Relationship Between Academic Achievement and Test Anxiety Among Graduate Students.

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Abstract

This present paper examines the relationship between academic achievement and test anxiety among students. A sample of 131 students was selected from four different departments. Data were collected by using goggle form questionnaire on the bases of academic achievement and test anxiety. Test Anxiety inventory developed by Spielberg (2017) was used for data collection. To find out the level of anxiety and academic achievement t-Test value was used. The Findings of the paper revealed that There was no significant difference seen in the anxiety level among students with respect to Area, Gender. but in Academic achievement significant relationship observed among students with respect to Grades. Area. Finally, study found that there is a significant relationship between anxiety and academic achievement among students at 0.01 level.

Keyword: *Academic achievement, Anxiety.*

1. Introduction

Academic achievement and anxiety play a crucial role in our life.in the both terms have negative and positive relationship. Academic achievement is the current level of student 's learning. It usually measures through examinations and continuous assessment. Academic Achievement done in both private and secondary organizations to measure the academic achievement of students., academic achievement as the field to which a learner is earning from directions in a given zone of learning i.e., achievement is examine by the extent to which skill or knowledge has been fetch to him. Youth and college students can simply feel stress trying to manipulate school, work, friends and parents while trying to consider out the rest of your life. Most of us rebound but, recurrent, acute, and out of control panic that obstruct with your daily life activities may be an indication of anxiety. An estimated 31.9% juvenile had anxiety disorder. The present students are future of our society, they represent the society expenditure for future thus their mental health is an important element.

Zeidne 1998 said, Anxiety refers to cognitive, physiological symptoms of anxiety during exam or before the exam. Anxiety occur when a person assessed by formal or informal way. Many students feel anxiety, during exams, tests, presentations, interviews etc. Anxiety happen lack of confidence, preparation, fear of defeat. It is experienced by different masses by different ways.it mostly occur in educational process but some students feel anxiety in normal interactions also. it amplifies the level of stress and depression in humans. Anxiety decline the level of concentration among students and it effects the academic achievement of students. It is a repulsive feeling of fear, panic and worry. High number of student's anxiety may create serious issue for the health of student. and it also create some serious illness like depression, stress and anger. Students can not able to do any work or academic task with proper understanding if he/she suffer from anxiety.

Anxiety includes a connection of social factors such as infancy difficulty, tough experiences and hereditary vulnerability. In this all factors family behaviour may also play a crucial role in anxiety disorder among students. Linnenbrink ,2007 said that, the felling of anxiety can also distract our daily activities and it may also occur in our daily life activities such as in relationships, games. It highly effects our nervous system and health because due to anxiety human being feel stress and anger. it gives the bad effect on health and human being became week and alone day by day. To check the test anxiety and academic achievement among students a goggle form questioner prepared and circulated among students to get the responses by social media. This questionnaire consists of 20 statements and number of participants was 131. Analysis of data was done to conclude the anxiety among students. Costello define (1976), when precede event demands for a response from an individual without preparation and that is why lacking of skills create anxiety on that time among learners. stress plays a role as a signal to human for avoiding the preparation for the task. Less to medium anxiety is often provide benefit as it permit the body to perform energy equal to the task at hand.it has been driven that ever individual face different type of anxiety and they all use diverse methods to deal with moderate, high, low anxiety to reduce it. There are ample number of researchers find anxiety as a major factor for the low performance of students in academics. as compare to other factors high level of anxiety effect more on individual in academic achievement .it is a barrier for the students to getting high grades in academic and create interest in studies.
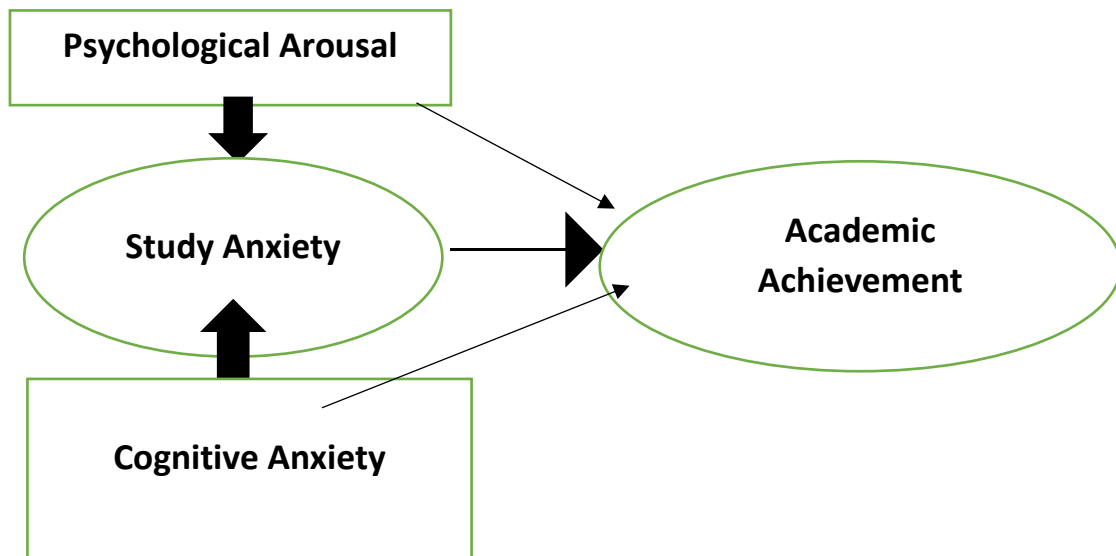

Figure 1: Model to study anxiety upon academic achievement

Academic Achievement:

Academic Achievement is the performance of students on the bases of Exam, test, .it is measure through the exams and by using formal and informal way. Academic Achievement done in all the institutions to test the learning ability of learners. It is an assessment of students through different techniques. Academic achievement plays a crucial role in every person's life. It is important because not only the good opportunities of jobs but also help in the higher education and in technical terms. Academic achievement refers to the percentage of students at a school who's learning currently meets or eclipse their grade -level- standards.it is based on the short and long-term goals. It is done for the betterment and good future of the students.

Anxiety:

It is a common and normal in all masses. It is a disorder which is related with the mental health of human beings. It leads to nervousness, fear, stress, and worry. It helps us to pay attention toward our works and also alert us to danger. People with anxiety disorder usually have impertinent thoughts or concerns. They may ignore certain conditions out of worry. Anxiety create many symptoms in human being. Like, Headache, feelings of anger, fear, stress, fast heartbeat, panic etc.

Types:

There are ample number of anxiety in the world:

- Social anxiety.

- Panic disorder.

- Post Traumatic.

- Phobias.

- Generalised anxiety.

Aim of Study:

 The aim of this study was to study the relationship between test anxiety and academic achievement among undergraduate students.

Objectives:

The objectives of the present study are as below:

- To study respondent's percentage of participation in goggle survey with respect to Age, Gender, CGPA.
- To study anxiety among college students with respect to Gender, Area.
- To study Academic achievement among college students with respect to Gender, Area.
- To study relationship between anxiety and academic achievement.

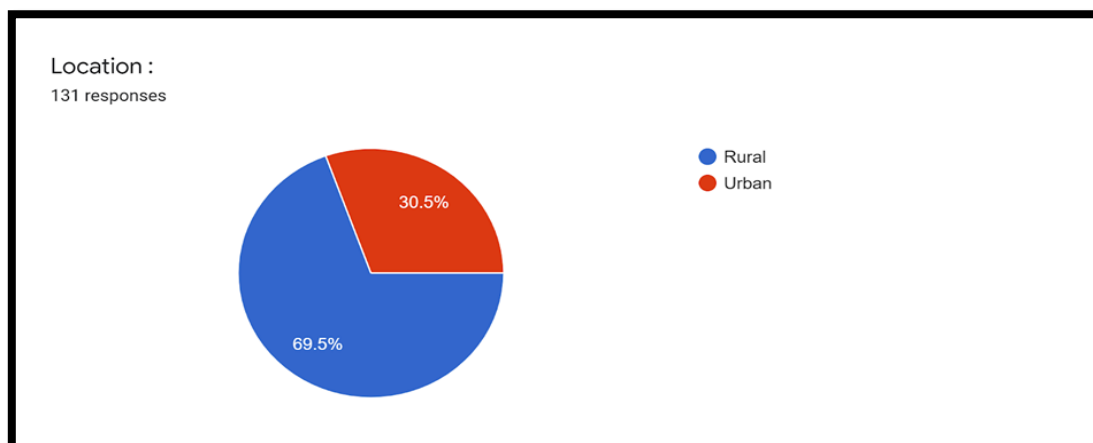## 2. Respondent's percentage of participation in goggle survey with respect to age, gender, cgpa.

