



## **Educational Anxiety and Study Habits and their Impacts on Academic Achievement of Higher Secondary Boys' Students**

*Dr. Rumpa Mukherjee<sup>1</sup>, Dr. Saradindu Das<sup>2</sup>*

<sup>1</sup>Assistant Professor, Madhyamgram B. Ed. College, Kolkata, India Email: [rumpa.mukherjeedebnath@gmail.com](mailto:rumpa.mukherjeedebnath@gmail.com)

<sup>2</sup>Assistant Professor, Madhyamgram B. Ed. College, Kolkata, India Email: [saradindukaichar@gmail.com](mailto:saradindukaichar@gmail.com)

### **ABSTRACT**

Education is a process which helps us to draw out our innate potentialities into their fullest development and adapt with the environment around us. The system of any education depends upon academic excellence of the students pursuing that particular system of education. So, academic achievement is a crucial predictor of success of the system of education as well as future prospect of the students. There are so many factors responsible for academic achievement of the students. Among these factors the educational anxiety and study habits are very important factors for predicting academic achievement of the students. This study investigates the relationship between educational anxiety, study habits, and academic achievement among higher secondary boys' students. On the basis of the nature of the study a descriptive research method with correlational research design is adopted for the present study. Simple random sampling is used to select a sample consisting of 120 boys' students from 9 higher secondary schools in West Bengal. The result showed that there is no significant relationship between educational anxiety and academic achievement of higher secondary boys' students. A significant and positive relationship is found between study habits and academic achievement of higher secondary boys' students. The findings suggest that educators and policymakers should prioritise strategies to reduce educational anxiety and promote good study habits among higher secondary boys' students to improve their academic achievement.

**Keywords: Educational Anxiety, Study Habits, Academic Achievement, & Higher Secondary Boys' Students**

### **Introduction**

We observe the natural processes around us through our sense organs and education helps to understand the reason behind these phenomenon, facts or changes. Education is a continuous process that makes individuals to understand the natural occurrences and to adapt with the environment. It draws out the innate potentialities, talents, creativities into their fullest extent and cause to holistic development pertaining to every sphere of life. The success of any system of education truly reflected upon the academic excellence of the learners pursuing that particular system of education. Hence, the academic achievement is unanimously considered as an actual index to assess the success of existing system of education. Education gained through the learning of different school subjects can change the behaviour patterns of the students in cognitive, affective and psychomotor domains (Christian, 1980). The changes in the behaviour pattern of the learners lead to infer that the nature of the academic achievement is not a static but a dynamic concept (Patel, 1987). It encompasses the learners' status or the efficiency of applicability of what he or she has learnt in the course of study (Pressery, Robinson & Horrocles, 1941).

Hence, academic achievement is a central issue from teachers' end, parents' end and students' end. There are so many factors responsible for academic achievement. Apart from the intellectual determinant, the psychological predictor educational anxiety and the conditional determinant study habits are very much expected to have considerable impact on academic achievement among the students.

Anxiety is a very common feelings to every individual but the levels of it vary from individual to individual. It is a natural physiological response of one's uneasiness about any object, any person, any situation, any event, any performance or any subject of learning. There are mainly two types of anxiety. One is disorder type which is considered as specific phobias and the other one is of constructive in nature. The constructive kind interfere with one's performance. This type of anxiety is called performance anxiety. Academic anxiety, anxiety in mathematics, anxiety in science, educational anxiety are examples of common performance anxiety found among the students.

Studying is a skill and the learners should learn this skill, practise regularly and develop effective study habits for being focussed to the task of learning. The students who have developed effective study habits have actually developed the behaviour pattern which make them to sit down and start working on their assigned homework with minimum of agitation and maximum of concentration. There was a wide variation found in the method of studying such as the time of the day preferred, the intervals between the study sessions, the time of rest, the preference of subjects, the degree of disturbance tolerated, the music invited as background or avoided as fuss, practising of extracurricular activities, the environment of the study and the study tricks used by the learners are very common factors conceivable typically among the learners. "Study habits means the habit than an individual might have formed with

respect to his learning abilities” (Nagaraju, 2004). Hence perfect instruction should be provided to the learner in relation to the employment of effective study tricks and development of good study habits for making the task of learning more appealing to them.

