RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND SELF EFFICACY AMONG ADOLESCENCE

Dissertation submitted to Christ College (Autonomous) in partial fulfilment of the requirements for the award of the degree of Bachelor of Science in Psychology

Submitted by,

MOHAMED MUHASINNV ANVER SHAHAD

REG.NO- CCASSPY027

BSc PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

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CERTIFICATE

This is to certify that this dissertation entitled, **RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND SELF EFFICACY AMONG** ADOLESCENCEIS a bona-fide record of research work carried out by **Mohamed Muhasin V Anver Shahad**, **Reg. No: CCASSPY027**, during the sixth semester of B.Sc. Psychology for the academic year 2018-2021

Head of the Department   **Guide**

Ms Nimy P.G   **Ms Durga ks**

Submitted for the examination held on --

DECLARATION

I hereby declare that the dissertation work entitled **"RELATIONSHIP BETWEENACADEMIC ANXIETY AND SELF EFFICACY AMONG ADOLESCENCE"** is submitted to the University of Calicut, in partial fulfilment of the requirement for the award of the Degree of Bachelors of Science in Psychology is the record work done by me under the supervision of Ms Christina Tony, Assistant professor, Department of Psychology, Christ College (Autonomous) Irinjalakuda. This is not formed as the basis for the award of any degree/diploma (Associate ship) fellowship or other similar title to any candidate of any university.

Place: Irinjalakuda

Date:

Guide   **Signature of the candidate**

Ms. Durga KS   Moahamed Muhasin

Assistant professor,   CCASSPY027

Department of Psychology,

Christ College (Autonomous),

Irinjalakuda-680125

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"No one who achieves success does so without the help of others. The wise and the confident acknowledge this help with gratitude."

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-Mohamed Muhasin V Anver
Shahad

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ABSTRACT

The present study examined about the relationship between academic anxiety and self-efficacy among adolescents. These traits were measured using Brief academic anxiety scale (AASC) and self-efficacy Scale (GSE). The data was collected from 60 students of which 30 were male and 30 female students. The age range was 16-21years. Simple random sampling was used to obtain the data. The samples were chosen from thrissur district. The various statistical methods used were t-test and Pearson correlation coefficient. The results revealed that academic anxiety and self-efficacy are not correlated.

CHAPTER I

INTRODUCTION

INTRODUCTION

Present age is the age of competition. Scientific and technological advancement all over the globe has been made man very conscious and sensitive about his studies, vocation, lifestyle, relations etc. This immense progress has given rise to certain problems. One of the major problems of today's world is "Anxiety". Every person has a unique nature as regard to capabilities, attitude, personality characteristics and interests. The adolescents have a major impact of anxiety due to bloodshed competition in every field. The parents and teachers are eager to know the various factors, which enhance the anxiety among the students. Academic achievement expectations have created so much fear among the students that they are not able to utilize their basic potential. They are to only concentrate on their academic performance. Every child is not able to get first division as the level of mental health is not same in every child. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school.

Most of us would agree that adolescence is a stage with important changes (social, physical and emotional) that have a long-lasting effect on an individual's entire life. Examples include achieving identity (e.g., moral, rational and sexual), independence (e.g., permission for driving, or taking other decisions) and developing interdependent peer and romantic relationships. It is also the stage when conflicts start emerging with parents and other social elements (e.g., authorities, peers); some examples might include - the urge to be popular among peers, competing in academics or sports, creating unrealistic unachievable goals and perfectionism. An important factor during this stage that affects one's development is self-efficacy (belief in one's ability towards a particular task/domain). Adolescents with low self-efficacy are known to develop behavioural and emotional problems in later stages of life. Coexisting psychological issues, if any, might complicate the situation and such individuals might result in developing complex psychological disorders, getting emotionally abused (bullied), being overly conscious, inability to regulate their emotions and at times even unable to communicate their feelings and needs during later parts of the lives.

