



Role of anxiety on academic achievement

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Abstract

Education is an important parameter to develop the social, economic and cultural life of any individual or society. For getting better education, it requires good environment and a good health. The present era is an age of anxiety because of our dynamic life styles. It is not only a favourite theme for many poets and novelists, but has become a nodal concept in psychology. It has been utilized for explaining many of psychopathological problems and has become a useful construct in the field of social Inter-relationships and behaviour. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teacher, certain subjects like mathematics, English etc. The most important objective of this present study is to analyse academic anxiety of secondary school students in relation to school environment, to compare academic anxiety of girls and boys students in secondary school and compare academic anxiety of private and government secondary school students. This research work is conducted on the population of 300 students studying in secondary school in different government and private school in Balangir district. The sample is purposively selected 60 students enrolled in different school of CBSE board and Odisha Board school education. The study reveals that there exists a negative and non-significant correlation between academic achievement and anxiety among secondary school students. The mean score of academic anxiety of private school students is higher than government school students. The mean score of academic anxiety of girl's secondary school students is higher than boys secondary school students. Problem anxiety may be caused by a mental condition, a physical condition, the effects of drugs or from a combination of these.

Keywords: anxiety, academic anxiety, schools, psychological and psychopathological problems

Introduction

Education is an important parameter to develop the social, economic and cultural life of any individual or society. For getting better education, it requires good environment and a good health. Education is a process which helps the students to overcome the problems and obstacles that they might face in their life. Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitude, behaviour, personality, values, needs and several other variables which are psychological and behavioural in Nature.

Anxiety is experienced by everyone but the level of anxiety differ and common when an individual is trying to adapt to a new environment. The occurrence of anxiety to an individual is determined by the interactions prone to anxiety and the amount of stress in the situation. Anxiety has been linked with negative consequences on student's social, emotional development, academic failure and long-term effects on psychological functioning in adulthood. The present era is an age of anxiety. It is not only a favourite theme for many poets and novelists, but become a nodal concept in psychology. It has been utilized for explaining many of psychopathological problems and has become a useful construct in the field of social inter-relationships and behaviour. According to Freud, "anxiety controls our behaviour by causing us to avoid threatening experiences in the environment. It is a feeling of nervousness, apprehension, fear, or worry. Some fears and worries are justified, such as worry about a loved one or in anticipation of taking a quiz, test, or other examination.

Academic achievement plays an important role in the life of an individual. It is according to his academic achievement that he chooses his vocation, his career and his profession. In educational life academic achievement is highly valued. In modern age success in competition has become very important and essential to get a place in higher institution. Achievement thus means all those behavioural changes, which take place in the individual as a result of variety of learning experiences. In fact, term achievement is used for the level of success and of proficiency attained in some specific area concerning academic work. The achievement of the child depends upon the main factors namely child's interest, motivation, conceptual learning, understanding in class, adjustment, school environment, home environment and reading interest. It further depends on numerous factors like child interest and motivation in the subject that they study, the devices and methods adopted by teachers in class, family set up and situational study habits of variables.

Many researcher's studies conducted abroad lend support to a close link between school environment and academic achievement. It can be said that when the school climate is unfavourable, it psychological sickness

spills over to teachers and make them dissatisfied. This dissatisfaction would naturally affect their working style. Teachers in their frustration may communicate ineffectively or inadequately to the students, which greatly affects student's academic achievement.

Concept of School Environment

School environment is one of the most important pillars of education and it bears a significant role for better teaching-learning in the school or any educational institution and for the better performance of the students as a whole. The school environment and the home environment of students are considerable while talking about the all-round personality development and excellence in each and every field. It is found that the appropriate and efficient school and learning environment help to reduce the anxiety level of students to perform better (Mehta, 2016 and Roy, 2019) ^[18, 13].

In this connection, school environment and the anxiety of students are correlated, which influences the performance of the students to a greater extent. Thus, the school environment is considered in terms of interactions taken place between students and teachers at the learning place. These interactions help to produce a good school learning environment which influences the attitude, personality and achievement of students (Mehta, 2016) ^[13].

The school is a dynamic and complex system that is significant for student achievement, affective and behavioural learning. Hence, if the school environment is conducive then it helps to perform better for the students significantly. In other words, the school environment provides numerous opportunities for the development of social cognition and these situations in the school setting promote efficient and successful teaching-learning (Mehta, 2016) ^[13].

