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## A study on impact of anxiety on academic achievement of class-11 students during Covid-19

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### Abstract

We all have noticed the impact of COVID -19, a pandemic on nearly every aspects of our life activities. It has also affected adversely the education process going on in Educational Institutions in terms of teacher's teaching and students' learning. During COVID -19, the face to face education has been replaced by online education. The pandemic period has increased the level of Anxiety among the teachers, guardians and students too. This has caused depression and stress among them while dealing with online education. This miserable situation was also influencing on the academic -achievement of the learners. Under this impression the present investigation has been performed to examine the Impact of Anxiety, due to COVID -19, on the academic -achievement of students of class -XI of Dehradun area of Uttarakhand State in India. The sample constituted of the boys and girls belonging to urban and rural locality. A standardized tool was used for measuring Anxiety level of students whereas the scores of X class were treated as Academic -Achievement of respective students. It has been reported that owing to the COVID -19

1. The online class has remarkably increased the intensity of Anxiety among the students particularly in -----the males than to females  
-----urban students than to rural students.
2. The Anxiety has made significantly impact on the academic-achievement of students, learning through online classes, irrespective of gender (M/F) and locality (Urban/Rural).

**Keywords:** academic achievement, class-11, during Covid-19

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### Introduction

Due to excessive exploitation of nature, due to exploitation of natural organisms, we are facing a variety of diseases, which is a vivid example of COVID-19 as global epidemic. We are being seen in front of us, due to which fear has become an environment of anxiety and tension in humans. On the one hand there is talk of maintaining social distance, whereas social exclusion is seen more in individuals than social distance, if human is conscious and If he is aware, then he can save himself from such natural calamities by this type of disease and can also benefit nature, so it is very important for a person to be aware.

There has been loss of life, rapid changes to our way of life (e.g., study, work, social gatherings), and disrupted plans due to travel restrictions and social (physical) distancing measures in our efforts to slow the spread of transmission. People are naturally concerned for their and their loved one's health and safety. There is still much uncertainty, which increases the stress among all It's important to recognize the seriousness of the public health challenge facing our community, and be mindful that reacting from a place of panic and fear is usually unhelpful, especially in the long-term. Looking after our wellbeing in times like this can help to reduce stress, and is crucial in enabling us to still take calm and effective action in the midst of this global crisis.

### Covid-19

Covid-19 is a virus started from Wuhan City, China. WHO (World Health Organization) officially declared covid-19 as a pandemic on 11th March 2020. It has been reported that this virus transfers from human to human. There are no therapeutics and vaccines available. Symptoms of infection including fever, chills, cough, nausea, breathing problem, chest pain, Loss of speech and may range from no symptoms to severe pneumonia and can lead to death. During this pandemic situation covid-19, government declared lockdown, started from 24th March 2020 in India (by Prime Minister Narendra Modi)

### Impact of Covid-19 on academic

- Furthermore different kinds of examinations have been postponed due to this zoonotic virus and there is complete uncertainty about the examination policies i.e; how and when it will be conducted.
- In addition to the regular examination most of the competitive examination has also been aborted or postponed for which students were preparing for the last couple of months or even a year.

- The postponement of the examination is also causing frustration and stress among the students. These different kinds of tensions disrupt the sleep time of the students which eventually decreases the body's immunity and hence makes them more susceptible to infection.
- Some of the students have taken educational loan for their higher studies in abroad. The restricted transmission has delayed their joining process however; the cycle of monthly installments is going on. Therefore, there will be an excessive financial burden on the students which will indirectly be a cause of stress or anxiety among them.
- Some of the researchers who have got the opportunity of post-doctorate fellowship in different International universities are under tremendous pressure about their future. Several such Scholars are under high financial burden as most of them have resigned their current jobs for the fellowship.

### **Impact of Covid-19 on teachers**

- The 2019 n-CoV has shattered the lifestyle, daily routine, business, stock market and even the education system of the globe.
- Due to scrupulous isolation measures and closed down of Universities and colleges, academic fraternity is under insurmountable mental pressure which is freezing the prevalence and rate of stress, anxiety and depression among them (Charnsil and Chailangkarn, 2020)
- During this pandemic, it is very tough to prepare and deliver the quality lectures to the students and the situation gets worse when the teaching is online as most of the teachers have not been trained for the effective use of web resources for teaching.
- Additionally, the teachers who are specialized in conventional teaching found it more difficult to cope with online methods.
- Moreover, the level of frustration during this pandemic would be on the higher side of the old-aged and psychologically-disordered teachers as they are more vulnerable to contamination.
- The liability of online classes will further intensify the stress as they are not comfortable in using electronic gadgets and online resources.
- Above all, some of the students are not serious in online teaching as a teachers have negligible control over students in online teaching.
- Additionally, the teachers residing in the remote areas are more frustrated and depressed because due to unavailability or poor internet connection, they are not able to complete their tasks(zhang, 2020)