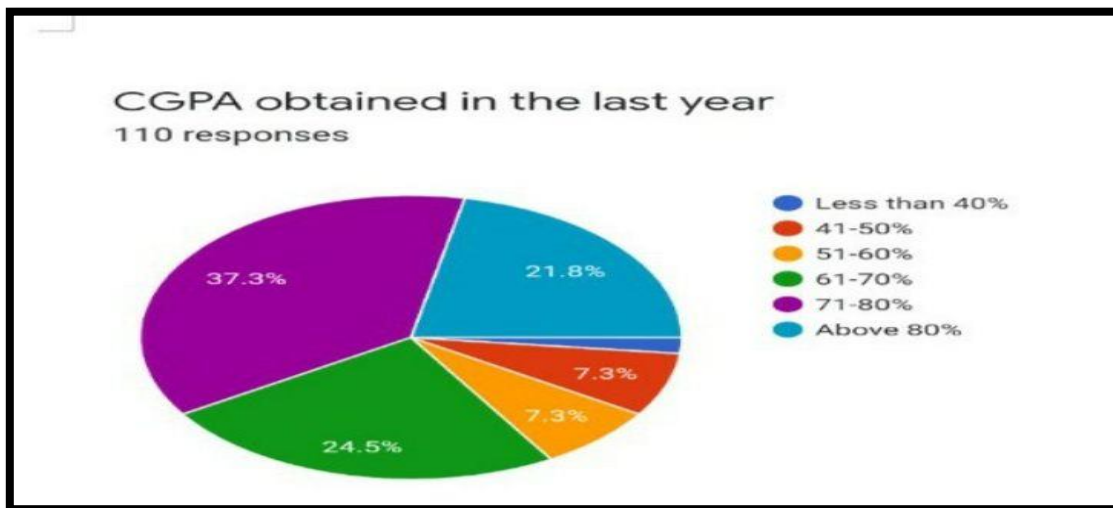- To study the student's participation with respect to Age.
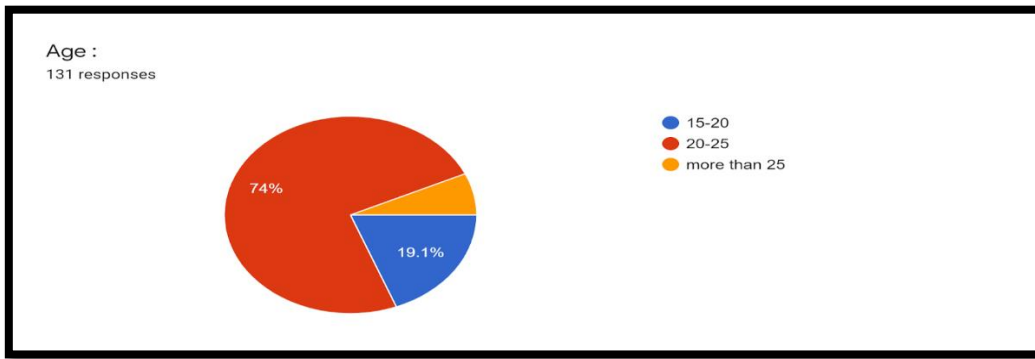
- To study the percentage of student's participation with respect to gender
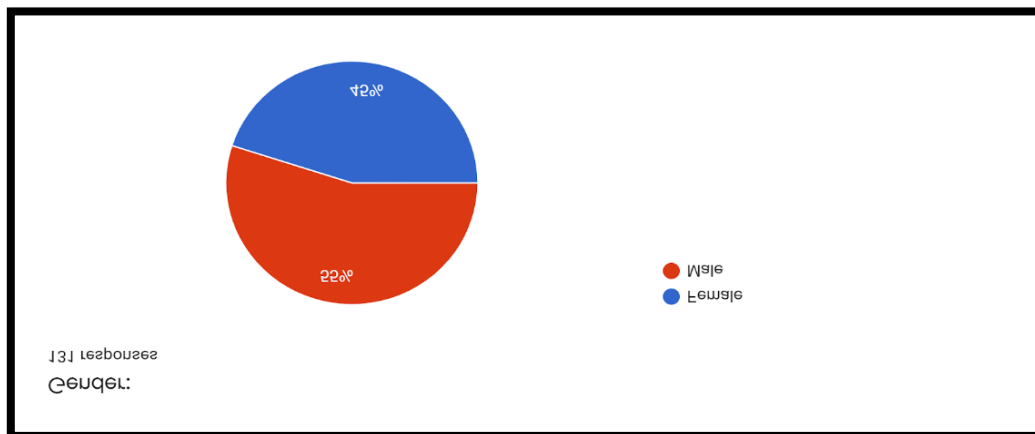
- To study the percentage of student's participation with respect to location.

- To study the percentage of student's participation with respect to lCGPA.

Research Hypothesis:

- There is no significant mean difference seen in the mean scores of anxiety with respect to their Gender.
- There is no significant mean difference seen in the mean scores of anxiety with respect to their Area.
- There is a significant mean difference seen in the mean scores of Academic achievements with respect to their Gender.
- There is a significant mean difference seen in the mean scores of Academic achievements with respect to their Area.

Reviews

Lazarus (1991) examined cause pf anxiety among individuals and found that bad identity reliance is notable reason of anxiety in individuals and students.

Everson (1991), studied that there was effect of different sex for more achievements. Overall, women were more test anxiety as compare to men. and women's feel more panic then emotionally, while men's experiences less panic.

Rodger, Murray and Cummings (2007) revealed that the concept clarity by teacher is not a part of test anxiety among students. Found that it may happen due to the obstacle and serious life of college and universities.

Cassady, and Johnson (2002), investigated the impact of anxiety on learner's academic achievement and found that stress apply an important constant and gloomy effect on the academic performance of students.

Nicholson, A.M (2009), investigated the impacts of anxiety on students' academic performance of grade 12 students, revealed that stress and performance are related to each other.

Khalid, R and Hasan, S.S. (2009), conducted a study on a selected sample of 187 graduate students to check the relationship between anxiety and academic performance and found that learners with academic performance have a moderate anxiety.

McCann (2005), examined a study to find the relationship between anxiety and academic performance by collected data from graduate students and found that a negative relationship between academic performance and anxiety.

Hancock, D.R. (2001), investigated the impacts of anxiety evaluation by teachers on student's performance at secondary level. he found that due to anxiety students' performance very low and they are not interested for learning.

Oludipe, B. (2009), conducted a study to check how anxiety affects learner's academic achievement .and found that less level of anxiety students performed well as compare to high level anxiety students.

Sliberger, C. D (1966), examined a study in which he selected 24 high level anxieties and 24 low level anxiety students .and check anxiety by using Taylor scale and found that as the difficult task increased the performance of high-level anxiety students increased.

Madsen, H. (1984), examined the thoughts on the sources of anxiety during exam and tests. found that high level test anxiety students are panic by time moderation.

Julkunen, K. (1992), study shows the relationship between anxiety and achievement. It also showed that test anxiety effects the social interaction of learners. Result shows anxiety does not apply as much as impact on scores as capability does.

Williams (2007), analysed the impact on anxiety on human being and found that high level of scoring students and to minor area second language students are notable more often curious. thus, test anxiety found an element that affect abroad second language learning.

Madsen, H.S and Murray, N (1981), investigated the harmful impact of anxiety on male and females. and found that there is a relationship between gender and anxiety.

Vitiello (2007) studied on anxiety performance among 478 children and teenage who are from middle class background. study found the relationship between anxiety and academic achievement at 0.01.

Nassiuma (2009) carried out a study between the relationship of anxiety and academic achievement in secondary school students. they use 600selected target audience and found that there is no relationship between anxiety and academic performance of students.

Flore, A.M, (2012) indicates the study between gender differences in test anxiety, and the result reveals that there is no difference between genders no single gender cause significant variation in gender test anxiety.

Chandler, L (2006) studied different gender and test anxiety among boys and girls from 6th to 10th grades in Saudi Arabian. result shows male shows more anxiety and there was valuable notably relationship between 6th grade male and female students.

Muola J.M, Kithuka M.R (2009) studied on test anxiety and academic performance of among secondary students. Finding shows that there was a logically and crucial differences between the levels of anxiety induce by different subjects.

Kyozaire A. (1974) carried out a study on anxiety among secondary school students in Uganda. The study found out that low socially and economically elements give to students experiencing adequately high anxiety level.

Blanding (2005) examined a study among 5.551 students of various anxiety levels. To check the impact of anxiety on humans. result showed that less level of anxiety learners has a good academic achievement than medium anxiety level students. and the medium level anxiety students' academic performance excellent than elevated level anxiety students.