Importance of School Environment to reduce Anxiety

The efficient school environment is essential for better teaching-learning which enhances the performance of the students and the improvement of the school as a whole. Many studies found that anxiety and school environment are significantly correlated negatively. On the other hand, some found that both anxiety and school environment are positively correlated while talking about the performance of the students. But the proper and efficient school environment helps to reduce that anxiety among students in a greater way (Roy, 2019) ^[18].

The school learning environment and the anxiety levels of the students are negatively correlated most of the time. The classroom environment is the total of all emotional, entail, social and physical factors which influence the overall teaching-learning in the school (Hussain, 2011) ^[8]. It is obvious that some anxiety among students especially before, during and after the examinations. It is noticed that normal anxiety is beneficial for the students until and unless it is not problematic. The normal anxiety helps students to perform better in the school. But the excessive anxiety level hampers the performance of the students. It is also found that when students get all facilities properly in the school, it is not only created a good school learning environment but also it reduces the anxiety level of students significantly (Roy, 2019) ^[18].

Both the school environment and the home environment are important for the all-round development of personality of students. Hence, there should be collaborative efforts between the administrators and the faculty members to discuss all the required environments to be created. In this regard, the parent's teacher association is also significant to develop the performance levels of students and reduce anxiety. The efficient school environment is essential to detect the early signs and symptoms of anxiety among the students (Rauch, 2014). So, trained and experienced counsellors are to be employed in the school to detect anxiety and solve those by creating proper school environment and by taking necessary initiatives (Hanief and Stanard, 2009) ^[7].

Concept of Anxiety

It is very important to understand the anxiety, its nature, signs and symptoms, scope, types and theories with solutions in an institution to enhance the improvement of both the individuals associated and the institution (Strongman, 1995) ^[19]. In this way, anxiety is a word to describe the feelings of frightened. In other words, anxiety is a type of mental health condition which shows difficulty of the day. The most common symptoms of anxiety are nervousness, panic, fear, sweating and rapid heartbeat etc.

Therefore, anxiety is purely connected with our mental or psychological sections. It is a mental state which negatively influences our performance at the time. When we feel fear, nervous, panic while doing something are nothing but anxiety and when we feel all these in the academic setting at the time of tests or any other times, it is called academic anxiety.

Thus, anxiety is the reaction or stimuli that associated with the experiences of a person in that situation. In case of academic or examination or testing anxiety, it is the reactions or stimuli that showed by students during, before and after the examination (Roy, 2019) ^[18].

Types of Anxiety

Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teacher, certain subjects like mathematics, English etc. There are many types of anxiety disorders. Anxiety disorders can be broken down into the following types: panic disorders, agoraphobia, specific phobia, social phobia, obsessive compulsive disorder, post-traumatic stress disorder, acute distress disorder, generalized anxiety disorder, anxiety disorder due to a general medical condition, substance-induced anxiety, and anxiety disorder not otherwise specified. Several symptoms are common to the range of anxiety

disorders, such as a sense of uncontrollability focused on possible future threat, danger, or other anticipated, potentially negative events. These various anxiety disorders along with their symptoms can be discussed as:

1. Generalized Anxiety Disorder
2. Panic Disorder
3. Post-Traumatic Stress Disorder
4. Obsessive–Compulsive Disorder
5. Social Anxiety Disorder
6. Separation Anxiety

Generalized Anxiety Disorder

Generalized anxiety disorder is the most common anxiety disorder to affect older adults. It is a common chronic disorder characterized by long-lasting anxiety that is not focused on any one object or situation. Generalized anxiety disorder might best be described as consisting of prolonged, vague, unexplained, but intense fears that do not seem to be attached to any particular object.

Panic Disorder

The persons who experience panic attacks perceive themselves as having impairments in their physical health and emotional well-being and in occupational and financial functioning.

Post-Traumatic Stress Disorder

Social Anxiety Disorder is also known as social phobia describes an intense fear and avoidance of negative public scrutiny, public embarrassment, humiliation, or social interaction. This fear can be specific to particular social situations such as public speaking or, more typically, is experienced in most social interactions.

Separation Anxiety Disorder

Separation anxiety disorder is the feeling of excessive and inappropriate levels of anxiety over being separated from a person or place. Separation anxiety is a normal part of development in babies or children, and it is only when this feeling is excessive or inappropriate that it can be considered a disorder. Academic work.

