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Analytical study on anxiety and academic motivation among students

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Abstract
The purpose of this study was to investigate the link between academic anxiety and students' academic performance. Random sampling was used to select 352 pupils from high school. The data was gathered using a valid and reliable standardised version of the Academic Anxiety Scale. T-tests and Correlations were used to examine the data. Students' academic achievement was found to have a negative link with their level of academic anxiety. Study participants with high and low academic anxiety were found to perform differently in the classroom, as well as students with varying levels of academic anxiety among genders. Similarly, students with low academic anxiety performed better in the classroom, as well as students with higher levels of anxiety among both genders.

Keywords: Anxiety, academic anxiety, academic achievement, and refined personality

Introduction
Internal turmoil, psychic imbalance and unpredictable conduct characterize adolescence. Adolescents typically struggle in school because their focus is so fragmented, especially when it comes to forging their own sense of identity. Anxiety is one of psychology's most researched phenomena. To deal with stress, we all have a built-in response. It is important to distinguish between anxiety and terror since anxiety is a natural human response to stress. Anxiety is a state of mind in which a person feels uneasy or distressed in response to an unfavourable circumstance. Those who suffer from academic anxiety are concerned about the dangers of the academic environment, especially teachers and certain academic disciplines like math and science [1].

If you're stressed out about school, it's not a terrible thing. It is true that a high degree of anxiety interferes with focus and memory, which are necessary for academic achievement; yet, without worry, most of us would lack the motivation to study for exams, compose papers, or perform daily homework. A person's potential and abilities are largely assessed based on his or her academic achievements in today's culture. The importance of academic accomplishment in education and the learning process cannot be overstated [2].

Literature Review
Ana Camacho, Nadine Correia,Sonia Zaccoletti (2021) Padua University During the first wave of COVID-19, we investigated whether parents' assessments of their children's anxiety as well as their judgments of the support they received from both instructors and peers predicted improvements in their students' academic motivation. A retrospective pretest-posttest design and a latent change score model were utilised to evaluate our data in order to achieve this goal More than 394 parents of students in grades 1 to 9 from Portugal took part in this survey. Parent perceptions of social support for their children were found to be important predictors of changes in academic motivation. Anxiety had a negative influence on students' academic motivation, but social support from teachers had a beneficial effect. This study contributes to our understanding of the elements that contributed to a decrease in students' academic interest during the COVID-19 epidemic, which is a significant step forward [3].

Salwa A. Al Majali (2021) We want to see how anxiety affects both motivation and performance in this experiment. According to the findings, 49% of high-achieving kids report moderate anxiety, while 41% report severe anxiety.

Anxiety-free respondents have high rates of both internal and external motivation. In students who have a high level of trait anxiety, there is a significant decrease in motivation. High levels of anxiety can boost academic performance, but they can also sap a student's desire to learn. As a result, academic performance suffers, however the degree of motivation is still pretty strong. Teachers, university administrators, and those in charge of exam preparation and administration can all benefit from the study's findings [4].

Belkız CAYMAZ, Abdullah AYDIN (2021) Anxiety and motivation levels of secondary school pupils toward scientific classes are studied in relation to their gender, class levels and their parents' educational backgrounds in this research project. Students' anxiety, motivation, and academic achievement were also examined as part of the research. The research focuses on a relational scanning model within a broad scanning framework. In the 2019-2020 academic year, there are 629 students in Kastamonu Province, Turkey, who are enrolled in public secondary school. In the research, the Anxiety Scale for Science Course, the Motivation Scale for Science Learning, a Personal Information Form, and the science grade at the end of the first semester were used as data collection tools [5].

