

Effect of Trait Anxiety on Students' Academic Achievement

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Abstract

This research inquiry was conducted to probe the consequence of trait anxiety on students' academic achievement. The research design was descriptive, while the quantitative research approach adopted. The main objectives of the study were to investigate the effects of trait test anxiety on the students' academic achievement and test out the nature of the effects of trait test anxiety on the students' academic achievement. 504 students (252 male and 252 female students) of the 10th class were selected as sample through stratified random sampling technique. The sample is further grouped as anxious and non-anxious students (126 each). The Westside Trait anxiety Scale for measuring trait anxiety was used to gauge the trait anxiety of the students. For statistical investigation and interpretation, Spearman Rank correlation was exercised. The findings of the study supported the research hypothesis as a significant correlation was found. The value of Spearman Rank Correlation (ρ) showed a significant connection between trait test anxiety and academic achievement as $p < .05$. The main findings of the study were 1) a significant correlation ($\rho = .128$) and ($\rho = .187$) among anxiety and academic achievement of the students and 2) significant negative correlation linking anxiety and academic attainments was attained.

Keywords: trait anxiety, the westside test anxiety scale, negative correlation

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Introduction

An emotional condition described by verbal information of pain (e.g., uneasiness, anxiousness), psychosomatic stimulation (e.g. increased heartbeats), behavioral commencement (e.g. escaping), and interruption of cognition dispensation (over consciousness regarding potential risk cues in the surroundings) (Eysenck, 2001).

Different psychologist explain anxiety as “the sensation of panic feelings, be anxious, tension and horror, these sentiments have a direct relationship with physiological organisms, approximately anxiety turns out to be the reason to rise in blood pressure, be agitated, feeling weakness, aridity of mouth along with fast heartbeat” (Seligman 2001).

Test anxiety is a confrontation or feeling of panic come across earlier too, during or subsequent exam due to apprehension, trauma or fear of uncertain stuff (Zeidner 2007). Trait anxiety is not for all time awful. In reality, a low degree of trait anxiety is considered significant approximately for those people who are in a position to seem to be after giving attention to and by electrifying them underneath movement organizing, plotting faultless tactics that are guarantee superlative success in the exams.

Trait Anxiety: In the tracheotomy, trait anxiety is considered as an aspect of behavior, a more undeviating inclination to be anxious. Trait anxiety is normally related with people who have anxiety disarray, and it is considered as a permanent stage of anxiety, which is experienced by a person who has the proclivity to develop into superfluous, anxious and continuously exhibits detrimental retorts when he come across stimulus that rouses him. A person who goes through trait anxiety can grow to be nervous from a number of things that another person wouldn't even pick up on; for example, their anxiety may be activated by a leaf blowing in the airstream, or a specific shade (things that people without the specific circumstances would not even instigate to take as a threat).

Literature Review

There is a complex connection between anxiety and learning. From many years it was supposed that a higher intensity of anxiety constantly restrains learning. It is right to say that a lot of the psychological mechanisms linked with anxiety are not mostly supportive in a learning situation. Putwain, (2010) found in his study that moderate-anxious persons carry out better than low-anxiety individuals on plain rote-

learning assignment. Anxiety can be a fundamental source of a child's malfunctioning and failure in school.

It is agreed upon the statement that trait anxiety work as a powerful indicator who triggers off physiological over-arousal, nervous tension, physical signs, dread, fear of malfunctioning, that prevail all through test conditions. Trait anxiety dwells further wide consequences when it unconstructively influences an individual's social, emotional and behavioral growth, and in addition their opinion about themselves in school (Putwain, 2010).

Over the few decades there has been an enormous study carried out in both laboratories and classroom, on the liaison among anxiety and diverse sorts of performance and accomplishments. Anxiety hampers throughout the learning process and superficial as solitary of the main troubles of the teachers. On the base of analysis of empirical investigation in this field, Gibson and Adams (2012) draw the conclusion that "the irresistible burden of confirmation constantly points to a pessimistic relation among anxiety and different procedures of learning and academic attainments."

An inquiry by Whitaker Sena, Lee, et al, (2007) showed linkage among assessment anxiety and intellectual functioning in school, influencing subjective aptitudes as well as worry latent on educational success. An enormous decline was noticed in intellectual achievements along with those who are recognized as a high level of trait anxiety comparably among those who are found with the normal/ facilitating level of exam anxiety. With test anxiety there are two conditions connected; condition of stress and condition of restless, persons practicing these conditions for the duration of the exam situation are not capable to focus on the assignment at hand. Individuals with anxious feeling dwell in job unrelated thoughts rather than the resolution of the task.

