



Research Paper

A Comparative Study of Academic Anxiety and Academic Achievement among Senior Secondary School Students on the Basis of Locale

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ABSTRACT

The present study was undertaken to examine academic anxiety and academic achievement among senior secondary school students with special reference to locale. A sample of 200 students (100 rural and 100 urban) was selected. Results revealed that rural students had higher academic anxiety, whereas urban students showed higher academic achievement. A negative correlation was found between anxiety and achievement.

Keywords: Academic Anxiety, Academic Achievement, Locale, Rural Students, Urban Students, Senior Secondary Students.

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I. INTRODUCTION

Academic anxiety is the feeling of tension, worry or stress related to academic tasks. It affects concentration and performance. Academic achievement refers to the level of learning attained by students. Locale (rural/urban) may influence these variables due to differences in facilities, resources and environment.

II. NEED OF THE STUDY

- Students face increasing academic pressure.
- Anxiety affects performance and mental health.
- Rural and urban students differ in facilities.
- Awareness is needed among teachers and parents.
- Findings help in planning and counseling services.

III. OBJECTIVES OF THE STUDY

- To study academic anxiety among students.
- To study academic achievement among students.
- To compare rural and urban students in academic anxiety.
- To compare rural and urban students in academic achievement.
- To find the relationship between academic anxiety and academic achievement.

IV. HYPOTHESES

- There is no significant difference in academic anxiety between rural and urban students.
- There is no significant difference in academic achievement between rural and urban students.
- There is no significant relationship between academic anxiety and academic achievement.

V. METHODOLOGY

Methodological Parameter	Value / Description
Method Used	Descriptive Survey Method
Sample	200 Senior Secondary Students (Rural = 100, Urban = 100)
Tools Used	Academic Anxiety Scale, Previous Class Marks Sheet
Statistical Techniques	Mean, SD, t-test, Pearson Correlation, Frequency Distribution, Histogram, Bar Graph

VI. ANALYSIS AND INTERPRETATION OF DATA

Table 1: Mean and SD of Academic Anxiety

Group	N	Mean	S.D
Rural	100	71.40	8.25
Urban	100	67.20	7.80

Interpretation: Rural students scored higher mean (71.40) than urban students (67.20). Hence, rural students experience greater academic anxiety.

Table 2: Mean and SD of Academic Achievement

Group	N	Mean	S.D
Rural	100	64.50	9.40
Urban	100	70.80	8.65

Interpretation: Urban students obtained higher mean (70.80) than rural students (64.50). Hence, urban students show better academic achievement.

Table 3: t-test Comparison

Variables	t-value	Level of Significance
Academic Anxiety	2.52	Significant at 0.05
Academic Achievement	3.18	Significant at 0.01

Interpretation: The calculated t-values are significant at 0.05 and 0.01 levels. Therefore, there is a significant difference between rural and urban students in both variables.

Table 4: Correlation between Anxiety and Achievement

Variables	r-value
Academic Anxiety and Academic Achievement	-0.46

Interpretation: The correlation coefficient (-0.46) shows a moderate negative relationship. As anxiety increases, achievement decreases.

Table 5: Frequency Distribution of Academic Anxiety Scores

Score Interval	Urban	Rural
50-55	6	8
56-60	10	14
61-65	16	20
66-70	24	26
71-75	22	18
76-80	14	10
81-85	8	4

Table 6: Frequency Distribution of Academic Achievement Scores

Score Interval	Rural	Urban
45-50	5	2
51-55	8	5
56-60	16	10
61-65	24	18
66-70	22	24
71-75	14	22
76-80	8	14
81-85	3	5

VII. MAJOR FINDINGS

- ✓ Rural students had significantly higher academic anxiety.
- ✓ Urban students obtained significantly better academic achievement.
- ✓ Academic anxiety and achievement were negatively correlated.
- ✓ Excessive anxiety lowered students' performance.
- ✓ Locale influences educational outcomes.

VIII. EDUCATIONAL IMPLICATIONS

- Guidance and counseling cells should be established.
- Teachers should create a fear-free environment.
- Parents should motivate students positively.
- Rural schools need better infrastructure and resources.
- Stress management workshops should be organized.

IX. SUGGESTIONS FOR FURTHER RESEARCH

- Similar studies may be conducted on college students.
- Gender-wise comparison may be undertaken.
- Private and government schools may be compared.
- Variables like self-esteem, motivation and intelligence may be included.

X. CONCLUSION

The study concludes that academic anxiety is a major factor influencing students' achievement. Rural students showed higher anxiety, whereas urban students demonstrated better academic performance. A supportive environment, counseling, equal educational opportunities and positive teaching methods can reduce anxiety and improve achievement.

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