Relationship between Academic Anxiety and Academic Achievement

P. K. Gupta* and Rashmi Mill**

The present day competitive world is creating a lot of anxiety among the students. Anxiety among adolescent boys and girls is very common nowadays. So, the present paper is an attempt to study the relationship between Academic Anxiety and Academic Achievement. Tool used for the study is Academic Anxiety Scale for children by Prof. A.K. Singh and Dr. A. Sengupta and for the academic achievement the final year examination results were taken. Results show a significant negative relationship between Academic Anxiety and Academic Achievement. There is a significant difference between high and low achievers in academic anxiety, where low achievers had higher academic anxiety that affected their achievement. The study also found a significant sex difference in academic anxiety within high and low achievers, where females were found to have higher Academic Anxiety.

Key Words: Academic anxiety, academic achievement, secondary school students

Academic Anxiety is a situation-specific form of anxiety related to the educational contexts. Academic Anxiety encompasses not only test anxiety, but also anxiety about certain educational subjects in general. It is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like Mathematics, English, and Science etc. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic Anxiety is a common issue that students cannot ignore if they want to achieve academic success in school. It also leads to problems concentrating while studying and remembering information while completing tests, which make the student feel helpless and like a failure.

A scanning of the literature shows that anxiety has a negative effect on academic achievement. Kumar (2013), Shakir (2014), Syokwaa et al (2014), Tugan (2015) found that there is a negative relationship between Anxiety and Academic Achievement. The low anxious students achieve better in comparison to high anxious students. A few studies show that sex is not a determining factor of students anxiety while many studies reports that girls show higher anxiety than boys in academic situations. Thus, the review of the research literature shows that studies were mostly done on test-anxiety and on a small sample. Hence, in the present study academic anxiety in relation to academic achievement was investigated which is of need and significance.

Objectives of the Study
1. To study the relationship between Academic Anxiety and Academic Achievement of Class IX students of Kamrup Metropolitan District of Lower Assam.
2. To study the differences in Academic Anxiety between high and low achievers of Class IX students.
3. To find out the sex differences in Academic Anxiety within high and low achievers of Class IX students.

Hypotheses of the study
1. There is no significant relationship between Academic Anxiety and Academic

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Achievement of Class IX students of Kamrup Metropolitan District of Lower Assam.

2. There is no significant difference in Academic Anxiety between high and low achievers of Class IX students.

3. There is no significant sex difference in Academic Anxiety within high and low achievers of Class IX students.

METHOD

Sample

The population for the present study consist of all the students studying in Class IX in the secondary schools of the Kamrup Metropolitan District, Lower Assam. The Kamrup Metropolitan District has a total of 197 secondary schools out of which 87 are government and 110 are private schools. The total enrolment in Class IX in these schools is approximately 19,892. However, the sample for the present study consist of 995 students (500 male and 495 female) of Class IX which is selected randomly by giving a fair representation of government and private schools situated in different blocks under rural areas and different wards under urban areas.

Tools Used

(i) Academic Anxiety Scale for children by Prof. A.K. Singh and Dr. A. Sengupta

(ii) Marks obtained by the students in their Class IX District Board Exam.

Analysis and Findings of the Study

1. Relationship between Academic Anxiety and Academic Achievement of Class IX students

To study the relationship between Academic Anxiety and Academic Achievement, the following null hypothesis was formulated.

Hypothesis 1: There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students

To test this hypothesis, Pearsons r (Product Moment Correlation) was calculated between the variables of Academic Anxiety and Academic Achievement. The following Table 1 shows the co-efficient of correlation between Academic Anxiety and Academic Achievement.