Ahmed, Semiradial Latif (2014) To assessed regard stress in medical students studying in a medical college in Saudi Arabian. And found that, high level of stress in these medical students in the preclinical years. Hence, there is a need to take initiatives by the administration to remove stress among students.

Yan, Ku, David (2009) undertook a study that focused on understanding the academic anxiety of Chinese international students in the United States and interpreted that to modify the services and programs American universities offer to their foreign students.

Ranjit and misra (2004) compared academic stressors and reactions to stressors between American and international student's American students reported higher self-determined pressure and high behavioural responses to stressors than international students. Five stressors attained statistical important in the regression model. The findings highlight the need to concede cultural differences in stress management.

Samter, and Gillihan (2007) found the positive association between academic worry and stress, declined as informational support rised. In addition, emotional support was negatively correlated with panic across levels of academic stress. The findings are discussed with respect to remove negative health outcomes for humans experiencing academic stress.

Aafreen, Priya and Gayathri (2014) assessed the stress among students of different professional colleges and its association with diverse academic, social, and health-related parts. And found that, find the solution of their trouble and help them enjoy their schooling panic and worry free.

ResearchDesign:.

In the research design, conduction of study was done to study anxiety and academic achievement among college going students with respect to Gender, Area and Age.

**Tools and measurement of Data:**

The data was collected by using a goggle form questioner. Questioner was used to measure the anxiety and academic performance of last semester was collected to assess, the academic achievement among students on the bases of different age group and gender, marks, area. In this tool of anxiety, was used in which 20 items was circulated to pupils through goggle form questioner during this pandemic. Test anxiety questioner sample (Spielberg 2007), used to test the anxiety. Respondent use a four-point options which ranging from (Almost never, sometimes, often, almost always) it examines how often they experience every of the situation and selected 20 items from the total questioner which connected to the cognitive factor of test anxiety and were linked with the worry while preparing for an exam were used for the present study.

Data Collection:

The data was circulated and collected through Goggle form among the various college of district Jalandhar. The goggle form link circulated through various social media apps, like: WhatsApp, Facebook, Instagram, telegram, email, for the purpose of data collection. The data were collected over a two-week period, that was collected through goggle form/questioner. the total number of items was 20 and participant was 131. total 131 responses were received of them 59 female and 79 were males.

Due to covid-19 online platform used to collect data.

3. Analysis and interpretaion on the basis of demographic variables gender, location, area, cgpa.
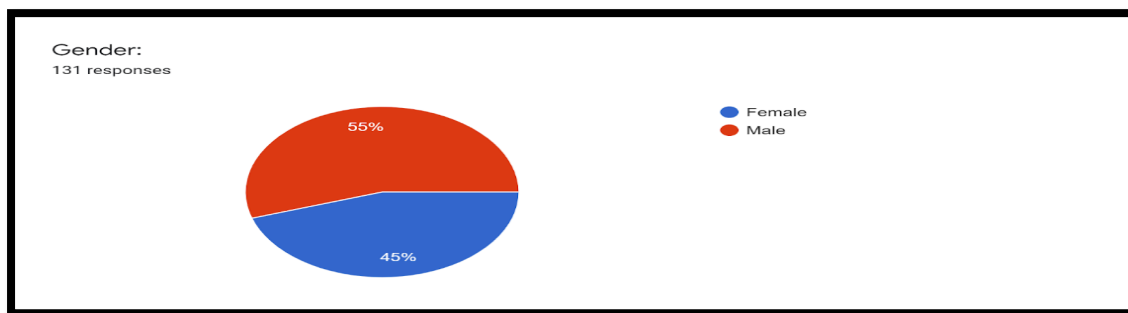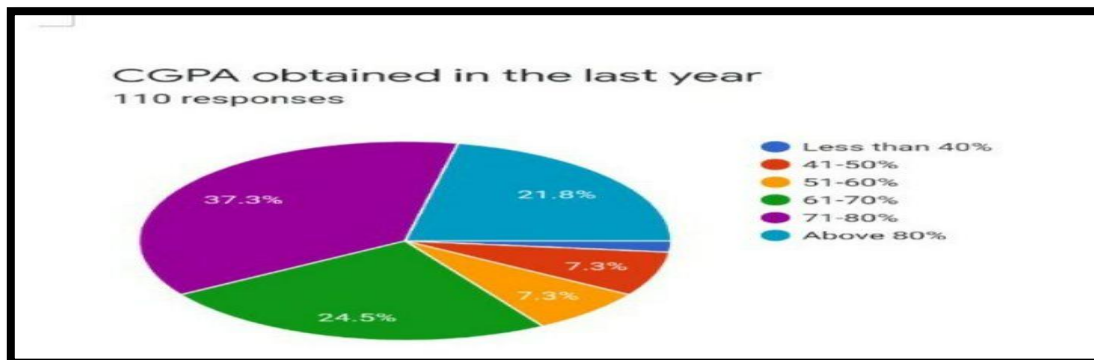

This pie chart 1 depicts the responses on the basis of Gender. Total 131 responses were collected. It can observe from the pie chart that number of males is more as compare to females.
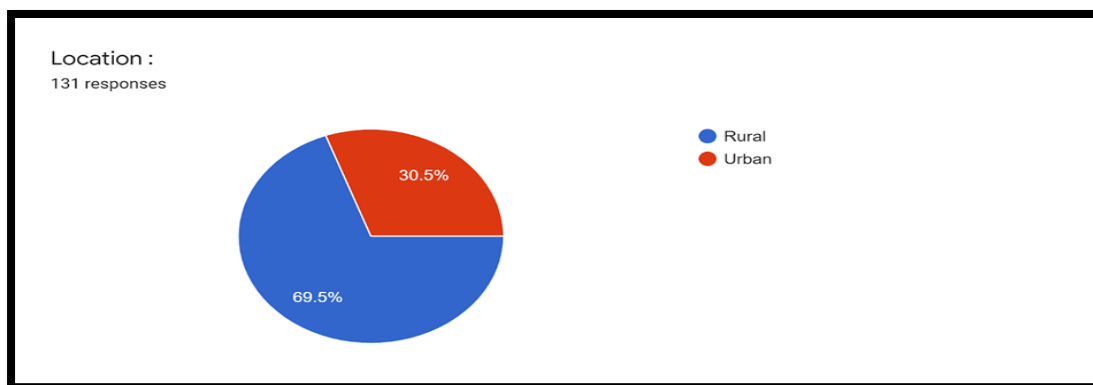
This pie chart 2 depicts the responses on the basis of Area. Total 131 responses were collected. It can observe from the pie chart that total population 69.5% in rural area and 30.5% in urban.
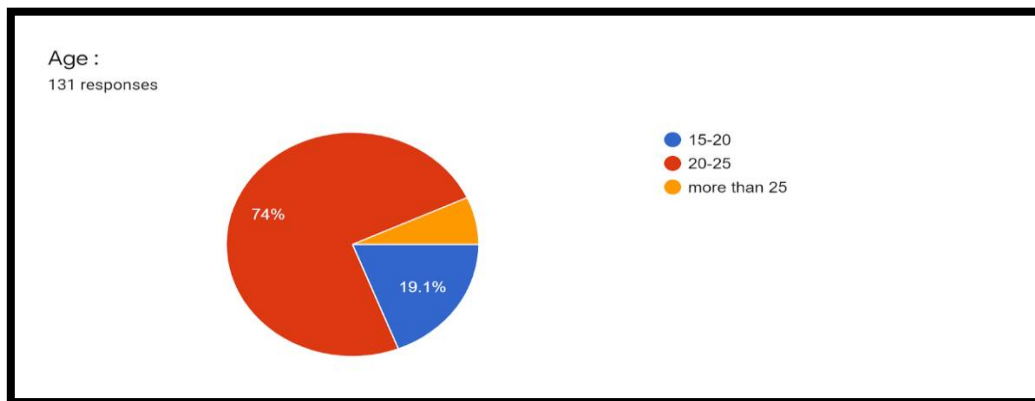
This pie chart 3 depicts the responses on the basis of Area. Total 131 responses were collected. It can observe from the pie chart that most of the respondent came from the 25-age group and other 19.1% are come 15-20 age group.

The pie chart 4 depicts the responses on the basis of CGPA obtained in the last year.131 total responses were collected. in this pie chart, CGPA obtained in last year is 41-50%, 61-70%, above 8-%.

