

Academic Achievement Of Adolescents In Relation To Academic Anxiety

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Abstract

The present study is Academic Achievement of adolescents in relation to Academic Anxiety. The study was conducted on 200 adolescents. The objectives of this study were (i) To study the differences among adolescents in academic achievement (ii) The relationship between academic achievement and academic anxiety. The results revealed that (i) No significant difference has been found in the academic achievement. (ii) No significant relationship has been found in the academic achievement and academic anxiety of adolescents. This study showed that academic anxiety no way boost or lessens academic achievement of adolescents.

Keywords: Academic, Achievement, Anxiety, Adolescents.

Adolescence, no doubt is the most important period of human life but at the same time it is the most critical period of an individual's development. Adolescence is the phase of development and adjustment and adjustment being the traditional period between childhood and adulthood. Adolescence period is the time when individuals grow to maturity sexually, intellectually, socially and emotionally. During the phase of adolescence, the individual is neither a child nor a grown up. An adolescent is emotionally unstable during this period. This period of adolescence, offers an individual a large variety of new experiences and at same time usually finds him less prepared to meet challenges than at any other stage. It has been called a period of stress and strain, storm and strife as all capacities physiological as well as psychological are reaching a peak. We have conducted here the study of academic achievement of adolescents in relation to academic anxiety.

Academic Achievement provokes tension and anxiety. It is hard to strike abalance when it comes to measure child's academic ability and achievement. Students are measured on the basis of examination and test results, so they can become anxious about their progress too. Academic Anxiety is a common psychological problem from which most of the students suffer. Anxiety has been viewed as a measure of motivational drive, which may influence academic adjustment on the part of individual.

Objectives:

1. To study the differences among adolescents in academic achievement.
2. The relationship between academic achievement and academic anxiety.

Hypotheses:

1. There will be no significant difference in academic achievement of adolescents.
2. There will be no significant relationship between academic anxiety and academic achievement of adolescents.

Sample: The present study was conducted on 200 adolescents.

Tools: Academic Anxiety Scale for children (AASC) by Dr. A. K. Singh and Dr. A. Sen Gupta.



Statistical Techniques: For the purpose of analysis and interpretation of the data, descriptive statistics such as mean and standard deviation were calculated. The t-ratio was worked out to find the significant difference between academic achievement of adolescents in relation to academic anxiety. Karl Pearson's product moment method was worked to find the relationship among academic achievement and academic anxiety.

Analysis:

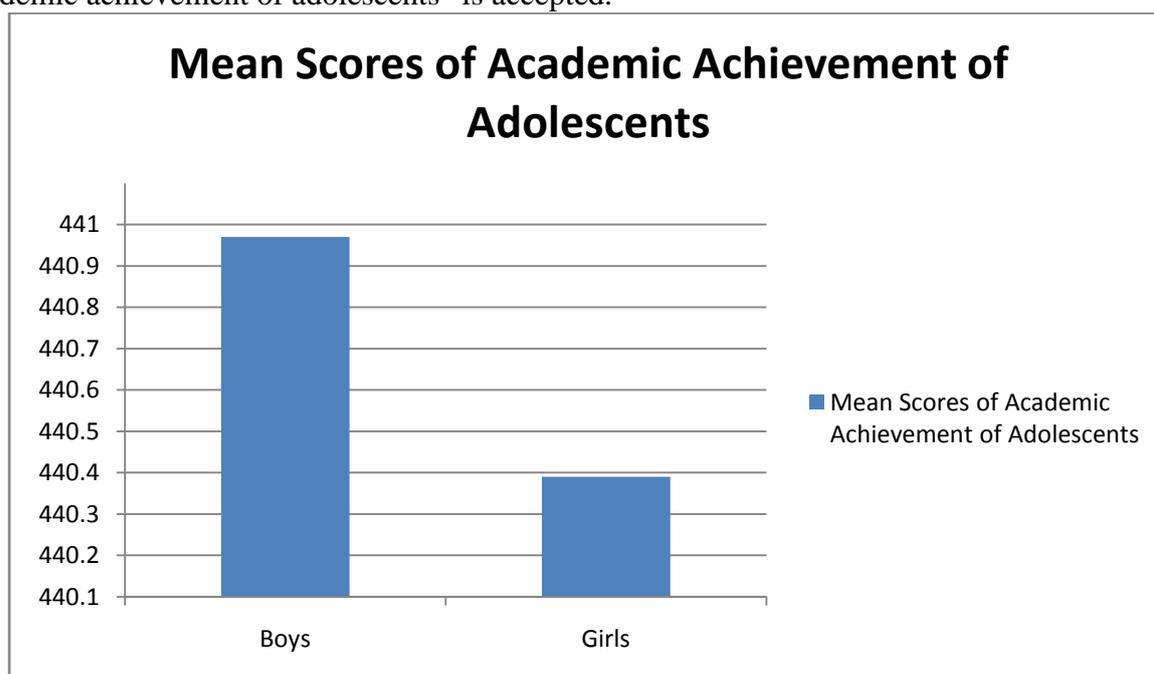
Academic Achievement of Adolescents: The values of mean score and S.D of Academic Achievement of 200 adolescents. The mean value of academic achievement of 100 boys is 440.97 and of 100 girls are 440.39 where as the S.D of boys and girls is 88.81 and 93.32 respectively. Standard Error of boys and girls is 2.88. The calculated t-value (0.045) in the table shows that the difference between the means of academic achievement of boys and girls is not significant at 0.05 level of significance.