TABLE 1

<table>
<thead>
<tr>
<th>Variables involved</th>
<th>Category</th>
<th>Sample size</th>
<th>Computed correlation value</th>
<th>df</th>
<th>Table value of r</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Anxiety</td>
<td>Male</td>
<td>500</td>
<td>-0.23</td>
<td>498</td>
<td>0.115</td>
<td>0.01</td>
</tr>
<tr>
<td>and Academic</td>
<td>Female</td>
<td>495</td>
<td>-0.18</td>
<td>493</td>
<td>0.115</td>
<td>0.01</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td>Total</td>
<td>-0.20</td>
<td>993</td>
<td>0.081</td>
<td>0.01</td>
</tr>
</tbody>
</table>

From the above table it is found that the value of r is negative and significant at 0.01 level for male, female and total sample and, therefore, the null hypothesis is rejected. It indicates that there is a significant negative relationship between Academic Anxiety and Academic Achievement. It means that the higher the academic anxiety, the lower will be the academic achievement and lower the Academic Anxiety, higher will be the Academic Achievement. The
above findings are in consistent with the findings of Shakir (2014), Syokwaa et al (2014), Tugan (2015). Anxiety influences memory of the students, making it difficult to learn and retain information. The anxious student works and thinks less efficiently, which significantly affects the students learning capability (Minahan, 2012), which might be affecting their achievement.

2. Differences in Academic Anxiety between high and low achievers of Class IX students

To analyse the differences in Academic Anxiety between high and low achievers, the following null hypothesis was formulated.

**Hypothesis 2:** There is no significant difference in Academic Anxiety between high and low achievers of Class IX students.

To test this hypothesis, mean and standard deviation of the Academic Anxiety scores of the students were calculated with respect to high and low achievers and the value of mean difference (D) and t-values were calculated. The following Table 2 shows the t-values for testing the significance of difference in Academic Anxiety between high and low achievers.

**TABLE 2**

<table>
<thead>
<tr>
<th>Categories</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Mean Difference(D)</th>
<th>df</th>
<th>Computed t-value</th>
<th>Table t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Achievers</td>
<td>217</td>
<td>11.77</td>
<td>3.00</td>
<td>1.52</td>
<td>770</td>
<td>5.91</td>
<td>2.58</td>
<td>0.01</td>
</tr>
<tr>
<td>Low Achievers</td>
<td>555</td>
<td>13.29</td>
<td>3.29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it is revealed that the null hypothesis is rejected. It indicates that there is a significant difference in Academic Anxiety between high and low achievers of class IX students. The mean difference of 1.52 is in favour of low achievers, indicating that low achievers have higher academic anxiety as compared to high achievers. High achievers accepts self with much more confidence and faith and relatedly is much freer of emotional cramp or anxiety (Sorenson, 1964), which might make them less anxious to academic situations. The above finding goes in consonant with the earlier findings of Khalid and Hasan (2009) who found that high achievers experience less test anxiety as compared to low achievers.

3. Sex differences in Academic Anxiety within high and low achievers of Class IX students.

To study the sex difference in Academic Anxiety within high and low achievers of Class IX students the following null hypothesis was formulated.

**Hypothesis 3:** There is no significant sex difference in Academic Anxiety within high and low achievers of Class IX students.

To test this hypothesis, mean and standard deviation for academic anxiety were calculated with respect to high and low achievers among male and female students and the value of mean difference (D) and t-value were calculated. The following Table 3 shows the t-values for testing the significance of difference of high and low achievers among male and female students towards academic anxiety.
and anxieties. They should be made to express their apprehensions and worries that will help the teachers to find out the reasons behind their problems in the academic situations.

(vii) Teaching Study Skills

The low achievers can be oriented with study skills such as organizational skills, practice exercises and study guides that will help them to prepare well in advance and reduce much of their worries.

(viii) Reducing Gender Bias

There should not be any gender bias in the classroom and also at home. Both male and female should be treated equally involving all the students in the learning process and avoiding gender stereotyping.

(ix) Special orientation programmes

Teachers and parents should be supportive of the dreams and aspirations of the female students and special orientation programmes should be organised for them to build up their confidence. They should be allowed to express themselves and can be given counselling accordingly.