Analysis on the bases of Questioner Responses by Respondent.
  Table 1: Sample of questionnaire

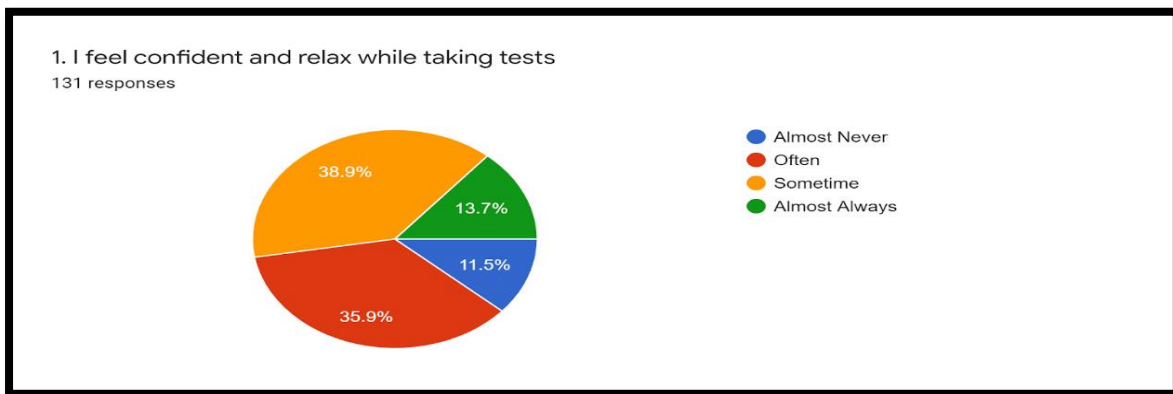| I feel confident and relax while taking tests.	Almost Never	Often	Sometimes	Almost Always
While taking examinations I have an uneasy, upset feeling.	Almost Never	Often	Sometimes	Almost Always
Thinking about my grade in a course interferes with my work on tests.	Almost Never	Often	Sometimes	Almost Always
I freeze up on important exams.	Almost Never	Often	Sometimes	Almost Always

|				
During exams I find myself thinking about whether I'll ever get through school.	Almost Never	Often	Sometimes	Almost Always
The harder I work at taking a test, the more confused I get.	Almost Never	Often	Sometimes	Almost Always
Thoughts of doing poorly interfere with my concentration on tests.	Almost Never	Often	Sometimes	Almost Always
I feel very jittery when taking an important test.	Almost Never	Often	Sometimes	Almost Always
Even when I'm well prepared for a test, I feel very nervous about it.	Almost Never	Often	Sometimes	Almost Always
I start feeling very uneasy just before getting a test paper back.	Almost Never	Often	Sometimes	Almost Always
During tests I feel very tense	Almost Never	Often	Sometimes	Almost Always
I wish examinations did not bother me so much	Almost Never	Often	Sometimes	Almost Always
During important test I am so tense that my stomach gets upset	Almost Never	Often	Sometimes	Almost Always
I seem to defeat myself while working on important test	Almost Never	Often	Sometimes	Almost Always
I feel very panicky when I take an important test	Almost Never	Often	Sometimes	Almost Always
I worry a great deal before taking an important examination.	Almost Never	Often	Sometimes	Almost Always
During tests I find myself thinking about the consequences of failing	Almost Never	Often	Sometimes	Almost Always
I feel my heart beating very fast during important tests	Almost Never	Often	Sometimes	Almost Always
After an exam is over I try to stop worrying about it, but I can't	Almost Never	Often	Sometimes	Almost Always
During examinations I get so nervous that I forget facts I really know	Almost Never	Often	Sometimes	Almost Always

Analysis of Data:

The analysis is done by following two methods: one is by showing pie charts of respondent 's response and second by comparing the mean difference between different variables. Data was collected through questioner. The total number of items was 20. Data was circulated to the masses by online mode and total 131 responses was received. All participants belong to different age groups, area, Gender.

**ANALYSIS AND INTERPRETATION ON THE BASIS OF RESPONSES:**

The following pie charts are depicting the percentage of Likert scale with respective to the statements:
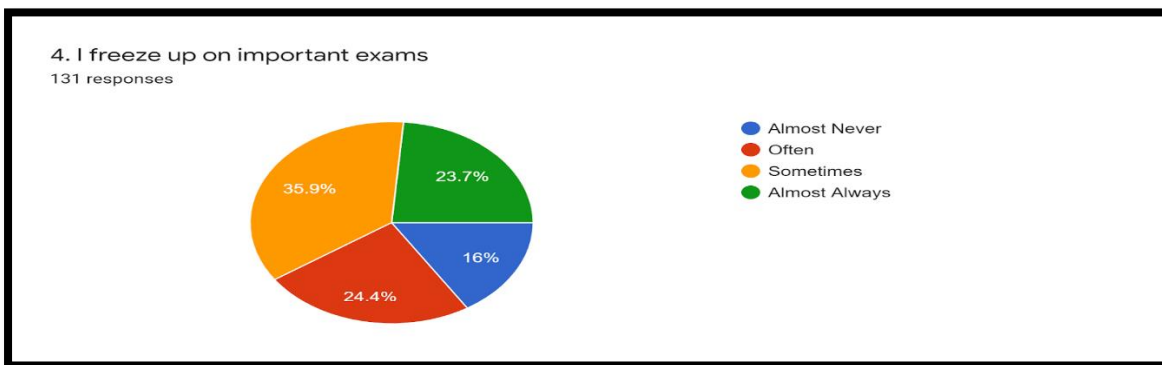

This pie chart 5, depicts the feeling of students while taking test in percentage. 38.9% students feel confident and relax while taking test whereas 35.9% students also have the same felling. moreover, 13.7% students feel confident and relax and only 2%less other students feel relax and confidence.
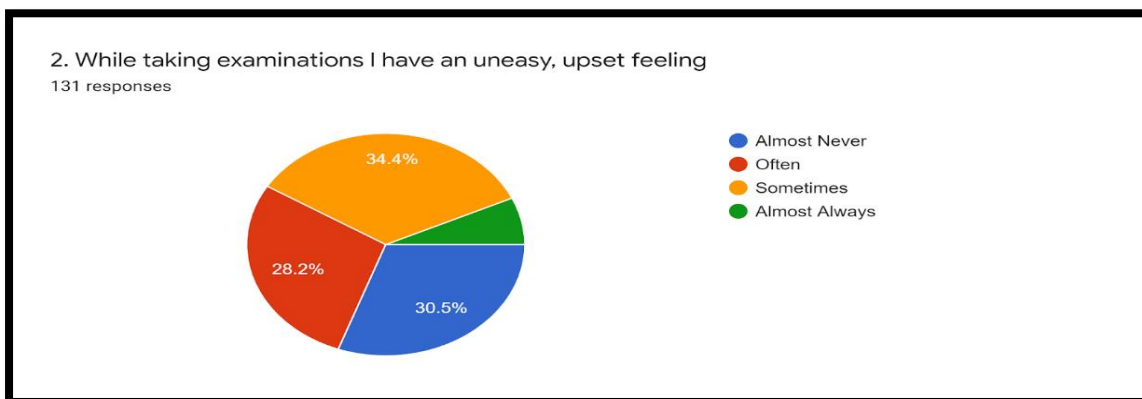

This pie chart 6, shows the upset and uneasy feeling while examination. students have often, almost never, sometimes feeling. There is an approximately same percentage among students. That is :28.2%, 30.5%, 34.4%. in almost always students have less no of feeling.
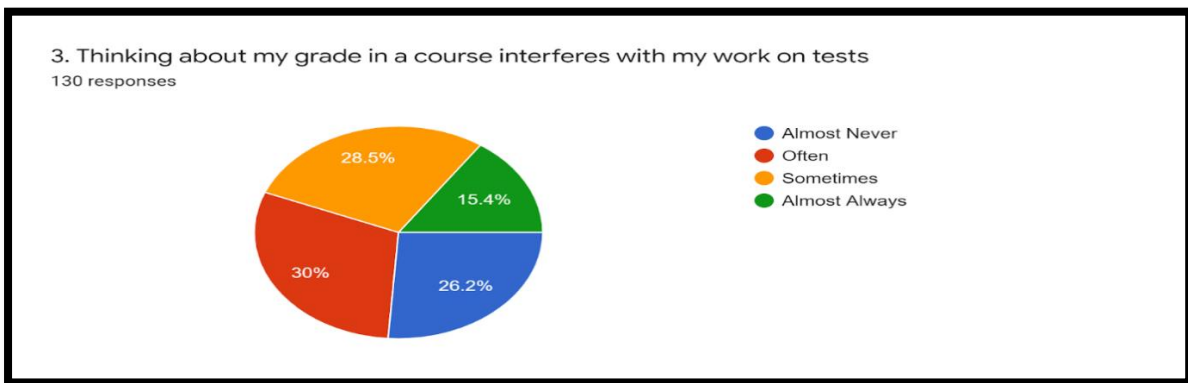
This pie diagram 7, reveals the thinking of students about the grade in course interferes. There is a two percent difference in almost never, often, sometime. That is: 26.2%, 28.5%, 30%. However, only 15.4% student's percentage shows that they have almost always thinking about their grades.


