



Academic achievement of senior secondary school students in relation to their anxiety, learning styles and school environment

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Abstract

The objectives of the present investigation is to the relationship between academic achievement and anxiety, learning styles and school environment of senior secondary school students of Faridabad. Samplings were selected through random sampling techniques. Data was collected with the help of anxiety comprehensive scale (2002) (standardized) by A.K.P. Sinha and L.N.K. Sinha, and Learning Style Inventory (2012) and School Environment Inventory (2012) both are developed by Karuna Shankar Mishra. By the application of mean, correlation indicated is no significant difference between academic achievement and anxiety, learning styles and school environment of senior secondary school students.

Keywords: academic achievement, anxiety, learning styles, school environment of senior secondary schools students

Introduction

Academic achievement is an important instrument of personal progress, which helps to get the goal and make all round development of a child. It helps in the fulfillment of parent's aspiration that their children can climb the ladder of success. The achievement of the child depends upon his/her conceptual learning and understanding in class. It is pertinent to mention that economic, social and cultural factors also make the contribution in academic achievement high or low for the students. It further depends on numerous factors like individual interest, aptitude, capacity and motivation in the subject that they study; the methods and approaches adopted by teachers in class, family environment and situational study habits and mental makeup, personality factors and social surroundings has also played great importance in developing the children.

Anxiety is a feeling of extreme nervousness, disturbance, worry, palpitation, fear, etc. in our external to internal biological system. It refers to the kind of vague irrational fear which prevents students from doing well in their academic activities and other works also. Everyone experiences some nervousness before a test. The key is that anxiety should be at a level, high enough to act as a motivator, but not low as to interfere with the performance.

Learning styles and achievement of students largely depends on guidance and knowledge, available to them. Teachers are the first source of guidance for students. He can only guide the students properly when he/she understand students thoroughly in respect of their personality and academic characteristics and environmental conditions in which they happen to be. **Webster's New World Dictionary** a style is a distinctive or characteristic way, or method of performance.

School Environment

School is institutional place, of communities, of learners, including both students and teachers. It is significant to note

that the school occupies the first and the most significant place for the development of the child. The inadequate school environment is likely to cripple the personality of the child from the point of his/her abilities and behavior disability

The environmental factors affect the necessary sensory inputs, stimulation and experimental basis for the development of cognitive skills. A study by Bradley and Caldwell (1989) stated, "measures of specific aspects of the child's school environment such as teachers responsively and availability of stimulating playmates was more strongly related to child's development status than global measures of environmental quality"

Objectives

- To study the relationship between academic achievement and anxiety, learning styles and dimensions of school environment of senior secondary school students.

Hypotheses

- There is no significant relationship between academic achievement and anxiety, learning styles and dimensions of school environment of senior secondary school students.

Method

The normative survey method is used in the present investigation.

Sample

The sample of the study consisted of 264 students studying in eleventh class were randomly selected from 12 Government and Private senior secondary schools of Faridabad.

Tools

- **Anxiety Comprehensive Scale (2002)** developed by A.K.P.Sinha and L.N. K. Sinha.
- **Learning Style Inventory (2012)** and **School**

Environment Inventory (2012) both are developed by Karuna Shankar Mishra.

Statistical Techniques
Correlation

Table 1: Co-relation between Academic Achievement and Anxiety of Senior Secondary School Students (N=264)

Variables		Coefficient of Correlation	Level of Significance
Academic Achievement (Mean=277.34)	Anxiety (Mean=42.44)	-0.030	N. S

*N.S= Not Significant (at both 0.05 and 0.01 level of significant)

Table 2: Co-relation of Academic Achievement and Learning Style of Senior Secondary School Students (N=264)

Variables		Coefficient of Correlation	Level of Significance
Academic Achievement (Mean=277.34)	Enactive Learning Style(Mean=48.06)	0.058	N.S
	Figural Learning Style(Mean=45.01)	0.045	N.S
	verbal Learning Style(Mean=49.25)	0.041	N.S

*N.S= Not Significant (at both 0.05 and 0.01 level of significant)