Table 1: Mean Scores of Academic Achievement of Adolescents

Group	N	Mean	SD	SE	t-value
Boys	100	440.97	88.81	2.88	0.045 ^{NS}
Girls	100	440.39	93.32		

NS: Not Significant

This implies that there exist no significant difference in the academic achievement of boys and girls. Thus hypothesis which states "There will be no significant difference in academic achievement of adolescents" is accepted.



Relationship between Academic Achievement and Academic Anxiety: The coefficient of correlation between Academic Anxiety and Academic Achievement of 200 adolescents is -0.11 which is less than the table value at 0.05 level of significance. This impels that there exist no significant relationship between Academic Achievement and Academic Anxiety of adolescents.

Table 2: Mean Scores of Academic Anxiety of Adolescents

Group	N	Mean	SD	SE	t-value
Boys	100	12.80	3.30	0.45	5.41*
Girls	100	15.26	3.12		

*Significant at 0.05 level

The value of academic anxiety of 100 boys is 12.80 and girls is 15.26 where as the SD of boys and girls are 3.30 and 3.12 respectively. Standard error of boys and girls is 0.45. Further the t-value in the table shows that the difference between the means of academic anxiety of boys and girls is high significant. This implies that there exist highly significant difference in academic anxiety of boys and girls. Mean value of girls is higher than boys. Girls are more anxious than boys.

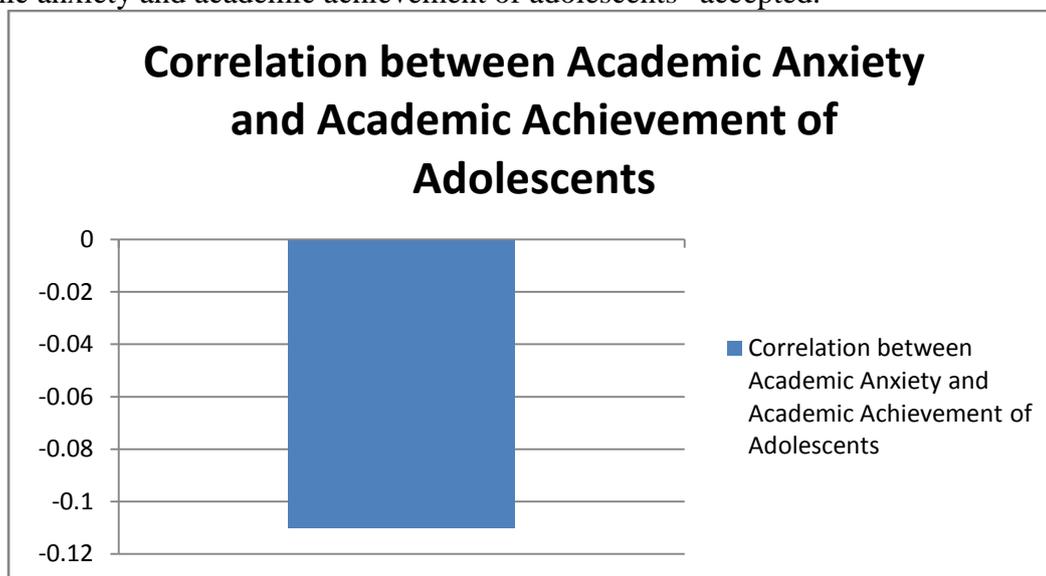
Table 3: Correlation between Academic Anxiety and Academic Achievement of Adolescents

Variables	N	r
Academic Anxiety and Academic Achievement	200	-0.11 ^{NS}

NS: Not Significant

Table 3 shows the coefficient of correlation between academic anxiety and academic achievement of 200 adolescents is -0.11 which is less than the table value at 0.05 level of significance. This impels that there exist no significant relationship between academic achievement and academic anxiety of adolescents.

Thus hypothesis which states “There will be no significant relationship between academic anxiety and academic achievement of adolescents” accepted.



Conclusion: On the basis of findings of the study it has been seen that there exists no significant difference in academic achievement of adolescents. It leads to the conclusion that girls are equally achieving as boys. There exists highly significant difference in academic anxiety of boys and girls are more anxious than boys. This may be due to lack of educational facilities like as tuitions, lack of help of parents in study and lack of exposure as compare to boys. So teachers and parents should provide them wide exposure of knowledge and facilities.

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