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## ANXIETY AND ACADEMIC ACHIEVEMENT AMONG POST GRADUATE STUDENTS

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### ABSTRACT:

The objective of the study is to find out the anxiety and academic achievement among post graduate students. Survey method was conducted on a random sample of 300 post graduate students studying in Coimbatore district. Anxiety Inventory by David D. & Burns, MD (1989) used for data collection. Data was analyzed by t-test. Results found that there is no significant difference in anxiety and academic

achievement of post graduate students with regard to gender, medium of instruction, type of college and locality.

**KEYWORDS:** Anxiety, Academic Achievement, Post Graduate Students.

### INTRODUCTION:

The challenge of dealing with anxiety is not unique to adolescents only, but is one among a variety of common unpleasant emotional experiences that every human being encounters in different magnitudes at one time or another in life. According to Costello, (1976), anxiety usually occurs when an anticipated event is expected to make demands for which a person is unprepared and therefore lacks the necessary coping skills. Anxiety in this case plays the role of giving a powerful signal to the individual that she/he is unprepared for the impending event. However, the effects of

anxiety on an individual may vary depending on its interaction with the task performance process. Low to moderate anxiety is often deemed beneficial as it enables the body to discharge energy equivalent to the task at hand. High anxiety on the other hand, may be devastating because it excites the body system above normal functioning capacity, and impacts negatively on task performance. Coon, & Mitterer, (2008), while quoting a report by the National Institute of Mental Health (2006) have stated that in any given year, roughly 18% of the adult population suffers from anxiety disorder complications; an indication that they had problems with maintaining their anxiety within manageable levels. According to the U.S.

Department of Health and Human Services (1999), young people who experience excessive fear, worry and uneasiness may have been suffering an anxiety disorder. A study of 9-17 years old did by the department show that as many as 13 of every 100 young people had an anxiety disorder.

### SIGNIFICANCE OF THE STUDY

Anxiety is perceived in different ways and may mean different thing to different individuals. It is perceived as events or situations that cause individuals to feel tension, pressure, or negative emotions including anxiety and anger. Moreover, other people define anxiety as the response to existing situations, which includes physiological changes (increased heart rate, and muscle tension), emotional and

behavioural changes. Anxiety is always regarded as a psychological process that involves an individual's personal interpretation and response to any threatening event. These studies grouped anxiety as either trait or state anxiety; trait anxiety related to the individual characteristics, whereas state anxiety triggered by some environmental conditions such as examination. An anxious person experience physical feelings and worrying thoughts which makes it difficult to do normal daily activities. Symptoms of anxiety involve being talkative, mixing words, and having irrational or unrealistic thoughts. Hence the study is taken up.

### OBJECTIVES OF THE STUDY

- To find out the significant difference in anxiety and academic achievement of post graduate students with regard to gender, medium of instruction, type of college and locality.'

### HYPOTHESES

1. There is no significant difference in anxiety and academic achievement based on sex of selected post graduate students.
2. There is no significant difference in anxiety and academic achievement based on medium of instruction of selected post graduate students.
3. There is no significant difference in anxiety and academic achievement based on type of college of selected post graduate students.
4. There is no significant difference in anxiety and academic achievement based on locality of selected post graduate students.

### METHODOLOGY

Survey method is adopted for the present study. Data is collected from random sample of 300 post graduate students studying in 1 Government, 1 Govt. Aided and 1 Private arts and Science College in Coimbatore district. Anxiety Inventory by David D. Burns, MD. (1989) is used for data collection. t-test is used to analyze the data.

### ANALYSIS OF DATA

**Table 1: Anxiety and Academic Achievement of Post Graduate Students based on Gender**

	Gender	N	Mean	SD	df	t-value	p-value	Result
Anxiety	Male	128	61.11	5.791	298	0.134	0.054	Not Significant
	Female	172	59.74	6.264				
Academic Achievement	Male	128	60.74	20.026	298	0.105	0.389	Not Significant
	Female	172	58.59	22.155				

Table-1 shows that the calculated t-values 0.134 and 0.105 are statistically not significant at 0.05 level. Hence the hypothesis-1 is accepted. Thus there is no significant difference in anxiety and academic achievement of post graduate students in terms of gender.

**Table 2: Anxiety and Academic Achievement of Post Graduate Students based on Medium of Instruction**

	Medium of Instruction	N	Mean	SD	df	t-value	p-value	Result
Anxiety	English	199	60.11	6.444	298	0.848	0.397	Not Significant
	Tamil	101	60.74	5.345				
Academic Achievement	English	199	56.69	22.841	298	0.281	0.011	Not Significant
	Tamil	101	65.07	16.490				

Table-2 depicts that the calculated t-values 0.848 and .281 are statistically not significant at 0.05 level. Hence, the hypothesis-2 is accepted. Thus there is no significant difference in anxiety and academic achievement of post graduate students in terms of medium of instruction.

**Table 3: Anxiety and Academic Achievement of Post Graduate Students based on Type of College**

	Type of College	N	Mean	SD	df	t-value	p-value	Result
Anxiety	Government	25	59.00	5.766	298	1.135	0.257	Not Significant
	Private	275	60.44	6.119				
Academic Achievement	Government	25	73.71	11.662	298	0.556	0.243	Not Significant
	Private	275	58.22	21.481				

Table-3 indicates that the calculated t-values 1.135 and 0.556 are statistically not significant at 0.05 level. Hence, the hypothesis-3 is accepted. Thus there is no significant difference in anxiety and academic achievement of post graduate students in terms of type of college.

**Table 4: Anxiety and Academic Achievement of Post Graduate Students based on Locality**

	Locality	N	Mean	SD	df	t-value	p-value	Result
Anxiety	Rural	86	60.80	5.629	298	0.863	.389	Not Significant
	Urban	214	60.13	6.274				
Academic Achievement	Rural	86	65.01	16.765	298	1.006	.044	Not Significant
	Urban	214	57.30	22.482				

From Table-4, the calculated t-values 0.863 and 1.006 are statistically not significant at 0.05 level. Hence, the hypothesis-4 is accepted. Thus there is no significant difference in anxiety and academic achievement of post graduate students in terms of locality.

## CONCLUSION

The present study concluded that gender, medium of instruction, type of college and locality have no influence on anxiety and academic achievement among higher secondary students.

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