Correlates of Academic Anxiety among Adolescents

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Abstract: Adolescence is the period that is characterized by stress and storm as defined by Stanley Hall. During this period, academic functions become the major source of anxiety in adolescents. Academic anxiety is uncomfortable / uneasiness feeling of students in academic institution towards academic tasks like exam preparation, presentations, assignments, interviews, curriculums, teaching methodologies, relationship with peers etc. From the literature review findings demonstrated that external factors like home and school environment and internal factors as academic achievement, academic motivation and study habits provoked as the key correlates of academic anxiety among adolescents.

Keywords: Academic Anxiety, Adolescents.

1. INTRODUCTION

Adolescence is the most significant, complex and critical period of life that involves a lot of desires, needs and expectations from their parents, teachers and whole society. These unrealistic desires, pressure and wishes of teachers as well as parents leads to the development of academic anxiety among adolescents. Academic anxiety is a situational- specific form of anxiety that develops in schools related to the academic endeavors / tasks. It is the feeling of discomfort, fear, uneasiness nervousness that develops among adolescents in schools related to their academic endeavors / tasks. Meetei (2012) opinioned that Academic Anxiety is a sort of state anxiety which relates to the approaching threat from the academic institutions, environment admitting teachers, certain subjects like Mathematics, English etc.

Academic anxiety is correlated with internal and external factors of adolescents. External factors include the school as well as the home environment of adolescents. School environment refers to the relationship among peers, members of school community, teaching methods, curricular and co-curricular aspects, method of evaluation, physical facilities etc. Ajayi (2001) referred school environment as the factors such as classrooms, library, technical workshops, teaching quality, teaching methods, peers that influence the teaching learning process. Home environment is considered as another correlate of surfacing academic anxiety among adolescents. The basic skills that are necessary for personality development and academic success are learned at home. Each

home environment is unique because each environment consists of different circumstances, conditions and members.

Apart of external factors, internal factors are also considered as important determinants of academic anxiety among adolescents. Internal factor includes study habits, health disorders, maladjustment, low self-esteem, academic motivation, academic achievement, learning styles, emotional stability etc. But from literature review, academic motivation, academic achievement and study habits were identified as the major correlates of academic anxiety.

Academic achievement is one of the key correlate of academic anxiety. Academic achievement represents the attainment of knowledge or skill development and level of competence obtained by student in the scholastic or academic subjects mentioned in curriculum that are evaluated by standardized tests, examinations, continuous assessment and many other tools by school authorities with the help of teacher. Christen (1980) defined academic achievement as learning outcome of the student.

Academic motivation refers to the driving force that coaches an individual to perform activities towards a desired academic goal. It means one's desire, willingness ordetermination to attain the success in academic endeavors. Adolescents can attain their desired goals only if they are academically motivated. Pintrich and Zusho (2002) defined academic motivation as an internal process that initiates and sustains activities aimed at achieving specific academic goals.

Study habits are another significant internal factor of academic anxiety among adolescents. It is the habitual way of exercising and practicing the learning. Numan and Hasan (2017) defines study habits as approaches that learner exhibit during his or her personal study time in order to properly understand the subject. Thus study habits can be referred as actions that we perform regularly and habitually in order to attain the long term task of learning.

Review of Literature

Vitasari, Wahab *et al*. (2010) conducted a study to determine the relationship between study anxiety and academic performance among engineering students. For this purpose 205 students (109 female, 96 male) from 4 engineering faculties at University in Malaysia Pahang were involved and this study revealed negative significant correlation between study anxiety and academic performance.

Ergene (2011) identified the relationship among test anxiety, study habits, achievement, motivation and academic performance among 510 tenth grade high school students in Turkishand found that test anxiety and study habits were positively related with academic success butshowed no association with achievement motivation.

Mahato and Jangir (2012) examined the academic anxiety among a sample of 100 students of 14 to 16 years from private and government schools of Minicoy Island and revealed that social support type of school and environment of school was found to be significantly related with academic anxiety of students.

Tran and Moni (2012) examined the foreign language anxiety and its effects on student's determination to study English. A sample of 49 non-English major students of age range of18 to 20 years from 5 different faculties from a University in Vietnam participated in the study and

concluded that factors such as attitude, motivation, anxiety and beliefs are the responsible factors for foreign language learning.

Rehman (2016) examined the causes and preventive measures of academic anxiety among higher education students. On the basis of related literature reviewed, researcher identified the personal, familial, institutional, social and political factors become a cause responsible for the academic anxiety among students.

Islam, Low *et al.* (2018) studied the factors associated with depression by taking sample of 1017 undergraduate students in a public university in Kuala Lumpur, Malaysia and demonstrated that students living away from their parents, having poor economic condition were more depressed than students who were living with their parents and having wealthier economic condition.

Beharu (2018) studied the psychological factors affecting student's academic performance among Freshman Psychology students in Dire Dawa University. The study consisted of 16 undergraduate students of psychological department and revealed that self-efficacy, motivation, stress and test anxiety and academic performance of students were correlated with each other.

Sarwer (2019) investigated secondary school student's academic anxiety and achievement in English in relation to certain demographic variables. By multistage random sampling technique, a sample of 1007 secondary school students from Rajouri and Poonch districts of Jammu and Kashmir were taken and concluded that anxiety of secondary school students showed significant difference with respect to gender, type of school and place of living.

Majali (2020) identified the positive anxiety and its role in motivation and achievements. 658 participants of U.A.E. University willingly involved in the study and investigated that the relationship among anxiety, motivation and academic performance of students.

2. CONCLUSION

From literature review results showed that both external and internal factors plays a major role in academic anxiety of adolescents. External factors like school and home environment and internal factors like academic, motivation, academic achievement and study habits act as major correlates of academic anxiety. Academic anxiety related to the school environment becomes one of the significant issues in today's education system. Threatening and aggressive behaviors of teachers, Lack of adequate infrastructure, untrained teachers, traditional methods of teaching, outdated curriculum, non-supportive learning environment becomes the cause of developing academic anxiety among adolescents whereas healthy, safe, productive, motivated environment helps to reduce the academic anxiety. Democratic, healthy and nurturing home environment enables the child to become the motivational that helps them to cope up the difficult and stressful situations and improves their life skills that directly reduces the academic anxiety of adolescents. Friendly, supportive home environment reduces the academic anxiety while protective, authorative home environment becomes the significant cause for academic anxiety (Gosain, 2019). The findings of the study also explored that academic anxiety was negatively correlated with academic achievement (Daset *et al.*2014), academic motivation (Omidvaretal, 2013) and study habits (Alnahdi, 2017).Academically anxious student is likely to unable to read questions properly, forget important facts or formulas, produce such answer sheet that does not match with his level of ability or capability that results into the poor academic achievement. Academically motivated adolescents are less affected by academic anxiety. Motivated adolescents always engaged in learning activities, concentrate in their studies, having good learning strategies and constructive

and positive relations with teachers and peers, able to manage the academic challenges and perform well in their studies. Poor study habits unable adolescents to attain their desirable goal but also disturbs their mental peace that results into frustration and anxiety among adolescents. Training in the use of effective learning strategies and test-taking skills should help reduce degree of anxiety (Garcia *et al.*1991).

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