This pie chart 8, depicts the freeze up on important exams. percentage of often, almost always similar to each other. but, 35.9% students in the favour of sometimes. and only 16% students came under almost never.
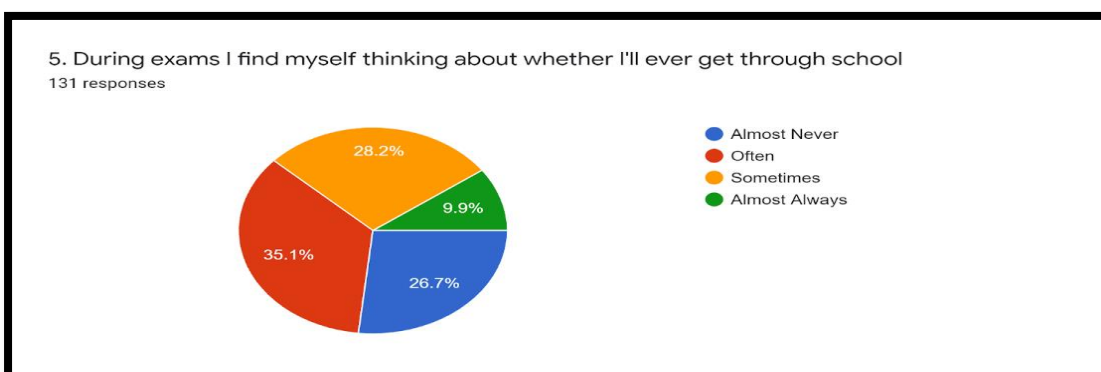

This pie diagram 9, shows the thinking of students about get through school. There is two percent difference in the percentage of students in almost never and sometime. Whereas, the percentage of students in often increase at 35.1%. 9.9% students have very low felling in the same situation.
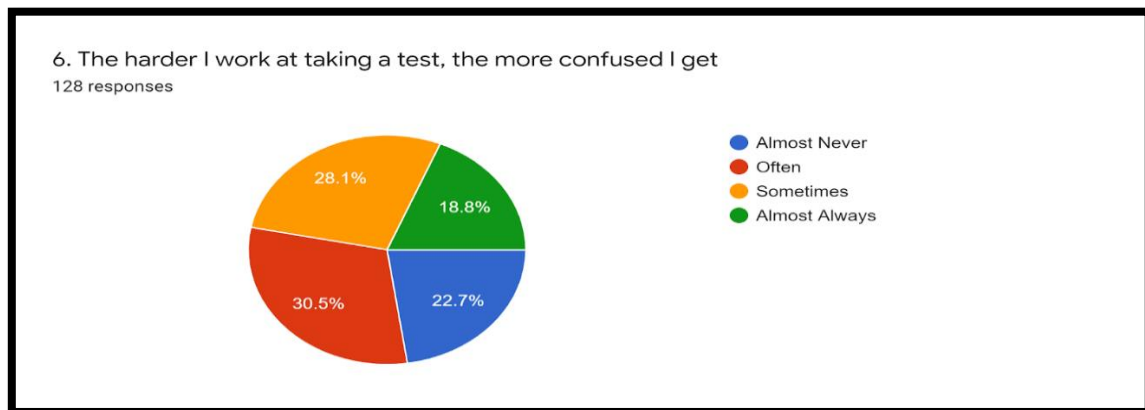
This pie chart 10, reveals the harder work at taking test, the more confused I get. High percentage of students in often category that is 30.5%. whereas there is only six percent differences between almost never and sometime category. In the last category students have only 18.8%.
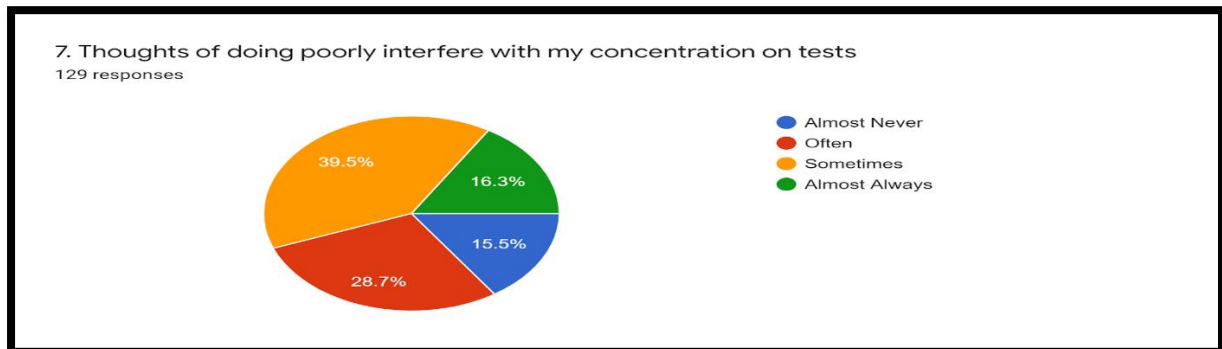
The chart 11, describes the concentration on test.in this chart 39.5% students often doing poorly interfere with concentration on tests. But, 15% have not the same felling and 16% students have same felling.
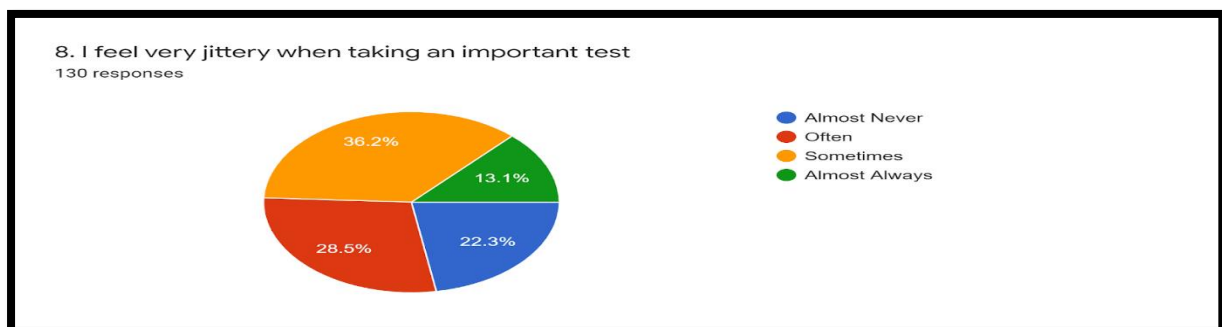
The chart 12, depicts the jittery felling of students while test.28.5% participants often feel jittery during test. Whereas, 22.3% never feel jittery. and 36.2% seldom feel the jittery and only 13.4% participants always have the feeling of jittery in the test.

9. Even when I'm well prepared for a test, I feel very nervous about it
129 responses
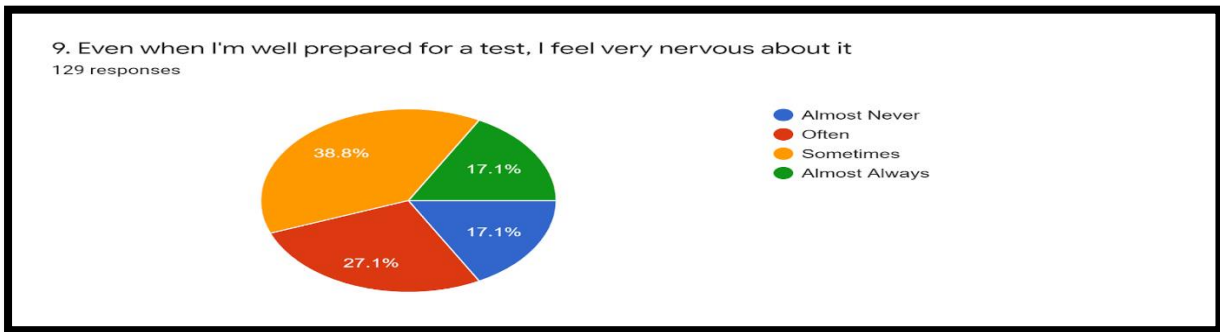
The pie chart 13, shows the feeling of nervous during exams. 38.8% students sometime feel nervous in exams, whereas, 17.1% students always feel nervous. And 27.1% students often feel nervousness in exam and 17.1% never feel nervous in exams.

