A STUDY ON IMPACT OF ACADEMIC ACHIEVEMENT IN RELATION TO ENGLISH LANGUAGE ANXIETY OF SECONDARY SCHOOL STUDENTS IN ALWAR DISTRICT

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Abstract

English language has an imperative status in the whole universe as an important global language. English language is like a window to the globe and assists the human beings across the whole universe to get wider knowledge of the world. Today is an era of competition that makes students more anxious and the eagerness of whether they can do well in their academic part or perform well in academic activities. It may adversely affect the mental health of students. It is the painful uneasiness of mind while doing or focusing on academic activities in school or at home. It is a kind of state anxiety which relates to the impending danger from the environment of the academic institution. In order to admire the language and literature, understanding of English is tremendously essential. Students should have the knowledge of English for understanding famous English works. It can be said that although other languages are also important, it is only the English language which opens many professional and literary doors. People all around the world get excellent job opportunities with the knowledge of English language. However, it is seen that pupils in schools who learn English as a foreign Language always feel anxious, apprehensive and nervous. There are many reasons for the anxiety like learners self perception about their knowledge of the language, language learning environment, different intelligence levels of learners and target language cultures and negative thoughts about self-identification etc. So, this study will able to focus the impact on academic achievement in relation to English language anxiety.

Keywords: Academic achievement, English language, Anxiety, Literature, Self identification

1. Introduction

Language is a means for humans to communicate with other human beings. Language is a human ability to communicate with another using a sign, such as words, gestures, or tools to interact and communicate. Language is a very important component in our lives as humans. Without language, humans will not be able to interact with each other and life will not be able to run well. Learning a language is not only limited to our language, which is Indonesian. But, there are many foreign languages in this world that we can learn further so we can still communicate with many people from all over the world. The importance of learning and mastering a foreign language is supported by the statement of a German philosopher named Johan Wolfgang Von, he said that a person who does not know anything about a foreign language is a person who does not know anything about their own language. The statement explains that learning a foreign language is a necessary thing in our life.

One of the most important foreign languages to learn is **English**. English is a language that has been designated as an international language. English is a global language that plays an important role in global interaction and communication along with the progress and

competition of globalization. The era of globalization as it is today requires each individual to continue to prepare reliable resources, especially in the communication aspect. The growing era of mastery of communication technology and direct interaction requires an active mastery of both spoken and written English as an international language.

1.2 Importance of English Language

Any language has its systematic means of communication, might be by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

A set of linguists who based their assumptions of language on psychology made claims that language is nothing but habit formation. According to them, language is learnt through use, through practice. In their view, the more one is exposed to the use of language, the better one learns".

The historical circumstances of India have given the Indians an easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many International awards for creative and comparative literatures during the last few years. Sometime ago, an Indian author, Arundhati Roy, won the prestigious booker prize for her book "The God of Small Things". Her book sold lakhs of copies all over the globe.

A famous Indian movie maker Shekhar Kapoors' film "Elizabeth" has got several nominations for Oscar Awards. It does not require any further argument to establish the advantage English language has brought to us at the international level.

English language comes to our aid in our commercial transactions round the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication.

The Indian languages are vibrant and are developing by the contributions of great minds using them as their vehicle of expression. English is available to us as a historical heritage in addition to our own language. Indians must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our window to the world.

English language is one tool to establish our viewpoint. We can learn from others experience. We can check the theories of foreigners against our experience. We can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers.

We can make use of English to promote our worldview and spiritual heritage throughout the globe. Swami Vivekananda established the greatness of Indian view of religion at the world conference of religions in Chicago in 1893. He addressed the gathering in impressive English. Many spiritual gurus have since converted thousands of English people to our spirituality by expressing their thought and ideas in masterful English. English has thus become an effective means of promoting Indian view of life, and strengthening our cultural identity in the world.

English spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as World English.

2. Objective
The main objective of the study was to find relationship between Academic Achievement and English language anxiety among class IX students of Alwar district.

3. Limitations of the Study

The study was limited to 9th standard students of CBSE Schools of Alwar district blocks named Rajgarh, Rangarh, Umrain, and Kishangarh.

4. Sample and Technique of Sample Selection
The subjects of study comprised of N= 400 (200 boys and 200 girls) 9th standard students of CBSE Schools of Alwar district blocks named Rajgarh, Rangarh, Umrain, and Kishangarh. The stratified random sampling technique was used to have rural representation. Four schools were selected through simple random sampling from each of the two settings.