(x) Leisure time activities

The female students should be given proper opportunities to indulge in leisure time activities like sports, exercises and other hobbies that help to release stress and anxiety.

REFERENCES


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ACADEMIC ACHIEVEMENT IN RELATION TO ACADEMIC ANXIETY AND ACADEMIC MOTIVATION OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Academic Achievement of the students is the end-result of all the academic endeavours that has taken place in the school. But there are a host of factors that affects the achievement of a child. The present paper is an attempt to find out the academic achievement in relation to academic anxiety and academic motivation of secondary school students of Kamrup Metropolitan District of Lower Assam. Tools used for the study were Academic Anxiety Scale for children by Prof. A.K. Singh and Dr. A. Sengupta, Academic Achievement Motivation Test by T.R. Sharma and for the academic achievement the final year examination results were taken. The study found a significant negative relationship between academic anxiety and academic achievement and a significant positive relationship between academic motivation and achievement. The study also found a significant multiple correlation when academic achievement and the two variables of academic anxiety and motivation were taken together.

Keywords: academic achievement, academic anxiety, academic motivation, secondary school students.

INTRODUCTION

Academic Achievement of the students is the end result of all the academic endeavours. In today’s competitive world, academic achievement plays the most important role in a child’s life. Being academically successful and making a place for oneself in the society is their priority. But at the same time the Youths of today often lacks academic motivation as their attention is diverted and divided among many things like peer group, heterogeneous relations, fashion and incessant entertainment or the uninteresting academic activities in the school. Thus, the continuous demands for being academically successful and on the other hand getting diverted from academic activities creates a situation of stress and anxiety for the adolescents.

The scanning of literature shows that anxiety has a negative effect on academic achievement. According to Kumar (2013), Shakir (2014), Syokwaa et al (2014), Tugan (2015) there is a negative relationship between Anxiety and Academic Achievement. The low anxious students achieve better in comparison to high anxious students, so far as their educational achievement is concerned. According to Hussain (1977) academic performance of the group with moderate anxiety was significantly better than that of both the high and low anxiety groups. High anxiety has an adverse effect on academic performance. While Ramakrishna (2007) found a low positive correlation between academic performance and anxiety levels of students. Research also shows that besides anxiety academic motivation is also instrumental in academic performance. Desai (1979) and Hirunval (1980) found that Pupil’s academic motivation was positively related to their academic achievement. Gottfried (1985),
Meece, Anderson et al. (2006) and Ali, Tatlah et al. (2010) found that academic intrinsic motivation was significantly and positively correlated with children's school achievement and perceptions of academic competence. Thus, the review of research literature reveals that the studies were mostly done on test-anxiety and on general motivation of the child. But the present paper investigated into the academic anxiety and academic motivation in relation to achievement and hence the study has its need and significance.

OBJECTIVES OF THE STUDY
1. To study the relationship between Academic Anxiety and Academic Achievement of Class IX students of Kamrup Metropolitan District of Lower Assam.
2. To study the relationship between Academic Motivation and Academic Achievement of Class IX students of Kamrup Metropolitan District of Lower Assam.
3. To find out the relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out.
4. To find out the relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out.
5. To find out the multiple correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of Class IX students.

HYPOTHESIS OF THE STUDY
1. There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students of Kamrup Metropolitan District of Lower Assam.
2. There is no significant relationship between Academic Motivation and Academic Achievement of Class IX students of Kamrup Metropolitan District of Lower Assam.
3. There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out.
4. There is no significant relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out.
5. There is no significant multiple correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of Class IX students.

METHODOLOGY
POPULATION AND SAMPLE
The population for the present study consist of all the students studying in Class IX in the secondary schools of the Kamrup Metropolitan District, Lower Assam. The Kamrup Metropolitan District has a total of 197 secondary schools out of which 87 are government and 110 are private schools. The total enrolment in Class IX in these schools is approximately 19,892. However, the sample for the present study consist of 995 students (500 male and 495 female) of Class IX which is selected randomly by giving a fair representation of government and private schools situated in different blocks under rural areas and different wards under urban areas.