### **Impact of Covid-19 On Students**

- This pandemic has also significantly affected the mental state of the students
- They are also in the dilemma of being infected with this unfortunate pandemic virus.
- The message transmission of the fake News over social sites (WhatsApp, Twitter, and Facebook) and media has created chaos and stressful atmosphere for the students.
- The scary atmosphere is affecting the concentration level and the learning ability of the students.

### **Academic Achievements**

Academic performance or "academic achievement" is the extent to which a student, teacher or institution has attained their short or long-term educational goals.

Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

### **Achievement**

Achievements are the building blocks that enable someone to construct a sense of them as a success. The achievements that matter most combine to form a version of success that has meaning and substance for the individual. Achievements also provide tangible evidence that colleague, competitors and the wider world use to judge a person as more or less successful.

Every person in life has some achievements, accomplishments, rewards and successes earned. There are various kinds of achievements one may have. There are some examples of achievements like personal achievements, academic achievements, sports achievements etc. There are various roles in which one achieves something.

### **Anxiety**

Anxiety is your body's natural response to stress. It's a feeling of fear or apprehension about what's to come. The first day of school, going to a job interview, or giving a speech may cause most people to feel fearful and nervous.

In life, everyone experiences anxiety from time to time. This includes both adults and children. For most people, feelings of anxiety come and go, only lasting a short time. Some moments of anxiety are more brief than others, lasting anywhere from a few minutes to a few days.

It's normal to feel anxious about moving to a new place, starting a new job, or taking a test. This type of anxiety is unpleasant, but it may motivate you to work harder and to do a better job. Ordinary anxiety is a feeling that comes and goes, but does not interfere with your everyday life. In the case of an anxiety disorder, the feeling of fear may be with you all the time. It is intense and sometimes debilitating.

This type of anxiety may cause you to stop doing things you enjoy. In extreme cases, it may prevent you from entering an elevator, crossing the street, or even leaving your home. If left untreated, the anxiety will keep getting worse.

### **Types of anxiety disorders**

Anxiety is a key part of several different disorders. These include:

- Panic disorder: experiencing recurring panic attacks at unexpected times. A person with panic disorder may live in fear of the next panic attack.
- Phobia: excessive fear of a specific object, situation, or activity
- Social anxiety disorder: extreme fear of being judged by others in social situations
- Obsessive-compulsive disorder: recurring irrational thoughts that lead you to perform specific, repeated behaviors
- Separation anxiety disorder: fear of being away from home or loved ones
- Illness anxiety disorder: anxiety about your health (formerly called hypochondria)
- Post-traumatic stress disorder (PTSD): anxiety following a traumatic event

### **Anxiety and Depression**

If you have an anxiety disorder, you may also be depressed. While anxiety and depression can occur separately, it's not unusual for these two mental health disorders to happen together.

Anxiety can be a symptom of clinical or major depression. Likewise, worsening symptoms of depression can be triggered by an anxiety disorder.

Symptoms of both conditions can be managed with many of the same treatments: psychotherapy (counseling), medications, and lifestyle changes.

### **Anxiety and Stress**

Stress and anxiety are two sides of the same coin. Stress is the result of demands on your brain or body. It can be caused by an event or activity that makes you nervous or worrisome. Anxiety is that same worry, fear, or unease.

Anxiety can be a reaction to your stress, but it can also occur in people who have no obvious stressors.

### **Anxiety in Children**

Anxiety in children is natural and common. In fact, one in eight children will experience anxiety. As children grow up and learn from their parents, friends, and caretakers, they typically develop the skills to calm themselves and cope with feelings of anxiety.

But, anxiety in children can also become chronic and persistent, developing into an anxiety disorder. Uncontrolled anxiety may begin to interfere with daily activities, and children may avoid interacting with their peers or family members.

### **Objectives**

- To study the level of anxiety in students taking online classes.
- To study the level of anxiety in male and female students taking online classes.
- To study the level of anxiety in rural or urban area students taking online classes.
- To study the impact of anxiety on achievement of male and female students taking online classes.
- To study the impact of anxiety on academic achievement of rural and urban students taking online classes.
- To study the impact of anxiety on academic achievement of class 11 students.