Table 3: Co-relation of Academic Achievement with Creative Stimulation Dimension of School Environment (N=264)

Variables		Coefficient of Correlation	Level of Significance
Academic Achievement (Mean=277.34)	Creative Stimulation Dimension (Mean=53.13)	-0.035	NS
	Cognitive Stimulation Dimension (Mean=26.91)	0.408	0.05
	Permissiveness Dimension (Mean=29.71)	-0.060	NS
	Acceptance Dimension (Mean=24.26)	0.006	NS
	Rejection Dimension (Mean=17.44)	0.001	NS
	Control Dimension (Mean=26.07)	0.357	0.05

*N.S= Not Significant (at both 0.05 and 0.01 level of significant)

Findings of the study

- There exists a negative and non significant correlation between academic achievement and anxiety among senior secondary school students. The result shows negative correlation between academic achievement and anxiety among senior secondary school student, which means when the level of anxiety increases the academic achievement decreases and vice-versa. This may be true in the sense of social environment because pressure and high expectations from parents and home, teachers, school and society may result in the highest level of anxiety which further cause tension leading to lower level of academic achievement. Another reason may be increased competition at every step in every field of society. Academic achievement is being judged by grade and numbers nowadays. Without knowing the potentialities and capabilities of the students, which this trend leads orient them towards cramming and not 'understanding' which is the second level of cognitive domain. It results in lower level of achievement at academic front. Thus we can say that there is a need for school based activities for oriented towards increasing students' self-esteem, pride, self concept, social and academic skills for dealing with stressful situations of life and school to reduce the anxiety with higher achievement expectations in academics.
- The relationship between academic achievement v/s learning styles of senior secondary school students is found to be positive and very less correlated. As a result, it was inferred that a teacher should use less amount of verbal learning style than figural and enactive style of learning and more of the rest two for better effects on the students' academic achievement use of all three styles of learning (Verbal, Figural and Enactive) occupies three

senses viz. auditory, visual and Kinesthetic and maximum senses involved in teaching results in better learning. It is important for the different teaching styles in their curriculum and syllabus activities related to each of these learning styles so that all students will be able to perform better in academics and life. Although it is difficult to inculcate all of these learning styles incorporated into a class and in teaching learning process yet it can be done with thoughtful planning and preparation for at least some of the learning styles.

Further, we can conclude that individual learning style does not play a major role in improving academic achievement but a teacher should use and stress on all styles of learning for better performance of students in academics.

- There infers a negative and insignificant correlation between creative stimulation dimension of school environment and academic achievement and permissiveness dimension of school environment and academic achievement, while there exists positive and significant(at 0.05level)correlation between cognitive encouragement dimension of school environment and academic achievement and control dimension of school environment and academic achievement, and there exists positive but insignificant correlation between acceptance dimension of school environment and academic achievement and rejection dimension of school environment and academic achievement.

Here our study shows, like creative stimulation and permissive dimensions of school environment should be controlled for better achievement in academics, while other four dimensions of school environment, cognitive encouragement, acceptance, rejection and control should be increased as based on situation for better academic

achievement because these dimensions are positively related with academic achievement and specially cognitive encouragement and control dimension should be stressed because both have significant positive correlation with academic achievement. Teacher's behavior to stimulate cognitive development of the student by encouraging his actions and behaviour are necessary to improve students' achievement, simultaneously, it should be done with the same control of the classroom situation or environment like a teacher's autocratic or democratic behavior which impose discipline on students significantly affecting the performance of students in academics.

Educational Implications

Teachers can improve /change the classroom atmosphere from the traditional note-taking and mugging up activity to a lively, anxiety free and activity oriented atmosphere. Academic result can also be improved by employing various techniques like group-work, discussions and activities to provide ample scope without any anxiety and stress.

The teacher can inculcate different teaching strategies / learning styles in their classroom and curriculum activities. Inculcation of various teaching strategies / learning styles will definitely help teachers in their teaching activities with thoughtful planning and preparation.

Teachers may stimulate cognitive development of the students by encouraging their actions and behavior. Simultaneously, this study implies that teachers should control creative stimulation and permissiveness among students for better achievement in academics.

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