

Academic Anxiety of Senior Secondary School Students

Ms. Smriti Rai

Assistant Professor
Education

Abstract

Adolescence is a period of internal conflict and erratic behaviour. The intensive growth and changes in adolescence period affects all aspects of child's physical, mental, social and emotional life. The study was conducted to study the academic anxiety of senior secondary school students of East Sikkim. A sample of 120 senior secondary school students was taken through simple random sampling technique. In the present study the researcher used Academic Anxiety Scale standardized tool by Dr Mohd Abid Siddiqui & Dr Atieq UI Rehman (2017) to collect the data. The main objective of the study was to study the significant difference of gender, management and Stream of senior secondary school students. Descriptive statistics have been used to determine the respondents standing and preceding situations 't' ratio was calculated to find out the difference due to gender, stream and management variations. Mean, median, mode, standard deviation, skewness, kurtosis, percentile ($p_{10}, p_{25}, p_{50}, p_{75}, p_{90}$) and Quartile. The result of the study showed that male and female do differ in academic anxiety. The result also revealed that private school students have high academic anxiety compared to government school students.

Keywords: Anxiety, Academic Anxiety, Students

1. INTRODUCTION

Adolescents often lack in academic motivation and their performance as their attention is divided among a lot many things especially at creating an identity for themselves. They battle with different life stresses ranging from awful life events, constant strain and everyday troubles. Academic issues are the most important sources of persistent stress for young people at global level. Today anxiety is a common phenomenon of everyday life. Anxiety is one of the determinants of human behaviour. It is an internal response or behaviour that conflict with the satisfaction of other needs or motives. School education is a very important part in an Anxiety is your body's way of telling you that there is something in the environment in need of your attention. Today, anxiety is a common phenomenon of every day's life. It plays a crucial role in human life all of us are the victim of anxiety in different ways. It is basically a series of biochemical changes in your brain and body, such as increase in adrenaline (causing your heart to beat faster) and a decrease in dopamine (a brain chemical that helps to block pain). It is a natural, human feeling of fear or panic. Anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. According to American psychological

Association (APA) defines anxiety as “an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure.”

1.2 ACADEMIC ANXIETY

Every student feels stress and anxiety in school at one time or another. This stress might come from having to give a speech or presentation in front of class or maybe a performance in front of the whole school. School education is a very important part in an individual's life and is also a turning point in their academic life. At this stage, the academic performance of a student plays a crucial role in deciding the next stage of their education, which in turn shapes their career. But an excess of academic stress during this stage can result in adverse effects on their life, which results in an increased level of psychological and physical problems like depression and nervousness that can affect their academic results. Anxiety can make them go blank during exam, feel helpless, nervous, fast breathing and could even cause stomach upset. Academic anxiety is a kind of anxiety which relates to impending danger from the environments of the academic institutions including teacher and certain subjects like mathematics, Science and English etc.

School is where you learn new skills and the main way in which teacher's judge how well you are learning and practicing these skills is by assigning homework, reports and presentations, and by giving tests and quizzes. Anxiety relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like chemistry, physics for numerical and English to some extent for some north Indian states. Academic anxiety arises out of the apprehension of rebuke from teachers, parents and peers regarding the failures of performing the responsibilities of an academic properly. The feeling of being distressed, fearful, or stressed out as a result of school pressures is called academic anxiety. Academic anxiety is, to a certain extent, unavoidable, necessary and even productive, since it motivates to spend time for academic tasks. Although, Academic anxiety is a normal, even healthy part of our lives, but it can be non-productive when not managed well. It is also true that without any anxiety, majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework. Some level of anxiety is required for the person to take up all the responsibilities seriously but both high levels of academic anxiety or too low a level has deleterious effects on academic performance, which in turn may lead to more academic anxiety. Academic anxiety is however, a common issue that students cannot ignore if they want to achieve academic success in school. Academic anxiety is experienced most often during timed exercises and in situations in which students are expected to perform their best when the stakes are very high. The way in which someone experiences this anxiety can range from mild, momentary jitters at having to read out loud in class to a serious disorder in which a person experiences overwhelming panic and has difficulty functioning normally. If academic success is not properly addressed, it can have many serious, severe and long-lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing with peers or pursuing activities that interest her and may recoil into his own cocoon and drop school.