### **Hypotheses**

For this study the following hypotheses are made:-

- There is no significant impact of the level of anxiety in students taking online classes.
- There is no significant impact of the level of anxiety in male and female students taking online classes.
- There is no significant impact of the level of anxiety in rural or urban area students taking online classes.
- There is no significant impact of anxiety on achievement of male and female students taking online classes.
- There is no significant impact of anxiety on academic achievement of rural and urban students taking online classes.
- There is no significant impact of anxiety on academic achievement of class 11 students

### Sample

In the present study 300 students of different schools of Dehradun were taken as sample. From this Population, a sample of 150 urban and 150 rural had been selected. From that sample 75 males and 75 females had been selected from each locale. The sampling procedure includes the following steps

### Variables involved in the study

**Dependent variable:** In the present study Academic Achievement has been taken as dependent variable because it depends on other variables.

**Independent variable:** In the present study anxiety has been taken as independent variable as their impact has been seen on the other variables of the study.

**Demographic Variables:** In the present study Gender, Locale and COVID-19 have been taken as demographic variables.

### Tools Used

The investigator had been taken the following tools for data collection and analysis:

1. Sinha's Comprehensive Anxiety Test (SCAT) by Sinha and Sinha
2. Academic Achievement Scores

### Analysis of data

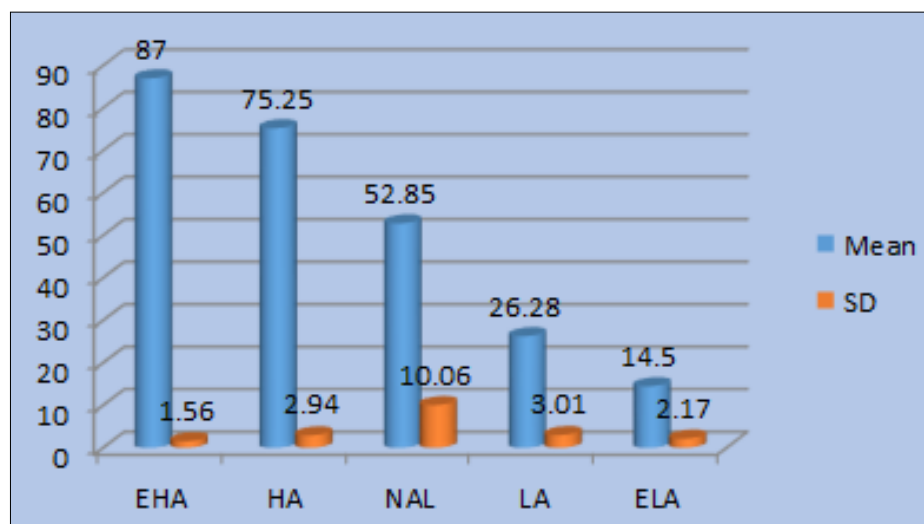
**Objective 1:** To study the level of anxiety in students taking online classes.

**Ho1:** There is no significant impact of the level of anxiety in students taking online classes.

**Table 1:** Level of anxiety in students

Group	N	Mean	S.D
EHA	22	87	1.56
HA	43	75.25	2.94
NAL	210	52.85	10.06
LA	21	26.28	3.01
ELA	4	14.5	2.17

- **EHA-** Extremely High Anxiety
- **HA-** High Anxiety
- **NAL-** Normal Anxiety Level
- **LA** – Low Anxiety
- **ELA** – Extremely Low Anxiety



