

Research Paper

Academic Anxiety in Relation to Intelligence, Study Habits, Socio-Economic Status and School Environment among Science and Non-Science Sample

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ABSTRACT

Academic anxiety is a prevalent concern affecting students across various academic disciplines. This study aimed to investigate the relationship between academic anxiety, intelligence, study habits, socio-economic status, and school environment among science and non-science students. A sample of 677 students from both science and non-science disciplines participated in the study. To assess academic anxiety, participants completed validated questionnaires measuring their levels of apprehension and unease towards academic tasks and evaluations. Intelligence was assessed using standardized cognitive tests and study habits were evaluated through study habits inventory by Dr. Lajwanti., N.P.S. Chandel., & A. Paliwal. (2013). subsequently, socio-economic status was determined based on family income and parental educational attainment. School environment variables, including academic expectations, teacher support, and school culture, were assessed using school climate surveys. Preliminary findings indicate that academic anxieties have significant negative correlation with intelligence, study habits and socio-economic status among science and non-science sample. However, it was found to be positive with school environment among science and non-science sample. The school environment plays a significant role in influencing academic anxiety. Supportive school environments with positive teacher-student relationships and appropriate academic expectations were associated with lower levels of academic anxiety in both science and non-science students. Significant negative correlation was also found between academic anxiety (predictor variable) and intelligence, study habits and socio-economic status (criterion variable) among male and female sample and total sample. Furthermore, Pearson Product Moment Correlation was also calculated in order to find out the relationship between academic anxiety and intelligence, study habits and socio-economic status among science male and female sample, non-science male and female sample. It was found to be negative among all sampling groups mentioned above however positive correlation was found to observed between academic anxiety and school environment among all sampling groups under study.

Keywords: *Academic Anxiety, Intelligence, Study Habits, Socio-Economic Status, School Environment, Science, Non-Science*

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Anxiety, a ubiquitous global phenomenon, is inherent in the functioning of individuals and plays a crucial role in human life, affecting us all in various ways. It is a normal human response to stress, serving as an essential physical signal that draws attention to environmental factors (Goodstein & Lanyon, 1975). Researchers have recognized anxiety's significant impact on students' learning process and academic performance (Tobias, 1979) stating that anxiety hampers the academic achievements of young people. Students face various challenges like changing schools, work pressure, exams, and tests, all of which can be difficult events.

Theorists have extensively explored anxiety disorders with Freud (1910) proposing the concept of psychoanalysis, suggesting that anxiety arises from conflicts between the Id, Ego, and Superego. Behaviorists believe that anxiety disorders result from learned behaviors inherited from parents, ancestors, and forefathers, manifesting in later years of life. Although ongoing research aims to determine the exact causes of anxiety disorders, many researchers agree that they are generally associated with personal, familial, institutional, and social factors. Adolescents are the foundation of any nation and a valuable resource. Understanding them in society requires insights from various perspectives, including education, psychology, biology, history, sociology, and anthropology. The World Health Organization (WHO, 2002) defines adolescence as the age between 10-19 years, while the National Youth Policy (NYPa) sets the age group for youth as 15-29 years. In India, 19% of the population falls within the 15-24 years age range (Census, 2011a), making up 27.5% of the total population (NYP, 2014b). Despite having a considerable youth population, effective education still eludes us compared to other nations. As adolescent's progress from elementary to secondary and university levels, they face increasing pressure from teachers, parents, and peers regarding deadlines, academics, and information mastery. The fear of board exams is particularly significant as students strive for good percentages to secure further education and prove themselves in a highly competitive age. This pursuit of academic excellence and competition exposes them to emotional and behavioral challenges. Adolescents encounter emotional problems such as anxiety about exams, stress, depression, relationship difficulties, eating disorders, bereavement, parental separations, loneliness, and more. Behavioral issues include tobacco use, smoking, substance abuse, and marijuana use, all of which are linked to low academic performance (Mohan et al., 2005; Cox et al., 2007; Mumthas & Muhsina, 2014). Adolescence is a time of significant physiological, cognitive, psychological, and emotional changes, and the pressure to excel academically adds to their challenges (Hirsch & Ellis, 1996). Stressors such as excessive homework, unclear assignments, uncomfortable classrooms, academic requirements, faculty relations, and time pressures contribute to the stress experienced by students (Sagan, Cohen & Lowental, 1988).

Objectives

- To find out the extent of relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among science and non-science sample.
- To find out the extent of relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among male and female sample and total sample.
- To find out the extent of relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among science male and female sample, non-science male and female sample.

