

## Achievement Anxiety among 12th Grade and UG Final Year Students

Ms. Kripa Ann Thomas<sup>1\*</sup>, Ms. Sampreeti Das<sup>2</sup>

### ABSTRACT

The study aimed at understanding achievement anxiety among students based on educational level. The study was conducted on a sample of 100 students pursuing 12th grade and UG final year from Kerala and Bangalore. Based on educational qualification, there were 50 - 12th grade students and 50- UG Final year students. A self-report questionnaire-Achievement Anxiety Test (AAT) were circulated through Google forms and data has been analysed using IBM SPSS software. Independent sample t test was employed to understand the significant difference of achievement anxiety between 12th grade and UG final year students. The test results conclude that there is no significant relationship among students based on educational level. This study makes way to understand the less researched aspects of other factors that contributes to the lack of relationship between achievement anxiety as discussed in previous literatures.

**Keywords:** *Achievement Anxiety, Students*

In today's cutthroat competitive environment, anxiety is a common phenomenon in the lives of mankind especially among students and it has helped the human race to survive since time immemorial (Umudjere, 2016). Individuals are expected to achieve even beyond their own interest and potential leading to anxiety, much importantly, students have often idealized notions of success and achievement and consider it to measure one's self-worth (Umudjere, 2016).

However, studies have proved the negative impact of anxiety on the mental health of humans. Studies have been conducted on various populations, age groups, socioeconomic status and more. Researchers have been exploring the effect of anxiety among students of various age groups and have shown significant results (Reiss, Meyrose, A., Otto, Lampert, Klasen, & Ravens-Sieberer, U 2019). While many factors have depicted its influence on students, achievement anxiety in particular is considered as a significant indicator of wellbeing (Schwarzer & Schwarzer, 1982).

Studies suggest that an individual may experience two general types of arousal in the typical testing situation. One state of arousal (Munz, Costello, & Korabik, K.1975) appears to

<sup>1</sup>MSc. Clinical Psychology Student, Kristu Jayanti College, Bengaluru

<sup>2</sup>Assistant Professor, Department of Psychology, Kristu Jayanti College, Bengaluru

\*Corresponding Author

Received: May 25, 2023; Revision Received: July 14, 2023; Accepted: July 18, 2023

## Achievement Anxiety among 12th Grade and UG Final Year Students

enhance academic performance, while the other tends to impede performance. Why some individuals experience more facilitating than debilitating arousal in the testing situation and, therefore, have their test performance enhanced, as compared with those who experience more debilitating arousal which tends to lower their performance, is a question for future research (Munz et al., 1975).

For instance, there are multiple factors (Alam, 2017). which are responsible in triggering academic anxiety which include personal (emotional disorders, health disorders, maladjustment, low self-concept, low aspiration level, intelligence levels), familial (low socio economic status, lack of guidance, indifferent attitude of parents and other family problems), social (irrational norms imposed on someone, castism, unequal distribution of resources, illiterate locality and institutional (school type (Government, Private School), school environment, curricular and co-curricular aspects, teacher student relationship).

This current study focuses on 12<sup>th</sup> grade and UG final year students only. This is primarily because the transition from high school to college is expected to be followed by a shift in the learning strategies adopted by the students (Blasiman, Dunlosky, & Rawson, 2017). The achievement anxiety of the students during this transition is vital and therefore studied. In India, these variables are not analyzed together based on the given population, hence making the current study relevant and significant.

### **METHODOLOGY**

#### *Research design*

The current study utilizes a quantitative approach and a cross-sectional design was employed in this descriptive study.

#### *Sample*

The sample chosen for the study are 12<sup>th</sup> grade students and Undergraduate final year students. Two major geographical areas of student population are chosen in the current study which includes Kerala and Bangalore. The sample size for the study was 100. The sample of the study included there were 50 -12th grade students and 50- UG Final year students.

#### *Objective of the study*

To study the significant difference between achievement anxiety among 12<sup>th</sup> grade students and undergraduate final year students.

#### *Hypotheses*

**H<sub>0</sub>**- There is no significant difference achievement anxiety among 12<sup>th</sup> grade students and undergraduate final year students.

#### *Instruments*

The measure used in this study,

**The Achievement Anxiety Test (AAT):** The Achievement Anxiety Test (AAT) was developed by Alpert and Haber (1960) to measure anxiety about academic achievement. The scale has two sub-scales as Facilitating Achievement Anxiety and Debilitating Achievement Anxiety. There are 9 items for the Facilitating Achievement Anxiety subscale and 10 items for the Debilitating Achievement Anxiety subscale. The scale has a 5-point scale and contains 19 items. Some items of the scale require reverse scoring. The AAT predicts academic performance more accurately than other general anxiety. The ten-week

## Achievement Anxiety among 12th Grade and UG Final Year Students

test-retest correlations was found to be .83 for the facilitating and .87 for the debilitating scale, therefore AAT has excellent stability.

### Procedure

A self-report questionnaire on Achievement Anxiety Test (AAT) was circulated through google forms and data was analyzed using IBM SPSS software. The consent was taken prior to filling the form and confidentiality was assured.