**Fig 1:** Level of anxiety in students

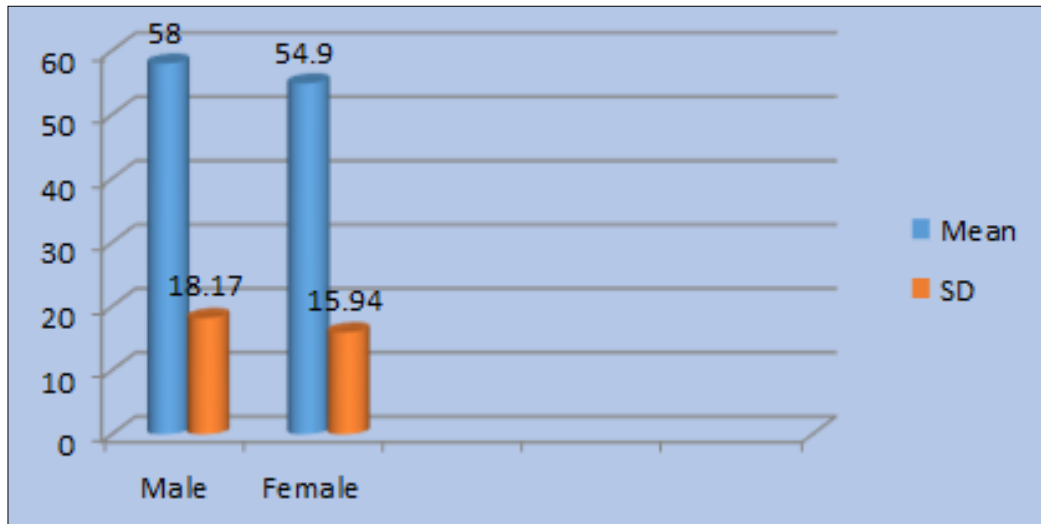
Table 4.1 shows the level of anxiety in students taking online classes. Mean scores of EHA is 87 with SD 1.56, mean scores of HA is 75.25 with SD 2.94, mean scores NAL is 52.85 with SD 10.06, mean scores of LA is 26.28 with SD 3.01 and mean scores of ELA is 14.5 with SD 2.17. Differences in the scores very obviously show that many students hold normal anxiety level. Very few lie in the extremely high and low anxiety level. It is showing that online classes are not making any huge impact in the anxiety level of the students. Thus Ho1stating “There is no significant impact of the level of anxiety in students taking online classes” stands REJECTED.

**Objective 2:** To study the level of anxiety in male and female students taking online classes.

**Ho2:** There is no significant impact of the level of anxiety in male and female students taking online classes.

**Table 2:** Level of anxiety in male and female

Group	N	Mean	S.D
Male	125	58	18.17
Female	175	54.9	15.94



**Fig 2:** Level of anxiety in male and female

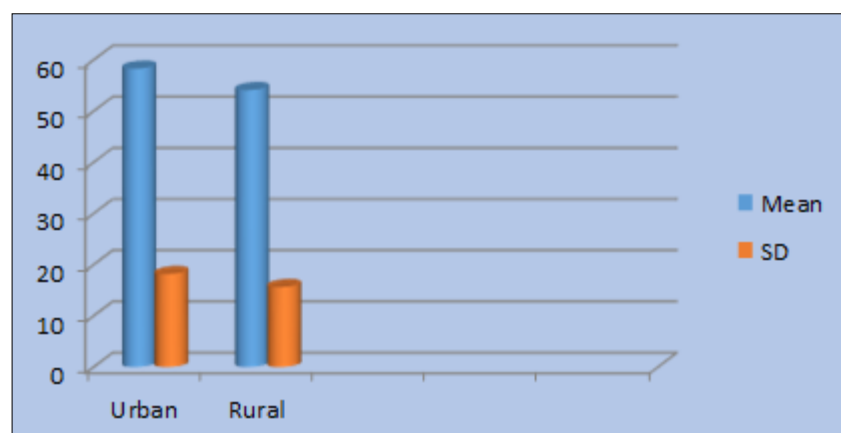
Table 4.2 shows the level of anxiety in male and female students taking online classes. Mean scores show that male students who are taking online classes are found to be more anxious than female students. It can be said that online learning at some point made male students anxious while learning new things, difficult concepts and relatively different topics. Thus Ho2 stating that “There is no significant impact of the level of anxiety in male and female students taking online classes” stands REJECTED.

