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## Effect of anxiety on scholarly scores of college students

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### Abstract

The study was conducted to explore anxiety in terms of scholarly scores of college students. A sample of 100 undergraduates (50 males and 50 females) with anxiety was selected. To assess the level of anxiety, Beck Anxiety Inventory was used and previous year academic performance was used as scholarly scores. Results indicated significant negative correlation between anxiety and academic performance, also male and female subjects' academic performance was found to be equally effected by anxiety problems. Thus, a better conditioning of youth with the introduction of any of the anxiety reduction program at college level was suggested.

**Keywords:** anxiety, scholarly scores, college students

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### Introduction

In this modern world an understudy has such a large number of expectations to satisfy which are for the most part dependent on their academic performance. The source of desires isn't simply from the general public and guardians, however, blood family members, companions, instructors and friends additionally have a colossal part. There is so much rivalry going on that understudies need to abandon their inclinations, interests and other co-curricular exercises and focus on their examinations to score high evaluations. This sentiment of being in a race each and every day of their lives needs high adapting abilities as thoughts of disappointment gives them sentiment of anxiety and worried thoughts which prompt to lessening of focus and attention span. Anxiety is extremely normal in an understudy's life. Numerous understudies expect that making the scholastic experience their primary goal for now, will build the opportunity of achievement later on. This thought of being effective prompts rivalry and pressure causing anxiety to the individual. Scholastic pressure can assume total responsibility for a student's life, in some cases prompting high nervousness and low scholarly execution.

Anxiety influences our entire being, including how we feel, carry on, and our physical side effects. It feels like dread, however, while we recognize what we are alarmed of, we regularly don't have the foggiest idea of what we are restless about. We as a whole gotten on edge every once in a while, and it turns into an issue when it meddles with life without genuine danger, or goes on too long after the threat has past.

Just as feeling troubled and stressed (conceivably without knowing why), you may encounter a portion of the accompanying physical manifestations:

Tense muscles, Trembling, Agitating stomach, Looseness of the bowels, Cerebral pain, Spinal pain, Heart palpitations, Shivering in the arms, hands or legs, as well as Perspiring/Flushing.

Academic performance or "scholastic accomplishment" is the degree to which an understudy, instructor or foundation has achieved their short or long term objectives. Consummation of instructive benchmarks, for example, auxiliary school certificates

and four-year college education speak to scholastic accomplishment.

Scholastic accomplishment is ordinarily estimated through assessments or consistent appraisals, yet there is no broad concurrence on how it is best assessed or which perspectives are generally most important—procedural knowledge such as skills or declarative knowledge such as facts. Scholarly execution is the information picked up which is evaluated by marks by an instructor and additionally objectives set by understudies and educators to be accomplished over a particular time frame.

Anxiety is a feeling described by sentiments of strain, stressed contemplation and physiological changes. It's an unpleasant or uncomfortable state which occurs due to threatening or a dangerous situation. According to American Psychological Association Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

The current examination is done on college understudies to discover a connection between scholarly exhibition and levels of anxiety. Many studies have been done to show such correlations. Prima, *et al.*, (2010), also recognized this correlation between anxiety and scholastic performance. It was discovered that there is a huge connection between low scholastic presentation and high anxiety levels. Kumar, S., *et al* (2014) <sup>[1]</sup> discovered the same relationship between scholastic uneasiness and scholarly accomplishment. It was seen that boys have less anxiety levels than girls. A negative and significant correlation ( $r = -.10$ ) was found. Nancy, *et al.*, (2019) <sup>[2]</sup> endeavoured another study to assess the connection between scholarly nervousness and scholastic execution and found increased anxiety levels have correlation with student's performance.

The modern world which we live in is now getting fast paced with the passing time and with this fast paced world students are facing huge competition in their academics, students wants to be better than the other and this is leading students towards the path of huge pressure according to their age.

Every student is expected to score the highest and that is not practically possible and the students who fail to achieve the highest scores under pressure ends up being anxious and stressed while hampering their academics as well. Keeping the situation under consideration, a need was felt to conduct a study in the field of anxiety and scholastic achievement.

## Methodology

### Objectives of the study

- To explore the relationship between levels of Anxiety and Scholarly scores in college understudies.

### Hypotheses

Following are the hypothesis for this study:

- Hypothesis 1:** There will be a negative relationship among anxiety and scholarly scores.
- Hypothesis 2:** There will be noteworthy contrast of levels of anxiety based on gender of the understudies.