ACADEMIC ANXIETY

Academic anxiety 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 Chemistry, Physics for numerical, Mathematics, and English to some extent for some north Indian states. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic anxiety is totally not a bad thing. However, it is true that a high level of anxiety interferes with concentration and memory which are critical for day to day academic performance and success, however it is also true without any anxiety, majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework or write any research papers. The role of academic anxiety cannot be underestimated among the predictors of academic achievement. Anxiety is an excited state of nervous system as a result of which sense of tension, nervousness and worry is being inflicted on individual (Spielberger,1983). In the modern time it is considered as a major predictor of academic performance (Mc Craty, 2007 and Mc Craty, et al., 2000). Reason being clear that world has become a place of great unnatural competition and academic achievements are seen as a bench mark of success in one's life.Sample of 340 secondary school students from various schools of Aligarh wereselected for the study. A standardised tool was used to collect the anxiety scores and CGPof the students in their previous classes, obtained from school records were taken as an index of their academic achievement.Later CGP was converted in to percentage marks. Present study is planned to find out difference as well as relationship in between the academic anxiety and academic achievement with respect to gender and religion respectively. Results of this study clearly revealed that, no significant difference is found in the academic anxiety and academic achievement of male and female students respectively. Similarly, no significant difference is found in the academic anxiety and academic achievement of muslim and non-muslim students respectively. Though, a significant and negative relationship is seen among the academic anxiety and the academic achievement. It is also inferred from the findings that a moderate level of anxiety is desired in order to excel in the academics, and when anxiety crosses the limit academic achievement decreases significantly

SELF EFFICACY

The term self-efficacy was coined by Albert Bandura (1986) as part of his social cognitive theory. Self-efficacy can be defined as perceived capability of self with respect to a particular domain. Self-esteem is defined as overall perceived valuation of self across all domains. Eriksson (Moshman, pp 119) says, adolescents are typically in a state of identity crisis and gradually construct their identity, and developmental problems in childhood may result in negative outcomes (alternatives to positive ones) like mistrust (alternative to trust), shame (the alternatives to autonomy), guilt (the alternative to initiative), inferiority and futility (the alternatives to industry). Self-efficacy is similarly known to develop with preconceived notions of self, perceived belief about self and others in society and active interactions with family and peers. Self-efficacy is considerably affected by successes (and failures) during childhood and early adolescence, which might cause the individual to either avoid a task completely (negative outcome or low self-efficacy) or gaining expertise with repetition (positive outcome or self-sufficiency). The construct of self-efficacy was introduced by Bandura (1977) with the publication of the article Self-efficacy: Toward a unifying theory of behavioral change, and the book Social Learning Theory. Social learning theory views human action or behavior as being determined by interplay of the situation, the person‚‚s behavior, his cognitions and emotions. One of Bandura‚‚s interests is concerned with ways in which individuals regulate their own motivation, thought patterns, affective states and behavior through beliefs of personal and collective efficacy. He stresses the effect of one‚‚s perceived abilities on one‚‚s behavior. 11 Bandura (1997) defines self-efficacy as referring to selfperceptions or beliefs of capability to learn or perform tasks at designated levels. The other authors have attempted to define self-efficacy, but they all paraphrase to refer to Bandura‚‚s definition. McCombs (2001) cites Bandura (1991), explaining self-efficacy judgments in reference to the learner‚‚s judgment of his or her competency for successful task completion. Schunk (2001) acknowledged that self-efficacy is a construct in Bandura‚‚s theory of human functioning and defined it as —beliefs about one‚‚s capabilities to learn or perform behaviors at designated levels. Pintrich and Schunk (1996) quote another of

Bandura„s (1986) definitions that self-efficacy refers to —people„s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Huang and Shanmao (1996) define self-efficacy expectations as —the beliefs about one„s ability to perform a given task or behavior successfully. Bandura developed his Social leaning theory by adding elements such as motivation and self-regulation and in the bottom line changing its name to Social Cognitive Theory. For Bandura, Barbaranelli, Caprara and Pastorelli (1996), self-efficacy theory is one aspect of social cognitive theory. The latter is an approach to understanding human cognition, action, motivation, and emotion.