### *Rationale of the Study*

One of the most common emergent issue is educational anxiety which unless and until properly addressed would cross its average limit and high level of educational anxiety may interfere with concentration of the students and retention of facts. So, educational anxiety may affect students’ performance in academic activities. An in-depth study is necessary to identify the potential causes of educational anxiety and to explore the ways to minimise this. Anxious students may experience low motivation, reduced self-esteem and impaired cognitive functioning that result in poor academic achievement. On the other hand, study habits play a crucial role in bringing good academic achievement. It is expected that the more the study habits, the more will be the academic achievement. The present study therefore conducted to examine the relationship between educational anxiety, study habits and academic achievement and to find out the ways to mitigate educational anxiety and fostering study habits for the students of higher secondary level.

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### **Review of the Related Literature**

**Tus, J. et al. (2020)** conducted a study to investigate the learner’s study habits and its relation on their academic performance. The descriptive-correlation design was utilized to explain the respondents’ profile pertaining to their study habits and academic performance by taking 126 Grade II students. The Palsane and Sharma Study Habit Inventory was used to estimate the study habits scores. The findings revealed no significant relationship between study habits and academic performance. The study habits of the students were estimated at a relatively average level and are relevant, especially in note-taking, reading ability, and health and hence promoting their academic performance.

**Rodrigo, A. Salimaco, Jr. (2020)** conducted a study to examine the impact of study habits and anxiety on mathematics achievement of senior high school students. 403 students of grade 12 are taken as sample for the study. The work utilized quantitative non-experimental technique. Survey questionnaires were utilized for collection of data. There was no significant difference among students’ study habits when grouped according to their specializations. The result unfolded that the students’ anxiety towards Mathematics specialization since the significant (p-value) greater than the alpha level ( $p = 0.684$ ). The results disclosed a significant relationship on the students’ study habits and Mathematics anxiety to their achievement in Mathematics. The results also showed that the students’ study habits were moderately and positively correlated ( $r = 0.302$ ,  $p = 0.033$ ) with their mathematics achievement. The mathematics anxiety was strongly and negatively correlated ( $r = -0.904$ ,  $p = 0.000$ ) with their Mathematics achievement.

**Mirawdali, S., Morrissey, H. & Ball, P. (2018)** designed a study to examine the academic anxiety and its effects on academic performance. This was a cross-sectional study design utilising questionnaire based on pre-validated tools was used to determine the extent of academic anxiety and evaluate its effect on 132 undergraduate pharmacy students of Wolverhampton University were taken as sample for the study. Results showed that a high proportion of the study population indicated low academic performance due to perceived course load and amount of study material assigned for each examination. A positive relationship was observed between social and family sources of anxiety and academic performance and stressors.

**Elango et al. (2021)** designed a meta-analysis of study habits and academic achievement on the basis of 27 research works. The major objectives of the meta-analysis were to discover the fixed effect, random effect, heterogeneity values and to find out the relationship between study habits and academic achievement. The correlation value of study habits and academic achievement according to the fixed model was 0.519 and the lower limit and upper limit was 0.503 – 0.534 at 95% confidence interval. The correlation value of study habits and academic achievement according to the random effect model was 0.530 and the lower limit and upper limit was 0.372 – 0.658 at 95% confidence interval. Hence, there was a significant relationship between study habits and academic achievement of school and college students.

**Uche, K. (2020)** conducted a study to examine the relationship between study habits and academic achievement in Chemistry of secondary school II students. A descriptive correlation design was adopted for the study. 200 students have been taken as the sample by random sampling technique. Study habit questionnaire (SHQ) was administered to estimate the study habit scores. For determining students’ academic achievement, students’ academic achievement test on Chemistry comprising of 20 multiple choice question was used. Pearson Product Moment Correlation was used for determining the relationship. Results showed that group study habit and note-taking are significantly related to students’ academic achievement in Chemistry. But solitary and study time did not significantly relate to academic achievement in Chemistry.

**Alemu, B. M. & Feyssa T. (2020)** conducted a study to explore the relationship between test anxiety and academic achievement of grade ten students of Shirka Woreda, Oromia Regional State, Ethiopia. A descriptive correlation, cross sectional research design was used for the study. 300 grade ten students and 8 teachers were selected as sample by stratified random sampling. The finding of the study indicated that there was statistically significant negative correlation between test anxiety and academic achievement of the students of grade ten. The results also indicated that the female students were more test anxious than the male students of secondary schools. The results showed that the test anxiety of majority of Tereta Secondary School students were more than the other two secondary schools, Shirka and Gado-Guna.

### *Objectives*

- To find out the relationship between educational anxiety and academic achievement of higher secondary boys’ students.
- To find out the relationship between study habits and academic achievement of higher secondary boys’ students.