Nowadays, parents desire their children should climb the ladder of performance. This desire for high level of achievement put a lot of pressure on students. In fact, it appears as if whole system of education revolves around the academic achievement of the students. In India much attention is given on academic achievement of the children rather than on their mental stress, peer pressure, parental expectation of the students. If the problem of anxiety is not addressed in the meantime, it leads to extreme consequences

such as tendency to attempt suicide. Unfortunately, India has one of the highest teenage suicide rates in the world and the numbers of students are attempting suicide because of exam fear and exam failure. Hence the researcher intends to conduct the present study which will look into a part of adolescence behaviour of academic anxiety.

1.3 DEFINITION OF ACADEMIC ANXIETY

Definition of academic anxiety: the word anxiety comes from Latin word 'Anxiety' which means experience of varying blends of uncertainty, agitation and threat. In Vedic literature it was found that the concept of examination anxiety as such did not exist in that period. The word 'chinta' which according to some dictionaries stands for examination anxiety, has not been used in the same sense as in modern usage. Swami Vivekananda defined anxiety as one of the thirty three subordinate feeling in Rhetoric's. Such feeling will be aroused under the circumstances when the person has not been able to achieve his object or is worried over any forthcoming loss, danger or painful thought. Webster (1956) defines examination anxiety as a painful easiness of mind over an impending or anticipated illness. According to American Psychiatric Association (1952), examination anxiety is a danger signal felt & perceived by the conscious portion of the personality. In Mandle's (1966) analysis of examination anxiety, the interruption of organized plans or sequences of behaviour is a fundamental condition that leads to states of disbar and arousal. When no alternate behaviour is available as an alternate for the original plan, helplessness is defined, not by objective situation, but by the individual and his repertory of behaviour.

1.4 TYPES OF ACADEMIC ANXIETY

Types of Academic Anxiety: according to Sigmund Freud there are three kinds of academic anxiety viz. objective examination anxiety, neurotic examination anxiety and normal examination anxiety, depending on whether the source of danger was from external world or from internal impulses or conflicts. Objective academic anxiety was synonymous with fear was evoked by real dangers in external world. The intensity of objective examination anxiety was proportional to the actual danger. Neurotic Examination anxiety was evoked by unaccepted sexual and aggressive impulses that had been severely and consistently punished in childhood. A study of research reveals four bases of classification of examination anxiety which are listed below in the section:-

i) Normal Academic Anxiety: in normal academic anxiety, one may face certain kind and degree of threat. He faces limitation of his powers, the degrees of his vulnerability. Limitation and vulnerability are not expressions of illness but are inherent in the nature of man.

Neurotic academic anxiety: in neurotic examination anxiety, the individual faces a host of threats which endanger of the neurotic character structure. He must maintain these out of strongest inner necessity to protect his feelings of safety and unity. at the core of examination anxiety, is a feeling of better helpless and lack of feeling of wholeness.

ii) Situational Academic Anxiety: when an individual feels Academic anxiety because of situation in which he finds himself, no sooner he is out of situation or gain control of it, then the examination anxiety subsides.

Character logical Academic Anxiety: when examination anxiety becomes a component of physic makeup of the individual, in such instance, the individual will worry about things that have happened and also about things that have not happened.

iii) Conscious Academic Anxiety: the individual is conscious of what he is anxious about. Here the cause is mostly known and the individual knows that he is anxious.