NEED AND SIGNIFICANCE OF THE STUDY

21ST century can be indicated as the century of competition. Everywhere there is a race, a competition. With the huge development in science and technology, all part of the world is connected with this competition. Especially in the field of education, this competition rapidly increased among the students. Curriculum and co-curricular offerings have tremendously expanded, gripping the students in the adjustment problems. Feeling the insecurity, conflicts within themselves, bad company and low achievement creates emotional tensions and anxiety among the students. They are unable to face the changing trends in the society, the students are taking to drug addiction and even the suicidal note is increasing. To survive in this competitive and complicated world, Good Mental Health is required to all to cope up with all such adjustment problems and anxious atmosphere, but school students have been found to have high prevalence of mental health problems.

AIM
To study the relationship between academic anxiety and self-efficacy in adolescent

KEY TERMS
Academic Achievement
Mental Health

Adolescents
Self-efficacy

OBJECTIVE

. To find out the influence of academic anxiety among adolescents

. To find out the effect of self-efficacy among adolescents

. To find out the relationship between academic anxiety and self-efficacy

HYPOTHESIS

>There is no significant difference of academic anxiety among male and female adolescents
>There is no significant difference of self-efficacy among male and female adolescents
>There is no significant relationship between academic anxiety and self-efficacy

CHAPTER II
REVIEW OF LITERATURE

REVIEW OF LITERATURE

In 2015 a Study of Self Efficacy and Academic Achievement Done on College Students by S. Pavani and Gaurav Aggarwal inn Haridwar. The aim of the study was to see the levels of self-efficacy among high, medium, and low academic achievers. For this on 60 students 20 high, 20 medium and 20 where low academic achiever's Self efficacy scale was administered Results indicated that one who has high self-efficacy posses' high academic achievement
.
Vandana Gupta (2012) conducted her study on adolescent students and supported the
above evidence and suggested that there is a strong relationship between self-concept,
efficacy with well-being. She found that high self-efficacy enhances the well-being among the adolescent's students. Delamater, 2006.

In 2010 A study was done on "Relation between self-efficacy and academic achievement in
high school students". 250 students were selected and completed self-efficacy scale and for
achievement score grade point average in classes was used. Results shows that self-efficacy is a considerable factor in academic achievement.

Tiware and Sharma (2012) studied on adolescent's well-being. They examined 240
adolescents of Private and Government school and
found that adolescents of Private school
scored higher as compare to Government school on dimensions of well-being namely positive
affect, family support and achievement expectations.

Rehman (2016) carried out a study to find out the causes of academic anxiety among higher education students and its preventive measures. Findings of the study clearly revealed that there are various potential

threats such as personal, familial, institutional, social and political that provokes the anxiety among students and clinical and non-clinical measures are available to deal with the anxiety. There is a dire need to spread awareness among the students, parents, teachers.

Yusuf (2016) investigated the causes and effect of anxiety on the academic performance of secondary students of Domodo, Tanzania. Results revealed that the major cause of anxiety among students was corporal punishment followed by school milieu and potentials (capabilities) of the students, and significant number of the students are affected by it. Moreover, there was an inverse relationship in between anxiety and academic performance. Girls were more prone to anxiety as compared to boys.

Banga (2016) carried out a study to find out the levels of anxiety among 400 senior secondary boys and girls of Himachal Pradesh. Findings of the study clearly showed that significant difference existed in the levels of anxiety between boys and girls, Girls were more prone to anxiety than that of boys.

Mahajan (2015) revealed in their study that no significant difference existed in the academic anxiety of male and female secondary school students moreover a significant difference is found in the academic anxiety of government and private secondary students. He also reported that academic stress was significantly and negatively correlated to parental encouragement.

Shakir (2014) made a correlational study between academic anxiety and academic achievement based on gender. Findings clearly showed a negative relationship between academic anxiety and achievement. Gender also affects the anxiety; females were more anxious than male.
Kumar (2014) investigated the relationship between academic anxiety and academic achievement, in their study on senior secondary students and reported a negative and significant relationship between

anxiety and academic achievement. Moreover, it was also reported that girls were more affected by anxiety than boys.

