

Anxiety, Academic Performance and Self-Control among Adolescent Students

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Abstract

The objective of this investigation was to analyze the relationship between anxiety, academic performance and self-control among adolescent students. The study consisted of 300 adolescent students selected through simple random sampling. The age of the participants ranged between 15-18 years. The tools used for the study were State-Trait Anxiety Inventory (STAI) by Spielberger et al., Self-Control Scale by Tangney et al., and academic performance was measured through continuous assessment conducted by the school. Statistical analyses used for the present study were correlation, multiple regression and independent sample t test. A significant negative correlation was found between anxiety and academic performance and also between anxiety and self-control among adolescent students. Results also point towards a significant positive relationship between academic performance and self-control among adolescent students. Independent sample 't' test was carried out to find out whether gender differences existed in anxiety, academic performance and self-control and results clearly indicate no gender differences in anxiety, academic performance and self-control among adolescent students. In addition, regression analysis indicated that anxiety and self-control are significant predictors of academic performance among adolescent students. Results also indicate that students with high levels of anxiety experienced low levels of self-control and showed reduced performance in academics. The findings of this study underscore the need for psychological interventions to reduce anxiety and to enhance self-control among students.

Key Words: anxiety, academic performance, self-control, adolescent, students

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