

**CHAPTER-II**  
**REVIEW OF LITERATURE**

**Chapter-II****REVIEW OF LITERATURE****2.1 Introduction**

Literature in itself can be understood as facts collected and compiled in a systematic manner of the particular field in which research will grow on support structure of the knowledge to show that the particular study would be new and addition to it. Literature indicates towards a specific region of observation and inferences in any discipline which inculcates theoretical, reasoning, practical and experimental support. The term review means to organize the knowledge of the specific area of research to evolve on edifice of knowledge to show that this study would be an addition to this field. The literature refers to the knowledge of a particular area of investigation in any discipline which includes theoretical, practical and research studies. The investigators constantly go on adding to the vast stores of knowledge with the result that it makes possible the progress in all areas of human endeavor. A collective body of works done by earlier scientist is technically called the literature any research investigation starts with a review of the literature. In fact working with literature is an essential part of research process which generates the idea helps in developing significant questions and is regarded instrumental in the process of research design.

The previous chapter deals with the conceptual framework of the present research problem. It includes the statement of the problem, significance of the study, operational definition of the key terms, objectives of the study, null hypotheses, and the delimitations of the study. Every piece of ongoing research needs to be connected with the work already done to attain overall relevance, and purpose. The review of literature thus acts as a link between the studies already conducted in the field/area and the research proposed. Without knowing the past we cannot do something new in any field. If we want to do something new it is necessary to scan the past of the particular subject of the field and its related literature. Survey of related literature is an essential pre-requisite to actual planning and execution of any research work. It helps the investigator in selection of problem, stating the problem, defining it, it delimiting and in writing various objectives and formulating hypotheses. The survey of related literature gives the researcher an understanding of the research methodology, which refers to the way study, is to be conducted. The importance of related literature or related studies cannot be denied in any research. Such literature

provides the researcher with the footprints of earlier travelers gone ahead on the same route; they save him from the pitfalls and help him in removing the hindrances, which are likely to come in his way. Related literature works as a guidepost not only with regard to quantum of work done in the field, but also enables us to perceive the gap and lacuna in the concerned field of research. As quality and effective research is based on past knowledge, the review of literature helps to minimize the possibilities of duplication of what has been done and provides salient hypothesis and helpful suggestions for significant investigation (Best & Kahn, 2011). The review of related studies is an exact piece of work calling for a deep insight and clear-cut perspective of the overall field. It is a crucial step which invariably minimizes the risk of the dead ends, rejected topics, rejected studies, wasted efforts, trial and error activities and even more important, erroneous finding based on a faulty research design.

The review of literature also promotes greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. According to Koul (2009) research can never be undertaken in the isolation of the work that has already been done on the problems related to the study propose by any researcher. Every researcher reviewed the related literature from the different resources that includes research journal, articles, books, magazines, encyclopedias, dissertations, abstracts, international year books, theses and most important in the present era the internet access. The detailed account of review of related literature pertaining to variables under study, namely academic achievement, parental encouragement, achievement motivation and intelligence is presented here under. Reviewing the literature implies synthesizing and going into the works or researches that have already been in the field over a period of time. This helps the investigator in many ways like knowing quantum of works done in the field, knowing how to tackle his problem and avoiding this risk involved in duplication of research. Besides it gives an understanding of problems related to this field essentially review economizes the time and energy of the investigator. The review of related studies imply locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopedias and Research Abstracts, study of pertinent pages out of comprehensive books on the subjects and going through related manuscript if any. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice. He needs to acquire up-to-date information about what has

been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past. He draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedure of previous researches, matches his conclusions with the conclusions drawn earlier and tries to add from his side to the existing store of knowledge.

## **2.2 Importance of Review of Related Literature**

In order to make the study worthwhile, it is required to make a comprehensive survey of the studies that have already been done pertaining to the problem and its related aspects. Agarwal (1975) has listed important reasons for which review of related studies should be made:

- The review of literature is the basis of most of the research projects in the Physical Sciences, Natural Sciences, Social Sciences and Humanities.
- A review of the related literature gives the scholar an understanding of the previous work that has been done in the related area.
- The result of the review actually provides the data used in the research.
- It enables us to know the means of getting to the frontier in the field of our problems, while we learn what others have done and what still remains to be done in our area. We cannot develop a research project that will contribute to furthering the knowledge in that particular area.
- A review of the literature would be developing the insight of the investigator; the information thus gained will save the researcher's much time.
- The importance of the review is quite obvious in delimiting the research problem and of defining it better.
- The review of the literature will give the student the insight he needs to convert his tentative research problems to a specific and concise one.
- A review of the literature can help the research worker in making him alert to research possibilities that have been overlooked.
- In the process of reviewing the literature the student is on the alert for finding out research approaches in his area that have proved to be sterile.
- The review of the literature provides with an opportunity of gaining insight into the methods to measures, subjects and approaches employed by other

research worker. This in turn will lead to significant improvement of research design.

- A careful consideration of the chapter entitled 'Recommendation for further Research' in various research studies, guides the investigator regarding the suitability of a problem and delimiting the research problems.

In light of the above, the researcher made a survey of the literature and reviewed the different studies conducted both in India and abroad in the field of academic anxiety and academic achievement of the senior secondary school students and selected those which were relevant for the study under investigation. The review is being presented under the following headings –

- Studies conducted in India
- Studies conducted Abroad

### **2.3 Studies conducted in India**

**Murthy & Kulshreshtha (1999)** studied the influence of academic anxiety on academic achievement of students studying in government and private management schools. The study was conducted on a sample of 199 class IX students comprising boys and girls. The findings of the study showed a significant relation between academic anxiety and achievement. Gender was not a determining factor of academic anxiety but there was a significant difference between the academic anxiety of government and private school students.

**Krishnamurthy (2000)** examined the correlation between test anxiety and achievement in history. The test anxiety scale constructed and standardized by Sharma (1978) was used. The participants of the study were 455 senior secondary students. Out of 455 students, 222 were urban and 233 were rural on the basis of gender and further, 176 were boys and 279 were girls. Cluster sampling technique was used for data collection. Results indicated a negative relationship between test anxiety and achievements in history.

**Kumar & Thirselvan (2000)** investigated test anxiety and academic achievement of students in physics. The sample of the study comprised of 530 higher secondary students studying physics. The tool used for data collection was test anxiety scale developed by Sharma (1978). The results revealed that the test anxiety was higher in



the girls in comparison to boys. Girls achieved higher marks in physics than their counterparts. Further, the relationship between the test anxiety and achievement marks in physics in respect of all the sub samples were not found as significant.

**Alam (2001)** explored academic achievement in relation to anxiety level. The sample consisted of 500 Muslim and Non-Muslim secondary students of Uttar Pradesh. The tool used for data collection was comprehensive anxiety test developed by Sharma, Bharadawaj and Bhargava (1992) and the aggregate marks of the final examination were collected for academic achievement. The result showed that a significant negative relationship was found between anxiety and academic achievement.

