
Effect of Anxiety on Learner Educational Presentation at School Level at Bhakkar

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Abstracts: *Effect of anxiety on Learner Educational Presentation at School level at Bhakkar is the topic's official title. Examining the effects of stress on students' academic performance is one of the study's key goals. Academic performance in students is significantly affected by stress. This study was intended to concentrate on the detrimental effects on students' academic performance. The study's objectives were to identify the types of stress associated with student performance, assess the effects of stress on students' academic performance, and distinguish between the effects of stress on students of various genders' academic performance. All the secondary schools in District Bhakkar provided the information needed for this topic by questionnaire and interview scale. In this study, ten secondary schools were chosen at random (n=10) from each Tehsil in the District of Bhakkar. The researcher split the ten secondary schools (n = 10) into two groups (n = 5) of male secondary schools and (n = 5) of female secondary schools. Each secondary school's sample of (n=15) students was given to the researcher. To acquire data, the researcher utilized a straightforward random sampling procedure. Five factors This study made use of a Likert scale. 99% of respondents mention how stress has an effect on their academic performance. Version 20 of the Statistical Package for Social Sciences (SPSS) was used to evaluate the data after it had been collected. The questionnaire used to obtain the data had a Cronbach alpha of 0.850. In this investigation, various factor analysis and regression tests were used. In general, the main conclusions of the study revealed that stress has a considerable effect on students' academic performance. This study came to the conclusion that teachers and parents are the main causes of stress in students.*

Keywords: *Anxiety Factors Scale, Learners, Male Anxiety Factors, Females Anxiety Factors, Different Sources, Subjects Study Anxiety, Questionnaire, Interview.*

1. INTRODUCTION

When students are working hard to obtain the academic success they need for their future, stress is a major source of issues they encounter. One of the things that leads to student failure is academic pressure. The impression of danger triggers an innate reaction system known as the fight or flight response, which causes stress, a response of the mind and body through hormone



signaling. In most cases, the term "stress" refers to both the psychological experience of pressure and the body's reaction to that strain, which entails a variety of physiological processes ranging from muscular breakdown to memory loss. A great deal of self-expectation causes stress. Stress is the sensation of pressure and tension. A feeling of threat is stress. A person experiences psychological stress when they believe that their capacity for adaptation has been exceeded by environmental pressures. psychiatric disorders can develop as a result of stress (Jex, 1998). Physical stress can result from a variety of different factors, including dread of a dangerous object or emotional stress brought on by worry about your loved ones, your job, or a subpar study result. This is a response to stressful circumstances in your environment (Manuel et al., 2003). It's vital to remember that stress can affect pupils in both negative and positive ways. The majority of psychologists claim that mild stress inspires people to work hard and fosters innovation, yet it can also make it harder for people to perform well under pressure. (2003) Nelson and Simmons Effect of stress on emotional and behavioral health

To achieve the greater degree of quality in academic accomplishment, pupils' academic performance strongly rely on the parental involvement. The pupils, especially females, are quite emotional. They accept stress in all aspects of school life. There are numerous factors that affect students' academic performance, including current pressure, teachers' attitudes toward their work, domestic restrictions, and pressures related to their jobs and future (Hussain et al., 2012).

Study Objective

To distinguish between how stress affects male and female students Academic performance and to determine the stress components that have an effect on students' performance.

Literature Review

Stress was predicted to be the result of the interplay between the three fundamentals, which are viewed as coping capacity and the significance of being able to meet demands, in the study of stress. This definition of stress clearly incorporates the transactional process, which is thought to be crucial to modern conceptions of academic assessment, in contrast to many earlier definitions of stress.

According to Guna stress and anxiety associated with school and education can be used to explain academic stress. The pursuit of a degree and one's education frequently involves a lot of compressions. There are reading assignments, quizzes, tests, laboratories, and study tasks. Stress comes from having to complete all the work, manage the time, and fit in extracurricular activities.. According to its study, teachers anticipate work to be turned in on time. Students may underestimate how long it will take to finish reading and writing assignments and print off copies of their work.