Neelam (2013) conducted study on academic achievement of Secondary school students having differential levels of Academic anxiety and reported that academic achievement is inversely related to academic anxiety i.e., those students who had high level of anxiety showed poor academic achievement moreover girls were better in academic achievement and showed high degree of anxiety than boys.

CHAPTER III
METHOD

METHOD:

The chapter describes the aim of the study, sample of the study, measures used for data collection, the procedures used during the administration and statistical analysis used for the interpretation of the result.

SAMPLE:

The study was conducted among undergraduate during pandemic situation, sample size was 60 were 30 for males and 30 for females.

INCLUSION:

INCLUSION

Females:

Females belonging to the age group of 16-20

Females studying in college & school

Females resides in Kerala

Males:

Males belonging to the age group of 16-21

Males studying in college & school

Males resides in Kerala

EXCLUSION:

Females below the age of 16 and above the age of 20.

Females who reside outside the Kerala

Males who reside outside the Kerala

Males below the age of 16 and above the age of 21

MEASURE:

The Academic anxiety scale (AASC)and Self-Efficacy scale (GSE) was used. A personal data sheet was used to collect relevant information from the participant. Self-Efficacy Scale by A.K. Singh and Shruti Narain.This inventory measures Self-Efficacy. Academic Anxiety Scale for children by A.K. Singh and A. Sengupta (2009)97 (Appendix A). The Academic Anxiety Scale for children has been used for testing the academic anxiety level of Class IX students for the present study.

RELIABILTY AND VALIDITY

*RELIABILTY

The reliability of the AASC test was computed through the two methods, that is, test-retest method and the split-half method. In order to compute the test-retest reliability, the test was administered twice on a sample of 60 pupils with 14 days gap. Subsequently, Pearson r was computed between the two sets of scores. The obtained Pearson r was .60 which was significant beyond .01 level.

*VALIDITY

The present test (AASC) has been validated against the Sinha-anxiety test, Neuroticism scale of MPI and CAAT. Former two tests are the measures of general anxiety and the latter intends to measure academic anxiety among school children. Table 3.3 (a)(iii) presents the validity coefficients of AASC against these different measures. On the basis of the obtained correlation coefficients, it can be said that Academic Anxiety Scale for children (AASC) is a valid test.

SCORING:

The maximum possible score of this test is 20. Each item of the test is scored as either +1 or 0. There are two types of items- positive and negative. All positive items which are endorsed by the subjects as 'yes' and all negative items which are endorsed by the subject as 'No' are given a score of + 1. A score of zero is awarded to all other answers. Thus, high score on the test indicates high academic anxiety and low score on the test indicates low academic anxiety.

RELIABILTY AND VALIDITY

*RELIABILITY

Internal reliability for GSE = Cronbach's alphas between .76 and .90

*VALIDITY

The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

The total score is calculated by finding the sum of all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

	Not at all true	Hardly true	Moderately true	Exactly true
All questions	1	2	3	4

ADMINISTRATION

The test was administered and done individually after explaining the purpose of the study, the participant was asked to respect to respond to the items in a scale. The participant is given enough time to answer the question the entire question

STATISTICAL ANALYSIS

The t- test is one of many tests used for the purpose of hypothesis testing in statistics. It is used for the comparison of the difference between the means of two groups. It is suitable to test whether the mean of the two sets of scores are significantly different or not. The t-

test based on t- distribution and is considered as an appropriate test for finding the significance of difference between the means of two samples in case of small sample when population variance is not known. If the value exceeds a cut- off point depending in degree of freedom the difference in mean is considered significant when t value is below the cut-off the difference is said to be not significant.

CORRELATION ANALYSIS

It is a measure of relationship between two variables in forms of strength of relationship, the value of correlation coefficient varies between +1 and -1. A value of +1 or -1 indicates a perfect degree of association between two variables. As the correlation coefficient values goes towards 0, the relationship will be weaker. The sign of the correlation indicates the direction of relationship. If both variables tend to increase or decrease together the coefficient is positive. If one variable increase as other decrease, the coefficient is negative.