10. I start feeling very uneasy just before getting a test paper back
130 responses
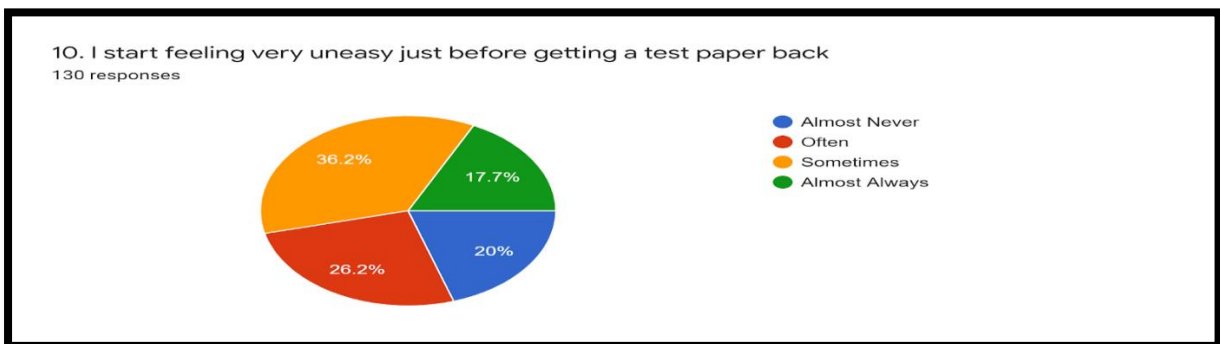
The pie chart 14, reveals the feeling of uneasy among students in test. High number of students feel sometime uneasy in test that is 36.2%. whereas, 26.2% students often think that test is uneasy. only 20% students never think about that. And 17.7% students always think that test is uneasy just before getting a test paper back.

11. During tests I feel very tense
130 responses
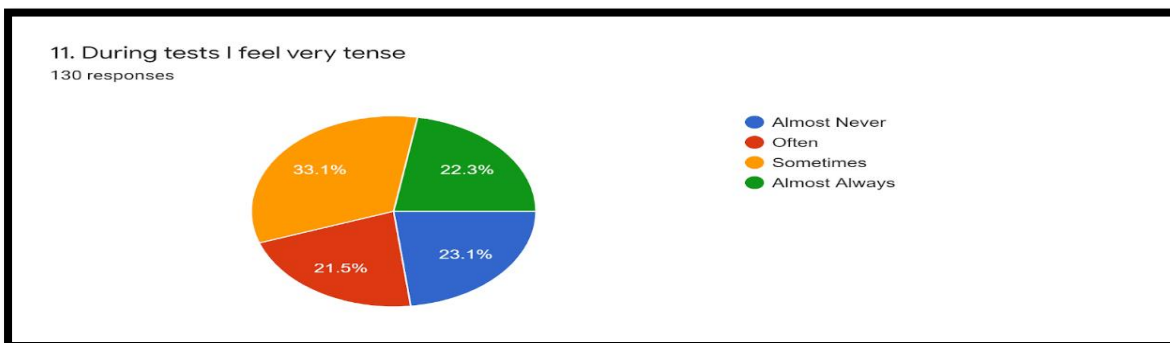
The chart 15, shows the feeling of tense during test. there is a only 1% difference between the students thinking in often, almost never, almost always. That is,21.5%, 22.3%, 23.1%. but 33.1% students sometime feel tense during test.
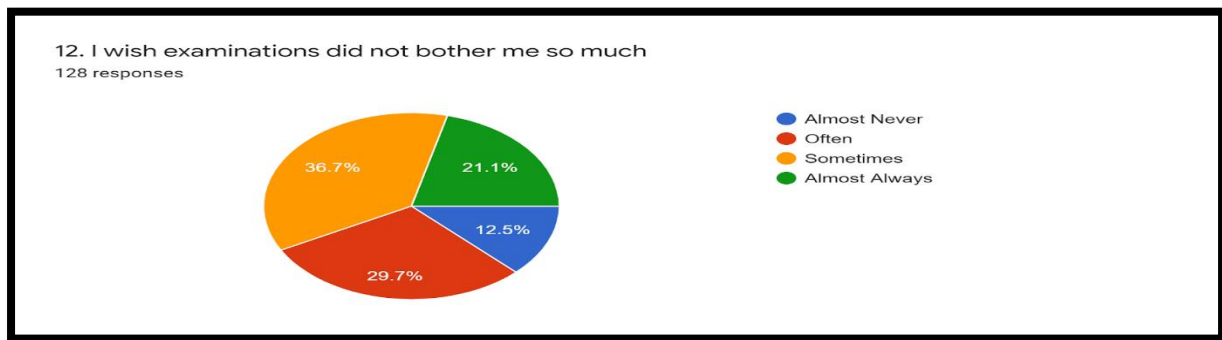
The pie chart 16, reveals the wish of students that examinations did not bother on me so much.36.7 % students bother from examinations. Whereas, 29.7 % often feel it. 21.1% almost always bother from exams and 12.5% never feel exam as bother.
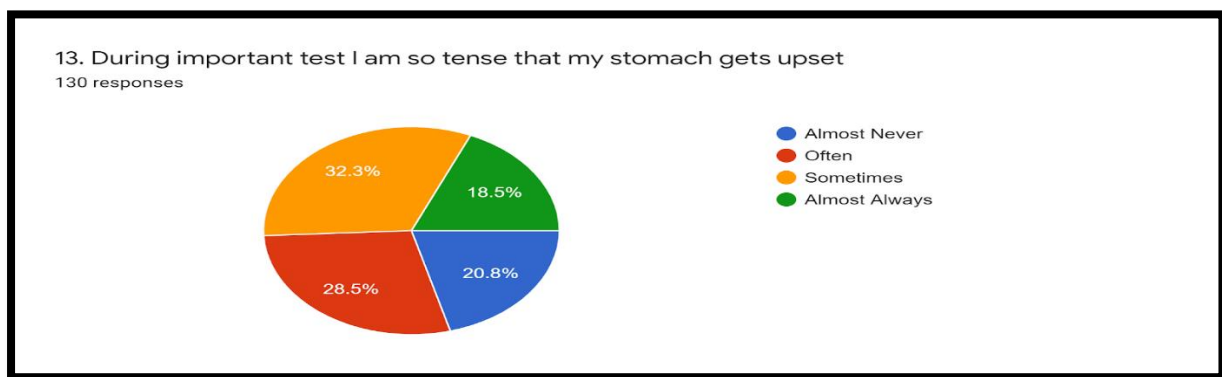
The pie chart 17, depicts feeling of stomach gets upset because of tense during test.20.8% students never feel this and 28.5% often feel the stomach gets upset. Moreover, 32.3% students sometimes feel this and 18.55 always feel upset in the stomach.
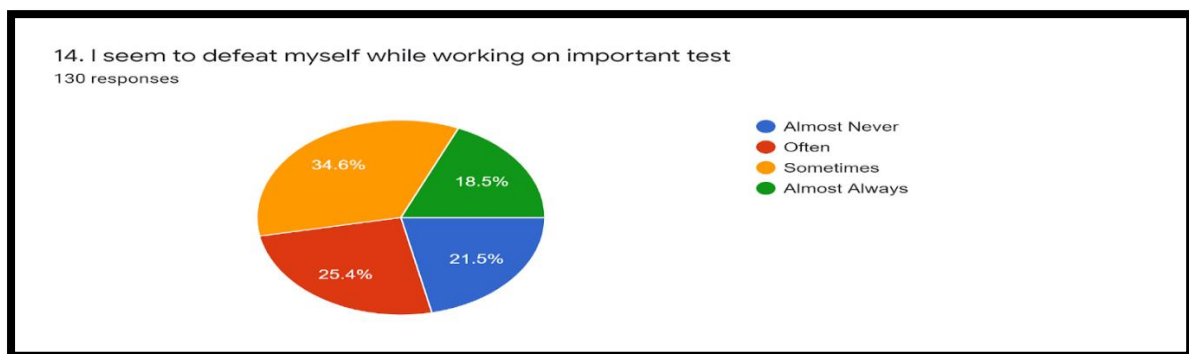
The pie chart 18, the feeling of defeat during test. 21.5% never feel the defeat in test and 34.6% students sometimes feel they are defeated in test. 25.4% students often feel that and 21.5% students never feel defeat in the test.