**Objective 3:** To study the level of anxiety in rural and urban area students taking online classes.

**Ho3:** There is no significant impact of the level of anxiety in rural and urban area students taking online classes.

**Table 3:** Level of anxiety in rural and urban area

Group	N	Mean	S.D
Urban	150	58.29	18.17
Rural	150	54.1	15.62



**Fig 3:** Level of anxiety in rural or urban area

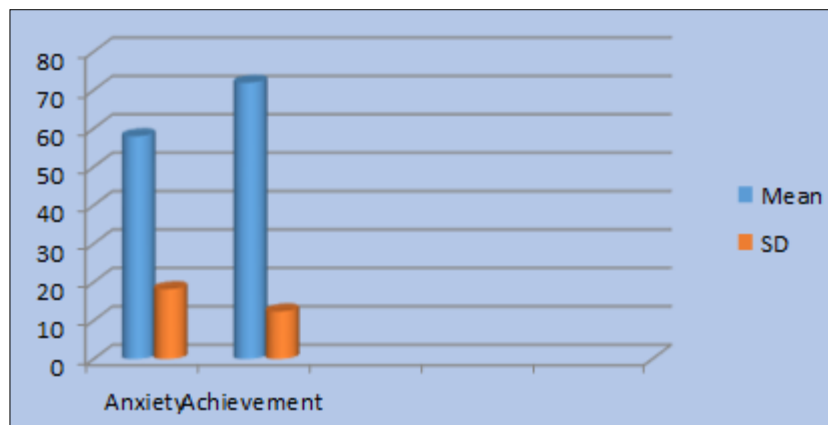
Table 4.3 shows level of anxiety in rural and urban area students taking online classes. Mean scores of urban and rural area students show that urban students became more anxious while taking online classes. As urban students feel more stressed because they take classes more seriously and try to understand the concepts deeply rather than rural students. Thus hypothesis stating (Ho3) stating that “There is no significant impact of the level of anxiety in rural and urban area students taking online classes” stands REJECTED.

**Objective 4:** To study the impact of anxiety on achievement of male students taking online classes.

**Ho4:** There is no significant impact of anxiety on achievement of male students taking online classes.

**Table 4:** Impact of anxiety on achievement of male

Group	N	Mean	S.D	Df	r
Anxiety	125	58	18.17	298	0.21
Achievement	125	71.92	12.38		



**Fig 4:** Impact of anxiety on achievement of male

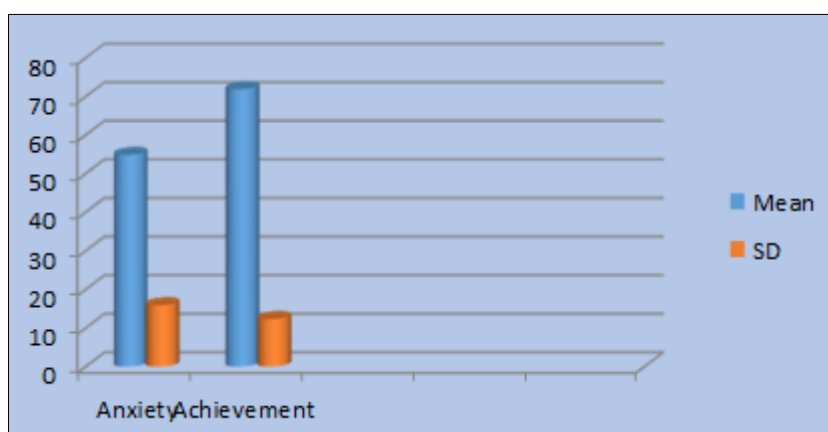
Table 4.4 presents the impact of anxiety on achievement of male students taking online classes. The calculated value of coefficient of correlation for anxiety on achievement of male students is 0.21. There is a difference in the mean scores of anxiety and achievement of male students taking online classes. It shows that anxiety has an impact on the achievement scores of male students. Due to online classes during COVID-19, male students are taking their classes seriously which is causing more stress to them and it is also affecting the performance of the students. Thus hypothesis stating (Ho4) stating that “There is no significant impact of anxiety on achievement of male students taking online classes” stands REJECTED at 0.05 Level of significance.

**Objective 5:** To study the impact of anxiety on achievement of female students taking online classes.

**Ho5:** There is no significant impact of anxiety on achievement of female students taking online classes.

**Table 5:** Impact of anxiety on achievement of female

Group	N	Mean	S.D	Df	R
Anxiety	175	54.9	15.94	298	0.32
Achievement	175	71.89	12.37		