CHAPTER IV

RESULT AND DISCCUSION

The mean and standard deviation of the scores obtained by girls and boys in academic anxiety and the corresponding 't' values are presented in Table 2.

Table 4.2

Mean, SD, t value and level of significance obtained by Adolescent girls and boys in academic anxiety.

Variable	Group	Number	Mean	SD	t-value	Significance
Academic anxiety	1	30	10.87	4.049	-1.835	0.072
	2	30	12.57	3.059		

Table 4.2 indicates the mean, standard deviation, t-value and the level of significance among Adolescent girls and boys. From the table, it is seen that the t-value is -1.835 and the level of significance is 0.072 which indicates that there is no significant difference between the scores of girls and boys. Thus, we accept the null hypothesis.

The result shows that both girls and boys show almost the same level of academic anxiety. Adolescence is a period of rigorous emotional, psychological and biological growth. As both girls and boys go through this period of change, they may showcase similar levels of academic anxiety. Thus, during the period of adolescence, academic anxiety is a characteristic that is being incorporated into the children as they develop and thus there may be no gender differences.

Table 4.3

Means, SD, t-value and level of significance obtained by adolescent girls and boys in self-efficacy.

Variable	Group	Number	Mean	SD	t-value	Significance
Self-efficacy	1	30	28.00	4.668	1.650	0.104
	2	30	26.00	4.720		

Table 4.3 indicates mean, standard deviation, t-value and the level of significance among adolescent girls and boys. From the table, it is seen that the t-value is 1.650 and the level of significance is 0.104 which indicates that there is no significant difference between self-efficacy in girls and boys. Thus, we accept the null hypothesis.

The results thus indicate that both girls and boys show similar levels of self-efficacy.

Table 4.4

Correlation between the variables Academic anxiety and Self-efficacy

Variables		Academic anxiety	Self-efficacy
Academic anxiety	Pearson Correlation	1	-.468
	Sig (2-tailed)		0.01
	N	60	60
Self-efficacy	Pearson Correlation	-.468	1
	Sig (2-tailed)	0.01	
	N	60	60

The table 4.4 shows the correlation between academic anxiety and self-efficacy of adolescents. The adolescents have obtained -.468 as correlation between academic anxiety and self-efficacy, which is a positive correlation. The increase in score on the academic anxiety scale shows an increase in academic anxiety and an increased score on the self-efficacy scale shows an increase in self-efficacy. Thus, when academic anxiety increases, self-efficacy also increases and as academic anxiety decreases, self-efficacy also decreases.

Thus, as academic anxiety increases, it can be said that self-efficacy also increases.

CHAPTER V

SUMMARY AND CONCLUSION

SUMMARY AND CONCLUSION

Many studies have been conducted in the area of adolescents and their several characteristics. These studies have proved to be helpful in understanding the various abilities and phenomenon associated with them. The present study was conducted to find the relationship between academic anxiety and self-efficacy in adolescents.

The sample for the present study consisted of 80 students hailing from different districts in Kerala. The sample consisted of both genders and their age ranged from 14-19 years. Academic anxiety scale, Self-efficacy scale and personal data sheet were used to collect data required for the study. The collected data were analyzed using t-test and Pearson correlation coefficient.

Tenability of the hypotheses

HYPOTHESIS	TENABILITY
• There will be no significant difference between academic anxiety among adolescent boys and girls	ACCEPTED
• There will be no significant difference between self-efficacy among adolescent boys and girls	ACCEPTED
• There will be no significant relationship between academic anxiety and self-efficacy	REJECTED

Implications of the study

Children go through a lot of struggle during their adolescent years. As they are becoming more aware of their surroundings and responsibilities, they may face with a lot of stress and anxiety which may affect their day-to-day activities. In order to lead a healthy social life, it is necessary to overcome the situation with adaptive strategies. Self-Efficacy helps adolescents in guiding themselves and in differentiating between what to do and what not to do. Without self efficacy, adolescents may be prone to stress and anxiety which can interfere with their functioning. Thus, they should be brought up in an atmosphere that encourages the development of self-efficacy. Through this, we are able to mold stable and emotionally mature individuals who are capable of achieving their goals and succeed in life.