## RESULTS AND DISCUSSION

*Table No 1: Difference between 12<sup>th</sup> Grade students and UG Final Year students on Achievement Anxiety*

Variable	12 <sup>th</sup> Grade			UG Final Year			t	p
	N	M	SD	N	M	SD		
Achievement Anxiety	50	48.64	5.21	50	50.64	5.73	-1.82	0.07

The table shows the results of independent sample t test to find any significant difference between Achievement anxiety based on educational level. The results include the sample size (N=50), mean (M=48.64 for 12<sup>th</sup> grade, M= 50.64 for UG final year), standard deviation (SD = 5.21 for 12<sup>th</sup> grade, SD=5.73 for UG final year) . The significance value is 0.07 with a corresponding t value of -1.82. The p value of 0.07 which is greater than 0.05 level of significance indicates that there is no significant difference in achievement anxiety among 12<sup>th</sup> grade students and undergraduate final year students. Hence the hypothesis stating – HO: “There is no significant difference between achievement anxiety among 12<sup>th</sup> grade students and undergraduate final year students “is accepted. The findings are supported by the conclusions made in a study (Ajay, 2016) which states that there is no significant difference in the academic anxiety between male and female students. The results however oppose the findings of (Couch, Garber, & Turner, 1983) who found that there is a significant difference obtained between males and females for facilitating test anxiety with males showing more facilitating anxiety than females. On the other hand, a debilitator is three times more likely to be a female than a male. Therefore, the results of the present study may be due to the factors as mentioned by Zeidner, M. (2007) who talks about the determinants of test anxiety which includes personal factors such as personality and situational factors. As discussed in the introduction multiple factors like Personal, familial, social, school type, school environment, curricular and co-curricular aspects, teacher student relationship might have contributed to this finding (Alam. 2017).

## SUMMARY AND CONCLUSION

The study aimed at understanding achievement anxiety among students based on educational level. The study was conducted on a sample of 100 students pursuing 12th grade and UG final year from Kerala and Bangalore. Based on educational level, there were 50 -12th grade students and 50- UG Final year students. A self-report questionnaire- Achievement Anxiety Test (AAT) were circulated through Google forms and data has been analyzed using IBM SPSS software. Independent sample t test was employed to understand the significant difference of achievement anxiety between 12th grade and UG final year students. The test results conclude that there is no significant relationship among students based on educational level. This study makes way to understand the less researched aspects of other factors that contributes to the lack of relationship between achievement anxiety as discussed in previous literatures.

### *Limitations of the study*

Even though every attempt was taken to perform the study in a systematic manner certain limitations must have influenced the study currently performed. The investigator was able to identify some of the major limitations which are that the data was collected through self-report tools where participants have liberty to display desired impression compared to observation or clinician rating tools. Secondly, a larger sample size may have derived better homogeneity. Thirdly, the study was only conducted on two genders- male and female. The future studies can work on this limitation to get better results.

### *Suggestions*

The future recommendations suggested are:

- Conducting qualitative research will help overcome the barrier faced while employing questionnaires.
- Further research can be conducted on the various social and environmental factors that contribute to the current achievement anxiety by the students.
- Researcher can narrow down the study based other aspects like the school type, board of education, status, academic performance and other relevant social, environmental, and cultural aspects.

## **REFERENCES**

- Ajay, C. (2016). An Achievement Motivation and Academic Anxiety of School Going Students. *Psychology and Behavioral Science International Journal*. doi.org/10.19080/pbsij.2016.01.555567
- Alpert, R. D., & Haber, R. N. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology*, 61(2), 207–215. doi.org/10.1037/h0045464
- Blasiman, R. N., Dunlosky, J., & Rawson, K. A. (2017). The what, how much, and when of study strategies: comparing intended versus actual study behaviour. *Memory*, 25(6), 784–792. doi.org/10.1080/09658211.2016.1221974
- Couch, J. V., Garber, T. B., & Turner, W. C. (1983). Facilitating and Debilitating Test Anxiety and Academic Achievement. *Psychological Record*. doi.org/10.1007/bf03394841
- M.J.F Alam. (2017). Impact and Factors of Academic Anxiety:A Review. *International Journal of Advance Research and Innovative Ideas in Education*, 3(3), 3819-3822.
- Munz, D. C., Costello, C. T., & Korabik, K. (1975). A Further Test of the Inverted-U Hypothesis Relating Achievement Anxiety and Academic Test Performance. *The Journal of Psychology*, 89(1), 39–47. doi.org/10.1080/00223980.1975.9923904
- Reiss, F., Meyrose, A., Otto, C., Lampert, T., Klasen, F., & Ravens-Sieberer, U. (2019). Socioeconomic status, stressful life situations and mental health problems in children and adolescents: Results of the German BELLA cohort-study. *PLOS ONE*. doi.org/10.1371/journal.pone.0213700
- Reiss, F., Meyrose, A., Otto, C., Lampert, T., Klasen, F., & Ravens-Sieberer, U. (2019). Socioeconomic status, stressful life situations and mental health problems in children and adolescents: Results of the German BELLA cohort-study. *PLOS ONE*. doi.org/10.1371/journal.pone.0213700
- Umudjere, S. O. (2016). Examination anxiety and students academic performance: Social studies approach. (2016). *International Journal of Educational Policy Research and Review*, Vol.3 (1), pp-1-5.

## Achievement Anxiety among 12th Grade and UG Final Year Students

### ***Acknowledgement***

The author would like to express her gratitude to the individuals who participated in this research study. Their willingness to share their experiences and insights has contributed immensely to the understanding of the topic at hand. The author would also like to extend our appreciation to our research guide, for her invaluable support and guidance throughout the research process. Additionally, the author would like to acknowledge the contributions of all those who assisted us in recruitment, data collection, and analysis. Their efforts have been essential in the successful completion of this research project.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Thomas, K.A. & Das, S. (2023). Achievement Anxiety among 12th Grade and UG Final Year Students. *International Journal of Indian Psychology*, 11(3), 603-607. DIP:18.01.057.20231103, DOI:10.25215/1103.057