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15. I feel very panicky when I take an important test
130 responses

- Almost Never
- Often
- Sometimes
- Almost Always

38.5% 21.5% 16.2% 23.8%
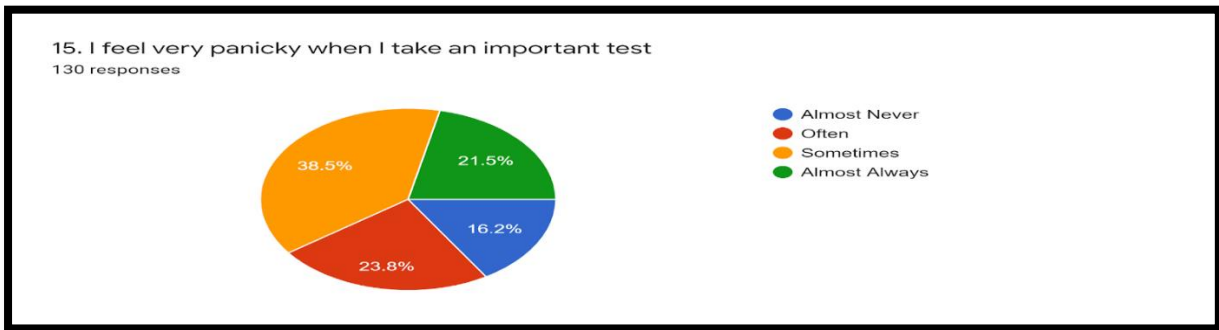
The pie chart 19, shows the feeling of panic during test.38.5% students sometime feels panic in important test. 21.5% students almost always feel panic in test and 23.8% students often feel panic. and only 16.2% students never feel panic in tests.

16. I worry a great deal before taking an important examination
129 responses

- Almost Never
- Often
- Sometimes
- Almost Always

36.4% 20.9% 16.3% 26.4%
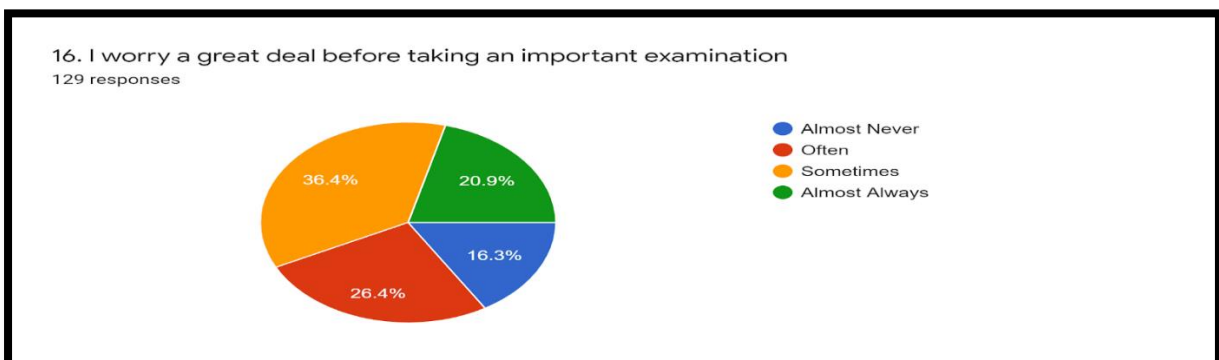
The chart 20, depicts the worry during exams among students. Only 16.3% students never feel exams as worry. 36.4% students sometime feel worry and 20.9% always feel exams as worry. 26.4% students often feel worry in exams.

17. During tests I find myself thinking about the consequences of failing
129 responses

- Almost Never
- Often
- Sometimes
- Almost Always

41.9% 14% 15.5% 28.7%
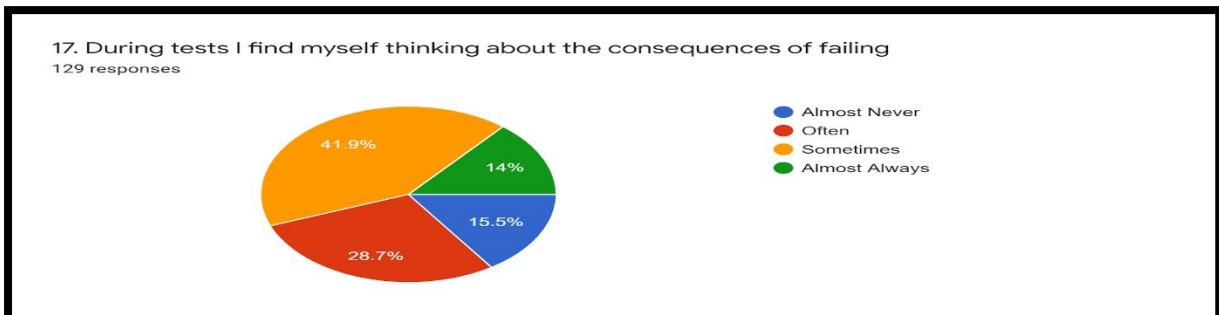
The pie chart 21, shows the felling of failing in exams. 14% students feel always they are getting fail in exams and 41.9% students sometime feel consequences of failing. 15.5% students feel they never get fail in exams and 28.7% often feel about the consequences of failing.
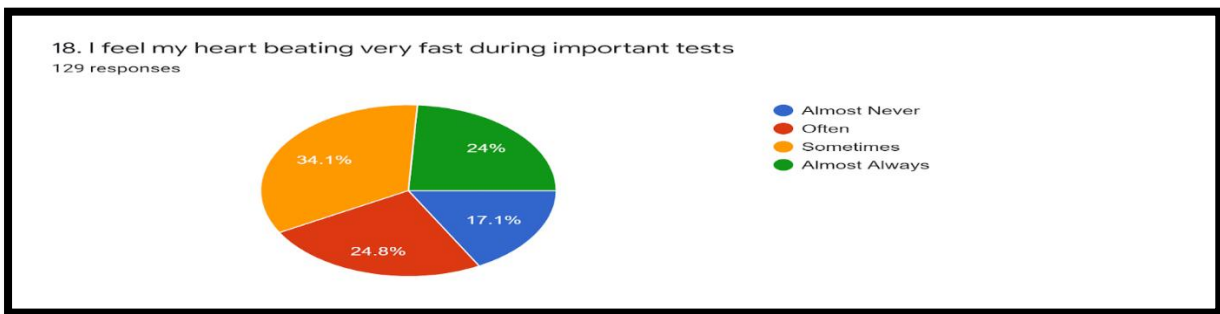
The chart 22, shows the feeling of fast heart beating during tests. 17.1% students never feel fast heart beating of heart but 24% students always feel fast heart beating during test. Moreover, 24.8% students often feel and 34.1% sometime feel their heart beat fast because of test.
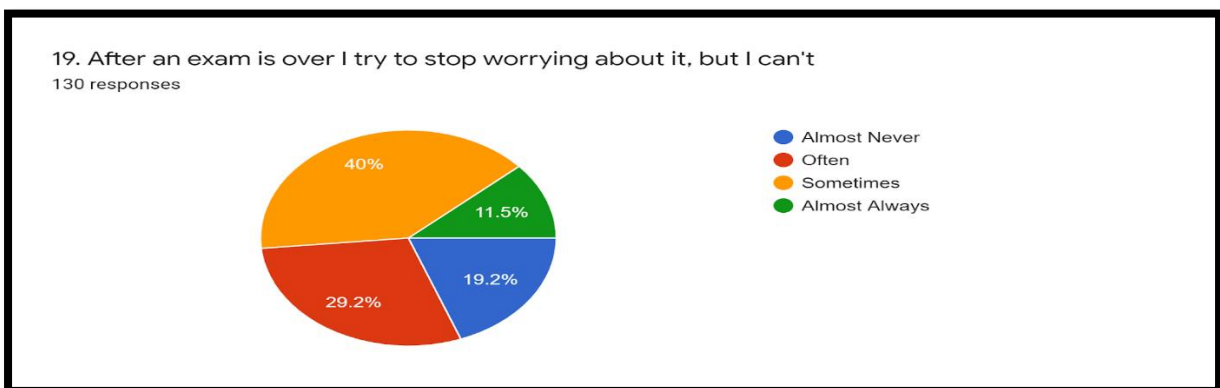
The pie chart 23, depicts the feeling of stop worrying of exams after the exams but they can't. 40% students sometimes feel worry after the exams. But 11.5% students always feel worry. And 29.2% students often feel worry and 19.2% students never feel worry after exams.
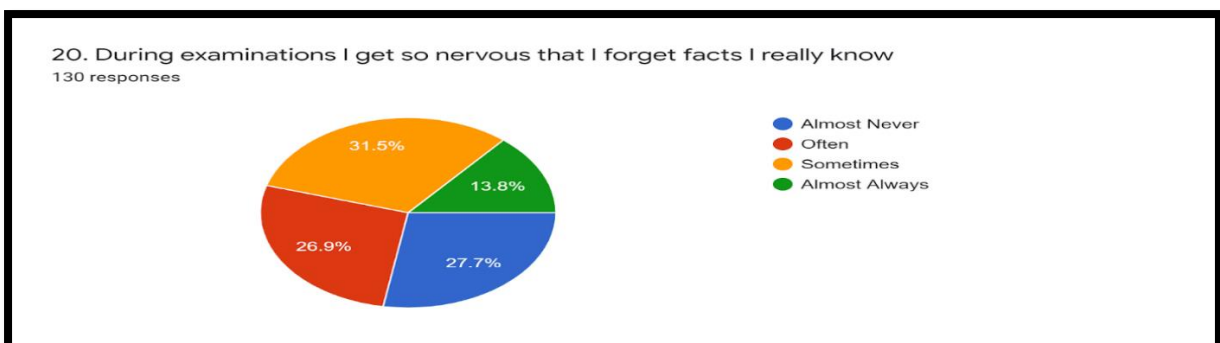
The pie chart 24, shows the feeling of nervous that we forget facts we really know during exam. 31.5% students sometime feel nervous and 13.8% forget the facts. but 27.7% never feel nervous and never forget the facts. Moreover, 26.9% often feel nervous and 13.8% always feel nervous and forget the facts.