**Dwivedi & Gunthey (2005)** assessed the effect of medium of instruction on academic anxiety of school students. The sample for the study was divided into two categories. In first category there were 150 boys and 150 girls from Hindi medium schools. Another category consisted of 150 boys and 150 girls from English medium schools as subjects. The findings of the study revealed that academic anxiety level of English medium students was significantly greater than that of the students of Hindi medium.

**Jain & Jain (2007)** assessed the role of the type of study (coaching attending versus self-studying) and perceived parental encouragement in determining the academic anxiety of adolescents. The study of the sample was 400 (200 coaching attending and 200 self-studying) adolescents from the age range of 16-18 years. Results revealed that adolescents with greater perceived parental encouragement had lesser academic anxiety. Interaction of type of study, gender, and parental encouragement also had a significant effect on academic anxiety.

**Ramakrishna (2007)** conducted a Study on the 'Effect of Anxiety Levels of M.Ed Students on Academic Performance' to a sample consisted of 9 male and 12 female postgraduate students (M.Ed) of Osmania University, Hyderabad. The IPAT Anxiety Scale was used for the study. The results of the study indicated a low positive correlation between academic performance and anxiety levels of students. Male and female students differ in their anxiety levels. The result showed no correlation between the age and anxiety levels of students. The younger students exhibited same anxiety levels when compared to older students.

**Singh & Thukral (2009)** explored the correlation between anxiety and achievement of high school students. Further, the researcher compared the anxiety on the basis of regional and gender differences. The participants of the study were 400 students (200 boys and 200 girls) of high school. Tool used for data collection was general anxiety

scale for children developed by Sharma. The results indicated a significant negative relationship existed between anxiety and achievement. Significant differences were observed on the basis of gender and locale regarding anxiety level. The negative role was played by anxiety on the achievement of high school students.

**Deb et al. (2010)** administered a study to a sample of 460 adolescents (220 Boys and 240 Girls), (age 13-17) to compare anxiety among high school students in Kolkata city in relation to gender, school type, social strata. The study also examined their perceptions of quality time with parents. The State Trait Anxiety Inventory and semi structured questionnaire was used to collect the data. The results showed significantly high levels of anxiety among 20.1 % of boys and 17.9% of girls in the total sample. Adolescents belonging to middle socio-economic group suffered more anxiety than Low or High socio-economic group. The results revealed high levels of anxiety among the adolescents of Bengali medium schools than the adolescents who studies in English medium schools. Similarly, significantly high levels of anxiety were discovered among adolescents from middle class families than those from both high and low socio-economic groups.

**Rana & Mahmood (2010)** investigated the correlation between test anxiety and academic achievement of postgraduate students. The sample consisted of 414 postgraduate students that were randomly selected. Test anxiety inventory developed by Spielberger was used for data collection. Results found that a significant negative relationship existed between test anxiety scores and academic achievement of postgraduate students. Further, it was concluded that test anxiety was one of the factors responsible for low academic achievement of postgraduate students.

**Vijaykumari (2010)** examined the relationship of academic anxiety with academic achievement of secondary school students. The study was carried out on a sample of 400 students of IX class selected through a stratified sampling technique. Results showed that academic anxiety was negatively correlated with academic achievement. The interaction of academic anxiety on academic achievement was not significantly differ for boys and girls and so as the interaction effect of gender on academic achievement did not differ significantly among different levels of academic anxiety of secondary school students.

**Vitasari et al. (2010)** examined the correlation between anxiety level and academic performance of engineering students. The participants of the study were 205 males and females. The tool used for data collection was state trait anxiety inventory while

students' academic performance was measured using grade point average (GPA). The results indicated that a significant relationship existed between high-level anxiety and low academic performance of engineering students. Further, anxiety and academic performance was negatively correlated

**Jain (2012)** assessed the effect of academic anxiety on the academic achievement of the students at the elementary level. The sample of 128 students (91 boys and 37 girls) of class VIII was selected by using a non-probability sampling technique. Results showed that academic anxiety was negligibly negatively correlated with academic achievement of elementary students. Further, the complete absence of academic anxiety may also lead to low achievement. A significant difference was found between the academic anxiety and academic achievement of boys and girls of VIII grade.

**Mahato & Jangir (2012)** studied the effect of academic anxiety among adolescents. The sample consisted of residential adolescent students of age between 14 to 16 years from government and private schools. 80 respondents were randomly selected. The purpose of the study was to assess the level of academic anxiety among students on the basis of age and gender. Further, the researchers explored the relationship of the school environment with academic anxiety. Result showed that most of the students experienced academic anxiety and gender was not found to have any impact on the anxiety scores. A significant relationship of academic anxiety with type of school and school environment was found.

**Nadeem, Ali, Maqbbol & Zaidi (2012)** investigated the effect of anxiety on the academic achievement of students at the university level. The survey method was employed for data collection. The participants of the study were 97 students selected through stratified sampling. The tools used for data collection were Otis self administering test of mental ability and anxiety measurement scale. Findings revealed that anxiety had an impact on the academic achievement of students. Anxiety and academic achievement had an inverse relationship. Female students were more anxious in comparison to their male counterparts.

**Ali & Mohsin (2013)** explored the relationship between test anxiety of secondary and higher secondary school students and their achievement in the subjects of science (physics, chemistry, biology, and mathematics). The sample comprised of 1,885 secondary school science students studying physics, chemistry, biology, and mathematics. The tool used for data collection was test anxiety inventory. Findings



revealed that test anxiety was negatively correlated with total achievement scores of all the four science subjects. High test anxiety caused lower achievement scores.

**Attri & Neelam (2013)** assessed the academic anxiety and academic achievement of secondary school students. The data was collected from 200 secondary school students of Mandi district of Himachal Pradesh. The sampling technique used for data collection was the lottery method of random sampling. Tool used for data collection was academic anxiety scale for children and the previous class marks of secondary school students i.e., class 9th were taken as academic achievement. The findings revealed that a significant difference was observed among male and female secondary school students regarding their level of academic anxiety and academic achievement. Further, girls had more academic anxiety and had better academic achievement than boys.

**Nandini (2013)** investigated the impact of academic anxiety on the academic achievement of secondary school students. The participants of the study were 300 secondary school students studying in Bangalore city. Results revealed that a significant negative correlation existed between academic achievement and academic anxiety of secondary school students. Further, a significant difference was found between secondary school boys and girls regarding their academic achievement. Students studying in private aided schools had better academic achievement in comparison to the students belonging to private unaided schools. Secondary school students studying in government schools had better academic achievement in comparison to the students belonging to private aided schools.