Unconscious Academic Anxiety: when an individual experience enduring spells of tension and restlessness without knowing what makes him so, the examination anxiety is called unconscious examination anxiety. The manifestation of unconscious examination anxiety may be the psychological level, usually in the form of psychosomatic reactions, e.g. asthma, migraine, urticarial, high and low blood pressure, general dyspepsia etc.

iv) Trait Academic Anxiety: trait examination anxiety is defines as personality trait describing the extent to which individuals are prone to manifest ‘State’ examination anxiety under condition of stress. This corresponds to character logical examination anxiety.

State Academic Anxiety: state examination anxiety is defined as a transitional state of apprehension and tension which is reaction of stress. This corresponds to situational examination anxiety.

1.5 CAUSES OF ANXIETY

Anxiety can have a wide range of causes. Scientist has divided in three groups- genetics and early learning, brain biochemistry and the fight or flight mechanism.

i. Genetics and early learning: Anxiety disorders tend to run in families so if a person’s mother, father or other close relative has anxiety, than they have a higher chance of developing anxiety themselves. Growing up in a family where fear and anxiety are constantly shown to children by role models can teach them to be anxious as well. In addition, if a child grows up in an abusive home, he or she may learn to always expect the worse. Research shows a genetic predisposition for a chemical imbalance in people with anxiety. Since the structure of the brain and its processes are inherited, this is yet another reason why anxiety can ruin families.

ii. Brain Biochemistry: chemical imbalance, neurotransmitters are chemical messengers in the brain that regulate a person’s thoughts and feelings. Sometimes there is a problem with the way the brain messages are being sent due to a chemical imbalance. Two of the primary neurotransmitters that affect a person’s feeling are serotonin dopamine. When there is an imbalance of these chemicals, a person can feel depressed or anxious.

iii. Fight or Flight Mechanism: when a person senses danger, the body prepares itself to either fight or flee. The body’s fight or flight mechanism causes the heart rate to increase, the eyes to dilate, and the body to prepare itself for a dangerous situation. These responses allow a person to protect him/her. Even though these effects are intended to be a good thing, sometimes the body misunderstands a situation and believes that there is danger when in reality there is not.

2. REVIEW OF RELATED LITERATURE

Gosain (2019) conducted a study on Academic anxiety and home environment of secondary school students. Standardized tools were used to gather the primary data. Academic anxiety scale (Singh & Gupta) 1984 is used to study the academic anxiety among secondary school students. The study reveals that home environment causes Academic anxiety whereas friendly and caring home environment reduces Academic anxiety.

Sharma and Shakir (2019) conducted a study on Academic anxiety of senior secondary school students in relation to locale and type of school. It was a descriptive survey in nature for which senior secondary school students were considered as the population for the study. The sample consisted of 355 senior secondary school students of Aligarh and Agra districts of Uttar Pradesh, India. The study found significant difference between rural and urban senior secondary school students; urban senior school students have more academic anxiety than rural senior secondary students.

Thomas (2019) conducted a study on Facebook addiction and academic anxiety among university students. A cross-sectional descriptive correlational study using Likert Scales was used with a sample of 148. The result of the study found Facebook addiction does not only contribute to anxiety in general but will also lead to academic anxiety in particular.

Bhatia (2021) conducted a study on Academic anxiety of high school students in relation to their life skills. Descriptive survey has been used in the study. The sample of the study consisted of 50 high school students selected randomly from 04 high schools of urban and rural area of Indore district. It consisted of 30 urban and 20 rural high school students. The result of the study reveals that there is no significant difference found in the academic anxiety of rural and urban school students. No significant difference was found in the Academic anxiety of government and private high school students.

Hasan (2022) conducted a study on effect of gender, locale and school types on the Academic Anxiety of secondary school students. The data was collected by administering the Singh and Gupta's Academic Anxiety Scale for children (AASC) through simple random sampling technique. The two ways ANOVA along with t-test and descriptive statistical technique was used. The study found that across all the selected demographic variables, considerable proportion of students was reported with high level of academic anxiety.

Manivannan (2022) conducted a study on Academic anxiety of secondary school students. The normative survey method is used. Academic anxiety scale and the adjustment inventory have been administered to a random sample of 200 secondary school students in Government aided and private schools of Nagappattinam District. The result of the study reveals anxiety of secondary school students are at high level in the field of academic.