Stress and its symptoms, including tension, sadness, and stress, have long been recognized as a widespread issue affecting people in a variety of industries and professions.. Researchers approach this topic haphazardly, sometimes associating and other times working alone. While it is true that all stressors have immediate effects, they might also have unintended consequences. For instance, time constraints reduce the amount of time necessary to complete a certain task successfully. This restriction is physical, thus there is no psychological justification needed to understand how it will immediately affect ability to execute. However, this restriction frequently results in an emotional response this study looked at how academic stress affected the performance of several cognitive activities and expected that it would affect



working memory, which would impair performance in math and other related areas. These authors specifically gauge the level of stress experienced by subjects using a self-report index, which is swiftly followed by a performance evaluation of two assessments of the working environment, reading team and calculating group. Their findings imply that individuals with high measurement or tension scores typically perform less well on work memory tests. Banduriya (2002) asserts that it is possible to learn a task and still perform poorly on it. Theoretical accomplishment has an effect pupils because when they accomplish success. They become more at ease and confident in their abilities. Other factors, outside the learning experience and hardship, may have an effect on how well students achieve academically.

Another way to think of stress is as an outcome that is the problematic condition itself. The uncertainty surrounding the concept of stress is most likely caused by this meaning's branching. Only when the situation or tasks are perceived as a stressor can the stress reaction occur. A stressor is any one of several demands or stimuli, which might have emotional or psychological effects. People perceive situations differently, and the same incident may result in various stress reactions in different individuals.

Usually, stress is divided into two types: short-term stress and long-term stress. Stress usually results from a distressing incident and lasts for a brief amount of time. The study goes on to give an illustration of a student who is under stress as a deadline approaches. The tension that due to its temporary nature and ability to assist the student focus and finish their assignment prior to the deadline, the delay induced by this deadline is seen favorably. The depiction of a student feeling anxious during a test is quite typical. Everyone experiences some acute stress, and student pilots are not an exception. According to studies, newly licensed commercial pilots experience less severe stress than students who have only recently begun their flying instruction. Flight delays, extensive duty schedules, and in-flight crises are other factors that can put pilots under severe stress. Academic performance is the educational goal that a student, instructor, or institution accomplishes during a predetermined period of time. Academic success is influenced by how the school, teachers, and staff are managed. The purpose may vary from one person or institution to another and is assessed through exams or ongoing evaluations. The biggest factor in academic success is teachers, specifically. When a pupil performs well academically, this is referred to as academic achievement. Academic success is something that parents, families, and friends expect from their children. They succeed or do well academically and in one or more school-related areas. Academic achievement is more than just a grade; it also serves as a student's identify. Academic success is the foundation for all other triumphs in life. Test results used to illustrate academic achievement have long been used to gauge a student's aptitude in the classroom. The final grade is an individual student's average grade across all of the courses they have taken in that particular class. According to this study, it includes every learning objective a student is supposed to meet in their courses. For academic success, the learning process depends on experience and learning (McKenzie et al., 2004). Many researchers are attempting to find a significant response to the difficult subject of stress. Many thorough researchers of this age have been perplexed by this query. The term's ambiguity makes it challenging to determine what it means. As many definitions of stress as there are stress researchers would seem to exist. Stress has an effect on how pupils handle various situations while studying. Because each student has a unique capacity to deal with challenging circumstances during their studies. The main causes of stress are the surrounding circumstances, how someone reacts to the situation, and how they emotionally react to the pressure (Fliege et al., 2005).



We all experience these emotions from time to time and they are a part of modern life. Simple anxiety or stress won't prompt us to seek out a specialist, but when these emotions persist for a long time and cause problems With regard to our life, we must take action and search for ways to control it so that it can work properly. An unpleasant subjective feeling is what is meant by anxiety. Encounters connected to the feeling of an actual threat; consequently, it is a typical symptom in conjunction with having. Additionally, it might be characterized as an emotional condition characterised by negative feelings anticipation and a sense of impending peril.

After accelerating Cancer patients may also feel anxious in a variety of circumstances, including after getting a screening test, waiting for the results, getting a diagnosis, starting treatment, or anticipating a recurrence of their disease. Cancer-related anxiety can lower quality of life, worsen pain perception, disrupt sleep, produce nausea and vomiting, and enhance pain perception. Also, the patient's life could be cut short as a result of the intense worry.

Anxiety can be caused by a lot for university students, especially throughout the study process. These include things like challenging material, new roommates, identity dilemmas, culture shock, and interpersonal issues that heighten anxiety. Among students, anxiety problems are on the rise (Leta, 2001). However, continuing to feel anxious could hinder pupils' performance. People with high anxiety levels exhibit symptoms as they become older while in college.

Researchers discovered a wide variety of anxiety-related challenges during the learning process, including exam anxiety, math anxiety, language anxiety, social anxiety, family anxiety, and library anxiety. Studies have shown that anxiety during studying has a negative impact and is a significant predictor of academic performance (McCraty, 2007; McCraty, Dana, Mike, Pam, and Stephen, 2000).