All these anxiety are directly and indirectly connected with the academic performance of the students in the school. The school learning environment are to be improved to detect all these types of anxiety among the students through trained counsellors.

Causes of Anxiety

The following are some of the major causes of anxiety:-

1. **Feeling of Inadequacy:** Feeling of inadequacy in an individual may come due to various reasons. These reasons can be
 - a. **Parents' over-protectiveness:** which results in the person's inability to handle his problems successfully without help.
 - b. Criticism and befitting attitudes of significant people towards the person's achievements, which make him question his abilities.
 - c. Unrealistically high levels of aspirations, which cause the person to suffer repeated failure and undermine his self-confidence.
2. **Experiences** that undermine self-confidence and make the person feel inadequate, lead to anxiety.
3. **Emotional Conflict:** According to McDougall and Gordon, neurotic anxiety disorder can arise as a result of conflicts between any two emotions.
4. **Mental conflict and Frustration:** Kelly believes that the root causes of anxiety disorders.
5. **Suppression of sexual desire:** Freud maintains that whenever the libido of a person becomes excited but finds no satisfaction and is instead repressed, it takes the form of anxiety. He further aid that when a man or woman is sexually excited but finds no outlet for the libido, he or she becomes a prey to anxiety.
6. **Repression of self-assertive tendency:** According to Adler, man's most important and most intense impulse is to assert himself. If the person's ego does not develop properly and he instead develops a sense of inferiority, then his self-tendency is repressed and this leads to development of anxiety neurosis.

Review of Related Literature

The existing sources of literatures help to find the way forward to carry a responsible and fruitful study ahead. In this connection the present study has explored many existed related literatures to find the research gap and a new and unique study initiated to explore the correlation between the anxiety and academic performance of students in secondary schools of balangir district of Odisha. The existed sources guide researchers and research studies are to be carried out to explore hidden and unnoticed causes and correlations between the anxiety and other variables in the field of education arean to enhance the overall improvement of teaching-learning process which infect helps in developing students' performance by understanding them well and initiating proper remedial steps.

The following are some of the major related literatures reviewed through the present study to explore all the variables connected with anxiety of students:-

Kaur and Chawla (2018) ^[10]- Studied on “Academic anxiety and school adjustment among adolescents”. The present study aims to examine the level of academic anxiety and school adjustment among the school going adolescents girls and boys residing in orphanages and ones with their families. The result showed that the adolescents residing in orphanages had lower academic anxiety than the ones living with their families and scores of adolescent’s girls were higher than the boys. Due to lack of initiative and responsibility sometimes differences were found among orphans in their intellectual level when compared to the non-orphans.

Mirawdal *et al.* (2018)- conducted a study on Academic Anxiety And Its Effects On Academic Performance. The purpose of this study was to determine the extent of academic anxiety and its effect on academic performance. It can be concluded that test anxiety, academic competence, time management and strategic studying are all factors significantly affect academic performance.

Kumari (2017) ^[11]-conducted a study on A Study of Academic Achievement of Senior Secondary School Students in Relation to their Anxiety and School Environment. The aim of this paper is to study relationship of Academic Achievement of senior secondary school students in relation to anxiety and school environment of District Faridabad. The objective of the study was to study the relationship between academic achievement and anxiety of senior secondary school students and find out the relationship between academic achievement and school environment of senior secondary school students. The study revealed that there is significant relationship between academic achievement and anxiety of senior secondary school students.

Sharma (2017)-Conducted a study on “Relationship between Academic Anxiety and mental health among adolescents”. The objectives of the study were tried to explain the relationship between Academic anxiety and mental health among adolescents. Descriptive survey method of research was adopted for the study. The findings were Anxiety was significantly but negatively correlated with mental health for both male and female adolescents.

Kambuga (2016) ^[9]- conducted a study on “Anxiety and Academic Performance among Secondary School Students in Tanzania”. The objective of this study was designed to examine the causes and effects of anxiety on academic performance among secondary school adolescents in Tanzania. Study revealed that school rules, teacher’s practices, and behaviours, corporal punishment as well as student’s irresponsibility were the causes of the students to experience anxiety disorders.

Suresh (2016) ^[20] conducted “A study on anxiety level and academic achievement of XI standard students of Thanjavur District. Objective: Main objective of this study was to examine the anxiety level and academic achievement of XI standard students. Findings of the study revealed that the anxiety level of XI standard students is moderate and the academic achievement is in first class; both anxiety and academic achievement are significant with gender, locality of school and medium of instruction. The correlation between anxiety and academic achievement is high negative correlation.