Mishra and Baro (2022) conducted a study on Academic Anxiety among Adolescents in relation to their Socio-Economic Status. Standardized Academic Anxiety Scale (AASC) tools developed by Siddiqui, M. and Rehman, and Socio Economic Status Scale developed by Sunil Kumar Upadhyay & Alka Saxena (2010) were used to collect data. The sample comprised of 200 male and 200 female of class XI Baksa district of Assam. The study revealed that there is negative correlation between academic anxiety and socio-economic status of adolescents and 51.4% of variation in the academic anxiety is explained by socio-economic status along with its dimensions.

2.1 Statement of the problem

“Academic anxiety of Senior Secondary School Students in relation to their gender, stream and management”

2.2 Objectives of the study

1. To study the anxiety of senior secondary school students.
2. To compare the difference in academic anxiety between male and female senior secondary school students of East Sikkim.
3. To compare the difference in academic anxiety between arts and science stream of senior secondary school students in East Sikkim.
4. To compare the difference in academic anxiety between private and government senior secondary school students of East Sikkim.

2.3 Statement of hypothesis

Ho₁. There is no significant difference in academic anxiety between male and female senior secondary school students of East Sikkim.

Ho₂. There is no significant difference in academic anxiety between arts and science stream senior secondary school students of East Sikkim.

Ho₃. There is no significant difference in academic anxiety between private and government senior secondary school students of East Sikkim.

2.4 Delimitations of the Study

The study was delimited to collecting data from only 120 senior secondary school students of East Sikkim due to fund and time constraints. Due to this delimitation, the findings which emerged from the data analysis procedure could not be considered as generalizable to the entire population of senior secondary students.

3. METHODOLOGY AND PROCEDURE OF THE STUDY

The present study used a descriptive survey design to find the academic anxiety of senior secondary school students in relation to gender, stream and management. The study used purely quantitative method.

3.1 Selection of Sample

The researcher chooses only eight schools from East district of Sikkim, for her research due to paucity of time and funds. The researcher randomly selected 4 governments and 4 private schools for her research. A sample of 60 government and 60 private male and female students was selected which was further subdivided into 60 arts and 60 science stream students out of the total population. A total of 120 responses were collected using stratified sampling technique

3.1 Tools used in the Study

The tools used for data collection was questionnaire designed by Dr. Mohd. Abid Siddiqui & Dr. Atieq UI Rehman (2017) Academic Anxiety Scale. The question was design to measure the academic anxiety of school students of class 9th, 10th 11th and 12th (age range; 14 - 19years. The final draft of Academic Anxiety Scale had 44 items.

3.2 Techniques of Data Analysis

The data for the present study was collected through the questionnaire on the “Academic Anxiety Scale”. The data was scored manually and organised into frequency distribution tables for total and sub samples. Both descriptive and inferential statistics were adopted. Descriptive statistics have been used to determine the respondents standing and preceding situation ‘t’ ratio was calculated to find out the difference due to gender, stream and management variations.

3.3 Descriptive measures of scores on total sample of Academic Anxiety of Senior Secondary School Students

Descriptive statistics were used to transform a set of observation into indices that categorize the data. Descriptive measures like mean, median, mode, standard deviation (S.D), Quartile deviation (Q.D), kurtosis, skewness and percentile for the total sample on Academic anxiety of senior secondary school students of East District of Sikkim was calculated. The results have been presented in the table given below.