Sample:

A convenience sample of 131 undergraduate students from 4 levels of study (first year, second, third, final) selected. who were invited and agreed to participate in the study.

Statistical Analysis:

To find out the mean differences on Anxiety and Academic Achievement of students respect to Demographic variables. The t- Test scale used and find out the correlation among academic achievement and anxiety. Appropriate statistical analysis was carried out according to the study variables. The significance level was chosen as (t-Test =0.01) value.

Research Methodology:

This present study is done by using the goggle form questioner. Data were collected using a two-part questionnaire. First part was concerned with the participant's demographic variables such as Age, Gender and Area. Second part of the questionnaire included the Test Anxiety (Spielberger, 1980) and academic achievement among undergraduate students. The questioner consists of 20 statements, and the participants indicate on four options given in the scale how often they experience the feeling described in each statement. Each of the statements measure the felling of (worry, emotionality, fear, panic) component during exams.

Demographic information of participants:

The research was carried out among undergraduate students to check the test anxiety and Academic achievement with respect to Gender, Area and Grades.

4. Analysis and interpretation on the bases of mean difference in different gender and area:

Table 2 Showing mean difference on the scores of Anxiety with respect to gender.

Gender	Mean difference on the Anxiety scores of male and females.				
	MEAN	N	SD	MD	t-TEST
Female	46.79	58	8.64	1.75	1.11
Male	48.54	73	9.20		

p>0.05 level.

The information presented in table 2 indicates that the female recorded a less anxiety 46.79 while the males were slightly at high level 48.54. To find out the level of anxiety among male and female t-test scale was used to find the t-Test value that is 1.11. results indicate that value of t-test was not significant.

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Therefore, the hypothesis 1 "There is no significant mean difference seen in the scores of anxiety with respect to Gender is accepted.

Table 3 …. showing mean difference on the scores of Anxiety with respect to Area.

Area	Mean difference of Anxiety scores on rural and urban areas.				
	MEAN	**N**	**SD**	**MD**	**t-TEST**
Urban	**46.67**	**40**	**10.5**	**1.62**	**0.95**
Rural	**48.29**	**91**	**8.15**		

p>0.05 level.

The data reveals in table 3 depicts that the urban area's students recorded as a less level of anxiety 46.67. Where as in rural area students' high level of anxiety noticed 0.95. And the value of t-Test 0.95 got by using t-Test scale. And by seeing the value of t- Test studied that it is not significant.

Therefore, the hypothesis 2 "There is no significant mean difference in the scores of anxiety with respect to Area is accepted.

Table 4 Showing mean difference on the scores of Academic achievements with respect to gender

Gender	Mean difference on the Academic achievement scores of male and females.				
	MEAN	**N**	**SD**	**MD**	**t-TEST**
Female	**62.00**	**59**	**14.9**	**8.31**	**3.47****
Male	**53.88**	**72**	**12.4**		

p>0.01 level.

The information provides in the table 4 shows that females have the less grade in academics 62.00. But males have the high grades 53.88. And main difference between the mean of male and female is 8.31. t-Test scale was used to find the value of t that is 3.47. it indicates that the value of t-test is 3.47 is significant at 0.01 level.

Therefore, the Hypothesis "There is a significant mean difference in the scores of academic achievement with respect to Gender is rejected.

Table 5 Showing mean difference on the scores of Academic achievements with respect to Area.

Area	Mean difference of Academic achievement on rural and urban areas.				
	MEAN	N	SD	MD	t-TEST
Urban	62	40	16.4	7.36	2.80**
Rural	55	91	12.5		

p>0.01 level.

The data reveals in table 5 depicts that the urban area's students recorded as a High level of academic achievement 62. Where as in rural area students' low level of performance in academics noticed 55. Main difference between the mean of area is 7.36. And the value of t-Test 2.80 got by using t-Test scale. And by seeing the value of t- Test studied that it is significant at 0.01 level.

Therefore, the hypothesis 4 "There is a significant mean difference in the scores of academic achievement with respect to Area is rejected.

5. Analysis on the basis of correlation

The study the relationship between anxiety and academic achievement Pearson correlation was used.

Table 6. depicts the correlation between academic achievement and anxiety:

	Anxiety	Academic Achievement
Anxiety: Pearson correlation	1	-231**
sig (2-tailed).		.008
N	131	131
Academic Achievement: Pearson correlation	-231**	1
sig (2 -tailed).	.008	
N	131	131

p>0.01 level.

Table 6 depicts that, there is a negative relationship between anxiety and academic achievement which is significant at 0.01 level. This shows that when the anxiety score increases it decreases the academic achievement of students and vice - versa. So, it is concluded that academic achievement is influenced by the anxiety level among the students. There is a significant relationship found between academic achievement and anxiety.

Therefore, the Hypothesis 5 "There is a significant mean difference with respect to Anxiety and Academic achievement is rejected.

6. Findings and Discussions:

Findings on the basis of analysis and interpretation through Demographic variables. It has found that:

- The male recorded high anxiety is 48.54 where as the female were slightly at low level 46.79. The mean difference on the score of anxiety in which the male docket less anxiety whereas females were slightly at low level as compare to men.
- The urban area students registered as low level of anxiety is 46.67 while on other hand High level of anxiety observed in rural area students is 48.29. Through mean difference on scores of anxieties in which found that the urban area students note down as a low level of anxiety as compared to rural area students.
- The males have less grades in academic 53.88 whereas females' academic grades are more than males 62.00. The mean difference on the score of Academic achievement in which the male recorded less grades whereas females were slightly at high level of grades compare to men.
- The urban area students noticed as low level of Academic achievement is 62 while on other hand High level of grades noticed in rural area students is 55. Through mean difference on scores of Academic achievements in which found that the urban area students recorded as a low level of Academic achievement as compared to rural area students.

These results are much associate to the study through McCann (2005) to locate the upshoot on test anxiety on graduate students find out there is a negative relationship between anxiety and academic achievement.in addition present study was hold up by Spielberg (2007) performed a evaluate on a deliberately decide on pattern of 131 undergraduate students to discover the connection among anxiety and academic achievement.Nassiuma (2009) carried out a study between the relationship of anxiety and academic achievement in secondary school students. they use 600selected target audience and found that there is no relationship between anxiety and academic performance of students. Result from the present study was in agreement with (Linnenbrink, Costello), who found out a relationship with test anxiety and academic achievememnt.AS, students with less anxiety level had high academic achievement than the students with medium and high level of test anxiety. Thus, it can be concluded that, anxiety or panic about test and examinations decline academic achievement. In addition, finding from the present study was supported by Cassady and Johnson (2002), examined the impact of cognitive test anxiety among students' academic achievement .and found that there is a negative relationship between students' academic performance and anxiety. Hancock (2001), found the impact of teacher's assessment practices and anxiety on learner's performance at secondary level.it was concluded that test anxiety students with highly judgemental assessment in their academic organization represent poor and are less inspire to perform.

Based on the finding of study the following recommendations are Suggested:

- For that reason, family and educational administrations must provide counselling's to students to help them in controlling their anxiety level. Students mental health may be cordial by using support methods, for instance: counselling, behavioural therapy, educational skills traning, instructions traning, positive thinking, interesting activities etc.

- we all are living in anxiety and panic no one can safe own self by test to effectively test anxiety conduct teachers, parents, educational organizations, should help students through affective, cognitive and behavioural techniques.

- Students should do yoga, meditation, which help them to reduce stress and they can improve their academic grades.

7. Conclusion:

Result of the study vividly depicts that there is a significant negative relationship between academic achievement and test anxiety among students and there is not significant difference seen in anxiety with respect to gender, Area. Moreover, in academic achievement there is a mean difference seen with respect to gender and area. It reveals that when level of anxiety increased the level of academic performance among students declined. Academic achievement of students effected by anxiety and anxiety reduces the interest and concentration of students towards education. So, efforts should be taken from parents and teachers end to reduce anxiety and to improve academic achievement among students

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