**Neelam (2013)** examined the academic achievement of secondary school students having a differential level of academic anxiety. The study was carried out on a sample of 200 secondary school students. The sampling technique used was lottery method of random sampling. Tool used for data collection was academic anxiety scale for children developed by Singh and Gupta. The results showed that the academic anxiety and academic achievement both were highly correlated to each other. High academic anxiety resulted in low academic achievement and vice-versa. It was also found that the academic achievement of girls was better than boys.

**Sethi, Mittal & Sharma (2013)** explored the anxiety and academic achievement of senior secondary school students. The sample comprised of 150 students out of which 74 boys and 75 girls were there. The sample was selected by simple random sampling technique. Results indicated that Hindi medium students in English medium schools

had high level of anxiety, and boys and girls of secondary class had similar level of anxiety. Boys of senior secondary class of English medium schools and Hindi medium schools had similar level of anxiety. Negligible relationship existed between anxiety and academic achievement of senior secondary students.

**Sridevi (2013)** examined the relationship between general anxiety, test anxiety and academic achievement of higher secondary students through a study conducted on a sample of 180 students selected randomly by the research from 12 schools. The general anxiety scale and Test anxiety scale was used by the researcher to collect the data. The findings revealed that there is a positive high correlation between general anxiety and test anxiety. There is a negative low correlation between general anxiety and academic achievement and there is a negative low correlation (-0.222) between test anxiety and academic achievement of higher secondary students.

**Banga (2014b)** assessed the effect of academic anxiety among high school students. The study was carried out on a sample of 200 students of 9th class of government schools. Results showed that there was no significant gender difference in academic anxiety of high school students and students coming from nuclear and joint families did not differ significantly in their academic anxiety. Students from joint families had a higher level of academic anxiety than their counterparts coming from nuclear families but this difference was not found as statistically significant.

**Bihari (2014)** investigated the academic anxiety of secondary school students. The participants of the study were 114 secondary school students from 4 government and two private schools drawn by employing simple random technique. The findings revealed that gender and habitat did not influenced the academic anxiety experienced by secondary school children while the type of school played a major role in the determination of academic anxiety. The private school children were better achievers and less academically anxious in comparison to their counterparts.

**Shakir (2014)** examined the correlation between academic anxiety and academic achievement of students. The study was carried out on a sample of 361 adolescents from Aligarh district (Uttar Pradesh). Sampling technique used was purposive. The tool used for data collection was the academic anxiety scale developed by Singh and Gupta (2009). Findings revealed a negative relationship existed between academic achievement and the academic anxiety of adolescents. The higher level of academic anxiety was responsible for the lower level of academic achievement. A moderate

level of academic anxiety was essential for the students to keep them motivated towards their studies.

**Shibli et al. (2015)** investigated the effects of anxiety on achievement and performance. The sample comprised of 150 students including 75 male and 75 female studying in various colleges. The tool used for data collection was Interview and 5 structured questions were asked. The result revealed that no significant relationship existed between anxiety and academic achievement of college students.

**Singh (2015)** explored the impact of anxiety on academic achievement of U.G Students. The sample for the study consisted of 500 students of U.G level within the age group of 19-22 years selected on the basis of quota random sampling technique. The Academic Anxiety Scale (AAS) by Mishra was used to collect the data. The results indicated that there was a negative correlation between high level of anxiety and academic achievement of students. Significant difference was found between the academic anxiety score of male and female students. Female students scored high on academic anxiety scale as compared to male students.

**Singh (2015b)** explored the relationship of anxiety with the academic achievement of college students. The sample consisted of 500 students studying in undergraduate final year from three universities of Varanasi city (UP) namely Banaras Hindu university, Sampurnanand Sanskrit university, and Mahatma Gandhi Kashi vidyapith. Students studying in undergraduate final year were selected on the basis of quota random sampling technique. Results showed that a low level of anxiety was found to be positively correlated with academic achievement of undergraduate students.

**Singh & Singh (2015)** studied the examination anxiety of B.Ed. students of government and private teacher training colleges of Allahabad. The sample comprised of 200 B.Ed. students (100 from government teacher training colleges and 100 from private colleges) that were selected randomly. The tool used for data collection was a comprehensive anxiety test by Bhardwaj, Sharma and Bhargava. The findings revealed that the level of examination anxiety before the examination and during the examination of B.Ed. students was differed from each other. There was a significant difference in the examination anxiety of B.Ed. students before and after examination of government teacher training colleges of Allahabad. Significant difference was found in examination anxiety of B.Ed. students of private teacher training colleges of Allahabad during and before the examination.

**Banga & Sharma (2016)** assessed the level of academic anxiety in relation to gender, locale, and social category. The participants of the study were 200 senior secondary school students selected through purposive sampling technique. Results showed that the academic anxiety of secondary school boys students were higher than girls secondary school students. Rural and urban secondary school students had a similar level of academic anxiety. No significant difference was found in academic anxiety of secondary school students belonging to general castes, other backward castes, and scheduled castes/ scheduled tribes.

**Dawood et al. (2016)** investigated the relationship between test anxiety and academic achievement of undergraduate nursing students. A descriptive correlation and cross-sectional research design was employed for the study. The sample comprised of 277 undergraduate nursing students from all academic levels at the college of nursing. Results showed that 14.4% undergraduate nursing students demonstrated severe test anxiety, about 50.9% experienced moderate test anxiety, and more than one quarter of the participants experienced mild test anxiety.

**Ghosh (2016)** compared the level of academic stress between government and private secondary school students. The study was carried out on a sample of 200 high school students from different schools, out of which one hundred students were the government's high school (male and female) and one hundred were private high school (male and female). Results indicated that students in private schools had more academic stress than their counterparts in government schools. Female students were more academically stressed than male students.

**Hasan (2016)** examined the academic anxiety on the basis of gender in relation to the academic achievement of secondary school students. The participants of the study were 204 secondary students. The sampling technique employed was purposive. The findings revealed that a negative relationship was found between academic achievement and academic anxiety of secondary school students. Further, no significant difference was observed between the academic achievement of high and low academic anxiety groups of male and female students.

**Meenakshi & Singh (2016)** studied academic anxiety and academic self-regulation with respect to academic achievement. The study aimed to find out the high and low level of academic anxiety among the adolescent students. The sample consisted of 200 adolescents. Sampling technique used was simple random. Results revealed that a



positive significant correlation existed between academic achievement and academic anxiety.

**Sindhu (2016)** explored the relationship of anxiety with academic achievement of engineering students. The sample comprised of 20 undergraduate students including both males and females. The tool for data collection was the Beck's anxiety inventory. The result indicated a negative relationship existed between anxiety and the academic score of engineering students which means that low scorers reported a higher level of anxiety compared to high scorers.

**Gohain (2016)** studied the level of anxiety and the relationship between test anxiety and academic achievement of undergraduate students in Dibrugarh University of Assam. The sample consisted of 120 boys and girls selected through simple random sampling and the data was collected through a standardized scale 'Test Anxiety Scale (TAS)' constructed and standardized by Prof. V.P Sharma. The results revealed a significant positive correlation between test-anxiety and academic achievement. No significant difference regarding anxiety level between boys and girls were found.