MacLeod, (2012) classified anxiety as a situation-specific attribute that is considered as to the anxiety conditions and is anxious that are practiced for the period of examinations and academic feat. The volume of anxiety can swing over time in reaction to both inner and outer stimuli. Apparent behaviors of anxiety can be easily detected in the complete progression of a quiz. A few of those behaviors might take into account perspiration, disproportionate movement and inquiring of directions. Those behaviors are frequently well-matched with the categorization of higher and low trait anxiety grouping. There are also called as constant individual distinctions in the quantity to which anxiety is obvious in any specified circumstances.

A research study by Ormrod (2001) concluded that the connection between anxiety and academic achievements cannot simply elucidate.

This relationship is multifaceted in the sense that it can hamper as well as promote the academic achievements.

Problem Statement

Different researches have established a negative relationship between trait anxiety and academic achievement of the students. Anxiety according to established researches hinders the learning process in some way as well as boost up the learning depending on its volume and nature of the given task. This present study intended to look into the effects of trait anxiety on students' academic achievement at the secondary level within Punjab.

Objectives

Following objectives were employed in this study

1. To investigate the effects of trait anxiety on the students' academic achievement
2. To check out the link between trait anxiety and the students' academic achievement

Hypotheses

- H₀₁: There is no significant effect of trait anxiety on students' academic achievement.
- H₀₂: There is no significant correlation trait anxiety and students' academic achievement at the secondary level.

Significance of the Study

The central point of the research study was to ascertain the effects of test anxiety on students' academic achievement. Many kinds of research endow with enough evidence to conclude that exam anxiety has direct link with achievement of the students.

The results of this research would be effectively supportive for teachers, in dealing with test anxiety. The results of this study can be utilized in enhancing instruction for the classroom and introducing the procedures which would control test anxiety and enhance achievement. For the students it would helpful in a sense that they can know about their anxiety and try to overcome it.

Anxiety is a psychosomatic issue. This study would supply data and material; that how the school, administrative department and board of

exams need to work together to originate their conceivable policies and programs to dole out their chief clients i.e. students.

Methodology

Research Design

The study was co-relational research in which canvasser tends to explore the special effects of trait anxiety resting on the educational achievement of the learners.

Population

All the students of 10th class studying in Punjab government secondary schools formed the population of the study. The all students of Punjab government schools were the population of the study. Specifically, nine cities of Punjab were selected keeping in view the same characteristic of having examining board in them for drawing sample.

Sample Size

Sample was drawn according to the sample size table given by Morgan and Krejcie (1970). An overall sample of 504 students was chosen with a stratified random sampling procedure. Equal presentation was given to genders, boys and girls. The sample is further divided into anxious and non anxious students.

Data Collection Tool

Test Anxiety Scale

The standardized test was employed for the purpose of data collection. The Westside Test anxiety Scale (2004) produced by Richard Driscoll, Ph.D. American Test anxiety Association was used for measuring the trait anxiety. In Pakistani context the reliability of the test anxiety scale was .782.

SN	Constructs of the Trait anxiety Scale	
1	Time approaching Near	Lack of Concentration
2	Worry of Exam	Lost of Memory
3	Exam day	Sense of Failure
4	During Test Loosing Focus	Material Vanished from Memory
5	Remembering of Material	After the Need
6	Higher Stress	Fail to Deliver
7	Forgetting Material	During Exam

8	Lack of attentiveness	In Test Taking
9	Following Exam	Be Anxious regarding Performance in Exam
10	Evading Work	Deficient of self-confidence

Data Collection

Data collection was carried out by the researcher herself; she visited the targeted schools from selected cities. The rule of equal representation was adopted for selecting male and females as well as cities. A total of 504 anxious and non-anxious students were selected as sample.

Results

The major purpose of this investigation was an association connecting anxiety and academic achievement of students studying in the 10th class in Punjab Secondary School institutions. Data analysis was divided into two sections.

1. Descriptive Statistics:
2. Inferential Statistics:

Descriptive STATISTICS

In descriptive statistics mean score and the standard deviation was covered.

Table 1

Descriptive statistics of anxious students

	N	Mean	SD
Anxiety score of anxious students	252	36.72	1.873
Final scores	252	343.74	75.387

Table 1 through light on the mean variation of anxious students marks on The Westside Trait anxiety Scale ($m = 36.72$) and their final results (343.74) while the number of students was 252.

Table 2

Descriptive statistics of non-anxious students

	N	Mean	SD
Anxiety score of non-anxious students	252	26.73	5.312
Final Scores	252	340.63	74.127

The above table illustrated the mean scores of non- anxious students on The Westside Trait anxiety Scale ($m = 26.73$) and their scores and final results (340.63) where the number of students was 252.

