

# Impact of Anxiety among College Students

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**ABSTRACT:** 21ST century can be indicated as the century of competition. Everywhere there is a race, a competition. With the huge development in science and technology, all part of the world is connected with this competition. Especially in the field of education, this competition rapidly increased among the students. To survive in this competition, educational achievement is necessary and compulsory to all and for good educational achievement, anxiety free, a positive environment is also essential. Academic anxiety is a deliberating factor which impact on students' academic achievement. In the present study, the researchers made an attempt to investigate the gender difference in relation to academic anxiety and academic achievement of the students of college. A sample of 237 (128 boys and 109 girls) selected on the bases of low performance and high performance during the current year and were asked to express their personal experiences during the recent examinations for the assess the relationship of anxiety with the academic achievements. The responses reveal no significant relationship between anxiety and academic achievements.

**Keywords-** Academic achievement, anxiety, performance, Students.

## I. INTRODUCTION

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness, or a rapid heartbeat. Anxiety is not the same as fear, but they are often used interchangeably. Anxiety is considered a future-oriented, long-acting response broadly focused on a diffuse threat, whereas fear is an appropriate, present-oriented, and short-lived response to a clearly identifiable and specific threat. Anxiety is a symptom or group of symptoms that is capable of

inducing 'worries and tension and sometimes physiological symptoms like blood pressure increase or in some cases decrease (Kazdin 2000). People subject to the symptom of anxiety in some cases may avoid situations due to allied experiences those accompany anxiety like sweating trembling or heartbeat. Since the likelihood of such states in various academic situations like examinations cannot be excluded so the relationship of anxiety with academic achievements have been an area of interest for social science research especially behavioural and psychological sciences. Researchers focused the assumed relationship between academic matters and anxiety with various angles (Saket 2014) and tried to find out that how do gender habitat and different types of schools may play role in generating anxiety among students? In another study Mohd & Atieq (2014) tried to find out that how socio- economic status does contributes to cause anxiety among students. However, in both these studies researchers did not look into the possibility that how do anxiety they reported in school settings was there due to 'facilitating' effects or 'debilitating' effects (Alpert & Harber 1960).

## Academic Anxiety and Academic Achievement

Anxiety is complicated psychological situations which have an effect on cognitive, behavioural and psychological states (Putnam 2010). Anxiety disorders are common mental health conditions among all children in almost every field of their life specially in the academic field. Anxiety can be classified into three sections in which academic anxiety is situation-specific form of anxiety related to academic circumstances (Tohill & Holyoak, 2000). Test anxiety, any particular subject's anxiety, and any type of institutional related anxiety, all are included to academic anxiety (Cassady, 2010). From very beginning of children's education, they are trained to acquire more knowledge and high scores in academic field. To achieve the target, students are bound to carry extra educational load compare to their age. This

type of pressure creates psychological stress on them. As a result, they feel anxious in academic field in the form of panic, helpless, hypertension and mental disorganization. Academic (test) anxiety leads to academic difficulties through irrelevant thoughts, preoccupation and reduce attention and concentration (Eysenck, 2001). From these definitions it can be concluded that academic achievement in student's life is "Educational Growth". From research in academic field, researchers indicate that success in academic achievement increases the self-confidence and self-esteem of the students.

## II. MATERIALS AND METHODS:

The present study was conducted to find that how anxiety does relate with academic achievements. Sampling may be a powerful tool in conducting research work. A sample of 237 (128 male and 109 female) studying in various colleges is selected on the bases on 'high achievers' and 'low achievers' so far as their academic achievement of the current year was concerned. After selection, low achievers and high achievers were on the basis of the questions in the Achievements Anxiety Test. These questions were about their experiences of anxiety before and during the examination.

**Table 1. Descriptive statistics of the collected data on Academic Anxiety and Academic Achievement Group Statistics:**

|                      | Gender | N   | Mean   | Std. Deviation | S. E. Mean |
|----------------------|--------|-----|--------|----------------|------------|
| Academic Anxiety     | Male   | 128 | 11.06  | 2.45           | 0.22       |
|                      | Female | 109 | 11.82  | 3.32           | 0.32       |
| Academic Achievement | Male   | 128 | 302.37 | 64.42          | 5.69       |
|                      | Female | 109 | 297.75 | 59.25          | 5.68       |

From the above table it is clear that males are less anxious than females as the mean score of females is higher than male students with respect to academic anxiety. In case of academic achievement, mean score of males also higher than

females. Although in both cases, the differences of mean and standard deviation are very close to each other. On the other hand, the academic achievement of males and females is not up to the satisfactory level in respect to their mean score.

**Table 2. Correlation between Academic Anxiety and Academic Achievement:**

|  | Academic Anxiety | Academic Achievement |
|--|------------------|----------------------|
| Pearson Correlation<br>Sig. (2-tailed) | 1.00             | -0.10                |
|  | 237              | 0.12                 |
|  |                  | 237                  |
| Pearson Correlation<br>Covariance N    | -0.10            | 1.00                 |
|  | 0.12             |                      |
|  | 237              | 237                  |

From Table 2, the correlation between academic anxiety and academic achievement is -0.10 which implies that there has negative relationship between academic anxiety and academic achievement but the relation is very low. Here the correlation is not significant statistically as p-value 0.12 which is higher than 0.01 level (for 2-tailed). So statistically there it can be concluded that there is no significant correlation between academic anxiety and academic achievement.

reduces the efforts and motivation of the students in case of academic achievement. But a little amount of academic anxiety is possible to exist in students. The study also indicates that academic anxiety and academic achievement is negatively correlated. The correlation is very low which indicates that the negative correlation is not statistically significant. So, it can be summed up that academic anxiety always do not badly impact too much on students' academic achievement.

## III. CONCLUSIONS

Academic Anxiety is a hindrance factor of Academic Achievement. High academic anxiety

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