TOOLS USED
i. Academic Anxiety Scale for children by Prof. A.K. Singh and Dr. A. Sengupta
ii. Academic Achievement Motivation Test by Dr. T.R. Sharma
iii. Marks obtained by the students in their Class IX District Board Exam.

ANALYSIS AND FINDINGS OF THE STUDY
1. Relationship between Academic Anxiety and Academic Achievement of Class IX students
To study the relationship between Academic Anxiety and Academic Achievement, the following
null hypothesis was formulated.

Hypothesis 1: There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students

To test this hypothesis, Pearson's r (Product Moment Correlation) was calculated between the variables of Academic Anxiety and Academic Achievement. The following Table 1 shows the co-efficient of correlation between Academic Anxiety and Academic Achievement.

<table>
<thead>
<tr>
<th>Variables involved</th>
<th>Category</th>
<th>Sample Size</th>
<th>Computed correlation value</th>
<th>df</th>
<th>Table value of r</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Anxiety</td>
<td>Male</td>
<td>500</td>
<td>-0.23</td>
<td>498</td>
<td>0.115</td>
<td>0.01</td>
</tr>
<tr>
<td>and Academic</td>
<td>Female</td>
<td>495</td>
<td>-0.18</td>
<td>493</td>
<td>0.115</td>
<td>0.01</td>
</tr>
<tr>
<td>Achievement</td>
<td>Total</td>
<td>995</td>
<td>-0.20</td>
<td>993</td>
<td>0.081</td>
<td>0.01</td>
</tr>
</tbody>
</table>

From the above table it is found that the value of r is negative and significant at 0.01 level for male, female and total sample and therefore the null hypothesis is rejected. It indicates that there is a significant negative relationship between Academic Anxiety and Academic Achievement. It means that the higher the academic anxiety, the lower will be the academic achievement and lower the Academic Anxiety, higher will be the Academic Achievement. The above findings are in consistant with the findings of Cassady and Johnson (2002), Nadeem et al (2012) Shakir (2014), Syokwaa et al (2014), Tugan (2015). Anxiety influences memory of the students, making it difficult to learn and retain information. The anxious student works and thinks less efficiently, which significantly affects the students learning capability (Minahan, 2012), which might be affecting their achievement.

2. Relationship between Academic Motivation and Academic Achievement of Class IX students

To study the relationship between Academic Motivation and Academic Achievement, the following null hypothesis was formulated.

Hypothesis 2: There is no significant relationship between Academic Motivation and Academic Achievement of Class IX students

To test this hypothesis, Pearson's r (Product Moment Correlation) was calculated between the variables of Academic Motivation and Academic Achievement. The following Table 2 shows the co-efficient of correlation between Academic Motivation and Academic Achievement.

<table>
<thead>
<tr>
<th>Variables involved</th>
<th>Category</th>
<th>Sample Size</th>
<th>Computed correlation value</th>
<th>df</th>
<th>Table value of r</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Motivation</td>
<td>Male</td>
<td>500</td>
<td>0.22</td>
<td>498</td>
<td>0.115</td>
<td>0.01</td>
</tr>
<tr>
<td>and Academic</td>
<td>Female</td>
<td>495</td>
<td>0.12</td>
<td>493</td>
<td>0.115</td>
<td>0.01</td>
</tr>
<tr>
<td>Achievement</td>
<td>Total</td>
<td>995</td>
<td>0.16</td>
<td>993</td>
<td>0.081</td>
<td>0.01</td>
</tr>
</tbody>
</table>

From the above table it is found that the value of r is significant at 0.01 level for male, female and the total sample and therefore the null hypothesis is rejected. It indicates that there is a significant
relationship between Academic Motivation and Academic Achievement. It means that the higher the Academic Motivation, the higher will be the Academic Achievement, and the lower the Academic Motivation; lower will be the Academic Achievement. The above findings are in consonant with the earlier findings of Kumar (2013), Sikhwari (2014), Momanyi et al (2015). When the students have high academic motivation, they concentrate more in the classroom, have better study habits, are more persistent, put forth more effort and as a result they perform better in the exam.

3. Relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out

To find out the relationship between Academic Anxiety and Academic Achievement of Class IX students when Academic Motivation is held constant, the statistical technique of partial correlation was employed which provides the relationship between Academic Anxiety and Academic Achievement by partialling out the influence of Academic Motivation. Partial correlation was tested by the formula $r_{132}$. The significance of partial correlation was then tested by t-test.

Hypothesis 3 : There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out

<table>
<thead>
<tr>
<th>Variables Involved</th>
<th>Partial Correlation value ($r_{132}$)</th>
<th>Df</th>
<th>Calculated t-value</th>
<th>Table t-value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Anxiety (1), Academic Achievement (3) and Academic Motivation (2) partialled out</td>
<td>-0.21</td>
<td>992</td>
<td>6.75</td>
<td>2.58</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The above table reveals that the null hypothesis is rejected. It means that there is a significant negative relationship between academic anxiety and academic achievement when the effect of academic motivation is partialled out. It indicates that academic anxiety of the students is negatively related with academic achievement when the influence of academic motivation is controlled. It means higher the academic anxiety, lower the academic achievement and lower the academic anxiety, higher the academic achievement.

If we compare this result with the earlier findings with regards to the correlation between academic anxiety and academic achievement (under hypothesis no.1) we find that there is not much difference between the two findings. It shows that the relationship between academic anxiety and academic achievement remains almost the same even when the influence of academic motivation is controlled.

4. Relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out

To find out the relationship between Academic Motivation and Academic Achievement of Class IX students when Academic Anxiety is held constant, the statistical technique of partial correlation was employed which provides the relationship between Academic Motivation and Academic Achievement by partialling out the influence of Academic Anxiety. Partial correlation was tested by the formula $r_{341}$. 

The significance of partial correlation was then tested by t-test

Hypothesis 4: There is no significant relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out.

Table 4
Showing the co-efficient of partial correlation between Academic Motivation and Academic Achievement of Class IX students when Academic Anxiety is partialled out (N=995)

<table>
<thead>
<tr>
<th>Variables Involved</th>
<th>Partial Correlation value (23.1)</th>
<th>df</th>
<th>Calculated t-value</th>
<th>Table t-value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Motivation(2),</td>
<td>0.17</td>
<td>992</td>
<td>5.43</td>
<td>2.58</td>
<td>0.01</td>
</tr>
<tr>
<td>Academic Achievement (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Academic Anxiety (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partialled out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that the null hypothesis is rejected. It means that there is a significant positive relationship between academic motivation and academic achievement when the effect of academic anxiety is partialled out. It indicates that academic motivation of the students greatly influences their academic achievement when the influence of academic anxiety is controlled. It means higher the academic motivation, higher will be the academic achievement and lower the academic motivation, lower will be the academic achievement.

If we compare this result with the earlier findings with regards to the correlation between academic motivation and academic achievement (under hypothesis no.2) we find that there is not much difference between the two findings. It shows that the relationship between academic motivation and academic achievement remains almost the same even when the influence of academic anxiety is controlled.

5. Multiple Correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of Class IX students

To find out the multiple impact of Academic Anxiety and Academic Motivation on the Academic Achievement of Class IX students, the statistical technique of Multiple Correlation was employed which provide the relationship between Academic Achievement and the two variables viz. Academic Anxiety and Academic Motivation. The Multiple Correlation was calculated by the formula using $R_{a2}$ The significance of the multiple correlation ($R_{a2}$) was then tested by using $F$ test.

Hypothesis 5: There is no significant multiple correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of Class IX students.