**Mishra & Chincholikar (2016)** conducted a study to examine the attitude, aptitude and anxiety of M.Ed. students in relation to their academic achievement. Regression analysis was done to establish the relationship between academic achievement as dependent variable and attitude, aptitude and anxiety as independent variable. Significant positive correlation was found in the teaching attitude and aptitude with academic achievement whereas the result showed negative correlation between the academic anxiety and academic achievement.

**Alam (2017)** examined the correlation between academic anxiety and academic achievement of school students. The study was carried out on a sample of 200 secondary and senior secondary school students. The tool used for data collection was the academic anxiety scale for children constructed by Singh and Gupta (2009) and the marks obtained in the last annual examination by the students were collected from the selected schools for calculating academic achievement. The results revealed that anxious students did not perform well in school. The academic achievement of the students decrease in the case of the high and low anxious students but the moderately anxious students performed better in academic achievement.

**Kumari (2017)** studied academic anxiety in terms of mental health among adolescent students. The sample comprised of 100 students of district Faridabad. Findings revealed that significant correlation was found between academic anxiety and mental

health of adolescents. A significant difference was seen in the academic anxiety of boys and girls.

**Sharma & Pandey (2017)** explored the influence of anxiety, depression and stress in relation to academic achievement. A sample of 120 students was selected out of which 60 boys and 60 girls of 11<sup>th</sup> standard were taken randomly. The tool used for data collection was the anxiety, depression and stress scale (ADSS) to measure the anxiety, depression, and stress among students. Finding revealed that academic stress, depression and anxiety was directly associated with students daily life and influence their level of academic achievement.

**Azeem (2018)** examined the correlation between academic anxiety and academic achievement of secondary school students with reference to gender and religion. The participants of the study were 340 students. Sampling technique employed in the study was simple random. Results indicated that no significant difference was observed in academic anxiety as well as academic achievement of male and female students. Further, no significant was found in academic achievement and academic anxiety of Muslim and Non-Muslim students.

**Kaur & Chawla (2018)** investigated the academic anxiety of adolescents in terms of school adjustment. The purpose was to examine the level of academic anxiety and school adjustment among adolescents. The sample consisted of 60 Students with the age ranges 14 to 18 years. Results revealed that adolescent girls were academically anxious in comparison to their boys counterparts.

**Sanjeet, Jha, Punia & Babita (2019)** examined the relationship between test anxiety and academic performance. The study was based on the cross-sectional method. The sample consisted of 240 undergraduate medical students. Data collection tools were interview using a pre-design, pre-tested questionnaire, and academic records of the students. The findings revealed that 10.8% of the undergraduate medical students experienced unhealthy test anxiety. Further, the differences among the academic performance of the respondents had healthy and unhealthy anxiety levels were significant and test anxiety was significantly associated with academic performance of undergraduate medical students.

**Muthaiyan, & Lingeswaran (2020)** conducted a study to probe the effects of test anxiety on academic achievement of high school pupils. The respondents encompassed of 300 school pupils (158 boys and 142 girls) studied in IX standard were selected by random basis from diverse high schools of Thiruvannamalai District.

Prof. V. P. Sharma's Test Anxiety Scale (TAS) was used to assess test anxiety and English Achievement Test (EAT) was used to carry out test and calculated the percentage of total marks attain by the students was measured as the academic achievement score. The outcome revealed that the result revealed that there is significant difference in Private school students have high anxiety when compared to Government School students. Nuclear family students achieve more in the academic of English when compared to Joint family students. Government school students achieve more in English when compared to Private school students. And also reveals that there is no significant difference between nuclear family and joint family in respect to their Test Anxiety. Lastly, the correlation result reveals that there exists a moderate Positive Correlation between Test Anxiety and Academic Achievement.

**Mittu & Nandana S (2020)** explored test anxiety as predictor of academic performance among university students. Descriptive survey method was used to conduct the study. One hundred university students were selected as a sample of the present study through convenience sampling technique. In order to collect the responses of respondents, questionnaire of test anxiety by Nist and Diehl (1991) was used. Results of study revealed that test anxiety has negative and statistical significant relationship with academic performance of university students. Test anxiety has statistical significant contribution towards academic performance, but test anxiety is not the strong predictor of academic performance in case of university students.

**Sharma & Deeksha(2020)** carried out a study on Test anxiety and Academic Achievement among college students. The sample for the study consisted of 110 college students (49 male and 61 female) of Jalandhar district, Punjab. Data were collected by using the questionnaire and Test anxiety Questionnaire (CAEX; Valero, 1999). The findings of the paper revealed that there was significant difference seen in the anxiety level among students with respect to their gender. Female were found more anxiety than male. There was significant difference seen in the anxiety level among students with respect to their location. The students who are living in rural area are found more anxiety as compared to urban students. In addition, there was significant difference seen in the academic achievement among students with respect to their gender. It means females have good academic achievement. On the other hand, there was no significant difference seen in the academic achievement of students with respect to their location.

**Shukla (2021)** carried a study on academic anxiety and home environment in relation to the academic performance of the rural and urban secondary school students of Kalahandi District of Odisha. The sample consisted of 300 secondary school students from 60 different schools. The simple random sampling technique was used to select the sample of students and the data was collected using Anxiety scales for children by A.K Singh and A. Sengupta (2009) and Home Environment Inventory by S. Karuna (2003). The results indicated that academic anxiety and academic achievement is negatively correlated and the correlation is statistically significant. It indicates high academic anxiety an unfavorable Home Environment reduces the efforts and motivation of the students in case of their academic achievement.

#### **2.4 Studies conducted in Abroad**

**Milgram & Toubiana (1999)** studied the relationship between academic anxiety, academic procrastination in children and parental involvement in their children's school work, to a sample comprised of 354 Israeli adolescents and their parents. The findings of the study indicated that the students were less anxious about homework than the other academic assignments. A lower level of anxiety was found among late adolescents regarding their schoolwork and they procrastinated more than younger adolescents on homework. Parents of late adolescents were less involved in their children's schoolwork than parents of younger adolescents.

**Cassady & Johnson (2002)** conducted a Study on Cognitive test Anxiety and Academic Performance to a sample of 168 under-graduate students of Midwestern University, USA. Findings from the study revealed that higher levels of cognitive test anxiety were associated with significantly lower scholastic aptitude test scores. Gender differences in cognitive test anxiety were documented, but those differences were not related to performance on the course exams. The results also revealed that moderate levels of physiological arousal generally were associated with higher exam performance. The results were consistent with cognitive appraisal and information processing models of test anxiety and support the conclusion that cognitive test anxiety exerts a significant stable and negative impact on academic performance measures.