Ivor D'Souza, Dr Akriti Srivastava (2021) Anxiety and motivation have a significant impact on online academic achievement. Because of the pandemic, it's more convenient than ever before, and every educational institution uses it to ensure that their students receive a quality education. A total of 150 students from an Indian university took part in the research. Participants ranged in age from 18 to 19 years old. Academic self-efficacy, academic motivation, and state trait anxiety were the three scales used in the study. A descriptive study was conducted to determine the purpose of the investigation. The hypothesis was tested using independent sample t-tests and Mann-Whitney U tests, and the findings were analysed. Individuals with poor self-efficacy had lower mean scores on academic performance, according to the research. Individuals with low motivation also had lower mean grades in school. They weren't that big of a deal [6].

Bayad Jamal Ali, Govand Anwar (2021) At Erbil's private universities, students' worry over learning a new language is a big concern for this study. According to the quantitative research, students' anxiety was measured by dreading an unfavourable assessment and fear of public speaking. A survey developed by previous academics was adapted and reworked by the researcher in order to collect the necessary data. It was possible for the researcher to collect 92 completed surveys. Multiple regression analysis was utilised to evaluate each of the research hypotheses. When it comes to learning a new language, students' fear of negative anxiety was linked to a higher level of anxiety, whereas students' test anxiety was linked to a lower level [7].

Methodology

Design: Descriptive research is what we're doing here. To gather information, a questionnaire was used. As a result, the study team decided to use a survey approach.

Population: The demographic of the current study is made up of seniors in Aligarh District high schools.

Sample: The sample size for this study was 352 high school students. Selecting pupils from Aligarh District's senior secondary schools was done by using a random sampling method. It is a diverse group, with students from a wide range of academic disciplines.

Research Tools Used: Data collection was done using the Academic Anxiety Scale for Children (AASC) developed by Dr A.K Singh and Dr A Sen Gupta (2009). The AASC is a valid and dependable assessment. It is possible to give each object a score of +1 or -0. The test has a maximum score of 20 points. Low academic anxiety students scored less than 10 and high academic anxiety students scored more than 10 on a standardised test. Students' prior year's grades in high school were used to gauge their current level of academic achievement. Students were asked to fill out a "Personal Data Sheet" (PDSS) to provide demographic data. In addition to a student's gender (male or female) and academic performance, it contained information on their gender and academic performance.

Data Collection: A total of 400 high school seniors were assessed using the Academic Anxiety Scale for Children (AASC) by researchers who made site visits to the selected schools. Students were also permitted to inquire about the interpretation of any unfamiliar words or sentences, according to the researchers. A sufficient amount of time was provided. Scales that were full were gathered. Scales that were only partially full were thrown away. A total of 352 respondents were able to provide information to the researchers.

Statistical Techniques Used: Data were analysed using mean standard deviation correlation and t test

Analysis

In order to draw conclusions and generalise about the community, the researchers analysed the data they had gathered. Statistical Package for the Social Sciences (SPSS) Version 16 was utilised for this task. Analyzing hypotheses in this manner:

Testing for the Ho1 involved using Pearson product moment correlation.

Table 1: Showing the relationship (correlation coefficient) of academic achievement and the academic anxiety:

Variables	N	DF	(Pearson Product)
Academic achievement	352	350	-123*
Academic anxiety	352		

Table 1 shows that the Product moment connection between academic achievement and academic anxiety is statistically significant at the.05 level of significance. This indicates that academic achievement and academic anxiety are intimately linked. Consequently, Ho1 has been deemed invalid. There appears to be a negative association between academic worry and worse grades, and vice versa. According to past studies, this finding is in line with them. A number of studies (Ali, Mohsin, Vankar, Farooqi, Ghani, & Spielberger; Safree, Yasin & Dzulkifli; Yousefi; Talib; Mansor; Juhari; Redzuan; Singh, 2009; Kassim, Hanafi, & Hancock, 2008; Keoghi, Bond, French, Richards, & Davis, 2004; Culler & Charles,1980) have found significant negative relationships between test anxiety and academic performance (Culler & Charles, 1980). The t-test was used to examine the Ho2 hypothesis.