### Design

To satisfy the goal of the study following structure was utilized:

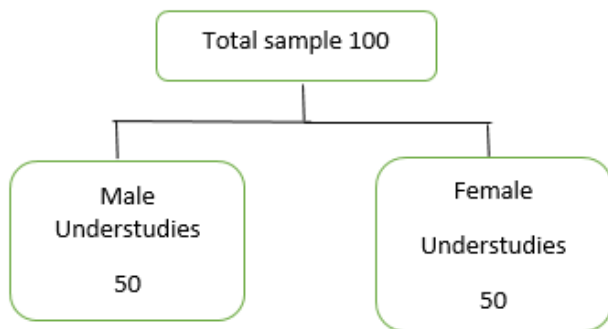


Fig 1

### Sample

For the study a sample of 100 undergraduate students were selected from various colleges of India. The sample was collected using random sampling method. The age range for the sample was 18-22 years old both male and female undergraduate students from different colleges around India. College

### Description of the test

- The Beck Anxiety Inventory: This inventory was developed for use with individuals ranging from age 17 years old to 80 years old. The scale contains 21 items developed to assess the severity of anxiety symptoms. It is a 4 point scale which ranges from 0 (not at all) to 3 (Severe).

### Statistical Analysis

The data was analysed using a number of statistical techniques like Pearson 'r' and 't-test' were used to meet the objective of the research.

### Statistical Analysis and Interpretation

**Hypothesis 1:** There will be a high negative correlation between academic grades and anxiety.

**Table 1:** N, and 'r' value for anxiety and scholarly scores of College students

Variables	N	Correlation	Hypothesis
Anxiety scores	100	-0.94	Accepted
Scholarly grades	100		

Table no 1, reveals High negative correlation between academic grades and anxiety. Results clearly suggest that with the increase in anxiety level, there will be significant dropping of academic performance of college students.

**Hypothesis 2:** There will be noteworthy contrast of levels of anxiety based on gender of the understudies.

**Table 2:** N, Mean, Standard Deviations (SDs), and 't' value for anxiety and scholarly scores of College students

Gender	N	Mean	S.D.	Df	't' score	Level of significance	Hypothesis
Male	50	29.16	10.26	98	0.366	0.05	Rejected
Female	50	27.24	10.90				

Table no. 2 reveals no significant difference of anxiety levels between male and female students. Results clearly indicate that there is no significant difference between the anxiety level of male and female subjects. Both the group did not differ in any way with respect to their experience of anxiety.

### Discussion

The first hypothesis of this study was "there will be high negative correlation between academic scores and anxiety", to test this hypothesis, correlation was calculated to see the relationship between academic scores and levels of anxiety in college students. The obtained coefficient of correlation value for academic scores and anxiety among college students came out to be -0.94 (Table no. 1) which connotes a high negative relationship between two variables that individuals with high scholastic scores shows lower levels of anxiety and the other way around. Based on these findings, the proposed hypothesis "there will be high negative correlation between academic scores and anxiety" is accepted and it tends to be inferred that levels of nervousness have huge impact on scholastic scores among understudies.

The acquired data recommends that higher anxiety levels in understudies brings about lower scholarly achievements or evaluations, which stands with the study done by Nancy, *et al.*, [2]. (2019) where the study yielded similar results that levels of anxiety and worried thoughts adversely affect the academic performance of the understudies and as we realize that high anxiety levels bring about absence of concentration, helpless dynamic, absent mindedness, fomentation and change in physiological functions which can be harmful while a composing assessment reaction at such constrained and tensed condition which will prompt an absence of focus and sound judgment and inevitably less evaluations than anticipated in conclusive results. The second hypothesis of the study was "there will be noteworthy contrast of anxiety levels based on gender of the understudies". To test this hypothesis, mean, standard deviation and t value were calculated. The obtained t values came out to be insignificant at 0.05 level of significance (Table no. 2). Hence, suggesting that

there is no significant difference between anxiety levels of male and female understudies. Based on above findings, it can be concluded that the proposed hypothesis “there will be noteworthy contrast of anxiety levels based on gender of the understudies” is rejected.

However, the above finding stands contrary to the study done by Samit Kumar, and his colleagues, (2014) as their findings suggests that male students have lower levels of anxiety as compare to female students.

In our regularly developing world we currently have accomplished equality between genders at most parts and this has prompted no segregation between male child and female child and now the weight of expectations lies among every one of our shoulders for having a splendid future, high academic evaluations, being independent and having a quality lifestyle from our parents, society, companions and from our own self as well, this has prompted the way that now young ladies and young men both are running a similar race of being the top achiever and surpass the others and this opposition and heap of desires makes understudies anxious with respect to their future and getting high evaluations in assessments which is the reason the discoveries show no noteworthy difference between anxiety levels among understudies based on their gender.

### Limitations

**Sample size:** the sample size for this investigation was small, comprising of just 100 members. Consequently, it was quite difficult to track down critical connections from the information.

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