Objective of the Study

The following are the major objectives of the study to explore the correlation between anxiety of students with their academic achievement

- To study academic anxiety of secondary school students in relation to school environment.
- To compare academic anxiety of girls and boys students in secondary school.
- To compare academic anxiety of private and government secondary school students.

Hypotheses

H₀₁: There is no significant relation between the anxiety and school environment of secondary school students in Balangir district of Odisha.

H₀₂: There is no significant relationship between the academic anxiety of girls and boys students in secondary schools of the district.

H₀₃: There is no significant relationship among the private and government secondary schools students with reference to their anxiety.

Methodology

Inferential statistics like ‘t’ test, standard deviation are used to compare relationship between data variables with value, testing hypothesis. The percentage calculation has also used in the study whenever required to analyze and interpret collected data from the sample. The researcher’s population strength of 300 student studying in secondary school in different government and private school in Balangir district. The sample comprises of purposively selected 60 students studying in different school of CBSE board and Odisha Board school education. Out of the 60 students, 30 male and 30 female students were selected for the sample. Out of 30 female students is divided in both govt. & private secondary school, similarly out of 30 male students is divided equally in both Govt. & Private Secondary Schools. The standardized tools used in present investigation for the collection of data. The researcher personally visited to the selected secondary school of Balangir district for the collection of data from the students by deploying the academic anxiety scale developed by Prof. A.K. Singh and Dr. A. Sen Gupta. Each item of the scale is provided with alternate options. The weight ranging from 1(yes) to 0(No). 1 given for positive/favoured statement where as for unflavoured /negative statement, the range of weight 0 are reserved.

Analysis and Discussion

Systematic and sequential analysis and presentation of the discussed theme is essential for both the presenter and the reader because it helps us to get into the matter at a glance and the work is easy to grasp with the intended message in it. So, it is highly essential to present the work at the reader systematically to convey the quality as well as the knowledge wish to pass on at the same time. In this sense, the present study is analysed and interpreted on the basis of objectives stated for greater clarity to the study and the pass on the accessible quality knowledge within less time. So, in the present study has followed objectives wise analysis which are discussed in the following ways.

The present study was conducted with the aim of examining the academic achievement of students in relation to anxiety, school environment.. The data of 60 students from six Government and private schools in Balangir district namely Navjeevon vidya pitha, Town boys high school, Town girls high school, Saraswati sishu vidya mandir kadampada, Balangir public school, and saraswati sishu vidya mandir college chack,. The data was analysed by calculating 't' test besides the descriptive statistics (mean and standard deviation). After implementation of anxiety, school environment.

O(1A) To study academic anxiety of secondary school students in relation to school environment.

Ho1(a) There is no significant relation between school environment and Academic Anxiety in secondary school.

Table 1: School Environment and Academic Anxiety

Sl. No	Item	Response			
		Yes	%	No	%
1	1. Anxiety when suddenly principal called.	20	33.33	40	66.66
	2. Mental tension as examination time comes nearer.	30	50	30	50
	3. Anxiety level when suddenly teacher ask to come staff common room.	35	58.33	25	41.66
	4. No hesitation in going to class even if late.	20	33.33	40	66.66
	5. Anxiety in mathematics	25	41.66	35	58.33
	6. Nervousness in office of the school.	40	66.66	20	33.33
	7. Mental tension while conversation between teacher and parents.	22	36.66	38	63.33

In this study it has been found that the overwhelming majority of the respondents that (66.66%) were not facing any difficulties or anxiety with their school principal and only (33.33%) student facing issue with this problem. The table reveal that there are (50%) of students having exam phobia while (50%) students having no stress. Due to various issues. Similarly (58.33%) of students became anxious when suddenly teacher ask to come staff common room. On other hand (41.66%) of students having anxiety in mathematics and (36.66%) of students having anxiety while conversation between teacher and parents.

