxiety means the anxiety due to academics circumstances, actually these types of anxiety access due to the examination pressure, assignment, academic results, academic achievement and finally employment. Prolonged anxiety brings harm to psychological and physical well-being. It is a mental feeling of agitation, uneasiness, distress, stress or tension in a reaction to a certain school situation, which is related to the academic and perceived negatively. Again Academic anxieties refers to the feelings of worry, tension or dread that are feelings

of worry, tension or dread that are associated with academic setting or tasks.

According to Deb et. al. (2015), 'Academic stress refers to the Psychological distress experienced by students due to demands of academic life. It encompasses a range of emotional, cognitive and physical response to challenges such as workload examination, peer competition and parental expectations. Cassady (2022) define this term in this way 'Academic anxiety is a broad construct encompassing fears related to typical school demands such as peer comparison classroom participation and workload management'. According to Barbayannis et. al. (2022), 'Academic anxiety manifests as intense fear, worry or dread specifically related to educational performance.' Ateq UI Rehaman (2025) define as,

‘Academic anxiety is a feeling of worry, tension, or dread that’s related to schoolwork, exams, assignments or subjects.’ Malvika Lobo (2025) defines this term in this way, ‘Academic anxiety is a psychological and physiological stress response triggered by academic demands. It manifests as difficulty concentrating, racing thoughts, sleeplessness, physical symptoms like nausea and often an overwhelming fear of failure’.

This study investigates the academic anxiety levels of graduate students of Muzaffarpur district of Bihar. Graduate students mean those students who passed or studying in Undergraduate courses in muzaffarpur district and the ages of about 13 years and 17 years. It means it is a transitional stage of physical and psychological development and it is the period between puberty to adulthood. In human life it a critical stage in human development shaping future behavior, belief and relationship and often involves challenges and opportunities for personal growth and exploration.

Review of literature:

Academic anxiety is a significant concern among college students, particularly in regions with competitive educational environments. They face various stressors including academic pressure, parental expectations and peer competition, which can adversely affect their mental health and academic performance. This research contributes to the existing literature by providing insights into the academic anxiety experienced by graduate students in a specific geographical context especially in muzaffarpur. There are so many studies conducted by the researcher on academic anxiety. Some important researches and their findings are discussed here.

Bhansalli & Trivedi (2008) conducted in his study on the topic i.e. ‘Is academic anxiety gender specific: A Comparative study’ and concluded that Academic anxiety have many serious and long lasting consequences, such as causing a student to procrastinate, perform poorly from socializing with peers or pursuing activities that interest him. It may tend towards lack of concentration, procrastination,

low academic achievement, lower level of intrinsic motivation poor study habits, low achievement motivation, delayed academic assessments etc. Academic anxiety can become more detrimental over time. A moderate level of academic anxiety is considered as a normal but high level can hamper the academic performance of an individual. Mahato and Jangir (2012) conducted a study on academic anxiety among adolescents of Minicoy island and concluded that Academic anxiety can either enhance or inhibit academic performance and it depends on low an individual students perceived the academic situation. Matto and Nabi (2012) also found same result his study. Rani (2015) conducted a study of self concept, emotional intelligence and academic anxiety of visually challenged students in inclusive and exclusive schools in relation to scholastic achievement and study revealed that students placed in inclusive and exclusive school settings have same level of academic anxiety, Again it also clear that academic anxiety is prevalent among Indian students one is directly/indirectly related to their academic achievement.

Travis, Kaszycki, Geden & Bundle (2020) published an article on the topic, ‘Some stress is good stress the Challenge hindrance framework, academic self-efficacy and academic outcomes and discovered strong links between academic stress and Psychological and physical health. Yuwei Deng et.al. (2022) conducted a study on ‘Family and Academic stress and their impact on student’s depression level and Academic Performance’ and confirmed that academic and family stress leads to depression among students, negatively affecting their academic performance and learning outcomes. Atieq UI Rahaman (2025) published a paper entitled, ‘Predictors of Academic anxiety among secondary school students’ and concluded that personal factors like intelligence, study habits familial factors like Socio-Economic Status (SES) and institutional factors like school environment have a significant impact on academic anxiety among all sampling groups under study. Perez Jorge et.al. (2025)

conducted a study on, 'Examining the effects of academic stress on student well-being in higher education and quantitative results shows that the main stressors are homework overload, assessment Pressure and difficult reconciling academic and personal life and findings suggest institutional interventions to reduce academic stress and promote on environment conducive to students holistic well-being. Singla and Ahmad (2026) conducted a study on 'Academic Anxiety and emotional regulation among Students experienced School change' and findings indicated low but statistically significant gender difference and low significant correlation between boys and girls in overall emotional regulation, cognitive reappraisal, expressive suppression and anxiety, Again also found that a strong positive correlation emerged between emotional regulation and expressive suppression.

The above scenario clearly indicates that very few studies were carried out on this topic, so this study investigates the academic anxiety levels among graduate students in Muzaffarpur district of Bihar with the help of reliable tools.