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Hypothesis

- There would no significant relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among science and non-science sample.
- There would no significant relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among male and female sample and total sample.
- There would no significant relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among science male and female sample, non-science male and female sample.

REVIEW OF RELATED LITERATURE

Academic anxiety is a widely studied phenomenon that has been explored in relation to various factors, including intelligence, study habits, socio-economic status, and school environment, among science and non-science students. The review encompasses multiple studies that shed light on the relationship between anxiety, study habits, and academic achievement among students.

Singh (2010) explored the relationship between anxiety, emotional and social maturity, and general mental ability in high school students. The study found a significant negative association between anxiety and academic achievement in the total sample. Girls and students from rural backgrounds showed higher levels of anxiety but scored better in general mental ability. Urban students scored higher in general mental ability compared to rural students. Talwar (2006) investigated the impact of anxiety, frustration, level of aspiration, and intelligence on academic achievement. The findings revealed that female science students demonstrated better intelligence, while urban science students exhibited more anxiety than those in arts groups. Siahi & Maiyo (2015) studied the relationship between study habits and academic achievement in higher secondary school students. The results demonstrated a positive relationship between study habits and academic achievement. Kumar (2013) investigated academic achievement in relation to study habits, academic anxiety, and academic motivation. The study found that good study habits were associated with lower academic anxiety and better academic achievement. Nakalema & Ssenyonga (2013) examined academic stress, study habits, and academic performance among undergraduates in Uganda. The study highlighted the need for interventions to reduce academic stressors and improve study habits among the students. Parveen (2013) studied personality traits, study habits, and educational aspirations of secondary school Muslim students in relation to academic achievement. Urban Muslim students and those from private schools displayed better study habits and academic achievement. Ringeisen & Raufelder (2015) explored the interplay of parental support, parental pressure, and test anxiety. The study suggested that adolescents' perceptions of maternal attitudes affected students' self-confidence, while the other facets of test anxiety followed same-sex patterns between perceived parental attitudes and adolescents' test anxiety. Deb & Walsh (2010) researched anxiety among high school students in India, finding that boys were more anxious than girls, and Bengali medium students were more anxious than those in English medium schools. Adolescents from middle socio-economic status experienced more anxiety than those from high and low socio-economic groups. Kohoulat, Dehghani & Kohoulat (2015) examined the perceived school climate and students' mental health, finding that school climate played a crucial role in students' mental well-being. Singh & Jha (2013) studied anxiety, optimism, and academic achievement among students in private medical and engineering colleges. The

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study revealed that a considerable percentage of participants experienced high levels of anxiety, particularly among medical students. Shukla (2013) studied examination anxiety among secondary school students in comparison to gender. The study found that both male and female students experienced examination anxiety to a similar degree.

Overall, the existing literature highlights the multifaceted nature of academic anxiety and its association with intelligence, study habits, socio-economic status, and school environment among science and non-science students. While some studies point to the potential protective or exacerbating effects of certain factors, there is a need for more comprehensive and context-specific research. The current study aims to contribute to the literature by examining these relationships in a specific academic setting, which can inform evidence-based interventions and support systems to alleviate academic anxiety and foster student success.

METHODOLOGY

Population

The targeted population was senior secondary school students of Jammu division. Thus, all the senior secondary schools as well as students studying at senior secondary stage, both in science and non-science streams constituted the entire population of the study.

Sample

Subsequently, stratified random sampling technique was used in order to select 768 students as sample. Out of these ninety-one (91) students' response sheets were rejected due to incomplete information given by them. Finally, 677 respondents from both streams (science & non-science) were selected as the sample of the study. A detailed description of the sample is presented in Figure below.