**Fig 5:** Impact of anxiety on achievement of female

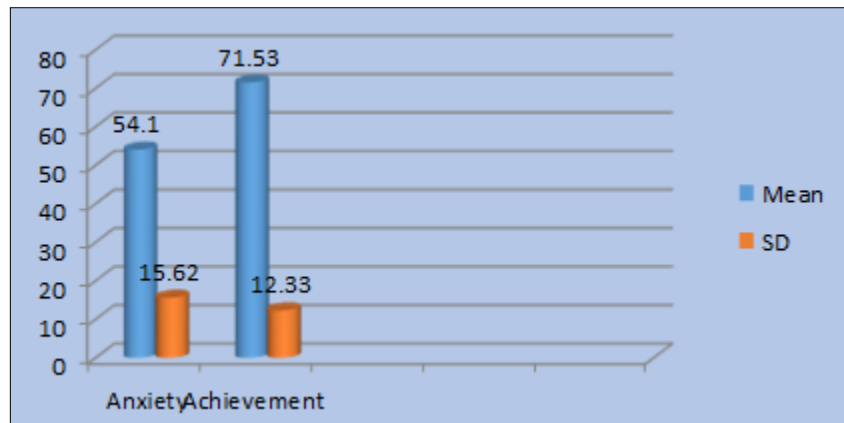
Table 4.5 presents the impact of anxiety on achievement of female students taking online classes. The calculated value of coefficient of correlation for anxiety on achievement of female students is 0.32. There is a difference in the mean scores of anxiety and achievement of female students taking online classes. It shows that anxiety has an impact on the achievement scores of female students. Female students are getting more anxious as change in the temperament, behavior and learning patterns have been noticed clearly. Thus hypothesis stating (Ho5) stating that “There is no significant impact of anxiety on achievement of female students taking online classes” stands REJECTED at both levels of significance.

**Objective 6:** To study the impact of anxiety on achievement of rural students taking online classes.

**Ho6:** There is no significant impact of anxiety on achievement of rural students taking online classes.

**Table 6:** Impact of anxiety on achievement of rural area students

Group	N	Mean	S.D	Df	R
Anxiety	150	54.1	15.62	298	0.22
Achievement	150	71.53	12.33		



**Fig 6:** Impact of anxiety on achievement of rural students

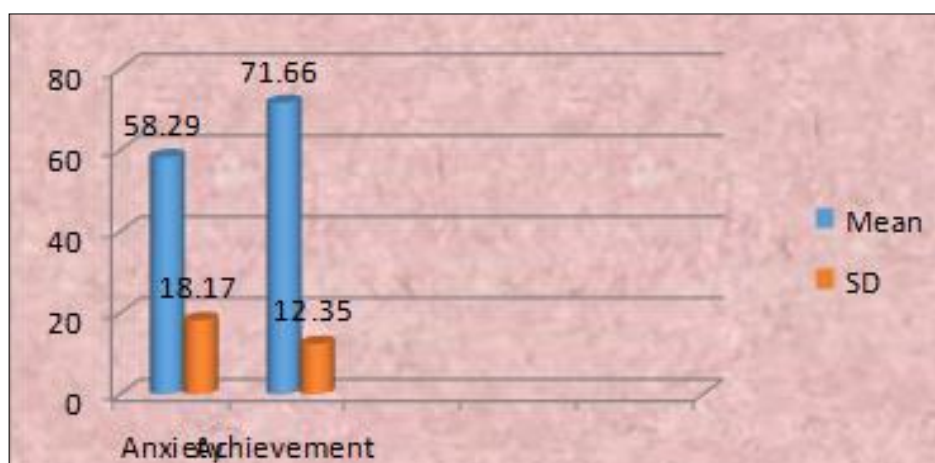
Table 4.6 presents the impact of anxiety on achievement of rural students taking online classes. The calculated value of coefficient of correlation for anxiety on achievement of rural students is 0.22. There is a difference in the mean scores of anxiety and achievement of rural students taking online classes. It shows that anxiety has an impact on the achievement scores of rural students. A great impact of anxiety on the performance of rural students was seen through the mean scores. Anxiety is causing rural students more stressed and it's really affecting their achievement as well during COVID-19. Thus hypothesis stating (Ho6) stating that "There is no significant impact of anxiety on achievement of rural students taking online classes" stands REJECTED.

**Objective 7:** To study the impact of anxiety on achievement of urban students taking online classes.

**Ho7:** There is no significant impact of anxiety on achievement of urban students taking online classes.

**Table 7:** Impact of anxiety on achievement of urban area students

Group	N	Mean	S.D	Df	R
Anxiety	150	58.29	18.17	298	0.28
Achievement	150	71.66	12.35		



**Fig 7:** Impact of anxiety on achievement of urban area students

Table 4.7 presents the impact of anxiety on achievement of urban students taking online classes. The calculated value of coefficient of correlation for anxiety on achievement of urban students is 0.28. There is a difference in the mean scores of anxiety and achievement of urban students taking online classes. It shows that anxiety has an impact on the achievement scores of urban students. Online classes are somewhere increasing the stress level of the students and also affecting the performance. It can be seen that some students are leading from normal

anxiety level to extremely high level. Thus hypothesis stating (Ho7) stating that “There is no significant impact of anxiety on achievement of urban students taking online classes” stands REJECTED.

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