**Andrews & Wilding (2004)** investigated the relation of depression and anxiety with achievement of students. The sample comprised of 351 undergraduates United Kingdom domiciled students. The tool used for data collection was the hospital anxiety and depression scale developed by Zigmond and Snaith (1983). Results revealed that by mid-course, 90% symptom-free students became depressed and 20% became anxious at a clinically significant level. Financial and other problems/difficulties increased depression and anxiety level of British students which in turn affected their academic achievement.

**Chapell et al. (2005)** explored that differences in levels (low, moderate and high) of test-anxiety had produced significant differences in grade point average (GPA) scores among students. The students with a low test anxiety had a higher GPA than the students with a moderate and higher test-anxiety level and students with a moderate test-anxiety had a higher GPA than the students with higher test-anxiety.

**Halawah (2006)** examined the effect of motivation, family environment, and student characteristics on academic achievement to a sample of 388 high school students (193 male and 195 female) of Abu Dhabi in UAE. The findings of the study showed gender has no significant impact on the academic achievement of the students. Negligible correlation was found among family environment, motivation, student characteristics and academic achievement. However, the study also revealed high correlation between motivation and student's characteristic as well as family environment and students' characteristics.

**Leung (2007)** examined the relationship between academic stress, children's anxiety and academic attainment of senior primary school children. The results showed that girls were more disturbed by academic inefficacy and fear of failure while boys were more affected by expectations and demands. Further, findings of the study showed that time spent by parents communicating with their children, their emotional involvement with their child and facilitating informational as well as material support were beneficial to their emotional and academic adjustment. Emotional support lowered children's anxiety while protectiveness brought about the opposite outcome.

**Mazzone et al. (2007)**, explored the role of anxiety symptoms in school performance in a community sample of children and adolescents among elementary, middle, and high school students. The study was conducted on the samples of 131 elementary school students of the age 8–10 years, 267 middle school students of the age 11–13 years), and 80 high school students of the age 14–16 years. The sample was collected

from four public schools in a predominantly middle-class community in Catania, Italy. Multidimensional Anxiety Scale for Children (MASC) was used to collect the data for the study. The results showed the percentage of children in the anxious range were 2.3% in elementary, 7.9% in middle, and 15.9% in high school, and was 14.1% among students with insufficient grades, 9.4% among those with sufficient grades, and 3.9% among those with good or very good grades.

**Putwain (2008)** explored the relationship between test anxiety and academic performance in relation to gender and socioeconomic status of the secondary school students in United Kingdom. The sample comprised of 558 students. The tool used for data collection was test anxiety inventory for assessing students' test anxiety and grades were taken to measure the academic achievement. Result showed that test anxiety was negatively correlated with academic performance. Students from different socio economic status differ significantly in test anxiety as well as in academic performance but no significant difference were found in case of gender.

**Rizwan & Nasir (2010)** identified the relationship between Test Anxiety and Academic Achievement to a group of 414 students randomly selected from seven different science departments in a public sector university in Lahore, Pakistan. A significantly negative correlation was observed between test anxiety scores and student's achievement scores, which mean higher levels of anxiety, resulted in significantly lower levels of academic achievement. The study also revealed significant contribution of cognitive factors upon the test anxiety levels of the learners.

**Vitasari et al. (2010)** examined the correlation between anxiety level and academic performance of engineering students. The participants of the study were 205 males and females. The tool used for data collection was state trait anxiety inventory while students' academic performance was measured using grade point average (GPA). The results indicated that a significant relationship existed between high-level anxiety and low academic performance of engineering students. Further, anxiety and academic performance was negatively correlated.

**Yousefi et al. (2010)** conducted a study to investigate the relationship between Test-Anxiety and academic achievement among Iranian adolescents. A self-administered questionnaire was prepared which included personal information, test- anxiety inventory and grade point average score to collect the data for the study. The findings of the study revealed a significantly negative correlation between test anxiety and

academic achievement among adolescents. In addition there is a significant difference of academic achievement between male and female adolescents whereby females score higher in their academic achievement.

**Al-Qaisy (2011)** carried out a study to find out the impact of mood disorders, especially anxiety and depression among a sample of 200 students for their academic achievement in Tafila Technical University, Jordan. The results indicated that females are more anxious than males, while males are more depressed than females. Additionally, the results indicate that there is a positive relationship between achievement and anxiety, while a negative relationship is found with depression.

**Dobson (2012)** investigated the effects of academic anxiety on the performance of students with and without learning disabilities. Findings revealed that students despite all levels of academic achievement suffered from academic anxiety. Frequent poor academic performance increased anxiety levels and anxiety had negative effects on all students. Students who suffered from anxiety problems tend to show lower levels of academic achievement.

**Owens et al. (2012)** examined anxiety and depression in academic performance. The study was carried out on a sample of 12-13 years old children from schools in United Kingdom. The tools used for data collection were self-report questionnaires, the school administered academic test data, and a battery of computerized working memory tasks. The result showed that higher levels of anxiety and depression were associated with poor academic performance of students.

**Syokwaa et al. (2014)** investigated the relationship between anxiety levels and academic achievement to a sample of 180 secondary school students (90 boys and 90 girls) in Lang'ata district of Kenya. The tools for data collection were a personality anxiety self-examination quiz and an anxiety test examination, which were administered to collect the data. The findings of the study indicated towards a significant negative correlation between anxiety levels and the quality of student's academic achievement. It further showed that students with higher levels of anxiety find it difficult to perform effectively in various situations. The findings also revealed that female students were more susceptible to higher levels of anxiety than the male students.

**Adeoye-Agboala & Evans (2015)** explored the relationship between anxiety and academic performance of post-graduate international students at the University of Bedfordshire. The sample of 105 postgraduate international students comprising of 66

males and 39 females were selected through non-randomized purposive sampling. The data was collected through a cross-sectional questionnaire survey. The findings indicate that anxiety is significantly correlated to academic performance. Workload, choice of coping with stress, future prospect, and change in the system of education are the major type of anxiety affecting the students.

**Sideeg (2015)** conducted a study to examine the relationship between test anxiety, self-esteem, gender, type or field of study, and the effect of test anxiety on academic achievement among the medical science students of Sudanese universities. The sample for the study consisted of 705 students (389 male and 316 females between the age group 17-25) from four major universities of Sudan. The findings of the study indicated towards significantly higher levels of test anxiety among the study participants. A significant correlation was observed between test anxiety and students' academic achievement. Besides, the findings also revealed statistically significant effect of gender difference and type of study on the levels of test anxiety.