Table 5
Showing the Multiple Correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of Class IX students

<table>
<thead>
<tr>
<th>Variables Involved</th>
<th>Multiple Correlation ($R_{a2}$)</th>
<th>Table F Value with df (3/991)</th>
<th>Calculated F value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Anxiety (1),</td>
<td>0.27</td>
<td>3.80</td>
<td>26.09</td>
<td>0.01</td>
</tr>
<tr>
<td>Academic Motivation(2) &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Achievement (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the calculated F value is greater than the table value of F, it is significant at 0.01 level. Therefore, the null hypothesis is rejected. It means that there is a significant multiple correlation between
Academic Achievement and the two variables of Academic Anxiety and Academic Motivation of the students taken together. It indicates that the variables of Academic Anxiety and Academic Motivation taken together greatly influence the Academic Achievement of the students. The above findings are in consonance with the findings of Khalaila (2015), who found that intrinsic motivation moderates the negative effect of test anxiety on academic achievement. Therefore, inferences can be drawn that when the students have high academic anxiety but at the same time if they are motivated towards their academics, the motivation moderates their anxiety level and that has a positive effect on the academic performance.

**Implications and Recommendations**

The findings of the present study have its implications for teachers, parents, educators, researchers, policy makers and other stakeholders in the field of education. The significant negative relationship between academic anxiety and academic achievement found in the present study implies that academic anxiety has a detrimental effect on the academic performance of the students which is a matter of concern. Another implication of the study is a significant positive correlation found between academic motivation and academic achievement, which shows the importance of motivation in enhancing the scholastic performance of students. In the light of the findings a few recommendations are given below:

i) **Attention and Support**

Students are anxious and fearful because of the authoritative nature of the teachers at school and parents at home. So, if the children are provided proper attention and support and let them express their needs and problems, they will be less anxious and fearful in the academic situations.

ii) **Good Study Habits**

To develop good study habits the students should first identify their learning style and plan accordingly. The students should learn to be consistent in their studies and have regular, yet shorter study periods. They should study at the same time each day and each week.

iii) **Reducing Curriculum Load**

The overloaded academic activities in the school, homework, tuitions and coaching classes of different kinds makes the students stressed and anxious and makes them lose the sense of joy in the learning process.

iv) **Understanding the Signs and Symptoms of Anxiety**

Most of the anxious behaviour of the students are unrecognized and left untreated. If the teachers at school and parents at home can understand the signs and symptoms of anxious behaviour of the children, they can be helped to overcome their problems.

v) **Relaxation Techniques**

The students can be exposed to relaxation techniques in the school or at home like yoga and mindful meditation courses or cognitive behavioural therapies which will help them to cope with anxious situations in the academic environment. These relaxation techniques will help them to calm their mind and release their worries and apprehensions.

vi) **Activity-based Learning**

The academic task or teaching-learning process in the school should be activity based that will arouse the curiosity and interest of the learner. The teacher can make the academic activities activity-based by making the students indulge in hands-on activities, group work, relating the content with the students' life experiences and interest by taking them to field trips and excursions.

vii) **Reinforcement**

The teacher can motivate the child by manipulating incentives and goals that will induce the child to learn or act to reach the desired goal. When students are positively reinforced after completing a task they are motivated to learn more when similar situation arises.
viii) Social Support

Academic Motivation of the students is strongly influenced by key social agents i.e. teachers, parents and friends in the students environment. Research supports the conclusion that students motivation benefits if teachers and parents support their autonomy and competence.

ix) Use of teaching aids and devices

Use of relevant teaching aids and devices are very helpful in the development of motivation among the students. Teachers can use models, pictures, charts, maps, tape recorders, PowerPoint etc relating to the content being taught and the students also should be involved in the use of these aids that will motivate and engage them in the learning process and also all the senses are involved in the use of aids and devices that keeps learning in the memory for a longer period of time.

REFERENCES