Inferential Statistics

Table 3

Correlation between anxiety and final results of anxious students

Anxious students *	Final result	rho	N
	252		.128*

Above table 3 demonstrated a significant correlation (.128) among anxiety level and final results of anxious students on the alpha value (0.05) which depicted significant correlation whereas the number of students was 252.

Table 4

Correlation between anxiety and final results of non-anxious students

Non-Anxious students *	Final result	rho	N
	252	.	.187**

Above table 4 be evidence for significant correlation (.187) amid anxiety and final results of non- anxious students where the significant level is (0.05) which gives an idea about correlation whereas the number of students was 252.

Findings

The study proposed the following findings on the basis of results

1. The statistical results of this research specified a significant correlation ($\rho = .187$) and ($\rho = .128$) among anxiety and academic achievement of the students. As results showed (table 1) that mean score of anxious students ($m = 36.72$) was at a good deal higher than non-anxious students ($m = 26.73$) on the test anxiety scale.
2. Analysis of Spearman Rank Correlation was carried out which uncovered statistically considerable correlation linking test (trait) anxiety and academic achievement. As it was clearly depicted in (table 3, 4) that a higher quantity of test anxiety upshot academic achievement while the low level of test anxiety smoothes the progress of learning.

3. Results of the present study are evidence for significant negative correlation linking anxiety and academic attainments and statistically, the correlation is highly significant.

Discussion

The current research inquiry was intended toward discovering the effects of trait anxiety on students' academic achievement. The findings of the present study were in concurrence with the study findings of Eysenck (2001) he found that often anxious students be likely to reach low stages of achievements than those at which they are competent of scoring. The research hypothesis which this study proposed was "trait anxiety effects the academic achievement of students" was failed to reject on the basis of its findings. The results pointed out noteworthy correlation ($\rho = .128$) and ($\rho = .187$) among trait anxiety levels and academic attainments of the students. Analysis of Spearman Rank Correlation (ρ) hold up this claim because it was found that while the degree of anxiety amplified the level of academic attainments would reduce and vice versa.

As the major foundation of the research study was to find out about the association between anxiety and academic achievement and the special effects of trait anxiety on the students' academic attainment, the findings of this research are consistent with the outcomes of preceding research studies. For instance, Keogh, et.al, (2004) and Chapell et al. (2005) came to the results that extremely anxious students be likely to attain a lower level.

Statistical analysis of Spearman Rank Correlation (ρ) explores the correlation linkage among trait anxiety and academic achievement. As shown in (table 3, 4) that a higher level of trait anxiety affects academic achievement whereas a low level of anxiety facilitates learning. These results are consistent with the research findings of Ormord (2001), who found that a lower degree of anxiety often positively upgrades academic achievement: it is called/ named as facilitating anxiety.

The current study is also evidence for a noteworthy negative relationship between trait anxiety and academic achievement. It was also found after reviewing literature that the results of the present research study were allied with the findings of (Rinck & Becker, 2005) who found that children with low-anxiety come out to develop into intensely concerned in evaluative task however children with higher-anxiety do not.

Conclusion

This research study was intended for the rationale of examining the special effects of trait anxiety on academic achievement of students in addition to measure relationship with lower and higher anxiety levels. According to the results of the research, it is bring into the notice that there is a considerable negative linkage among trait anxiety and academic achievement/ achievements. It was explored through this study that while trait anxiety amplifies accordingly academic achievement will reduce. On the other hand whilst trait anxiety lessens, as a result, academic achievement will increase. The conclusion established in this study might only be generalized on identical samples. Without additional research studies; the implication of the outcomes of this inquiry is partial

Recommendations

Keeping in view the conclusion the following recommendations were given.

- Levels of trait anxiety have a powerful influence on the academic achievement of the students at every level; it is therefore recommended that the school administration may offer some services (testing, before, during and at the end of the session and counseling throughout the session) for the students.
- Teachers may try to eliminate anxiety at a possible level with the help of different relaxing techniques for this purpose teachers must have training that may be taken from counselors and psychologists in different workshops.

Future Research Recommendations

Following areas may be kept in mind while designing future studies

- Academic tasks should be developing in such a way that they become interesting and relaxing for the student rather than anxiety provoking. For this purpose, a nationwide research project is needed under the supervision of educational boards.
- Further studies can be done to find out the positive impacts of anxiety on achievement and finding out the strategies to utilize this facilitating anxiety in a constructive way.

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