

The Role of Anxiety in Achievement

Singh¹, S. and Thukral², P.

¹Lecturer, Department of Education, Punjabi. University Regional Centre, Bathinda, Punjab

² Principal, Mohan Lal Institute of Education, Muddhal, Amritsar, Punjab

Abstract

The present study was designed to investigate the relationship of anxiety with achievement of high school students and also to see the regional and gender differences on the basis of their anxiety. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. Sharma's general anxiety scale for children was used to measure anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of achievement. The results reported that there exists a negative and significant relationship between anxiety and achievement. Significant differences were observed between boys and girls, rural and urban students on the basis of their anxiety.

Keywords: Anxiety, Achievement, Boys, Girls, Rural, Urban

INTRODUCTION

Achievement in different fields of life such as sports, academics, industry, business etc. has great importance for both the student, and those around him/her. There can be no doubt that it is affected by many factors that may reduce it, like anxiety or by others that may enhance it, like general mental ability, emotional and social maturity.

The present age may be said to be an age of anxiety. Anxiety has been taken synonymous with apprehension, dread and uneasiness. This emotion stems from fear, but it is more a fear of what will happen or what has happened than of a clearly apparent fear provoking situation. Anxiety is a state of diffused apprehension. It is vague, non-specific and objectless.

Researchers generally agree that certain degree of anxiety may motivate the student and make inclined to better achievement. Hence, anxiety is

considered a motive for high achievement. However, a high anxiety score may be one of the obstacles to achievement. That is, the relationship between the two variables may be either linear or curvilinear.

A fair number of previous studies have found a significant relationship between achievement and anxiety (*Diaz et al, 2001*). Generally, it could be concluded that there is a positive relationship between high degrees of achievement and low anxiety. There is specific degree of anxiety that increases achievement, but if anxiety increases beyond a certain level the reverse happens. On the basis of the Yerkes-Dodson law both the task difficulty and the level of anxiety must be taken into consideration. That is, "on difficult tasks low levels of arousal improve performance relative to high levels, but on easy tasks, the reverse is true" (*Reber, 1995*).