Objective of the study:

In the above context, the present study proposed to examine the following research objectives:

1. To study the impact of gender i.e., male and female on Academic Stress among graduate students.
2. To study the impact of residence i.e., Rural and Urban on Academic Stress among graduate students.

Hypotheses of the study:

The hypotheses of this study are given below:

- H1. There is significant difference in academic anxiety level between male and female graduate students in Muzaffarpur district of Bihar.
- H2. There is significant difference in academic anxiety level between rural and urban graduate students in Muzaffarpur district of Bihar.

Methodology:

This study uses the quantitative analysis of the data collected from graduate students of Muzaffarpur

district of Bihar. A cross sectional study was carried out after taking permission from college administration and convenient sampling procedure was followed to select the participants was taken before the study.

A. Research Design:

The research design of this study was quantitative research design.

B. Sample:

In this study, total 100 college students were selected from different colleges of Muzaffarpur district of Bihar by using random cum purposive sampling techniques. The sample is divided two gender groups i.e., Male and Female and each group represented by 50 adolescents. The male and female has been further subdivided into two residential groups i.e., Rural and Urban and each group represented by 50 adolescents.

C. Inclusion Criteria:

1. Age between 17-20 years was included.
2. Educational qualification of sample graduate.
3. Hindu and muslim students by religion was included.

D. Exclusion Criteria:

1. Age below 17 Years and above 20 years excluded.
2. Education qualification below and above post graduate excluded.
3. Sikh and Christians by religion was excluded.

E. Tools:

1. Personal Data Sheet (PDS): This PDQ was prepared by researchers himself for collecting the detailed information regarding participants including their name, age, gender, religion, residence, qualification, name of college, name of father and address etc.

2. Academic Anxiety scale (AAS): It was used to measure the academic anxiety of the students. It has been developed by Dr. Sonal Sharma and Dr. Mohd. Shakir and published by National

Psychological corporation, Agra. This test contains 48 items under five categories i.e. Teacher anxiety, Performance anxiety, Cognitive component anxiety, Study habits anxiety, Symptoms of academic anxiety and Test anxiety. Academic stress scale is a self reporting five point scale, items of the scale are in the question from demanding information for each in any of the five options i.e. strongly agree, Agree, Undecided, Disagree, strongly disagree. The reliability of this scale is .81 to .89 and validity is .78 to .81.

E. Procedure:

Data were collected through self-administered questionnaires. After contacting the prospective participants and taking their consent, the Academic anxiety Scale along with Personal data sheet was given to graduate students of Muzaffarpur district. The purpose of the study was explained and proper information was given to them. The students gave their responses separately. After the screening the procedure was completed.

F. Ethics:

The participants were assured of confidentiality and anonymity.

G. Statistical Analysis:

The collected data were analyzed by using statistics tools like- mean, median, mode, standard deviation and t-test.

Result and discussion

The finding of the study has been tabulated in table- I & II respectively

Table – I

Comparison between male and female graduate students on Academic Anxiety Scale scores

Gender	N	M	SD	t	<P
Male	50	148.63	14.32	1.38	NS
Female	50	143.41	22.63		

Table- I shows that Academic anxiety of Male and female graduate students. The N, M and SD score of male graduate students are 50, 148.63, 14.32 and the N, M and SD score of female graduate students are 50, 143.41, 22.63 respectively. The t-ratio between these two groups is 1.38, which is not significant at any level. Thus, the hypothesis i.e., ‘There is significant difference in academic anxiety level between male and female graduate students in Muzaffarpur district of Bihar’ is not supported by the findings. This finding indicates that there is no any difference between both male and female graduate students on their academic anxiety scores.

Table – II

Comparison between Rural and Urban graduate students on academic anxiety scale

Residence	N	M	SD	t	<P
Rural	50	149.36	13.57	.79	NS
Urban	50	146.89	17.23		

Table- II shows that Academic anxiety of Rural and Urban graduate students. The N, M and SD score of rural graduate students are 50, 149.36, 13.57 and the N, M and SD score of urban graduate students are 50, 146.89, 17.23 Respectively. The t-ratio between these two groups is .79, which is not significant at any level. Thus, the hypothesis i.e., ‘There is significant difference in academic anxiety level between Rural and Urban graduate students in Muzaffarpur district of Bihar’ is not supported by the findings. This finding indicates that there is no any difference between both urban and rural graduate students on their academic anxiety scores.

Findings of the study:

The findings of this study are as follows:

1. Both male and female graduate students having a similar level of Academic anxiety.
2. Both rural and urban graduate students having a similar level of Academic anxiety.

Conclusion:

The findings indicate that the academic anxiety is common among graduate students in Muzaffarpur with no significant difference between male and female graduate students and rural and urban graduate students any level. Academic stress is not affected by the gender and residence. Further research could explore the factors contributing to academic anxiety and develop strategies to mitigate its impact.

Limitations and suggestion

This study was conducted to the best of the researcher's quality and ability. The researchers take small size of sample, so extensive research should be conducted in future studies in this field and generalised the obtained results in large population. This study can be done by data collection from another district and state for universal acceptance.

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