Researchers have examined the relationship between the causes of students' anxiety and how that affects their academic performance; they found that students with high levels of anxiety had lower academic performance (Luigi, Francesca, Maria, Eleonora, Valentina, and Benedetto, 2007; McCraty, 2007). High levels of worry also impair memory and focus, two skills necessary for academic achievement. However, due to exam worry, social anxiety, math anxiety, and other forms of anxiety, the majority of students would struggle to focus on their studies. Learning of any type is not enhanced by feeling uneasy and nervous in a classroom. While the physiological symptoms of anxiety include sweaty palms, a racing heartbeat, or an upset stomach, the psychological symptoms of anxiety in students include feeling anxious before a study class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest in difficult subjects.

A self-concept defined by subjective, consciously experienced emotions of tension is known as anxiety. Anxiety is a psychological and physical reaction to treat this self-concept (Spiel Berger, 1983). Students who are anxious often have cognitive deficiencies such as information misinterpretation or blockage of memory and recall. According to Steinberger, there are two types of worry: trait anxiety, which is an ingrained personality attribute, and state anxiety, which is a reaction to a specific stimulus or set of circumstances. According to earlier studies, there are basically two forms of anxiety that might be felt at various psychological levels (Spiel Berger, 1966). Hancock draws the conclusion that, as compared to children with low levels of anxiety, kids with high levels exhibit much less motivation in environments that are thought to be highly evaluative (Hancock, 2001).

Study anxiety is brought on by a variety of factors, including misconceptions about the courses and unpleasant experiences in prior study sessions, in addition to a lack of enthusiasm to study or insufficient skills. Low-ability pupils' high levels of anxiety are more strongly linked to poor



performance than their high-ability counterparts (Hembree, 1998). Since certain people are inclined to being anxious, anxiety is seen as a permanent trait on a worldwide scale. There have been previous research on anxiety disorders in students, such as exam anxiety, but none have looked at the causes of study anxiety in university students. In general, people who are anxious about their studies notice any anxiety symptoms as a result of challenging circumstances during the learning process. The purpose of the study was to pinpoint the origins of study anxiety among college students.

Previous research revealed that pupils' academic performance was impacted by anxiety. The idea was taken from the broad term for anxiety and used to the educational setting in an effort to increase the likelihood of worry among students while they are studying. According to Sarasin in Haris and Coy (2003), anxiety is a fundamental human feeling made up of fear and uncertainty that often manifests when a person believes that a given circumstance poses a threat to their ego or sense of self-worth. According to the Spiel Berger theory of anxiety, anxiety is characterized as an emotional state that includes feelings of tension, apprehension, uneasiness, and worry along with an arousal or activation of the autonomic nervous system (Spiel Berger, 1966). According to the idea, people with excessive levels of anxiety

The university's first priority when it comes to important issues is academic success. According to research, psychophysiological issues have an impact on pupils' academic performance (McCraty, 2007), and also poor academic achievement as determined by a learning impairment diagnosis or by many academic papers topics. No site's learning was aided by feeling apprehensive in class. Majority of kids lacked understanding of disorders of study anxiety. Figure 1 depicts the idea of exam anxiety: exam anxiety involves feelings. Thoughts and experiences increased students' anxiety levels during the study process, which had an adverse academic impact. A student's performance.

In terms of the perception that a high amount of anxiety is associated with receiving poor academic results, the term "study anxiety" refers to an anxiety state that occurs during studying. In addition to raising students' anxiety levels during the learning process, the sources can also lead to negative experiences that pupils will carry with them into future circumstances. Exam performance can suffer as a result of such anxiety (Harris and Coy, 2003; McCraty, 2003). Spiel Berger claims that Sanger and Kaviat's (2006) research on exam anxiety identified it as a situation-specific attribute that describes the anxiety and worry circumstances that are present during exams. Exam performance can be disrupted by excessive worry; researchers have found that this has a primarily negative impact on academic achievement (Sanger and Kavita, Language is one of the causes of study anxiety, thus it has an impact on how well pupils do in school. Worde claims that the majority of students who were surveyed reported having crippling levels of language anxiety.(Ying, 2008). The purpose of language is to facilitate communication, making it an essential tool for a means of communication. Language anxiety, as noted by MacIntyre in Ying (2008), is a type of uneasiness brought on by various situations when speaking a foreign language (Ying, 2008). Similarly, viewed the fear of learning a new language as a unique set of self-perceptions, beliefs, feelings, and behavior connected to language learning in the classroom. Anxiety about language is brought on by interpersonal and Learner attitudes about language acquisition, teacher attitudes toward language phobia, interactions between teachers and learners, methods in the classroom and language evaluation (Ying, 2008). the earlier In addition to being a cause of study anxiety for pupils, mathematics raises serious concerns due to the idea that avoidance of arithmetic activities is associated with high levels of anxiety (Anderson, 2007).



