

# The Influence of English Language Anxiety on the Academic Performance of B.Ed Students in SRM University

Musa Ahmad Sani\*

**Abstract:** The main objective of the study is to examine the influence of English language anxiety on Academic Performance of B.Ed students in SRM University. The survey method is adopted in this study. The sample consists of 50 B.Ed students in SRM University. Among them 12 students were male and 38 students were female. The English Language classroom anxiety scale developed by Horwitz and Cope (1986), and the students' cycle test 2015/2016 are used to collect the data. The mean, standard deviation, T – test and correlational analysis were used to collect the data. The study revealed that there is relationship between anxiety and academic performance in English of the B.Ed students of SRM University, and there is no significant difference between anxiety and academic performance in English of the students in respect to sub – variables.

**Keywords:** Academic, Anxiety, English, and Performance.

## 1. INTRODUCTION

English Language anxiety is the feeling of unease, worry, nervousness and apprehension experienced when learning. These feelings may start from any contact whether associated with the productive skills (speaking and writing) or the receptive skills (reading and listening).

English Language anxiety is in the form of what psychologists described as specific anxiety reaction. Some individuals are more predisposed to anxiety than others, and may feel anxious in a wide variety of situations. English Language anxiety, however, is situation specific and so can also affect individuals who are not characteristically anxious in other situations.

## 2. ACADEMIC PERFORMANCE

Academic Performance is the outcome of education the extent to which students achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment (formative or summative) but there is no general agreement on how it is best tested or which aspects are the most important – procedural knowledge such as skills or declarative knowledge such as facts.

## 3. SIGNIFICANCE/ NEED OF THE STUDY

English Language anxiety is particularly evident in the classroom, and anxiety is a strong indicator of academic performance. Anxiety is found to have a detrimental effect on students' confidence, self esteem and level of participation.

Therefore, there is need to examine the influence of anxiety on the academic performance in English of the B.Ed students of SRM University.

## 4. OBJECTIVES OF THE STUDY

The objectives of the study may be stated as follows:

\* M.Ed Education, School of Teacher Education and Research, SRM University Kattankulathur. Email: musahmadalami@gmail.com

1. To find out how English language anxiety influences the academic performance of B.Ed students of SRM University.
2. To analyse English Language anxiety among the B.Ed students.
3. To identify possible remedies for the problem.

## 5. HYPOTHESES

The following major hypotheses were formulated for this study:

1. There is no significant difference between English Language anxiety and students' academic performance of B.Ed students with respect to (a) Gender (b) Qualification (c) Locality (d) Stream of study.
2. There is relationship between English Language anxiety and academic performance of the B.Ed students.

## 6. METHOD OF STUDY

The researcher used the survey method for collection of the data.

## 7. POPULATION OF THE STUDY

The population comprised the entire B.Ed students of SRM University, Kattankulathur.

## 8. SAMPLE OF THE STUDY

The researcher used simple random sampling and selected 50 B.Ed students.

## 9. TOOL USED IN THE STUDY

The researcher used the English Language classroom anxiety scale developed by Horwitz and Cope 1986, to formulate the questionnaire based on:

- Productive Skills (speaking and writing anxiety).
- Receptive Skills (reading and listening anxiety).
- And the researcher collected the B.Ed students' cycle test 2015/2016 marks for academic performance scores.

## 10. STATISTICAL TECHNIQUES USED

Mean, standard deviation,  $t$  – test, and correlational analysis were used to analyse the data.

## 11. DATA ANALYSIS

**Table 1**  
**There is no significant difference between English Language anxiety and students academic performance with respect to gender**

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Remarks</i>
Gender	Male	12	26.7	3.1	0.71	at 0.05 level N.S
	Female	38	25.1	4.4		

From the above Table 1, it can be seen that the calculated  $t$ -value 0.71 is less than the tabulated value 1.96 at 0.05 level. Therefore, there is no significant difference between English Language anxiety and students' academic performance with respect to gender. Hence the null hypothesis is accepted.

**Table 2**  
**There is no significant difference between English Language anxiety and students' academic performance with respect to qualification**

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Remarks</i>
Qualification	UG	33	15.8	2.4	0.80	at 0.05 level N.S
	PG	17	13.5	3.5		

From the above Table 2, it can be seen that the calculated  $t$ -value 0.80 is less than the tabulated value 1.96 at 0.05 level. Therefore, there is no significant difference between English Language anxiety and students' academic performance with respect to qualification. Hence the null hypothesis is accepted.

**Table 3**  
**There is no significant difference between English Language anxiety and students' academic performance with respect to locality**

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Remarks</i>
Locality	Rural	18	21.3	3.1	0.51	at 0.05 level N.S
	Urban	32	19.9	4.0		

From the above Table 3, it can be seen that the calculated  $t$ -value 0.51 is less than the tabulated value 1.96 at 0.05 level. Therefore, there is no significant difference between English Language anxiety and students' academic performance with respect to locality. Hence the null hypothesis is accepted.

**Table 4**  
**There is no significant difference between English Language anxiety and students' academic performance with respect to stream of study**

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Remarks</i>
Stream of study	Art	17	19.6	2.9	0.54	at 0.05 level N.S
	Science	33	21.5	3.7		

From the above Table 4, it can be seen that the calculated  $t$ -value 0.54 is less than the tabulated value 1.96 at 0.05 level. Therefore, there is no significant difference between English Language anxiety and students' academic performance with respect to stream of study. Hence the null hypothesis is accepted.

**Table 5**  
**There is relationship between English Language anxiety and academic performance of the students**

<i>Variable</i>	<i>N</i>	<i>df</i>	<i>Calculated "r" value</i>	<i>Table value</i>	<i>Remarks at 0.05 level</i>
English Language anxiety and academic performance	50	48	0.262	0.129	Sig

From the above Table 5, it is observed that the calculated " $r$ " value is 0.262 is greater than the table value 0.129 at 0.05 level. Hence, there exist relationship between English Language anxiety and academic performance of the students.

## 12. FINDINGS AND CONCLUSION

According to the mean, standard deviation, and  $t$ -test results, there is no significant difference between the students' academic performance with respect to gender, qualification, locality, and stream of study.

And according to correlational analysis, there is relationship between English Language anxiety and academic performance of the students.

### 13. RECOMMENDATIONS

1. Language Laboratory should be established in order to develop the speaking and listening skills of the students.
2. The reading skills may be develop through extensive reading.
3. Co-curricular activity like essay writing competition may be organised at regular basis to develop the writing skills of the students.

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