Limitations of the study

There are several limitations for the present study:

- The sample taken for the study was restricted to districts of Kerala, and therefore a complete generalization cannot be made.

- As the data was collected through Google Forms, there may be a chance for faking of responses.

- The respondents may not have understood the questions properly.

- The number of questions in the questionnaire was high.

- Lack of interest from the respondents.

Scope for further research

- The sample size can be increased in further researches and the sample collection should not be limited to one place.

- There were only two variables used in the study, thus other appropriate variables can also be incorporated.

- The study can be conducted in other populations.

The study can be administered directly to the sample rather than through Google forms for more valid answers.

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APPENDIX

Dr. A. K. Singh *(Patna)*
Dr. (Ms.) A. Sen Gupta *(Patna)*

Consumable Booklet

of

A A S C –SG

(English Version)

Please fill up the following informations :–

Name...

Age.. Sex...

Class..

College...

Religion.. Dated.............................

INSTRUCTIONS

Here are some statements. There are two possible alternatives – YES or NO of each statement, please choose the alternative which is applicable on you or what you are really feeling about that statement, please indicate your response by marking tick mark ☑ on the cell below YES or NO response. As there is no right or wrong statement, please feel free to respond on all items without hesitation.

SCORING TABLE

Score	Percentile	Interpretation

Sr. No.	STATEMENTS	YES	NO	SCORE
1.	When I am called by the Principal of the School, I feel very nervous.	☐	☐	◯
2.	I am occupied with mental tension as examination time comes nearer.	☐	☐	◯
3.	When Class-teacher suddenly asks me to come in the Staff-room, I feel very much afraid.	☐	☐	◯
4.	If I am late, I have no hesitation in going to the class.	☐	☐	◯
5.	As a teacher of Mathematics enters, I feel that I don't know anything and have forgotten everything.	☐	☐	◯
6.	Suddenly, if I have to go to the office of the school due to some work, I feel afraid.	☐	☐	◯
7.	If there is conversation between parents and teachers then I feel anxious as to what they be talking about me.	☐	☐	◯
8.	I always think about my good results.	☐	☐	◯
9.	Even if I haven't done my home-work, I don't feel afraid to go to the class-room.	☐	☐	◯
10.	If I obtain low marks in any subject, I feel ashamed to disclose or show it to my friends and members of the family.	☐	☐	◯
11.	If class-teacher asks any question after, being stood up, I feel afraid.	☐	☐	◯
12.	If English teacher asks me suddenly in the class, I feel nervous.	☐	☐	◯
13.	If it comes to my knowledge that any student or friend of mine is likely to be severely punished due to indiscipline, I become very much tense.	☐	☐	◯
14.	During examination I often dream that I am unable to remember anything after getting the question paper.	☐	☐	◯
15.	While teaching in the class teacher comes and stands before me, I become conscious.	☐	☐	◯
16.	While talking to the Principal, I don't feel any nervousness.	☐	☐	◯
17.	Sometime before commencement of examination if I am unable to go to school, I become worried.	☐	☐	◯
18.	I never sit on the first bench in class.	☐	☐	◯
19.	When the examination will be commencing such curiousity always persist in me.	☐	☐	◯
20.	Study of Sanskrit become the cause of my mental tension because I feel pronounciation of Sanskrit is too much difficult.	☐	☐	◯

TOTAL SCORE [ ]

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	☐	☐	☐	☐
2. If someone opposes me, I can find the means and ways to get what I want.	☐	☐	☐	☐
3. It is easy for me to stick to my aims and accomplish my goals.	☐	☐	☐	☐
4. I am confident that I could deal efficiently with unexpected events.	☐	☐	☐	☐
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	☐	☐	☐	☐
6. I can solve most problems if I invest the necessary effort.	☐	☐	☐	☐
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	☐	☐	☐	☐
8. When I am confronted with a problem, I can usually find several solutions.	☐	☐	☐	☐
9. If I am in trouble, I can usually think of a solution	☐	☐	☐	☐
10. I can usually handle whatever comes my way.	☐	☐	☐	☐

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