5. Tool Used Academic Achievement Motivation
Adaption of Foreign Language Classroom Anxiety Scale Developed by Horwitz 1986

Academic Achievement Test in English

To measure the achievement of the secondary students in English, Academic achievement test in English was developed by the investigator. Keeping in view all the specifications prepared during the planning face the investigator prepared the test items in consultation with subject experts in English and initial questionnaire consisting of one reading passage, two writing paragraph, multiple choice questions from a poem and two chapters, 15 grammar related multiple choice questions and listening comprehension. On the basis of obtained difficulty values and discrimination power 31 statements were retained for the final draft of the test. 19 items were rejected after checking the Difficulty value and discrimination power of the statements. So final draft of the test is prepared on the basis of item analysis. So after item analysis 31 items were retained for the final draft of the test.

Reliability of the Test

Test reliability of Academic Achievement Test in English

For determine the reliability of Achievement Test in English test- retest procedure was used. In this way the same form of test was administered to the similar group of pupils under same conditions after a break of 15 days. The product moment coefficient of correlation was found between both sets of scores on Academic achievement test in English which was 0.86 which reveals the high reliability of the scale.

Validity of Academic Achievement Test in English

Content Validity- all the items or the whole content of Achievement Test in English was systematically analysed. The complete test was given to the professional in the area of English and they were asked to provide their opinion about the content and language of Academic Achievement test in English. The format, language, instructions and size of the test were found to be suitable for the students. So Academic achievement test in English was valid.

6. **Data Analysis and Discussion-**

Table 6.1 Showing the values of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the variable of academic achievement in relation to English language anxiety(N=400)

Variables	Dimensions	Mean	Median	Mode	SD	Skewness	Kurtosis
Academic Achievement in English		18.16	18.00	18	3.84	.04	-0.12
English language anxiety	English language anxiety (total)	121.02	124.00	129	18.98	-.86	.68
	Communication anxiety	34.00	35.00	36	7.30	-.42	.10
	Test anxiety	20.21	20.00	22	4.10	-.04	-.03
	Anxiety of English class	33.11	34.00	35	5.93	-.50	.50
	Fear of negative evaluation	33.70	35.00	36	9.52	-.22	.11

Table 6.1.1 Frequency distribution of scores of academic achievement in English of class IX Students (N= 400)

Class interval	Mid point	Frequency
7-10	8.5	12
11-14	12.5	65
15-18	16.5	150
19-22	20.5	125
23-26	24.5	41
27-30	28.5	6
31-34	32.5	1
Total		400

Table 6.1.2 Frequency distribution of scores of Communication Anxiety of class IXStudents (N=400)

Class interval	Mid point	Frequency
10-16	13	6
17-23	20	27
24-30	27	75
31-37	34	115
38-44	41	150
45-51	48	22
52-58	55	5
Total		400

Table 6.1.3 Frequency distribution of scores of test anxiety of classIX Students (N= 400)

Class interval	Mid point	Frequency
8-12	10	10
13-17	15	90
18-22	20	155
23-27	25	130
28-32	30	10
33-37	35	5
Total		400

Table 6.1.4 Frequency distribution of scores of fear of negative evaluation ofclass IX students (N= 400)

Class interval	Mid point	Frequency
4-12	8	7
13-21	17	40
22-30	26	85
31-39	35	150
40-48	44	93
49-57	53	23
58-66	62	2
Total		400

Interpretation-

As shown in table 6.1 the respective values of mean, median and mode are 34.00, 35.00 and 36 for communication anxiety, 20.21, 20.00 and 24 for test anxiety, 33.11, 34 and 36 for anxiety of English class and 33.70, 35.00 and 38 for fear of negative evaluation dimensions of English language anxiety. While, for composite scores of English language anxiety the mean, median and mode have been found to be 121.02, 124 and 129 respectively. Further, Table 4.1 also indicates that skewness values for the dimensions of communication anxiety, test anxiety, anxiety of English class, fear of negative evaluation as well as total scores of English language anxiety are found to be -.42, -.04, -.50, -.22 and -.86 respectively. The negative values of skewness indicate the distribution to be negatively skewed with regards to all the dimensions as well as total scores of English Language anxiety variables.

The values of kurtosis have been found to be .10, -.03, .50, .11 for the dimensions of communication anxiety, test anxiety, anxiety of English class and fear of negative evaluation respectively and .68 for total scores of English language anxiety. The negative values of kurtosis indicate the distribution to be platykurtik with regards test anxiety dimension while the positive values indicate the distribution to be leptokurtic for all other dimensions as well as total scores of English Language anxiety.

Conclusion-

From the above discussion we can say that the distribution was slightly positively skewed for the variable of academic achievement while for remaining all other variables the distribution of scores was slightly negatively skewed. But, the score distribution of all the variables tended to be near normal. The value of kurtosis show that the distribution of scores on the variable academic achievement and English language anxiety for evaluation dimensions was platykurtik as the kurtosis is negative. For remaining variables the distribution was leptokurik as the kurtosis values are positive. Kurtosis in all the variables did not show marked departure from normality as all the values of kurtosis were found to be within acceptable range. Thus, we can say that distribution of all the variables was nearly normal.

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