Table 2: Anxiety and Academic Performance

Sl. No	Item	Response			
		Yes	%	No	%
2	1. Thinking about good result	40	66.66	20	33.33
	2. Feel afraid due to the incompleteness of homework.	30	50	30	50
	3. Feel ashamed to disclose low mark.	20	33.33	40	66.66
	4. Anxiety class-teacher asks any question after being stood.	23	38.33	37	61.66
	5. Feel nervous when English teacher suddenly ask questions.	27	45	33	55
	6. Anxiety when any student severely punished.	25	42.66	35	58.33
	7. During examination unable to remember anything after getting question paper.	20	33.33	40	66.66

From the above table it is depict that due to some positive factor (66.66%) students expect their good result while (33.33%) of students are unaware about that. Around (50%) feel afraid due to the incompleteness of homework and (33.33%) feel ashamed to disclose low mark. Mostly students become anxious (38.33%) when class-teacher asks any question after being stood and (61.66%) students having no such problem. The table depicts that (42.66%) of students having no anxiety. There are (45%) students feel nervous when English teacher suddenly ask questions and (33.33%). Due to some reason there are (33.33%) students unable to remember anything after getting question paper.

Table 3: Anxiety and Classroom Environment

Sl. No	Item	Response			
		Yes	%	No	%
2	1. Become conscious while class teacher comes and stand before	24	40	36	60
	2. Nervousness while talking to the principal.	20	33.33	40	66.66
	3. Unable to go school before commencement of examination.	28	46.66	32	53.33

	4. Never sit first bench in the class.	25	41.66	35	58.33
	5. Such curiosity always persist when examination will be commencing.	40	66.66	20	33.33
	6. Study of Sanskrit becomes the cause of mental tension.	25	41.66	35	58.33

The above table depicts that (40%) of students become conscious while class teacher comes and stand before and (60%) of students having no reaction. There are (33.33%) students having nervousness while talking to the principal. The table examine that (53.33%) of students unable to go school before commencement of examination and never sit first bench in the class. From the above table it is examine that (66.66%) students curiosity always persist when examination will be commencing and (58.33%) students obey that Sanskrit becomes the cause of mental tension.

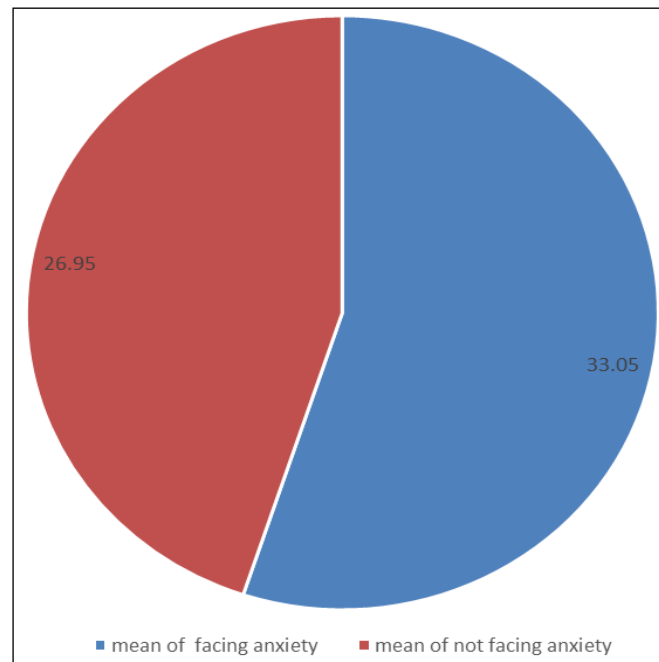


Fig 1

Further, the mean scores of academic achievement of secondary school students having favourable school environment is 33.05 which is higher than that of secondary school students having unfavourable school environment, which is 26.95, hence, it may be concluded that secondary school students having favourable school environment have more academic achievement than the secondary school students having unfavourable school environment. Hence, there is a significant difference in mean scores of academic achievement of secondary school students in relation to their school environment. Therefore, the hypothesis, "There exists no significant relation between academic achievement of students studying in secondary schools students belonging to favourable and unfavourable school environment" is rejected.

O (1B) To compare academic anxiety of girls and boys students in secondary school.

Ho1 (B) There is no significant difference in the Academic anxiety of girls and boys in secondary school.

Table 4: Significance of Anxiety between Boys and Girls

Variable	Group	N	Mean Scores	SD	Sem	t Value	Level of Significance
Academic Anxiety	Academic anxiety of girls.	30	8.73333	2.61	0.47	29.23	Significant at 0.05 level
	Academic anxiety of boys.	30	5.23333	2.38			

From the Table 1.2, it is evident that 't' value is 29.23 which is significant at 0.05 level of significance. Hence, there is a significant difference in academic anxiety scores of girl's students and boys students in secondary schools. Therefore, the hypothesis, "There exists no significant difference between the academic achievement of girls students and boys in secondary school is rejected.