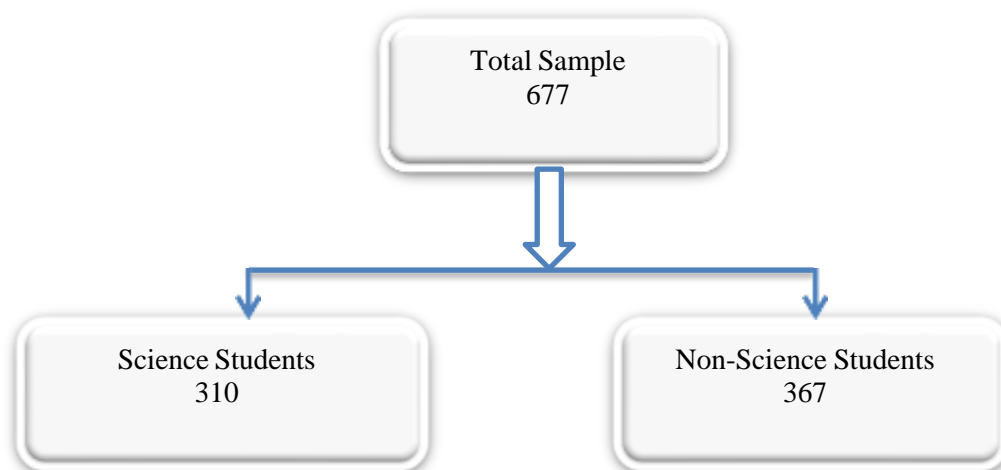


Fig.1 Showing Sampling Distribution on the Basis of Stream

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Tools of the Study

Table-1 Research Tools Used

S.N.	Research Tools	Authors
1.	Academic Anxiety Scale	Prof. M.A Siddqui & Dr. A.U. Rehman (2017)
2.	Group Test of Intelligence	DR. G.C. Ahuja. (2009).
3.	Study Habits Inventory	DR. Lajwanti., N.P.S. Chandel., & A. Paliwal. (2013).
4.	Socio-Economic Status Scale (Rural & Urban).	Prof. A.K. Kalia., & S. Sahu. (2013).
5.	School Environment Inventory	Prof. K.S. Misra. (2012).

Scoring of the Tools

Researcher applied five research tools including academic anxiety scale. Scoring of the response sheets was carried out strictly following the guidelines incorporated by the authors in the respective manuals of these tools.

Statistical Treatment of the Data

In the present study, Pearson Product Moment Correlation was applied by the researcher for analyzing the data in accordance with the objectives of the study and the variables involved. Analysis was done with the help of SPSS-20 software and all formulas were inbuilt in it by default.

Coefficient of Correlation

Correlation measures how variables are related. It is used to quantify the strength of the linear relationship between two variables. Since all the variables involved in the computation of correlations were continuous, the Pearson product moment correlation was computed.

FINDINGS AND DISCUSSIONS OF RESULTS

To find out the extent of relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among science and non-science sample.

Table-1 Correlation between Academic Anxiety and Intelligence, Study Habits, Socio-Economic Status and School Environment among Science and Non-Science Sample.

Predictive Variables	Criterion Variable-Academic Anxiety	
	Total Science (N=310)	Total Non-Science (N=367)
Intelligence	-0.19**	-0.47**
Study Habits	-0.45**	-0.83**
Socio-Economic Status	-0.39**	-0.49**
School Environment	0.47**	0.35**

****Significant at 0.01 level**

The coefficient of correlation presented in Table-1 between criterion variable i.e. academic anxiety and predictive variables i.e. intelligence, study habits, socio-economic status and school environment are statistically significant at 0.01 level of confidence. The correlation value between intelligence and academic anxiety is ($r=-0.19$) for science students, ($r=-0.47$) for non-science students. Similar, findings were reported by (Singh 1986a; Singh, 2010a)

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that relationship between anxiety, intelligence and general mental ability was significantly negative. All correlation values are negative. Negative correlation is a relationship between two variables such that as the value of one variable increases, the other decreases and sometimes one decreases another increase (Higgins, 2005a). It can be inferred that students who performed better on intelligence test performed poorly on academic anxiety scale indicating that intelligent students exhibited low academic anxiety.

It can be interpreted that increase in study habits score leads to corresponding decrease in academic anxiety scores or vice versa. Thus, it can be said that study habits have a significant role in academic anxiety of the students. (Kumar, 2013a; Raju & Afsaw, 2009a) had reported that decrease in study habits lead to increase in test anxiety. Similarly, the coefficient of correlation between socioeconomic status and academic anxiety is found to be -0.39 and 0.49 which means decrease in socio-economic status will lead to decrease in academic anxiety or vice versa. The coefficient of correlation between academic anxiety and school environment is positive i.e. 0.47 and 0.35. It may be inferred that the better school environment induces academic anxiety. Contrary findings were reported by Mahato & Jangir (2012) that positive school environment induce less academic anxiety but negative school environment induces severe anxiety among students. Hence, hypothesis no. 1 is rejected.

To find out the extent of relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among male, female sample and total sample.

Table-2 Correlation between Academic Anxiety and Intelligence, Study Habits, Socio-Economic Status and School Environment among male and female sample and total sample.