When faced with a math problem, mathematical anxiety is the inability of an intellectual individual to deal with quantification. issue. According to a previous study, low arithmetic performance was highly correlated with later, high levels of anxiety. However prior high math anxiety was scarcely associated with poor math performance (Ma and Qu, 2004).It was discovered that one of the factors lowering achievement was math anxiety. The most important quality Mathematics causes pain, including a dislike, worry, and fear, as well as specific behavioral manifestations like tension, anger, misery, helplessness, and mental chaos (Ma and Qu, 2004).

The majority of pupils struggle with math anxiety, which leads to a high level of math anxiety among students. Since math anxiety is the best explanation for poor math performance, students with good math backgrounds should experience less anxiety than those with weak backgrounds. Students often exhibit a variety of social anxiety symptoms (Cooley, 2007). The impact of social life, including uncomfortable hostel living conditions and challenging relationships with peers and roommates, is a significant factor in study anxiety. Both the cognitive and affective aspects of an individual's behavior will be severely impacted by social anxiety.

Kimberley (2007) developed four conceptual frameworks for comprehending social anxiety. According to the first theory, social anxiety results from a person's inability to deal with situations that are viewed as being dangerous. The second is the cognitive-self model, which holds that social anxiety is not caused by a lack of abilities but rather by a sense of inadequacy. According to the third approach, known as classical conditioning, social anxiety develops when a neutral input is linked to unpleasant social experiences. Finally, according to the personality trait model, social anxiety is a trait rather than a response. Students at universities described the circumstances that made them feel shy; those who experience social anxiety are frequently reserved, constrained, and distant (Mark and Robin, 1997). Students who struggle with anxiety can benefit from calming techniques. The method used to assist students in overcoming social anxiety and the classroom environment in part (Cooley, 2007).

Research has demonstrated that anxiety has major detrimental consequences on a person's communication. Presentation anxiety is targeted at students who must give presentations in class. Anxiety related to giving presentations is a problem that appears in academic settings reasonably frequently. Speaking in public can unnerve or even frighten some students, and performing in front of a group, other students, colleagues, and lecturers is a challenging aspect of the student experience. Although students believe that presentation is of the utmost importance, Horwitz in Murugesan (2005) mentioned that worried students may forgo studying and in some cases skip class entirely.

Students, like most others, rank the fear of giving a speech or presentation as their greatest worry, according to Krannich in Brenda and Tillson (2007). 35% of the students surveyed, according to Bishop in Elliot and Joyce (2005), identified as having public speaking fear. The performance of students is impacted by the high level of presentation anxiety. According to a survey, class presentations were required as a graded component of students' academic coursework. According to Murugesan (2005), practical measures like thorough planning and practice can help people avoid presentation anxiety. The last source of study stress is the library, which every student must utilize at some time when studying. Mellon coined the phrase "library anxiety" in 1986 to characterize students' feelings of dread and anxiety (Goliath, 2007). According to a prior study, between 75% and 85% of undergraduate students report having



unpleasant levels of library anxiety, which is a common problem for college students (Qun and Anthony, 2002). According to the theory of library anxiety, many students become so concerned when they are required to use the library to obtain knowledge that they are unable to tackle the issue logically and effectively. Furthermore, high anxiety students frequently have a low opinion of their own abilities compared to low anxiety students.

According to section 2.2's sub-part, a study about students' anxiety led to the development of a study anxiety questionnaire. The questionnaire consists of forty items, each on a five-point scale that asks respondents to provide information on their experiences, feelings, and ideas regarding anxiety experienced while studying on campus. Although the relationship between these dimensions has received less attention in research, both motivation and anxiety can have negative impacts on language learning. Clement has put forth his concept of anxiety as a subordinate construct of self-confidence in a number of papers (Clément, Gardner, & Smythe, 1980; Clément & Kruidenier, 1985; Clément, Dörnyei, & Noels, 1994), an idea that encompasses both the absence of anxiety and good self-ratings. According to Clement, the effectiveness of contact with the culture and people of the language being studied is essential for determining learner motivation, and positive experiences can boost self-confidence (or reduce fear), which can result in increased drive to learn the target language (MacIntyre & Gardner, 1991).