### Hypotheses

- There is no significant relationship between educational anxiety and academic achievement of higher secondary boys' students
- There is no significant relationship between study habits and academic achievement of higher secondary boys' students

### Methodology

**Method :** Descriptive analytical survey method was used for collection of data

**Variables of the Study:** The variables of the present study are educational anxiety, study habits and academic achievement. Educational anxiety and study habits are independent variables and academic achievement is dependent variable.

**Sample:** A sample of 121 students of class XI studying in higher secondary schools of North 24 Parganas District, West Bengal was selected using simple random sampling.

**Research Tools :** Self-constructed Educational Anxiety Scale and Study Habits Scale were used. The percentage of marks secured by boys' students in the last board exam was considered as the academic achievement of the learner.

### Analysis and Interpretation :

**H<sub>01</sub> :** There is no significant relationship between educational anxiety and academic achievement of higher secondary boys' students.

Table – 1

#### Relationship between Educational Anxiety and

#### Academic Achievement of Higher Secondary Boys' Students

Groups	N	df	r	p-value	Significance
Educational Anxiety	120	118	- 0.24	0.009	Significant at 0.01 level
Academic Achievement					

**Interpretation :** There is significant negative relationship between educational anxiety and academic achievement of higher secondary boys' students . The correlation value (r) is – 0.24 indicates that academic achievement decreases significantly when educational anxiety increases as the p-value of 0.009 is less than the criterion value of 0.01 for df 118. Hence the null hypothesis H<sub>01</sub> is rejected.

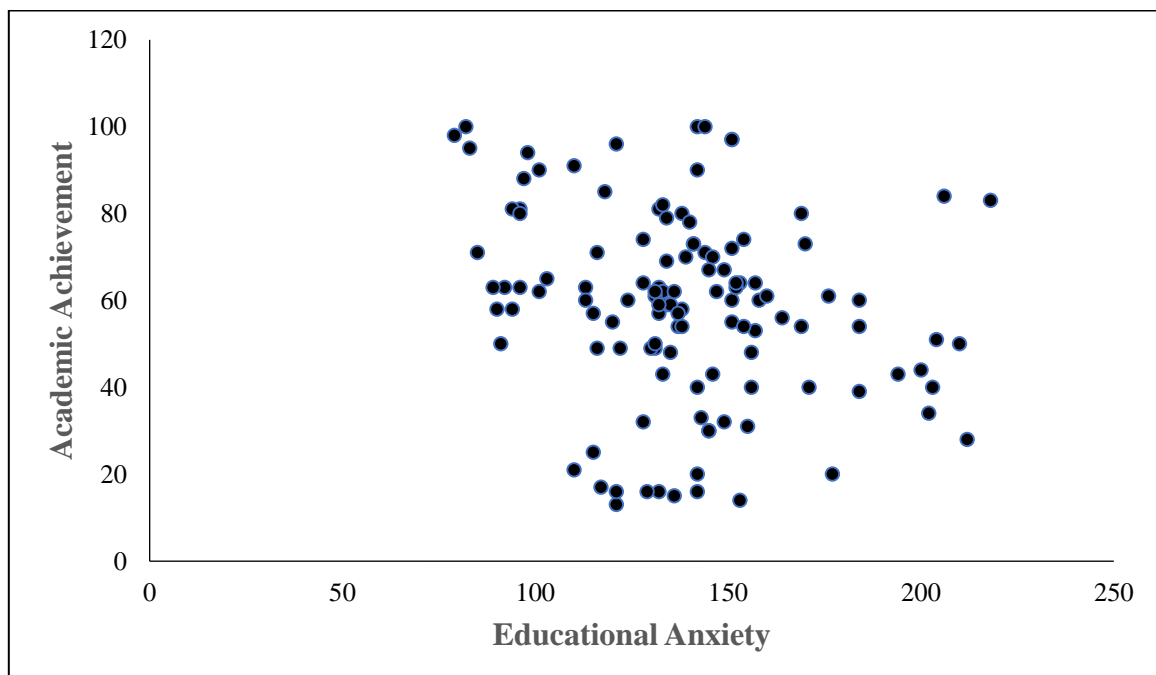


Fig.1: Showing the Relationship between Educational Anxiety and Academic Achievement of Higher Secondary Boys' Students