**Mirawdali, Morrissey & Ball (2018)** carried out a study to examine the impact of academic anxiety on the academic performance. The sample for the study consisted of 132 M.Pharm undergraduates at the University of Wolverhampton. A modified version of the 20- item Study Management and Academic Results Test (SMART) was adopted in this study to measure test anxiety. The survey questions were adapted from the cross-sectional survey designs utilized by Sansgiry, Bhosle and Sail, and Shahroui. The results indicated that test anxiety, academic competence, time management and strategic studying are all factors significantly affect academic performance. A positive relation was observed between social and family sources of anxiety and academic performance. The result showed high levels of academic anxiety among M.Pharm graduates study sample.

**Ajmal & Ahmad (2019)** conducted a study to find out the anxiety factors among students of distance learning of Allama Iqbal Open University. The sample of the study comprised of 322 students of M.Ed. programme selected by using purposive sampling technique. The study was descriptive in nature. Questionnaire was used as the research instrument which was based on five point likert scale. The results highlighted that factors, like lacunae in admission process, books distribution, assignments, course tutorials and student support services were found to create anxiety among the students of AIOU. The overall mean values for all factors of anxiety were slightly higher in male students as compared to female students. A



significant effect of anxiety on the academic performance of distance learners was found.

**Khesht-Masjedi et al. (2019)** identified the effect of anxiety and depression on academic achievement of students. The participants of the study were 666 secondary school students. Tools used for data collection were the Beck Anxiety Inventory and the Beck Depression Inventory. The findings indicated that girls were more anxious than boys while boys were more depressed than girls. Further, a significant negative correlation was found between anxiety and depression with academic achievement.

**Obioma & Obioma (2019)** administered a study to examine the relationship between students test anxiety levels and academic achievement in secondary schools. The study was conducted on a sample of 320 students drawn from four sample schools of Enugu state, Nigeria. Test Anxiety Inventory (TAI) was used for measuring the anxiety levels of students and Student's cumulative cores in English language and Mathematics were used as measures for their academic achievement. The findings of the study indicated that males are more test anxious than females. Test anxiety increases with the increase in class level. The results showed inverse relationship between test anxiety and academic achievement which means as test anxiety increases, academic achievement decreases.

**Ozgan et al. (2019)** explored the relationship between test anxiety and academic performance. The study was conducted on 150 students out of which 114 females and 36 males were selected from 8 different universities. Tools used for data collection were academic motivation scale developed by Bozanoglu (2004) and test anxiety inventory developed by Spielberger (1979) and adapted to Turkish by Oner and Kaymak (1986). The result showed that test anxiety and academic performance were not related.

**Mavilidi et al. (2020)** investigated the effects of an acute physical break on test anxiety and math test performance. The sample comprised of 68 children aged 11-12 years from two primary schools in New South Wales, Australia. The tool used for data collection was cognitive anxiety test questionnaire developed by Sweller and Chandler (1994) and a math test selected from a sample of California standard tests and test problems prepared by the Dutch national institute for educational measurement. The finding indicated that regardless of the condition, low anxious students performed better on the math test than anxious students with high anxiety.

**Majali (2020)** carried out a study to determine the effect of anxiety on motivation and performance. The sample consisted of 658 students of UAE University (307 women and 351 men) aged 19-25 years. The data was collected through an anonymous online survey and The Academic Motivation Scale (AMS) was used. The results of the study showed that 49% of high-performing students have a medium level of anxiety, and 41% are highly anxious. High rates of internal and external motivation are among respondents with an average value of situational anxiety. Students with high level of trait anxiety have significantly lower level of motivation. A high level of anxiety contributes to a high level of academic achievement, but at the same time reduces the motivation for learning. A low level of anxiety leads to a decrease in academic performance, but the level of motivation is quite high.

**Lawrence, Janet, & Saturday (2021)** conducted a study to explore the relationship between Anxiety, Depression and Academic Achievements among 98 new students in a diploma nursing program in South – south Nigeria. The study adopted the triangulation of prospective cohorts study and cross sectional survey. The result indicated that academic anxiety is negatively correlated to academic achievement.

**Tus et al. (2021)** conducted a study to investigate the relationship between depression, anxiety, and stress on the students' academic performance. The sample consisted of 259 tertiary students from the higher education institutions in Bulacan, Philippines, enrolled for the school year of 2020-2021. The study employed a descriptive-correlational design, specifically a quantitative research method. The study made use of the Depression, Anxiety and Stress Scale (DASS-21) by Lovibond & Lovibond to measure students' mental health. The questionnaire consists of a 21-question inventory designed to measure and identify the severity and presence of depression, anxiety, and stress. The results of the study concluded that the severity level of depression, anxiety, and stress of the students provide no significant relationship with their academic performance. It shows Depression, anxiety, and stress had no significant relationship with academic performance. Similarly, studies using the DASS-21 also showed the same results while having the same and different age groups. The results only indicated that the domains of depression, anxiety, and stress had strong correlations with each other, but not with academic performance.

**Zhang, Dimitriou, & Halstead (2021)** conducted a study to explore the relationship between sleep, anxiety and academic performance. The sample consisted of 99 adolescents of age 15-17 from two public schools in Baishan City Jilin Province,

China. Data was collected through online questionnaire which include questions on adolescents' demographics, screen time habits, academic performance, anxiety level, sleep disturbances, and sleep-related impairment. The results indicated that adolescents who had a greater severity of sleep disturbances had a higher anxiety and higher academic achievements than adolescents with less sleep disturbances.

**Kültür & Özcan (2022)** conducted a study to examine the associations between the cognitive and affective components of test anxiety with the performance of the high-stakes exam (University Entrance Exam [UEE]) in low-achiever, mid-achiever, and high-achiever groups after controlling for gender. The sample consisted of 264 12th-grade school students. The findings showed that the cognitive and affective components of test anxiety did not account significantly for the variance of test performance on the UEE controlling for gender in the three groups. However, test anxiety's cognitive and emotional components had negative significant but weak relationships with test performance in only the high-achiever group.

## **2.5 Critical Appraisal of Related Literature**

The survey of the studies discussed so far provides a perspective of the empirical work done in this specific territory. A meticulous study of the previous related researches conducted at National as well as International level enhanced the knowledge and gave insight to the researcher for conducting the present study. A critical appraisal of the related studies which are reviewed in this chapter plays a crucial role in finding out the different aspects of research realms needed to be investigated further. It is helpful for the researcher in not only identifying the research gap but also in selecting appropriate methodology and design for the present study. In the present chapter, studies conducted in India and abroad have been studied and reviewed minutely that had relevance in supporting the present study with the various types of manifold results including contrary and mixed results. Moreover, the researcher also made an attempt to relate the predictive variables (academic anxiety) with criterion variable of the present study i.e., academic achievement.

