

Academic Anxiety among Graduation Students during Covid 19 in Muzaffarpur district of Bihar

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Abstract

This study is aimed at finding academic anxiety among graduate students of Muzaffarpur district of Bihar during Covid 19. A hypothesis-testing research design is adopted for this study. Data is collected from 50 male and 50 female students of graduation from Muzaffarpur district of Bihar during Covid 19. Convenient sampling technique is used and data is analyzed with SPSS. Results of the analysis revealed that anxiety levels are above average and more anxiety is reported in female as compared to male students. It is suggested to help of subject experts and counselling sessions by teachers to make smooth learning among students.

Keywords - Academic Anxiety, Anxiety due to teacher, Anxiety due to Learning Environment, Anxiety due to Cognitive Component, Anxiety due to Study Habits, Symptoms of Academic Anxiety and Examination Anxiety

1. Introduction

Anxiety is a mood illness that is characterized as being of a wide nature and can commonly manifest itself without a particular triggering event being identified. The term "anxiety" refers to a range of conditions that are characterized by feelings of anxiety, fear, apprehension, and worry. Additionally, anxiety comprises a number of other illnesses. In addition to manifesting themselves in the form of bodily symptoms, these disorders have the potential to have an effect on how we feel and how we behave. Mild anxiety is defined by a lack of clarity and an uneasy sensation, whereas severe anxiety can be extremely debilitating and has a substantial influence on day-to-day living. Serious anxiety can also have a significant impact on day-to-day living. However, it is possible that we might cause our worry by indulging in "negative self-talk," which is the practice of repeatedly telling ourselves that the worst possible event would occur. Although anxiety is a reaction to external variables in the majority of situations, it is possible that we can cause our worry by engaging in this activity. People who suffer from anxiety exhibit a wide range of physical symptoms for themselves, in addition to the non-physical symptoms that are distinctive of anxiety disorders, such as excessive and unrealistic worrying. Individuals who suffer from anxiety also exhibit mental symptoms. A significant number of these symptoms are analogous to those that are exhibited by a person who is suffering from a general disease, a heart attack, or a stroke. As a result of this, anxiety tends to develop even further than it already is. Having worried feelings is not a bad thing in and of itself. One's capacity to concentrate and remember, both of which are necessary for academic success, can be negatively impacted by a high level of worry, which is a truth that cannot be refuted. On the other hand, if we did not experience any worry, the majority of us would not feel the need to prepare for exams, write papers, or finish the chores that we have to do on a daily basis. Anxiety is a feeling that indicates that there is a need for attention to be paid to anything in the

surrounding environment. There is a series of biochemical changes that take place in our brain system and body, which are at the level of cells in our body. These changes cause an increase in the amount of adrenaline, which in turn causes our heartbeat to become more rapid. In addition to this, it reduces the amount of dopamine in the brain, which works to prevent the sensation of pain. Consequently, the source of concern is given more attention in this manner. A syndrome known as "fight or flight" is brought on by abnormally high levels of anxiety.

The Corona Virus outbreak, also known as COVID-19, was likely the biggest pandemic the world had ever seen. Most of the world's systems have been damaged or destroyed by this outbreak. It has also changed the economies of countries in ways that have never been seen before. The COVID-19 situation has had a big effect on people's daily lives and on many areas, such as schooling, children's rights, all service sectors, and so on. Even though the official end of the COVID-19 global health emergency has been announced, the disease is still causing a lot of problems around the world. This study fills in the gaps in the research on how COVID-19 fear affected college students during the worst of the pandemic. It specifically looked at how COVID-19 anxiety affected finding meaning in life, life direction, and academic motivation, all of which are known to be indicators of a student's success and well-being as a whole.