The scale format employs answers ranging from 1 for a never answer, 2 for an almost never answer, 3 for an answer that is rare, 4 for an answer that is pretty frequent, and 5 for a very frequent answer. In order to analyse the data, the distribution of study anxiety levels is done using a Likert scale, where 1 denotes a mild response, 2 a moderate response, and 3 a strong response. The most potential sources are those with the greatest mean score.

2. STUDY RESEARCH METHODOLOGY

Questionnaire Base

This study conducted on questionnaire and different questionnaire distribute among students and feed responses and also verbally interview part of this study.

Likert Scale

An instrument also five likert scale have been used fot find responses in five category.

The study was of a descriptive kind. The focus of descriptive research is on how something existing in relation to a previous occurrence that has influenced or affected a current situation or event. Data was gathered for this study utilizing the survey method and questionnaires in order to measure and characterize the general characteristics of the aspect. District Bhakkar was the research's designated study area. All of District Bhakkar's secondary schools contributed study materials (Darya Khan, Mankera and Bhakkar). The researcher selected (n=10) secondary schools from each tehsil in the district of Bhakkar from this population. The researcher divided the ten secondary schools (n = 10) into two groups (n = 5) of male secondary schools and (n = 5) of female secondary schools. Each secondary school's sample of (n=15) students was given to the researcher. To acquire data, the researcher utilized a straightforward random sampling procedure.

Tables

Sample distribution (Combined)



| Type of school | Gender Total | Class | Bhakkar | Mankera | Darya Khan | |
|----------------|-----------------|------------------|---------|---------|------------|------------|
| Public | Male | 10 th | 75 | 75 | 75 | 225 |
| | Female | 10 th | 75 | 75 | 75 | 225 |
| Total | | | 150 | 150 | 150 | 450 |

It was created to examine effect on secondary students' stress academic presentation after a thorough study of the pertinent literature. Demographic information, including gender, is included in Part I. A total of 52 questions make up Part II. The researcher created the Student Academic Stress Questionnaire (SASQ) in order to gather information about the independent variable. Five-point Likert scale for inquiries with a limited scope (from strongly disagree to strongly agree). Cronbach alpha was 0.850, demonstrating the scale's excellent level of dependability (questionnaire). The data was then analyzed. The frequencies, percentages, and mean score value were determined using the statistical software for social sciences. On the basis of a statistical significance level of 0.05, the results of the paired regression were examined.

Study Procedure

Each class's survey must be completed in more or less 30 minutes, and it is undertaken prior to the start of class with the inspector present. Participation in the survey is entirely voluntary. The pupils must first the inspector will direct students in reading and responding to the question. Student responds to the ask about any potential causes of their academic performance-related study anxiety.

Initial Discussion on Results

Anxiety about exams is a significant factor, with $M=1870.29$ and $SD=99.52$. The kids struggled and felt nervousness while taking the test. Question 1 ("How often do you feel anxious during the examination due to lack of preparation") received the highest score from this source. Students say that not studying sufficiently leads to exam anxiety due to a lack of preparation. Presentation anxiety is the second source, with $M=1715.20$ and $SD=108.99$. Question 32, "How often did you feel your heart beating very quickly while giving a class presentation," received the highest presentation score. One of the indicators of anxiousness is a rapid heartbeat, and students report experiencing this sensation while giving class presentations. Mathematical anxiety, with $M=1694$ and $SD=152.49$, is the third source. Question 16 ("How often do you feel nervous when you cannot understand the subject of mathematics") has the highest math score. One of the more challenging subjects is mathematics, and students often experience anxiety when studying it.

Language anxiety is the fourth source, with $M=1672.20$ and $SD=90.67$. This anxiousness may get worse when speaking a foreign language. Question 12 ("How often do you feel uncomfortable because you lack confidence when taking language class") received the highest score for language. Due to a lack of confidence, students may feel their anxiety levels rise throughout language classes.



Social anxiety is the final source, with $M=1463.43$ and $SD=97.34$. Question 24 ("How often do you find it difficult to study when there are numerous people in the room") receives the highest social score. A student's problem with social anxiety and difficulty studying is the number of roommates.