In relation to the present chapter, the researcher examined the studies that were based on academic anxiety with special reference to academic achievement. The researcher observed mixed results from the available studies. Like, Kumari (2017) revealed that a significant difference was found in the academic anxiety of boys and girls. Findings

of the several studies showed that adolescent girls had more anxiety as compared to boys (Ghosh, 2016; Kaur & Chawla, 2018). Alam (2017) found that moderately anxious students had better academic achievement. Kumar and Thirselvan (2000) revealed that no significant relationship existed between test anxiety and achievement marks in physics. Krishnamurthy (2000) explored a negative correlation existed between test anxiety and achievement in History. Ali & Mohsin (2013) revealed that test anxiety had significant negative relationship with physics, chemistry, biology, and mathematics achievement. Andrews & Wilding (2004) showed that anxiety and depression affected academic achievement of students. Leung (2007) found that girls were more disturbed by academic inefficiency and fear of failure while boys were affected by expectations and demands. Rana & Mahmood (2010) revealed that a significant negative relationship existed between test anxiety scores and student's achievement scores. Owens et al. (2012) observed that higher level of anxiety and depression was associated with poor academic performance. Dawood et al. (2016) indicated that 14.4% undergraduate nursing students suffered from severe test anxiety while 50.9% demonstrated moderate test anxiety. Sharma & Pandey (2017) found that academic stress, depression, and anxiety was directly associated with students' daily life and influenced their level of academic achievement. Dwivedi & Gunthey (2005) found that the academic anxiety of English medium students was significantly higher than that of the students of the Hindi medium. Jain & Jain (2007) showed that adolescents with greater perceived parental encouragement had lesser academic anxiety. Dobson (2012) explored that students who suffered from anxiety problems tend to show lower level of academic achievement. Chapell et al. (2005) revealed that the students with a low test anxiety had a higher grade point average (GPA) than the students with higher test anxiety level and students with a moderate test anxiety had a higher GPA than the students with higher test anxiety. Alam (2017) showed that anxious students did not perform well in school and the high and low anxious students performed poor in academics. Bihari (2014) reported that gender and habitat did not played a role in the academic anxiety experienced by secondary school students while the type of school played a major role in the determination of academic anxiety of the students. Azeem (2018) found that no significant difference existed between male and female students regarding their academic anxiety and academic achievement. Banga (2014b) showed that students coming from nuclear and joint families had a similar level of academic anxiety. Singh & Singh (2015) revealed that the level of



examination anxiety before the examination and during the examination of B.Ed. students of government and private teacher training colleges were differed from each other. Banga & Sharma (2016) found that boys of secondary schools were more academically anxious than girls. Singh & Thukral (2009) revealed that significant differences were observed between boys and girls on the basis of locale. Vijaykumari (2010) showed that the interactional effect of gender and academic anxiety was not found on academic achievement. Attri & Neelam (2013) observed that a significant difference existed between male and female secondary school students regarding their academic anxiety. Ghosh (2016) showed that students in private schools had more academic stress than their counterparts in government schools. Banga & Sharma (2016) pointed that academic anxiety of secondary school boys was higher than their counterparts and no significant difference was found on the basis of locale. Hasan (2016) explored that no significant difference was observed between high and low academic anxiety groups of male and female students regarding their academic achievement. Ozgan et al. (2019) showed that test anxiety and academic performance were not related to each other. Sanjeet et al. (2019) revealed that test anxiety was significantly associated with academic performance. Teeli (2020) found that anxiety had a positive effect on academic performance of university students. A significant negative correlation existed between anxiety and depression with academic achievement was reported by several researchers (Vitasari et al., 2010; Sethi et al., 2013; Khesht-Masjedi et al., 2019). Various studies were conducted by many researchers to relate the academic anxiety with academic achievement (Rana & Mahmood, 2010; Vitasari et al., 2010; Dobson, 2012; Mahato & Jangir, 2012; Nadeem et al., 2012; Attri & Neelam, 2013; Nandini, 2013; Neelam, 2013; Shakir, 2014; Shibli et al., 2015; Singh, 2015b; Hasan, 2016; Meenakshi & Singh, 2016; Sindhu, 2016; Azeem, 2018). Inverse relationship was observed between academic anxiety and academic achievement by few researchers (Murthy & Kulshreshtha, 1999; Jain, 2012; Neelam, 2013; Hasan, 2016). Significant positive relationship was found between academic anxiety and academic achievement was explored by Meenakshi & Singh (2016).

Table 2.1  
Representing Studies Related to the Academic Anxiety and Academic Achievement

Relationship of Academic Anxiety with Academic Achievement		
Positive Relationship	Negative Relationship	No Relationship
Meenakshi & Singh, 2016; Ramakrishna,2007;Gohain,2016;Al-Qaisy,2011;Adeoye-Agboala & Evans,2015;Majali,2020; Muthaiyan & Lingeswaran (2020)	Murthy & Kulshreshtha, 1999; Singh & Thukral, 2009; Vijaykumari,2010;Vitasari et al.,2010;Jain,2012;Nandini,2013;Neelam,2013;Shakir,2014;Hasan,2016;Sridevi,2013;Singh,2015;Mishra & Chincholikar,2016;Mittu & Nandana S,2020;Rizwan & Nasir,2010;Yousefi et al.,2010;Syokwaa et al.,2014;Sideeg,2015;Obioma & Obioma,2019; Lawrence, Janet, & Saturday, 2021; Shukla, 2021	Kumar & Thirselvan,2000; Tus et al. 2021
Relationship of Anxiety with Academic Achievement		
Positive Effect	Negative Effect	No Effect
Mirawdali,Morrissey & Ball,2018	Sindhu,2016; Sridevi,2013; Ajmal & Ahmad, 2019	Shibli et al., 2015
Relation of Academic Stress, Depression and Anxiety with Academic Achievement		
	Sharma & Pandey 2017;Khesht-Masjedi et al.,2019;Cassady & Johnson,2002	
Anxiety and Academic Achievement		
	Alam,2001;Vitsari et al.,2010;Nadeem et al.,2012;Owens et al.,2012	
Depression and Anxiety to Life- Stress and Achievement		
	Andrews & Wilding, 2004	

<b>Test Anxiety and Grade Point Average</b>		
	Chapell et al.,2005;Putwain,2008;Rana & Mahmood, 2010; Dawood et al.,2016	
<b>Interaction of Type of Study, Gender and Parental Encouragement on Academic Anxiety</b>		
Jain & Jain, 2007;Milgram & Toubiana,1999		
<b>Academic Anxiety and Performance of Students with and without Learning Disabilities</b>		
	Dobson, 2012	
<b>Role of Gender and Habitat in Academic Anxiety</b>		
Sharma & Deeksha,2020	Syokwaa et al.,2014	Bihari, 2014
<b>Anxiety in Relation to Medium of Instructions</b>		
	Sethi et al., 2013; Deb et al.,2010	
<b>Effect of Academic Anxiety on Academic Achievement</b>		
	Nadeem et al.,2012	
<b>Introduction of Anxiety Management Strategies</b>		
	Dawood et al.,2016	
<b>Level of Academic Anxiety and Academic Achievement</b>		
Singh, 2015b;Mavilidi et al.,2020	Singh & Singh,2015	
<b>Effect of Academic Anxiety on Academic Achievement</b>		
	Jain,2012;Nandini,2013;Shakir,2014;Alam, 2017	
<b>Relationship between Test Anxiety and Achievement Marks in Physics</b>		
		Kumar & Thirselvan, 2000
<b>Test Anxiety and Achievement in History</b>		
	Krishnamurthy,2000	