Further, the mean scores of academic achievement of girls students studying in secondary school is 8.73333 which is higher than that of male students studying in the secondary schools, which is 5.23333, hence, it may be concluded that girls students studying in secondary schools have more academic anxiety in school environment than the male students studying in senior secondary schools.

O(1C) To compare academic anxiety of private and government secondary school students.

Ho(C): There will be no significant relation between govt and private secondary school students.

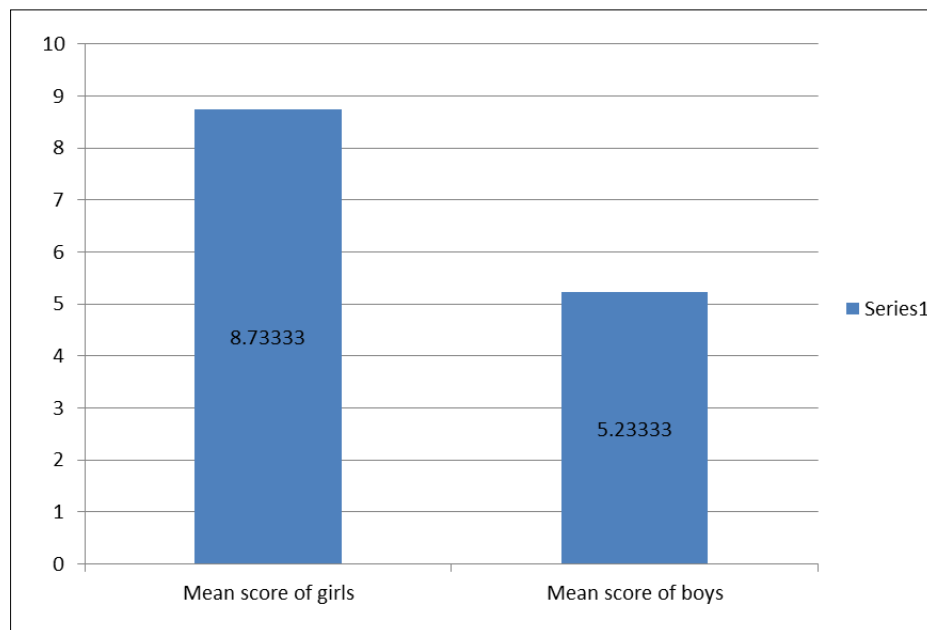


Fig 2: Mean scores of academic anxiety of girls and Boys Students studying in secondary schools.

Table 5: Mean, S.D. and 't' score of academic achievement of private and government secondary schools students.

Variable	Group	N	Mean Scores	SD	Sem	t Value	Level of Significance
Academic Anxiety	Private school students.	30	7.63333	4.56	1.39	16.777	Significance at 0.05 level
	Government school students	30	5.33333	3.61			

From the Table 1.3, it is evident that 't' value is 16.777 which is significant at 0.05 level of significance. Hence, there is a significant difference in academic anxiety of students studying in government and private secondary schools. Therefore, the hypothesis, "There exists no significant difference between the mean of students studying in government and private senior secondary schools" is rejected.