Table 1: Descriptive measures of the total scores on Academic Anxiety of Senior Secondary School Students. (N=120)

Mean	Median	Mode	S.D	Q.D
76.3	76.2	76	10.86	2.23

Table 2: Percentile Scores

P ₁₀	P ₂₅	P ₅₀	P ₇₅	P ₉₀
61.93	68.75	76.21	83.35	90.5

Table 3: Skewness and Kurtosis

Skewness	Kurtosis
0.0276	0.078

3.4 Distribution of Total Sample

From the distribution of the total scores in the present study of Academic Anxiety of Senior secondary school students it can be concluded that the scores deviate from the normality that is the value of mean, median and mode are different and there is no symmetry between the right and the left halves of the curves but, is slightly deviating from the normal curve. The distribution of scores is found to be skewed. As the skewness is 0.0276 it is positively skewed were there are more individuals in a group who score less than the average score for their group.

The value of kurtosis in the present distribution has been found to be 0.078. Since in case of a normal curve the value should be equal to 0.263, we find that the obtained value is lesser than the standard value. Hence the curve becomes platykurtic in nature.

1. ANALYSIS AND INTERPRETATION

In the present research both descriptive statistical mean, standard deviation and percentage analysis were used to describe the data and in inferential statistics inferences were made about the parameters from the statistics. The data collected for the study was treated, analysed for the interpretation of the hypothesis.

4.1 Gender wise differential analysis on Academic Anxiety of senior secondary school students

One of the objectives of the study was to study the academic anxiety of senior secondary school students in relation to gender. Hence, the null hypothesis was stated as “there is no significant difference in academic anxiety between male and female senior secondary school students”. In order to test the significance of difference ‘t’ was applied. All the sample was categorized under male and female groups and the frequencies were tabulated and ‘t’ was applied and the result have been presented in the table given below.

Summary of ‘t’ Test of Significance of Difference between mean scores in relation to Gender variation on Academic Anxiety

Table 4

Variation	Sub-sample	N	Mean	SD	SE _D	Df	‘t’	Remarks
Gender	Male	60	80.19	10.09	1.96	118	2.54	Significant
	Female	60	75.2	11.48				

The above value reveals that the ‘t’ ratio was significant at 0.05 level of significance. The table value at 0.05 level of significance at 98 degrees of freedom is 1.98 which is less than the calculated value 2.54. Thus, the null hypothesis H_{01} that states,

“There will be no significant difference in Academic Anxiety between male and female senior secondary school students in relation to gender variation” is rejected.

Therefore it could be concluded that male and female do differ in academic anxiety. From the means of male and female it is revealed that the male have high academic anxiety in comparison to female.

4.2 Stream Wise Differential analysis on Academic Anxiety of senior secondary school students

One of the objectives of the study was to study Academic Anxiety of senior secondary school in relation to stream. Therefore the null hypothesis was stated as “there is no significant difference in Academic Anxiety between Arts and Science stream senior secondary students is accepted.” In order to test the significance of ‘t’ test was applied. All the sample was categorized under arts and science stream and the frequencies were tabulated and ‘t’ test was applied and the results have been presented in the table given below:

Summary of ‘t’ test of significance of difference between the mean score due to stream variation

Table 5

Variation	Contrast	N	Mean	SD	SED _D	Df	‘t’	Remarks
Stream	Science	60	76.4	11.04	0.34	118	0.58	Not Significant
	Arts	60	76.2	10.72				

The above value reveals that the ‘t’ ratio was not significant at 0.05 level of significance. The table value at 0.05 level of significance at 98 degrees of freedom is 1.98 which is more than the calculated value 0.58. Therefore, the null hypothesis H_{O2} that states,

“There is no significant difference in academic anxiety between arts and science stream senior secondary school students in relation to management” is accepted.

Thus, the results indicate that though the means of science stream was higher but this difference is not significant enough to declare that science stream students have more academic anxiety compared to arts students.

4.3 Management wise Differential Analysis on Academic Anxiety of senior secondary school students

One of the objectives of the study was to find out the differences on Academic Anxiety in relation to management. Therefore the null hypothesis was stated as “there is no significant difference in academic anxiety between government and private senior secondary school students”. In order to test the significance of ‘t’ test was applied. The sample was grouped under government and private school and ‘t’ test was applied and the result have been presented in the table given below.