Table 2: Showing the comparison of the academic achievement of high and low academic anxiety groups of students:

Basis	N	Mean	SD	df	t-value
Academic achievement of high academic anxiety group	169	237.65	46.43	350	-2.747*
Academic achievement of low academic anxiety group	183	250.81	43.46		

Table 2 reveals that the 't' value of -2.747 is statistically significant at the.05 level, as shown by a closer study. There is a considerable difference in academic achievement between those with high and low levels of academic anxiety. Therefore, the hypothesis Ho2 is false. This indicates that academic accomplishment in the low academic anxiety group is superior to academic achievement in the high academic anxiety group. Multiple researchers have come to similar conclusions, so this one isn't surprising. Many studies have found that students who are highly anxious about their academic performance are less successful than those who are less anxious about their academic performance (Ali *et al*. 2013; Nicholson 2010; Peleg 2009; Chapell *et al*. 2005; Chapell *et al*. 2005; Kaya 2004; McDougal *et al*. 2001; Hong 1999; Hembree 1988). While Vogel and Collins (2002) found that students with high test anxiety as well as those with low test anxiety had inferior academic performance (Farooqi, Ghani, & Spielberger, 2012, p.12) disagree with the current finding Additionally children with modest exam anxiety fared better.
In order to test the Ho3, t-test was applied.

Table 3: Showing the comparison of the academic achievement of high and low academic anxiety group of male students:

Basis	N	Mean	SD	df	t-value
Academic achievement of high academic anxiety group	68	227.75	47.55	173	-2.315*
Academic achievement of low academic anxiety group	107	244.52	44.98		

Table 3's 't' value of -2.315 is statistically significant at the.05 level, as shown by a careful examination. This suggests that there is a significant difference in the academic performance of boys with high and low levels of academic anxiety. Because of this, Ho3 is ruled out. Male students with lower levels of academic anxiety tend to do better academically than their male counterparts with higher levels of academic anxiety, as seen by the higher mean scores on academic success among the former group. The t-test was used to examine the Ho4.

Table 4: Showing the comparison of the academic achievement of high and low academic anxiety group of female students:

Basis	N	Mean	SD	df	t-value
Academic achievement of high academic anxiety group of females	101	245.84	43.50	275	-2.304*
Academic achievement of low academic anxiety group of females	176	260.47	39.48		

In Table No. 4, the statistical significance of -2.304 at the.05 level is shown. There is a considerable difference in the academic performance of female students with high and low academic anxiety.
As a result, Ho4 is ruled out. Academic accomplishment among females with low academic anxiety was shown to be superior to that among females with high academic anxiety, as evidenced by a higher mean score. Findings from prior research such as (Ali, 2012), Nicholson, 2010; Peleg, 2009; Chapell, Blanding; Newman; Gubi and McCann; Takahashi; Newman and Gubi; and McCann have shown that students who are highly test anxious have lower academic achievement and those who are less test anxious have higher academic achievement.
In order to test the Ho5, t-test was applied.

Table 5: Showing the comparison of the academic achievement of high academic anxiety group of male and female students:

Basis	N	Mean	SD	df	t-value
Academic achievement of high academic anxiety group of females	69	227.75	47.20	168	-2.572*
Academic achievement of low academic anxiety group of females	101	245.84	43.50		

In Table No. 5, the statistical significance of the "t" value -2.572 is shown to be at the.05 level. This suggests that males and females with high levels of academic anxiety perform differently in the classroom. That's why I don't believe in Ho5. This indicates that females' academic accomplishment is superior to males' academic achievement because of a higher mean score in the academic achievement of females.
In order to test the Ho6, t-test was applied.

Table 6: Showing the comparison of the academic achievement of low academic anxiety groups of male and female students:

Basis	N	Mean	SD	DF	t-value
Academic achievement of low academic anxiety group of males	107	244.52	44.98	181	-2.485
Academic achievement of low academic anxiety group of females	76	260.47	39.48		

In Table No. 6, the statistical significance of -2.485 at the.05 level is clearly shown. There is a considerable difference in the performance of male and female students in low academic anxiety groups. Therefore, Ho6 is deemed unworthy of consideration. This indicates that the academic accomplishment of low academic anxiety group of female students is superior to the academic achievement of low academic anxiety group of male students.