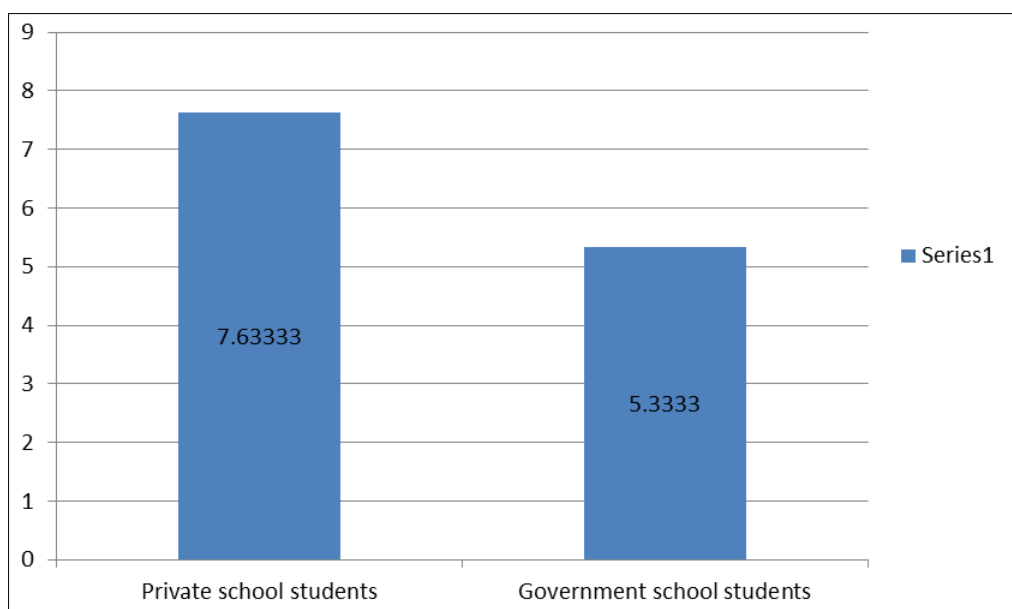


Fig 3: Mean scores of academic achievement of students studying in government and private senior secondary schools.

- Further, the mean scores of academic achievement of students studying in private senior secondary school is 7.63333 which is higher than that of students studying in the government secondary schools, which is 5.3333, hence, it may be concluded that students studying in private senior secondary schools have more academic anxiety than the students studying in government secondary schools. O(1C) To compare academic anxiety scores of students studying in secondary schools in government and private schools. Ho1(C) There

exists no significant difference between the academic anxiety scores of students studying in government and private school rejected.

Findings

- There exists a negative and non-significant correlation between academic achievement and anxiety among Secondary school students. The finding that anxiety had negative and non-significant relationship with academic achievement is also in agreement with the findings of previous studies conducted by Mirawdal *et al.*,(2018), Kambuga (2016) ^[9], Lepp *et al.* (2014), Kaur and Chawla (2018, Sharma (2017), Kumari (2017) ^[11], Bahrami and Bahrami (2015) ^[3], Chaman (2014) ^[4], Gupta (2014) ^[6], Arul and Deepa (2013) ^[1], Hafiz, Tehsin, Malik, Muhammad and Khan (2013), Singh and Praveen (2010), Mishra and Bamba (2012), Sharma and Tahira (2011) ^[21], Rana and Mahmood (2010), Chaturvedi (2009), Thakur and others (2005). These researchers had also found that anxiety is inversely related to academic achievement which indicated that lowering the anxiety level, better /higher will be academic achievement among students.
- The relationship between academic achievement v/s learning styles of secondary school students is found to be positive. The researchers had also found that various learning styles are positively correlate with academic achievement and may help students for better performance. Which can be depicted from above review.

It has been found that the mean score of academic anxiety of girls secondary school students (8.73333) is higher than boys secondary school students (5.2333). So there is a significant difference in the mean scores of academic anxiety of girls and boys students. It may therefore be concluded that girls students have high academic anxiety in comparison to boys schools students. The following are some of the major findings of the study:-

- From table Table 1.0 exhibit that 50% student occupied with mental tension as examination time comes nearer.
- The data reveal that 58.33% of students became anxious when suddenly they ask to come in the staff-room.
- The data shows 41.66% of student feel tension when Mathematic teacher enter into the class and others became normal.
- There are 63.33% of student don't have any problems regarding conversation between parents and teachers in front of them.
- The table predict 66.66% of students are self-motivated and always think about their good results.
- The data reveal 33.33% of students feel ashamed to disclose or show low grade to their friends and members of the family.
- 38.33% of students became nervous when class-teacher asks any question after being stood up.
- The data reveal 55% students are very comfortable when English teacher asks some question suddenly in the class.
- There are 46.66% of students became anxious before commencement of examination they unable to go to school.
- There are 41.66% of students become nervous for the cause Sanskrit subject.

Discussion of the Results

The present study was conducted with the respect to school environment, academic anxiety of the students of Govt. schools and private schools. The findings of the present study are in consonance or in contrast with the findings of the following studies in the area and hence are supported by the empirical evidence also.

The finding of this study also consonance with J.H. Shah (1999) who conducted a study of relationship among intelligence, self-concept and academic achievement of pupils of tenth standard of semi government and private school. He concluded after the study that there was significant relationship of intelligence with academic achievement.