Summary of ‘t’ test of significance of difference between the mean score due to Management Variation

Table 6

Variation	Contrast	N	Mean	SD	SED _D	Df	‘t’	Remarks
Management	Private	60	77.9	11.70	0.83	118	3.85	Significant
	Government	60	74.7	9.74				

The above table reveals that the ‘t’ ratio was significant at 0.05 level of significance. The table value at 0.05 level of significance at 98 degrees of freedom is 1.98 which is less than the calculated value 3.85. Therefore the null hypothesis H_{O3} that states,

“There is significant difference in Academic Anxiety between private and government senior secondary school students in relation to management” is rejected.

Hence, we can conclude that private and government do differ in academic anxiety. From the means of private and government it is revealed that the private school students have high academic anxiety in comparison to government school students.

5. CONCLUSION

Anxiety is your body's way of telling you that there is something in the environment in need of your attention. Today, anxiety is a common phenomenon of every day's life. It plays a crucial role in human life all of us are the victim of anxiety in different ways. Academic anxiety refers to the stress, worry, and fear experienced by individuals in relation to their academic performance, expectations, and the pressures associated with educational settings. The pressure to succeed, fear of failure, competitions, and high expectations from oneself or others contribute to academic anxiety. High stakes exams, excessive workload, intense competition, and a focus on grades rather than holistic learning heightened anxiety levels of students. Recognizing the significance of academic anxiety, educational institutions and stakeholders should prioritize the implementation of support system like mental health services within academic settings, fostering open dialogue about stress and anxiety and providing resources for stress management and study skills. Academic anxiety requires a holistic approach. It is important to focus on building resilience, promoting self-compassion, and fostering a positive academic achievement that values personal growth, effort and learning rather than solely focusing on grades and achievements. Academic anxiety is a significant issue affecting student's lives and educational experiences. It is possible to reduce the negative impact of academic anxiety and promote a healthier and more balanced approach to education.

Academic anxiety is however, a common issue that students cannot ignore if they want to achieve academic success in school. Academic anxiety is experienced most often during timed exercises and in situations in which students are expected to perform their best when the stakes are very high. The way in which someone experiences this anxiety can range from mild, momentary jitters at having to read out loud in class to a serious disorder in which a person experiences overwhelming panic and has difficulty functioning normally. If academic success is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing with peers or pursuing activities that interest her and may recoil into his own cocoon and drop school.

6. RECOMMENDATION

In the present study the investigator tried to find the academic anxiety of senior secondary school students. Thus, on the basis of findings, of the study following recommendation is made:

- Students must be encouraged to keep growth mind-set that intelligence and abilities can be developed through effort and practice.
- School can offer academic support programs like tutoring services, study groups, or peer mentoring initiatives to help students build confidence, improve their understanding of challenging subjects, and reduce anxiety related to academic performance
- Physical activity and breaks throughout the school day should be given to the students for physical exercise as it reduces anxiety and improves overall well-being.
- Parents and guardians must be kept informed about the initiatives and strategies being implemented at school to address academic anxiety.
- Training must be provided to teachers and staff members to increase their awareness and understanding in understanding academic anxiety so that they can help anxious students, identify signs of distress, and refer students to appropriate resources when needed.