Findings of the study

1. Academic achievement and academic anxiety were found to have an inverse connection among high school students. Academic achievement declines and vice versa as students' levels of academic anxiety rise.
2. Students with high levels of academic anxiety performed significantly better academically than those with low levels of academic anxiety. Academically speaking, students in the low academic anxiety group perform better than students in the high academic anxiety group. Specifically
3. Male pupils with high and low levels of academic anxiety were found to perform differently in the classroom. The academic success of male students with low academic anxiety is superior to that of male students with high academic anxiety, to be more precise.
4. In female students, there was a substantial difference in academic performance between those with high and low

levels of academic anxiety. Females who have a low level of academic anxiety perform better academically than those who have a higher level of academic anxiety.
5. Male and female students with high levels of academic anxiety scored significantly lower on standardised tests than those with lower levels of academic anxiety. The academic performance of girls with high academic anxiety is superior than that of guys with high academic anxiety.
6. Students in the low academic anxiety groups performed much better on tests of academic success than their counterparts in the high academic anxiety groups. The academic performance of female students with low academic anxiety is superior to that of male students with low academic anxiety, to be more exact.

Educational Implications

Students with anxiety problems may have a hard time finishing their assignments since they are quickly frustrated. As a result, they may take longer to complete the assignment than other students, or they may simply refuse to start because they are terrified they won't be able to complete it correctly. School avoidance may be the result of students' worries of being humiliated, ridiculed, or failing. When people fall behind in their work as a result of frequent absences, it can set off a vicious cycle of anxiety, dread, and avoidance. They may find it difficult to focus on their studies since they're still thinking about what happened and how they can avoid it in the future. 'Flashbacks' may also cause students to become sidetracked frequently, preventing them from completing their job. It is possible that students' reactions to the current circumstance may be misinterpreted as a reaction to their interpretation of events or the recollections of past incidents. Other people's perceptions of reminders can be influenced by their own perceptions of their own senses (e.g. a smell of a vehicle, the rustle of leaves, the touch of a friend, or the use of a certain word). Fear, terror, rage, and hopelessness are all examples of emotional emotions that can occur without any apparent cause. For this reason, educators could find it challenging to pinpoint the root cause of a student's poor academic performance in younger pupils who are less inclined to express their anxiety. Anxiety may be caused by:

- There may be a link between anxiety and an increase in the following behaviours:
- The quantity and type of anxiety associated with a particular school activity (which can change)
- Having a hard tim Difficulty starting or finishing tasks or tests Thinking and acting are impaired (high anxiety can paralyse these functions)
- Difficulty starting or finishing tasks or tests Thinking and acting are impaired (high anxiety can paralyse these functions)
- Physical reactions, such as sickness or agitation, may occur. Physical reactions that hinder learning (information is not assimilated or recalled) '
- Anger, aggressiveness, or withdrawal are common ways people deal with what they perceive to be stressful situations.

Conclusion

Students need a moderate level of academic anxiety to keep them focused on their studies and to achieve excellent educational standards. Academic anxiety can have a negative impact on students in a variety of ways. When their brain processes are disrupted by this, it causes a disruption in their ability to learn. As a result, students are unable to reach their full potential. There is no excuse for ignoring academic anxiety at all. It can have long-term and serious consequences that are difficult to reverse. Students' ability to learn and perform at a high level is hindered by academic anxiety. This study discovered a substantial correlation between academic anxiety and academic accomplishment among students in Aligarh District of U.P., India's Aligarh District. There are a number of ways in which schools and families may help students cope with their academic anxieties. Preventive measures can be adopted at high schools to help pupils with academic difficulties. A customised intervention for male students is recommended to increase male students' academic accomplishment since the academic achievement of high academic anxiety females is better than the academic achievement of high academic anxiety males.

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