Predictive Variables	Criterion Variable-Academic Anxiety		
	Total Male (358)	Total Female (319)	Total Sample (N=677)
Intelligence	-0.40**	-0.36**	-0.38**
Study Habits	-0.74**	-0.54**	-0.64**
Socio-Economic Status	-0.43**	-0.53**	-0.47**
School Environment	0.37**	0.41**	0.39**

****Significant at 0.01 level**

The coefficient of correlation presented in Table-2 between criterion variable i.e. academic anxiety and predictive variables i.e. intelligence, study habits, socio-economic status and school environment are statistically significant at 0.01 level of confidence. The correlation value between intelligence and academic anxiety is ($r=-0.38$) for total sample ($r=-0.40$) for male students and ($r=-0.36$) for female students sample. Similar, findings were reported by (Singh 1986b; Singh, 2010b) that relationship between anxiety, intelligence and general mental ability was significantly negative. All correlation values are negative. Negative correlation is a relationship between two variables such that as the value of one variable increases, the other decreases and sometimes one decreases another increase (Higgins, 2005b). It can be inferred that students who performed better on intelligence test performed poorly on academic anxiety scale indicating that intelligent students exhibited low academic anxiety. The coefficient of correlations for different sample groups between study habits and academic anxiety was calculated and found to be negative ($r=-0.64$) for total sample, ($r=-0.74$) for male students and ($r=-0.54$) for female students sample. It can be interpreted that increase in study habits score leads to corresponding decrease in academic anxiety scores or

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vice versa. Thus, it can be said that study habits have a significant role in academic anxiety of the students. (Kumar, 2013b; Raju & Afsaw, 2009b) had reported that decrease in study habits lead to increase in test anxiety. Similarly, the coefficient of correlation between socioeconomic status and academic anxiety is found to be ($r=-0.47$) for total sample ($r=-0.39$) for science students ($r=-0.49$) for non-science students ($r=-0.43$) for male students and ($r=-0.53$) for female students sample. All these values are significant at 0.01 level of confidence. The results lead us to conclude that higher the socioeconomic status of the students, lower will be their academic anxiety. These findings are in harmony with the findings reported by Raju & Afsaw (2009c). The coefficient of correlation between academic anxiety and school environment is positive i.e. ($r=0.39$) for total sample ($r=0.37$) for male students and ($r=0.41$) for female sample. It may be said that the better school environment induces academic anxiety. Contrary findings were reported by Mahato & Jangir (2012) that positive school environment induce less academic anxiety but negative school environment induces severe anxiety among students. Hence, hypothesis no. 3 is rejected.

To find out the extent of relationship between academic anxiety, intelligence, study habits, socio-economic status and school environment among science male and female sample, non-science male and female sample.

Table- 3 Correlation between Criterion (Academic Anxiety) and Predictive Variables Among Total Sample Sub-Groups

Predictive Variables	Criterion Variable-Academic Anxiety			
	Science Male (N=125)	Science Female (N=185)	Non-Science Male (N=233)	Non-Science Female (N=134)
Intelligence	-0.17**	-0.31**	-0.53**	-0.35**
Study Habits	-0.60**	-0.37**	-0.80**	-0.88**
Socio-Economic Status	-0.31**	-0.45**	-0.44**	-0.61**
School Environment	0.48**	0.47**	0.34**	0.39**

****Significant at 0.01 level**

Table-3 presents the correlation values between criterion variable (academic anxiety) and predictor variables for four sub-groups of the sample. It reveals significant correlation between intelligence and academic anxiety which is calculated to be ($r=-0.17$) for science male students, ($r=-0.31$) for science female students, ($r=-0.53$) for non-science male students and ($r=-0.35$) for non-science female sample. It can be inferred that criterion variable is negatively correlated with all the predictive variables. The coefficient of correlation between study habits and academic anxiety was calculated and the obtained values are ($r=-0.60$) for science male, ($r=-0.37$) for science female, ($r=-0.80$) for non-science male and ($r=-0.88$) for non-science female samples. All values are statistically significant at 0.01 level of confidence. However, the results reported by Lawrence (2014) indicated that there is no significant relationship between study habits and test anxiety. The calculated values of coefficient of correlation between socio-economic status and academic anxiety are found to be ($r=-0.31$) for science male, ($r=-0.45$) for science female, ($r=-0.44$) for non-science male and ($r=-0.61$) for non-science female samples. It indicates that low socio-economic status leads to higher academic anxiety among all study groups. The correlation values between academic anxiety and school environment are found positive among all the comparative groups. Correlation values are ($r=0.48$) for science male, ($r=0.47$) for science female, ($r=0.34$) for

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non-science male and ($r=0.39$) for non-science female samples. All values are significant at 0.01 level for all sampling groups under study. So, hypothesis no. 3 is rejected.

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Conflict of Interest

The author(s) declared no conflict of interest.

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