Educational Implications

The following are some of the educational implications of the study

- The achievement of students is highly related to students' Academic Anxiety, intelligence and school environment. The `students having high level of intelligence, academic anxiety and reading interest has achieved more score in academic achievement.
- As this study reveals that government school students have less academic anxiety in comparison to private school students. It may be due to lack of guidance provided from parent or school staff to Govt. school students compare to private school students. So Govt. school teacher should be paid enough attention on their students and parents also should guide their child for better future.
- As this study reveals that male school students have less academic anxiety in comparison to female school students in both Govt. and private schools due to orthodox and biased approach from parents regarding social freedom and extra involvement in games and adventure of boys. Parents should be taken more attention towards boys.
- As this study reveals that government school students have less intelligence in comparison to private school students. Main reason is that cream of students of society is approaching towards private school due to better discipline, infrastructure and excellent academic results. Contradiction is that Govt. school teacher has

higher academic qualification than private school teachers. Govt. should take some strict steps on teachers regarding student's annual academic performance.

- These results suggest that there is a need for school based activities oriented towards increasing pupils' self-esteem, pride, self-concept and skills for dealing with stressful situations in school and life to reduce the anxiety with higher achievement expectations in academic.
- The teacher should use all types of teaching strategies (learning style) keeping in mind, phases and theories given by eminent educationist for better performance of students in academics.
- We suggest that creative simulation, cognitive encouragement, controlled permissiveness, Acceptance and Rejection policy should be revised according to best suited for child's overall development of personality and academic achievement.
- Learning styles (Enactive, Figural and Visual) should be focused with the precision by the teachers for the betterment of students.
- Free Environment, controlled rejection, well defined polls and policies, strong discipline forum, proper decorum interactive classrooms, teaching strategies and proper learning styles will help students to reduce anxiety and achieve academic aims.
- Thus, teachers should provide such an environment for the students that will help them in making their way ahead towards better concentration. In case of permissiveness dimension, providing opportunities for students to express views freely and act accordingly leads to better achievement in academics. Acceptance dimension of the school environment, i.e. non-threatening and accepting the behavior of teachers towards students' feelings result in better and high academic achievement, while rejection dimension shows in school. Rejection also plays important for best achievement in academics. So teachers should provide a free environment with rejection wherever and whenever required. And last but not the least control dimension's result shows that like rejection, control is also very important in the school environment to control the activities of students and discipline them for their better academic achievement.

Suggestions for Further Research

Some suggestions for further research can be given keeping in view its limitations and findings.

- Large study may be conducted on comparison bases of different states.
- This study can also be done on primary school students.
- Similar studies can be carried out at higher secondary and other fields of higher level of education
- A study of relationship of academic anxiety and social climate can be made.
- A study of achievement in other subjects can also in relation to academic anxiety, intelligence and reading interest can be made.
- A study of the influence of anxiety on scholastic achievement in different age groups can be made.

Conclusion

There is significant difference between Academic Anxiety of the students of Xth class in Government and Private Schools. It may also be concluded that private school students have more academic anxiety in comparison to government school students. It may be because of heavy educational burden provided in the private school increase more academic anxiety in students of private schools also there is tight academic schedule in private school which will put irrelevant effect on academic anxiety of private school students. On the other hand Govt. school students may not be found high quality guidance from their school and parents so they have low level of academic anxiety than students of private schools. It has been found that there is no significant difference between Academic Anxiety of the male and female students of Xth class in both Private and Government Schools and from the score it may therefore be concluded that in both case male school students have less academic anxiety in comparison to female school students. Main reason is that male students may involve themselves in many physical activities with peer male group which decrease their academic anxiety while female students have not such freedom like male due to orthodox thoughts of society.

It has been found that there is significant difference between Intelligence of the students of Xth class in Government and Private Schools. It may therefore be concluded that government school students have less intelligence in comparison to private school students. Reason may be that the cream of students of country is studying in private schools. We found in both case, private and Govt. that female students are found more intelligent than male which reflect the modern approach of society means equality of opportunities among children in which girl students found more aggregate development of mind and adjustment with conditions and society.

Male students have more freedom of enjoy in society. Even parents show partiality in living style among male and female students. Male students spent lot of time with their friend in sports ground. On the other hand girls have no interest in such adventures outdoor things like boys so they spent lots of time with books. So female students have high reading interest than that of male students in both cases.

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