Anxiety due to academic aims and exams has become one of the main anxieties of students during Covid 19. The pressure of term exams, assignments and employment has brought academic anxiety to students. Prolonged anxiety of any type may bring harm to our psychological and physical health as well. Several Psychological disorders associated with anxiety may come to the surface and show their symptoms. In the case of students during Covid 19, where there is a lot of pressure on studies is present. This study looks at things that might have caused graduation students to feel anxious about school during the COVID-19 lockdown. These include anxiety about the teacher, anxiety about the learning setting, anxiety about the cognitive part, anxiety about study habits, symptoms of academic anxiety, and exam anxiety.

2. Review of literature

Success in academics entangles Academic Anxiety. This anxiety often leads to problems concentrating on studies and completion of tests. Devi (2004) conducted a study on anxiety levels among college-going students. The study revealed that there is a significant difference based on sex in the anxiety scores of boys and girls. The studies conducted by Sharma and Mahajan (2008), Trivedi and Bhansali (2008), and Neelam and Attri (2013) have revealed that girls are found to be more anxious about their academic achievements than boys.

Academic anxiety is created due to the academic institutions, teachers and expectations of students, their parents and society as well. The mental feelings due to anxiety should not be perceived negatively always. An average level of anxiety is necessary and helps to attain the purposes of their life (Kahan, 2008 in Dordi Nejad, Hakimi, Ashouri, Dehghani, Zeinali, Daghighi, & Bahrami, 2011; Donnelly, 2009). The strings of the guitar need to be tightened to play good tunes. There is always a need for some anxiety

If students take education as a challenge, anxiety brings motivation to learn. If education is taken as fear, it brings a sense of loss. So, the impact of stress on learning is critical (Whitman, 1985).

The purpose of the research that Sharma and Mahajan (2008) carried out was to investigate the levels of anxiety that are experienced by adolescents, specifically about four distinct domains: physical, social, emotional, and educational. An approach known as multistage stratified random sampling was utilized to pick forty males and forty females between the ages of 15 and 17 for this particular reason. According to the findings of the study, 1) There is no significant difference between adolescent boys and girls in terms of their physical anxiety, 2) There is no significant difference between the boys and girls in terms of their social anxiety, 3) There is a significant difference between the adolescent girls and boys in terms of their overall emotional anxiety, and 4) Girls were found to be more anxious about their marks and percentage than boys were. To have a better understanding of the academic anxiety that is prevalent among adolescents between the ages of 16 and 18, Trivedi and Bhansali (2008) conducted a comparative study between males and females. A total of 240 adolescents, broken down into two groups of 120 boys and 120 girls, were chosen from a variety of high schools located within the city of Jodhpur. When compared to boys, it was shown that girls, on average, experienced higher levels of academic anxiety and had a greater number of instances of it. Neelam and Attri (2013) have made an effort to investigate the relationship between academic achievement and the level of academic anxiety experienced by secondary school pupils. There is a considerable difference between male and female secondary school students in terms of academic anxiety and academic accomplishment, according to the hypothesis that was put forward. The data was collected from two hundred secondary school students in the Mandi district of Himachal Pradesh using the lottery method of random sampling. The students were given the 'Academic Anxiety Scale for Children (AASC)' and their marks from the ninth grade were used to determine their academic achievement. This was done to verify the hypotheses. It was the t-test that was utilized as the statistical method. According to the results of the current research, there are notable distinctions between male and female secondary school pupils in terms of their levels of academic anxiety and their levels of academic accomplishment. Compared to boys, girls were shown to have higher levels of academic anxiety and achieved higher levels of academic success.

3 Research Methodology

3.1 Research Objectives

- To find the present level of academic anxiety among graduate students of Muzaffarpur district.
- To study the difference in academic anxiety between male and female graduate students of Muzaffarpur district.
- To study the difference in dimensions of academic anxiety between male and female graduate students of Muzaffarpur district.

3.2 Proposed hypotheses

- Ha1: The present level of academic anxiety practices is above the average among graduate students of Muzaffarpur district.
- H01: The present level of academic anxiety practices is not above the average among graduate students of Muzaffarpur district.

