RESEARCH ARTICLE

EFFECTS OF ANXIETY ON ACADEMIC PERFORMANCE AMONG STUDENTS OF A. P. S. UNIVERSITY REWA

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Manuscript Info	*Abstract*
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	Academic anxiety is the fear of studying including not having good study habits and fear of failure among others. In the present study there was state trait anxiety test (STAT) used to measure anxiety level of selected subjects. Study will find out significant level of anxiety and its effect on Academic performance. In the present study, 90 questionnaires about different anxiety levels were filled and discussed with the students and it was concluded that there is a significant difference in Anxiety level and have a positive effect on Academic performance of students of the proposed University. The study was concluded with proper recommendations and Suggestions.

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Introduction:-

Anxiety normally refers to an unpleasant emotional state consisting of apprehension, tension, worry and nervousness. Anxiety is generally classified as having state and trait component. The differentiation between trait anxiety and state anxiety as proposed by cattle and scheier (1961) was a major breakthrough in anxiety research. Trait anxiety is a predisposition to experiencing anxiety in a range of situations whereas state anxiety refers to temporal and transitory feelings of anxiety associated with a specific situation. While it is important to understand the fundamental differences between arousal, stress and anxiety, many situations involve elements of all three**.**

Mahato and Jangir (2012) define academic anxiety as a consequence or outcome of biological or emotional reactions that lower concentration level of students during learning. This current study adopts Gourav's (2015) four key scopes or dimensions of academic anxiety which include; emotionality, worry, deficits in studying skills and interference generated by duty or task. Basically, these aspects of academic anxiety have a significant bearing on the students' education outcomes, particularly post-secondary school students.

The first component of academic anxiety is emotionality that is characterized with symptoms which include distress, fright (panic), high palpitations, queasiness (nausea), moist palms, touchiness (irritability), and tenseness among others. In most cases, these are feelings emanating from the inability to perform expected duties. Specifically, such feelings are as a result of inadequate preparation or inability to comprehend learning concepts. Consequently, students undergoing these signs are likely to experience diminishing concentration levels during academic activities. Undeniably, emotionality can impact negatively on student academic performance if not attended to (Saini, 2012).

Universities and Colleges are called 'academic' institutions. There was a time when 'academic' meant "pertaining to the development of the mind." Nowadays it seems to mean "anything that occurs in a school. "This is just one of many examples of a broader, more permissive, view of the proper function of educational institutions. The goal of

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education used to be the development of mental powers, to the exclusion of everything else. The goal was seldom achieved. The teaching of values, ethics, and the general socialization of the individual was left to the home and community. Schools didn't institutionalize these goals (except through disciplinary policy). Schools did try to 'civilize' students, that is, to suppress their innate savage natures and encourage them to behave as if civilized. Now schools assume responsibility for the "development of the whole individual," for instilling social skills, teaching about good health practices, drug education, and even teaching youngsters how to drive.

Review of Literature:-
Leslie (2002) conduct the study on "The academic achievement of African American students during early adolescence: An examination of multiple risk, promotive, and protective factors". This study examined the effects of multiple risk, promotive, and protective factors on three achievement-related measures--grade point average, number of absences, and math achievement test scores--for African American 7th-grade students. Brendgen(2003) conduct the study on "Assessing aggressive and depressed children's social relations with classmates and friends: A matter of perspective" This study examined aggressive, depressed, and aggressive depressed children's peer relations from the children's own and from their peers' perspective. Participants were 819 fourth through sixth graders (50.2% girls) who were assessed twice during the same school year. D'Zurilla (2003) conduct a study on "Self-esteem and social problem solving as predictors of aggression in college students "This study examined the relations between self-esteem, social problem-solving ability, and aggression in a sample of 205 college students. Shin (2004) conduct a study on "Exploring Pathways From Television Viewing to Academic Achievement in School Age Children". The author's purpose in this study was to test 4 hypotheses that proposed different paths for the influences of children's television viewing on their academic achievement. Jyoti (2005) conduct a study on "Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills1-3"Food insecurity has been associated with diverse developmental consequences for U.S. children primarily from cross-sectional studies. Masten (2006), conducted of study which investigated the issues related to "Competence and Stress in School Children: The Moderating Effects of Individual and Family Qualities". This study examined the associations of stress exposure to various aspects of school-based competence in a normative sample of 205 children aged 8–13. Potential moderators of these relations, including child attributes of sex and IQ, and environmental attributes of socioeconomic status (SES) and family qualities, were also studied.

Source of Data:
For the present study subjects was selected from A.P.S University Rewa from three professional Courses and three Academic courses for the collection of data for the present study.

Sampling Method:-
The subjects were selected by using simple random sampling method.

Criterion Measures:
Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

Anxiety:
In the present study there was state trait anxiety test (STAT) used to measure anxiety level of selected subjects. Study will find out significant difference of anxiety in Academic performance from A.P.S University Rewa.

Results:-
The data was obtained by state trait anxiety test (STAT) used to measure anxiety level of selected subjects and Aggression by Arun Singh, Ashish, K, Singh, and Arpana Singh, and R. L. Bhardwaj scale respectively. After the collection of data from the students of Professional as well as Academic courses of A.P.S University Rewa, the raw data was converted into standard one by using a statistical technique 't 'test for testing of hypothesis.

During the present study there were 45 accademic students having mean of 101.8000 with standard deviation of 12.09437 and standard error of mean 2.70438 respectively. The study also established that most students were mainly affected by emotional reactions such as fast heartbeat, nausea, sweaty, irritability, nervousness, panic and stomach upset as well as fear of failure were emotional reactions to challenging academic activities. Supporting this finding, Ebrahimi, and Khoshsima, (2014), found out that emotional issues significantly impacted negatively on

students' academic performance. The results of the study also showed that emotional reactions are often correlated with academic performance among students.

The percentage of Aggression Level of Academic students in Very high, level of Aggression category is 82.22% . The percentage of Academic students in High level of Aggression category is 17.77%. The percentage of Aggression Level of Academic students in the Average category is 0.% as shown in table below.

Aggression Level	Academic performance
Norms	percentage
Very High level of Aggression	82.22%
High	17.77%
Average	0.00%
Low	0.00%
Very low	0.00%

Finally, on correlating the level of anxiety on the academic achievement, the study confirmed increased levels of learning anxiety reduce chances of student excelling academically. Hence, the present study confirms a robust connotation between anxiety and student achievement academically. It is against this background that the conclusions below are made. Despite its limitations, this study should be considered to add to the existing knowledge in this area.

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