Research Findings

T-test results

| Group Statistics | | | | | |
|------------------|--------|-----|-------|--------|---------|
| Statements | Gender | N | Mean | T | P value |
| Teacher Stress | Male | 225 | 4.600 | -0.267 | 0.789 |
| | Female | 225 | 4.607 | | |
| Academic Result | Male | 225 | 4.573 | 0.928 | 0.353 |
| | Female | 225 | 4.554 | | |
| Family Pressure | Male | 225 | 4.551 | 0.502 | 0.615 |
| | Female | 225 | 4.533 | | |
| Future Stress | Male | 225 | 4.412 | -1.612 | 0.107 |
| | Female | 225 | 4.490 | | |

The results of the table above demonstrate a considerable difference in the effects of stress on male and female students. The p-value for teacher stress is 0.789, and the t-value is -0.267. T-value for the academic outcome is 0.928, and p-value is 0.353. The p-value is 0.907 and the home strictness t-value is -0.116. The p-value for the family pressure is 0.615 and the t-value is 0.502. Future stress's p-value is 0.107 and its t-value is -1.612. The aforementioned finding demonstrates that stress has no difference between male and female students. The impact of the identical characteristics on students' academic achievement was calculated in this finding.

Table 3. Impact of stress on academic achievement in students

| Dependent Variable | Independent Variable | B | t | Sig | F | R | R Square |
|----------------------|----------------------|------|-------|------|--------|------|----------|
| Students Performance | Stress | .796 | 7.445 | .000 | 773.75 | .796 | .633 |

The table above explains how stress affects students' academic performance. The value ($F=773.75$, $p=.000$) is important. The value of the independent variables shows that the dependent variable will grow ($B=0.796$) by one unit for every increase in the independent variable. $t=7.445$, $p=.000$, is a significant number as well.



3. CONCLUSION

The majority of teachers discipline pupils in a classroom based on their flaws and weaknesses. Most teachers don't provide students the kind of criticism that could assist them overcome their weaknesses and deficiencies. Students should be encouraged by their teachers, who should also provide each student individualized consideration in the schoolroom. Educators frequently nosedive make clear objectives during class, which makes it difficult for students to comprehend the objectives and causes stress for them when it comes time for the end of the semester or midterm tests. They lack a methodology for instruction, which is a serious mistake that stresses out students. The majority of professors frequently misunderstand the material they are lecturing on. Students' thoughts that surfaced during lectures were ignored by the lecturers, which had a negative impact on their capacity to learn. The majority of students voiced their concerns about the lack of contact between teachers and students. The majority of students lament that they are unable to meet with their teacher during spare time in order to acquire and comprehend the genuine contents of the lectures given. Some degree of study anxiety is a problem for university students. Using data from earlier studies, researchers discovered a variety of sources of anxiety in students, including anxiety related to arithmetic, language, family, libraries, exams, presentations, and social situations. If a student is struggling with anxiety, they cannot perform well. The campus environment contributes to social anxiety in all students, which in turn makes them more anxious about their studies. Students and educators have acknowledged the prevalence of study anxiety. However, there are currently no studies available to pinpoint the causes of university students' study anxiety. In this work, we propose a survey designed to pinpoint the causes of study anxiety among college students. Many students from University Malaysia Pahang are participating in the survey. The survey question asked respondents to describe their feelings, experiences, and ideas linked to their fears while studying. As a consequence of our research, we have discovered five probable drivers of study anxiety among college students. Thus, they are: exam anxiety, presentation anxiety, math anxiety, language anxiety, and social anxiety. Based on the findings, we will develop an intervention and carry out a procedure to lessen anxiety while enhancing students' academic performance.

Recommendation

The goal of the current study was to determine how stress affected students' academic performance at the secondary school level and what the key cost of success was in reducing it. Both male and female pupils are equally affected by stress. Study results demonstrate teacher in helping students cope with their academic stress. All parties involved must make substantial efforts to address the issue if the impact of kids' academic performance in secondary schools is to be reduced. To improve the students' learning abilities and concepts, teachers should use effective teaching strategies. It is important to hold seminars and workshops to examine both classic and contemporary teaching methods. The pupils shouldn't be under any financial pressure from the lecturers. The teacher needs to give clear instructions on exams and tests. Student academic achievement is significantly influenced by parents and other family members. In addition to providing all school essentials, parents should monitor their children's academics and extracurricular activities. By scheduling the Parents' Meeting on a regular basis,



preferably once per month, teachers may attempt to close any potential communication gaps with their pupils.

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