

The Effects of Anxiety on Achievement and Performance: A College Study

Dr. Naveed Shibli, Naila Nawaz, Nazima Ameen, Sehrish Fatima, Hafiza Sadia Khan, Qurat ul Ain

Abstract- During an interview 150 students 75 male and 75 female selected on the bases of low performance and high performance during the current year and were asked to express their personal experiences during the recent examinations for the assess the relationship of anxiety with the academic achievements. The responses reveal no significant relationship between anxiety and academic achievements

Index Terms- Academic achievement, anxiety, performance

I. INTRODUCTION

Anxiety is a known psychological term that is directly influencing human race. Social scientists have successfully evaluated that how anxiety does is related with and influences human life (Dowbiggin 2009) although there exist various controversies about the defining of the construct (Cox, Parker, Swinson 1996). The importance of the construct anxiety in human life is so important that in some cases it intervention have been reported in the lingual domain of human being: a differentiation and edge that human being possesses as compared with the other living species (Małgorzata 2014).

Anxiety is a symptom or group of symptoms that is capable of inducing 'worries' and tension and sometimes physiological symptoms like blood pressure increase or in some cases decrease (Kazdin 2000). People subject to the symptom of anxiety in some cases may avoid situations due to allied experiences those accompany anxiety like sweating trembling or heartbeat. Since the likelihood of such states in various academic situations like examinations cannot be excluded so the relationship of anxiety with academic achievements have been an area of interest for social science research specially behavioral and psychological sciences.

Researchers focused the assumed relationship between academic matters and anxiety with various angles (Saket 2014) and tried to find out that how do gender habitat and different types of schools may play role in generating anxiety among students? In another study Mohd & Atieq (2014) tried to find out that how socio- economic status does contributes to cause anxiety among students. However in both these studies researchers did not look into the possibility that how do anxiety they reported in school settings was there due to 'facilitating' effects or 'debilitating' effects (Alpert& Harber 1960)?

Many studies conducted in that context found noticeable relationship between the construct anxiety and academic achievements. In one such study it was found that the anxiety can be considered as major predictor so far as academic success is concerned (Prima et al 2010). Another such study found a marked impact of anxiety on academic achievements (Muhammad et al 2012). 'Under achievement' and 'Low

performance' of students were also related with the construct anxiety (Rizwan & Nasir 2010) the findings of Sing & Thukra (2009) were also similar who found that negative and significant relationship exists between anxiety and academic achievements. Some researchers explored further analytical aspects related with the relationship of anxiety and academic achievements in one such study it was found that subject those were in senior terms and were familiar with the academic tests were less exposed to anxiety as compared with the ones those were less familiar (Farhan et al 2011). Another study explored and found the difference between the personality anxiety level and test anxiety level (Sr. Kaula et al 2014). A few studies in that context have been reported with reference to comparison between races (Sabrina 2004). A researcher has discussed some strategies those could help to handle the relationship between anxiety and academic achievements in a positive way (Cassie 2012).

II. METHOD AND PROCEDURE

The present study was conducted to find that how anxiety does relate with academic achievements. A sample of 150 students including 75 male and 75 female studying in various colleges of Faisalabad selected on the bases on 'high achievers' and 'low achievers' so far as their academic achievement of the current year was concerned. After selection, low achievers and high achievers were interviewed and 5 structured questions were asked from them during the interview. These questions were about their experiences of anxiety before and during the examination. During the interview all the subjects were informed that interview contains nothing personal and it is just for the research purpose so all of them can frankly narrate what they exactly felt during recent examinations.

III. RESULTS

The analysis of responses revealed no significant relationship with anxiety and achievement.

IV. CONCLUSIONS

More researches with more sophisticated designs and equipment with larger samples are recommended in order to generalize assumptions.

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AUTHORS

First Author – Dr. Naveed Shibli
Second Author – Naila Nawaz
Third Author – Nazima Ameen
Fourth Author – Sehrish Fatima
Fifth Author – Hafiza Sadia Khan
Sixth Author – Qurat ul Ain