- Ha2: The present level of dimensions of academic anxiety practices is above the average among graduate students of Muzaffarpur district.
- H02: The present level of dimensions academic anxiety practices is not above the average among graduate students of Muzaffarpur district.
- Ha3: There is a significant difference in academic anxiety between male and female graduate students of Muzaffarpur district of Bihar.
- H03: There is no significant difference in academic anxiety between male and female graduate students of Muzaffarpur district of Bihar.
- Ha4: There is a significant difference in dimensions of academic anxiety between male and female graduate students of Muzaffarpur district of Bihar.
- H04: There is a significant difference in dimensions of academic anxiety between male and female graduate students of Muzaffarpur district of Bihar.

4. Research Methodology

- Research design – Descriptive and Hypotheses testing research design adopted for this study.
- Population – Male and female graduate students of Muzaffarpur district of Bihar.
- Sample – Data is collected from 50 working and 50 non-working married graduate students of Muzaffarpur district of Bihar.
- Sampling technique – A convenient sampling technique is used for data collection.
- Data Analysis – SPSS will be used for data analysis and interpretations.
- Statistical tests – Reliability analysis, One sample t-test and Independent Sample t-test are used for this study.

5. Data Analysis and Interpretation

5.1 Sample descriptions

Table 1. Sample description of the type of graduate students

Type	Frequency	Percent	Cumulative Percent
Male	50	50.0	50.0
Female	50	50.0	100.0
Total	100	100.0	

From Table 1, it is reported that an equal number of male and female graduate students are taken.

5.2 Reliability Analysis

Reliability analysis is conducted to test the internal consistency of the instrument used for variable academic anxiety and its three dimensions and the result is presented in Table 2.

Table 2. Reliability results

S.N.	Variable	No of items	Cronbach's Alpha
1	Academic anxiety	0.831	48
1a	Anxiety due to Teacher	0.769	8

1b	Anxiety Due to Learning Environment	0.701	9
1c	Anxiety due to Cognitive Component	0.764	8
1d	Anxiety Due to Study Habits	0.732	9
1e	Symptoms of Academic Anxiety	0.709	7
1f	Examination Anxiety	0.729	7

According to Cronbach (1951), a Cronbach's alpha value that falls between 0.5 and 0.7 is considered to be satisfactory, while a result that is greater than 0.7 is seen as a scale that indicates good internal consistency or reliability of the instrument that was utilized. The fact that the value of Cronbach's alpha in Table 2 was found to be more than .7 indicates that the instruments that were utilized for the research cannot be considered doubtful.

5.3 One sample t-test

5.3.1 One sample T-test of academic anxiety

One sample t-test is conducted to study the presence of academic anxiety in graduate students of the Muzaffarpur district of Bihar with a test value of '3' and results are presented in Tables 3 and 4.

Table 3. Descriptive results of academic anxiety

	N	Mean	Std. Deviation	Std. Error Mean
Academic Anxiety	100	3.0410	.45003	.04500

The overall mean of academic anxiety is reported as 3.041 in Table 3.

Table 4. One Sample t-test results of academic anxiety

Variable	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Academic Anxiety	.912	99	.364	.04104	-.0483	.1303

From Table 4, it is reported that p (.364) is more than .05, which means the overall mean of academic anxiety is not significantly above the test value. Thereby, the proposed alternate H_1 hypothesis is rejected and null H_0 is accepted.

5.3.2 One sample t-test with dimensions of academic anxiety

One sample t-test is conducted to study the present level of dimensions of academic anxiety in graduate students of Muzaffarpur district of Bihar with a test value of '3' and results are presented in tables 5 and 6.

Table 5. Descriptive results of dimensions of academic anxiety

Variable/ Dimensions	N	Min	Max	Mean	Std. Deviation
Anxiety due to teacher	100	2.25	4.38	3.168	.538
Anxiety Due to Learning Environment	100	2.00	4.56	3.261	.502
Anxiety due to Cognitive Component	100	2.25	4.38	3.177	.510
Anxiety Due to Study Habits	100	2.22	4.22	3.148	.454

Symptoms of Academic Anxiety	100	1.43	4.29	2.692	.659
Examination Anxiety	100	1.71	4.29	2.797	.718

[Min- Minimum, Max- Maximum]

From Table 5, it is reported that the highest mean is reported for Anxiety due to Learning Environment (3.261) followed by Anxiety due to Cognitive Component (3.177) then Anxiety due to teacher (3.330) while the least is reported for symptoms of academic anxiety.