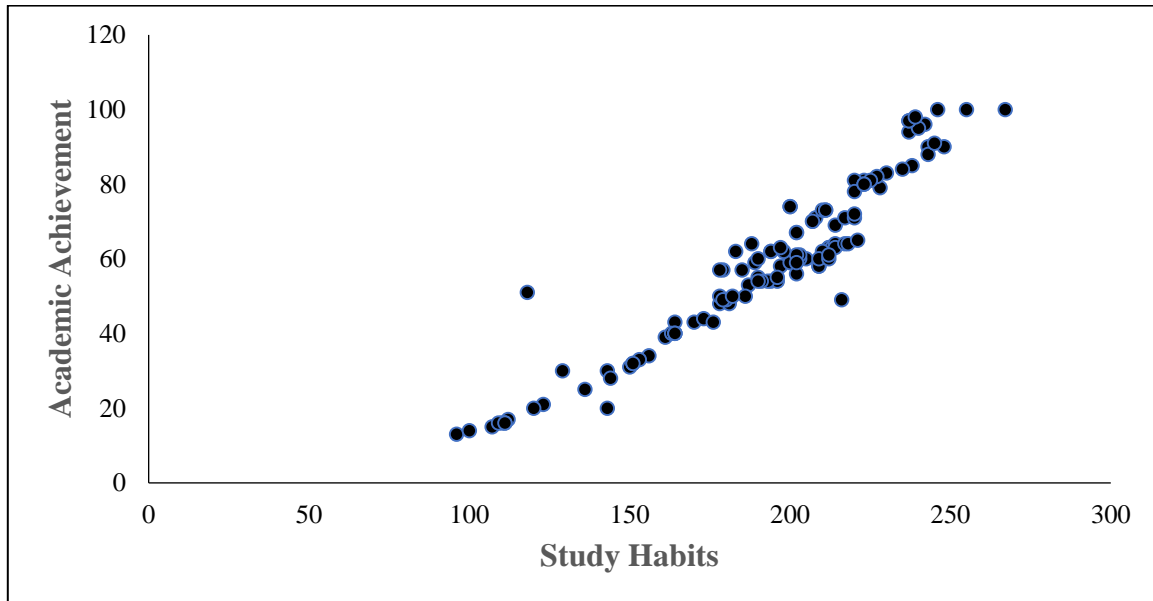
**H<sub>02</sub> :** There is no significant relationship between study habits and academic achievement of higher secondary boys' students.

Table – 2

**Relationship between Study Habits and****Academic Achievement of Higher Secondary Boys' Student**

Groups	N	df	R	p-value	Significance
Study Habit	120	118	0.95	0.00	Significant at 0.01 level
Academic Achievement					

**Interpretation :** There is significant relationship between study habits and academic achievement of students as the correlation value (r) is 0.95 which is very high positive value. It indicates that academic achievement increases significantly at 0.01 level when study habits increase as the p-value of 0.00 is less than the criterion value of 0.01 for df 118. Hence the null hypothesis  $H_{02}$  is rejected.



**Fig. 2: Showing the Relationship between Study Habits and Academic Achievement of Higher Secondary Boys' Students**

**Educational Implications:****Implications for School Counsellors:**

Since guidance and counselling is essential for helping learners to take decision about their academic pursuit, school counsellors need to suggest learners how to develop emotional regulation strategies to minimise educational anxiety and how to cultivate a positive behaviour and good mind posture to follow a planned study schedule throughout a educative programme. School counsellors need to explore the importance of acquiring effective study habits for securing better academic achievement for their upcoming career and further opportunities available to them. They also need to help teachers about selecting pedagogical techniques for imparting knowledge in a better way.

**Implications for Teachers:**

Teachers need to implement activity-based teaching methods and making learning as an enjoyable group activity to minimize the educational anxiety among the students. Teachers should cultivate and maintain a good learning environment in a classroom setting.

Since students learn in various ways, the instructors should use diverse range of instructional techniques in an optimal manner for their needs. Teachers will educate learners how to manage time, follow systematic study schedule, give homework and assignments, provide necessary feedback to them, give answers to their questions in classrooms, help them how to prepare for examination.

**Implication for Parents:**

Parents should develop a trustworthy and amicable rapport with their offspring and provide sufficient time to them and assist them to resolve every problem they face in and out of home. Parents should educate and instruct their children to give up negative thinking and think positively to minimize the educational anxiety. They always should try to maintain a calm and quiet environment at home so that their beloved children can direct

their complete attention towards learning. The parents may use incentives for appreciating better academic achievement or any other better performance related with other fields also. These practices expected to motivate the children and reinforce them to perform expectedly well in their academic pursuit.

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