REFERENCES

- Gosain, K. (2019). Correlational study on academic anxiety and home environment of secondary school students. *Journal of Emerging Technologies and Innovative Research*, 6(5), 201-206.
https://d1wqtxts1xzle7.cloudfront.net/59725747/JETIR1905F2920190614-82319-syvejdlibre.pdf?1560530009=&response-content-disposition=inline%3B+filename%3DCorrelational_Study_on_Academic_Anxiety.pdf&Expires=1750845136&Signature=WIPsuEUpB-YnCjPQ-CE26FOi8pQ5HQs~fpUImnQSNVPOMQlHLz7YCjJKJK74Pm-slqHM-t7fmZrDMUiZ5tS3iNP6T8w7Qat5mI9E1tN6s6wTb~I8Pr9mjx0CIbiT7l5Ll0qvKNWszII2IbI37egqf-YMnWojFh0gKOjr7b4FqH2yrix6VsfRqTBlPn4T3ChYARLCIcSvkZ841raHTuq1GyuCDZmqhTDM7JjLkozGI5QT5DseHpJvLg4wcs9F8D~L12zTFaRWt-Rc8Jmt7IfFWWh~PQRbN39IlQgktIJHSIENBbI0kHmkcjdBoRPupjJyXO2piveweR~GBohHk1AC85Q__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
- Hasan, M. (2022). Effect of Gender, Locale and School Types on the Academic Anxiety of Secondary School Students. *J-PIPS (Jurnal Pendidikan iimu Pengetahuan Sosial)*, 9(1), 43-52. <https://ejournal.uin-malang.ac.id/index.php/jpips/article/view/18071>
- Indrerjeet, B.S. (2021). Academic Anxiety of high school students in relation to their life skills. *Journal of emerging technologies and innovative research*, 8(10), (f40-f48).
<https://www.jetir.org/papers/JETIR2110507.pdf>
- Islam T., Razzak S.K. (2017). Aexploratory study of acaemic anxiety of secondary school students in relation to their intelligence and gender. *International journal of Research in Social Sciences*, 7(9), 747-761. https://www.ijmra.us/project%20doc/2017/IJRSS_SEPTMBER2017/IJMRA-12278.PDF
- Jayasankara, K. R., Karishma, M. & Anjana, T. (2017). Academic Anxiety among Adolscents. *Artha Journal of social sciences*, 16(1), 39-52.
<https://www.ijsr.net/archive/v4i11/NOV151417.pdf>
- Kritika, G. (2019). Academic Anxiety and home environment of secondary school student. *Journal of emerging technologies and innovative research*, 6(5), 201-207. <https://www.jetir.org/papers/JETIR102049.pdf>
- Kumar, K. & Somdutta, T. (2014). Academic Anxiety among student and the management through Yoga. *International Journal of Yoga and Allied sciences*, 3(1), 51-53.
<http://indianyoga.org/wp-content/uploads/2013/07/v3-issue1-article9.pdf>
- Manivannan, S. (2022). Academic Anxiety of secondary school students. *International Journal of research publication and reviews*, 3(6), 1307-1308.
<https://ijrpr.com/uploads/V3ISSUE6/IJRPR4861.pdf>
- Mehta, R. (2016). Relationship between parental aspiration and academic anxiety in adolescence. *International Research Journal of Management Sociology & Humanity (IRJMSH)*, 7(2), 27-37.
https://www.academia.edu/23512313/RELATIONSHIP_BETWEEN_PARET_AL_ASPIRATION_AND_ACADEMIC_ANXIETY_IN_ADOLESENCE

10. Samit, K.D., Halder, U.K., & Bapi, M. (2014). Academic Anxiety and Academic Achievement on senior secondary level school students. Indian Streams Research Journal, 4(6), 1-5. <https://www.researchgate.net>
11. Srivastava, S,& Patra,S.K.(2022). A study of academic anxiety of higher secondary school students in relation to their socioeconomic background in Balangir District, Odisha. Research journal of Humanities and Social Sciences, 13(3),2321-5828.<https://www.rjhsonline.com/AbstractView.aspx?PID=2022-13-3-9>
12. Sonal, S. & Mohd, S. (2019). Academic Anxiety of senior secondary school students in relation to locale and type of school. Research and reflection on education, e_of_ school
13. Shangal, M., Hana, M & Ball Patrick. (2018). Academic Anxiety and its effects on academic performance. International Journal of current research, 10(06), 70018-70026.<https://www.journalcra.com/article/academic-anxiety-anditseffects-academic->
14. Thomas, D. (2019). Facebook addiction and academic anxiety among university students. Internationalforum,22(2),68-83.
https://www.researchgate.net/publication/338178675_Facebook_Addiction_and_Academic_Anxiety_among_University_Students