Table 6. One Sample t-test results of dimensions of academic anxiety

Dimensions of Academic Anxiety	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Anxiety due to teacher	3.134	99	.002	.16875	.0619	.2756
Anxiety Due to Learning Environment	5.194	99	.000	.26111	.1614	.3609
Anxiety due to Cognitive Component	3.480	99	.001	.17750	.0763	.2787
Anxiety Due to Study Habits	3.276	99	.001	.14889	.0587	.2391
Examination Anxiety	-2.823	99	.006	-.20286	-.3454	-.0603
Symptoms of Academic Anxiety	-4.658	99	.000	-.30714	-.4380	-.1763

The value of p in Table 6 is less than 0.05 for the four dimensions Anxiety due to teacher, Anxiety due to Learning Environment, Anxiety due to Cognitive Component and Anxiety due to Study Habits for the test value of '3'. It means the present level of the four mentioned dimensions is above the average value of 3 significantly. For two dimensions - Symptoms of Academic Anxiety and Examination Anxiety; the means are the means are significantly below the test value of '3'. Therefore, the proposed alternate hypothesis Ha2 is partially accepted.

5.4 Independent sample t-test

An Independent sample t-test is conducted to test significant differences.

5.4.1 Significant Difference in Academic Anxiety

An Independent sample t-test is conducted to study the significant difference in academic anxiety between males and females.

Table 7. Group Statistics of academic anxiety

Gender		N	Mean	Std. Deviation	Std. Error Mean
Academic Anxiety	Male	50	2.7477	.31248	.04419
	Female	50	3.3344	.36867	.05214

From table 7, it is reported that slightly higher mean for females as compared with males.

Table 8. Independent sample t-test results of academic anxiety

	Levene's Test for	t-test for Equality of Means
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		Equality of Variances								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Academic Anxiety	EVA	1.810	.182	-8.584	98	.000	-.58671	.06835	-.72235	-.45108
	EVNA			-8.584	95.437	.000	-.58671	.06835	-.72239	-.45103

[EVA- Equal variances assumed and EVNA - Equal variances not assumed]

The value of p is less than 0.05 in Table 6, which means there is a significant difference in academic anxiety between male and female graduate students of Muzaffarpur district of Bihar. Therefore, the proposed alternate hypothesis Ha3 is accepted and null is rejected. It is inferred that females have significantly higher academic anxiety as compared to male students.

5.4.2 Significant Difference in Dimensions of Academic Anxiety

An Independent sample t-test is conducted to study the significant difference in dimensions of academic anxiety between males and females.

Table 9. Group Statistics for Dimensions of Academic Anxiety

Gender		N	Mean	Std. Deviation	Std. Error Mean
Anxiety due to teacher	Male	50	2.8925	.42559	.06019
	Female	50	3.4450	.49883	.07054
Anxiety Due to Learning Environment	Male	50	3.0533	.40917	.05786
	Female	50	3.4689	.50510	.07143
Anxiety due to Cognitive Component	Male	50	2.9225	.43146	.06102
	Female	50	3.4325	.45472	.06431
Anxiety Due to Study Habits	Male	50	2.9178	.35480	.05018
	Female	50	3.3800	.42715	.06041
Examination Anxiety	Male	50	2.3914	.54670	.07732
	Female	50	3.2029	.63894	.09036
Symptoms of Academic Anxiety	Male	50	2.3086	.46480	.06573
	Female	50	3.0771	.60071	.08495

From Table 9, it is reported that a slightly higher mean is reported for female graduate students in all six dimensions of academic anxiety as compared to male graduate students.