<b>Test Anxiety and Relationship with Science Subjects</b>		
	Ali & Mohsin,2013	
<b>Test Anxiety and Academic Performance</b>		
Sanjeet et al.,2019		Ozgan et al.,2019
<b>Interaction Effect of Academic Anxiety on Academic Achievement</b>		
		Vijaykumari,2010
<b>Emotional Support and Children's Anxiety</b>		
Leung,2007		
<b>Academic Anxiety in Relation to Locale</b>		
<b>Significant</b>		<b>Not Significant</b>
Singh & Thukral,2009;Sharma & Deeksha,2020		Bihari,2014;Banga & Sharma,2016
<b>Academic Anxiety in Relation to Type of School</b>		
Bihari,2014;Ghosh,2016; Muthaiyan & Lingeswaran (2020)		Murthy & Kulshreshtha,1999
<b>Academic Anxiety in Relation to Type of Family</b>		
		Banga,2014b
<b>Academic Anxiety in Relation to Castes/Religion</b>		
		Banga & Sharma,2016; Azeem,2018
<b>Academic Anxiety in Relation to Gender</b>		
Kumar & Thirselvan,2000;Singh & Thukral,2009;Jain,2012;Nadeem et al.,2012;Attri & Neelam,2013; Banga & Sharma,2016; Ghosh,2016; Kumari,2017;KheshtMasjedi et al.,2019; Ajmal & Ahmad, 2019		Mahato & Jangir,2012;Sethi et al.,2013; Banga,201b;Bihari,201;Hasan,2016 ;Azeem,2018
<b>Academic Anxiety in Relation to Medium of Instruction</b>		
Dwivedi & Gunthey, 2005		



## **2.6 Research Gap**

The critical appraisal done above shed light on the emergent researches in the field of academic achievement of the students as related to their academic anxiety. After reviewing a plethora of studies done in India and abroad the following research gaps were identified by the researcher:

- (i) Most of the studies were done on test anxiety and academic achievement and only a few studies were found on academic anxiety and academic achievement.
- (ii) In many studies, the degree and direction of the relationship between academic achievement and anxiety remain uncertain and in a few cases the findings are contradictory.
- (iii) Majority of the studies were done on academic achievement and academic anxiety of secondary school students and general population of the students.
- (iv) Very few studies were conducted so far taken into consideration gender and type of school as demographic variables.
- (v) Though a few studies has been carried out on Academic Anxiety as predictive variable and Academic Achievement of the students, but no study could be located where the effects of academic anxiety, gender and type of school on Academic Achievement of the students has been studied collectively which the researcher has designed to study.

On the basis of the research gaps identified, there arouse a need to conduct a study of the Academic Achievement in relation to Academic Anxiety of senior secondary school students with special reference to Purulia district of West Bengal. In the light of the above discussion it was felt that a study involving the two major variables covered in the present investigation would be worth exploring. Therefore, due to lack of researches in this area and keeping this research gap in mind the researcher considered it worthwhile to undertake the present research on the topic

## **“Study of Academic Achievement in Relation to Academic Anxiety of Senior Secondary School Students of Purulia District of West Bengal”**

### **2.7 Rationale of the Study**

From the theoretical background of the study, it is concluded that academic achievement plays an important role in the academic success of senior secondary school students. A research gap is found by the researcher in terms of research on the academic achievement of senior secondary school students in relation to the predictive variable academic anxiety. Demographic variables play an important role in discerning and analyzing current trends, concluding the results, and planning future prospects. The study has been conducted on the students of senior secondary school of West Bengal where the gender gap is prevalent (Census Survey of India, 2011).

Education plays a salient role in the development of a modern society. But the effectiveness of any educational system can be understood by the extent the pupils involved in the system achieve. But there are a host of factors that affects the academic achievement of the students. Studies reveal that many intelligent persons are underachievers while some persons with average intelligence achieve much higher than what is expected from them. So, the question arises

1. Why such differences in achievement appear when schools provide more or less uniform instructional facilities? and how to detect and control those factors?
2. What is the type of relationship between predictive variable (academic anxiety) and criterion variable (academic achievement)?
3. Is Academic anxiety resisting the academic achievement of senior secondary school students?

So, it is of great necessity that for better performance in academic life the responsible factors are detected and controlled. It becomes more crucial when we study these factors with special reference to Purulia district. According to the Census (2011) Report, the literary percentage of Purulia is 56.14%. Purulia holds 17<sup>th</sup> rank among the 19 districts of West Bengal in literacy rate. While the male literary percentage is 74.18%, the female literary percentage is 37.15 %. Besides, in rural and urban areas the literary percentages are 53.82% and 75.96% respectively. It is therefore, important

to understand the factors behind the academic achievement of senior secondary school students with special reference to Purulia district.

Among other factors one such factor that has a significant effect on academic achievement of the students is academic anxiety. Various studies reveal that a high level of academic anxiety hinders the academic achievement of students as they develop serious mental illnesses which often lead to depression and suicide. The rate of student suicide due to academic anxiety has significantly increased in recent years and West Bengal is one such state where such cases are at peak. According to the figure released by the National Crime Records Bureau (NCRB) (2019), four states that recorded highest number of suicides are Maharashtra (18,916), Tamilnadu (13,493), West Bengal (12,665) and Madhya Pradesh (11,668) respectively. West Bengal alone accounted 9.1% of the total suicide cases in the country. Data gathered from various news reports indicates that increase in academic anxiety plays a major role in the rising rates of student's suicide.

Along with academic anxiety, gender too plays a significant role on the academic achievement of the students. Many researchers examined gender differences with respect to test anxiety and found that females have greater levels of test anxiety than males. (Durette, 1965; Chatterjee et al. 1976; Hijhawan, 1972). Sharma and Sud, (1990) concluded that females experience high levels of test anxiety irrespective of cultural background.

A significant effect of the type of school on academic anxiety and academic achievement has also been identified by various researchers. Studies conducted by Mahajan (2015) reported that private school students have more academic stress and academic anxiety than government school students. Bihari (2014) also found similar results that a significant difference between mean scores of academic anxiety and achievement among government and private secondary school students exist. The problem gets a greater attention when it is applied to students studying in Purulia, a district where the majority of the people belongs to tribal community and less developed in the field of education when compared to other educationally advanced districts of West Bengal. That's why the present study is an attempt to understand the level of academic achievement in relation to academic anxiety of senior secondary school students of Purulia district of West Bengal.