Table 10. Independent sample t-test results of dimensions of academic anxiety

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Anxiety due to teacher	EVA	2.217	.140	-5.958	98	.000	-.55250	.09273	-.73652	-.36848
	EVNA			-5.958	95.629	.000	-.55250	.09273	-.73658	-.36842
Anxiety Due to Learning Environment	EVA	2.325	.130	-4.520	98	.000	-.41556	.09193	-.59798	-.23313
	EVNA			-4.520	93.952	.000	-.41556	.09193	-.59808	-.23303
Anxiety due to Cognitive Component	EVA	.030	.864	-5.753	98	.000	-.51000	.08865	-.68592	-.33408
	EVNA			-5.753	97.731	.000	-.51000	.08865	-.68592	-.33408
Anxiety Due to Study Habits	EVA	2.237	.138	-5.886	98	.000	-.46222	.07853	-.61806	-.30638
	EVNA			-5.886	94.808	.000	-.46222	.07853	-.61813	-.30632
Examination Anxiety	EVA	1.764	.187	-6.823	98	.000	-.81143	.11892	-1.04743	-.57543
	EVNA			-6.823	95.711	.000	-.81143	.11892	-1.04750	-.57536
Symptoms of Academic Anxiety	EVA	2.866	.094	-7.155	98	.000	-.76857	.10742	-.98173	-.55541
	EVNA			-7.155	92.191	.000	-.76857	.10742	-.98190	-.55524

[EVA- Equal variances assumed and EVNA - Equal variances not assumed]

The value of p is less than 0.05 for all dimensions in Table 10, which means there is a significant difference in dimensions of academic anxiety between male and female graduate students of Muzaffarpur district of Bihar. Therefore, the proposed alternate hypothesis H_{a4} is accepted and null is rejected. It is inferred that females have more academic anxiety as compared to male students of graduates in Muzaffarpur district of Bihar.

6. Conclusion and recommendation

There is a significant difference between the levels of academic anxiety experienced by male and female graduate students in the Muzaffarpur district of Bihar, according to the findings, which indicate that the level of academic anxiety among female graduate students in the Muzaffarpur district of Bihar is found to be more than male students during covid 19.

Today's youth are living in an environment that is becoming increasingly fraught with fear. They are expected to do well in all aspects of their lives, the most important of which is their academic performance, even though they live in a world in which nothing appears to be guaranteed with absolute surety. The attention of adolescents is typically divided among a great number of topics, particularly when it comes to developing an identity for themselves. As a result, adolescents frequently struggle with academic motivation and performance. When students graduate from primary school, they discover that their professors, parents, and classmates place a new focus on meeting deadlines, performing well in school, and being able to comprehend a significant quantity of material. A typical problem that students cannot ignore if they want to be successful in school is something that is referred to as "academic anxiety." It frequently results in difficulties in concentrating while studying and retaining knowledge while taking tests, which causes the students to feel helpless and like they have failed. An investigation into the levels of anxiety experienced by college students was carried out by Devi (2004).

6.1 Recommendations

Educators and educational institutions can help contain the pandemic by letting students know about the dangers they may face soon, giving them help, and encouraging them to improve their mental health. When something terrible happens, it is the job of the academic community to help students get used to the "new normal" without criticising or giving judgement. To help their students stay alert, colleges and universities could offer online classes on topics like adaptability, mindfulness, and building resilience. They could also start new events that encourage students to join the online education system.

It is also recommended that students get help from a well-trained career counsellor to better overcome academic anxiety. It suggested learning and practising time management and stress management techniques for at-par academic anxiety along with better guidance from teachers and college administrations. It is suggested to help of subject experts and counselling sessions by teachers to make smooth learning among students.

6.2 Limitations and Future Scope

This study is limited to 100 graduate students of Muzaffarpur district of Bihar. It is suggested to conduct such a study with a larger sample with other related variables and factors affecting

academic anxiety. It is recommended to conduct such a study on the rural and urban background of graduate students in future.

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