

# The Prevalence Of Anxiety And Its Effect On Student Academic Achievements At University Level

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## ABSTRACT

A person's emotional wellness is viewed as a significant segment. Nervousness and gloom reduce emotional well-being and cause genuine pain in student life. Tension and stress are the reasons that impede intellectual issues in the training cycle and lead to perceptual lopsided characteristics. Therefore, students face numerous inconveniences, for example, training, social and time the board issues. The present study was performed to evaluate the prevalence of anxiety and its effect on student academic achievements at university level. This study was conducted in University of Education, Dera Ghazi Khan Campus. All undergraduate students (BS level) were the population of this current research. The main objectives of the study were to; know the anxiety stages; know the impact on educational performance, grades, and academic achievements of male and female students. Research questions and hypotheses were made according to the research objectives. The research population was consisted on all the Departments of University of Education, DG Khan Campus. The sample form the population was selected by utilizing convenience sampling technique. The research study was limited to only six departments i.e. Education, Botany, Zoology, Chemistry, Physics and Mathematics, of University of Education, DG Khan Campus. Research questionnaires (five point likert scale) were used for data collection. Social Science Education Package (SPSS) 22.0 was used for data analysis and Pearson relationship coefficient was applied for data analysis. Research findings showed that male learners were found an inverse relation amongst anxiety and educational grades compared to female learners. Moreover, if the researcher compares the female and male learners' educational performance, female learners achieved high grades compared to the male learners. It is recommended to made compulsory programs of orientation and social conduct. The study also assists center with tutoring teachers receive explicit showing strategies dependent on students' anxiety.

**Key Words:** Anxiety, Academic performance, Higher Education, Mental Health, University level.

## I. INTRODUCTION

Nervousness alludes to pressure and tension that express dread of the foundation of something, and the base of this wonder is obscure to the

individual. The underlying driver of tension is inconvenience. In the two cases, absence of tension or anxiety will deliver inconvenience, stress and dread. Anxiety is an upsetting pressure

state delivered by disappointment in relational connections. At the point when an individual submits an illicit demonstration and feels blame, blame is the wellspring of tension. As per the World Health Organization, a person's emotional wellness is viewed as a significant segment. Nervousness and gloom reduce emotional well-being and cause genuine pain in student life. Tension and stress are the reasons that impede intellectual issues in the training cycle and lead to perceptual lopsided characteristics. Therefore, students face numerous inconveniences, for example, training, social and time the board issues. The psychological troubles reduce students' self-esteem which creates issues in their professional and personal life, educational performance, workability, and relationship issues with friend and family. Students who are mentally can zealous to learn in order to fulfill their future goals and can begin good social relationships (D'Agostino, et.,al, 2022).

Stress delivers a muddled aggravating sensation of bitterness, joined by oblivious signs, like quick and unpredictable pulses, perspiring, and cerebral pains, and prompting total issues. They likewise declared that all individuals have encountered sensations of tension, which influences the contrasts between individuals. Everybody has various wellsprings of tension, and it very well might be an individual's contingent position, that is, the beginning, circumstance, feelings and impacts of nervousness shift from one individual to another. Numerous specialists report outrageous tension and worry in their examinations. Instructive necessities, mental pressure, tight tests, and absence of survivability have consistently been viewed as the fundamental driver of student tension. For this situation, the student's instructive demonstration will be contrarily influenced. Getting passing marks is the establishment of undergrads' nervousness. Different reasons for tension incorporate over the top university work, muddled university work,

disarray among homerooms and educators, time trouble with family and accomplices, rest, eating examples, and dejection (Ahmad, & Gul, 2021).

Because of anxiety indications, training, social and individual aptitudes may influence young people and kids. Tension is nearly identified with memory and intellectual capacity. Numerous scientists have extensively considered the effect of test tension on instructive accomplishment. Be that as it may, the exploration connects between test anxiety and instructive execution normally started in the mid 1900s. A total audit of the Meta-assessment of 562 examinations, which proposed a strategy for testing the anxiety reasons for helpless accomplishment. Understood test anxiety is contrarily connected with student accomplishment, and students with inordinate test nervousness score lower than those with low test tension (Ali, et., al, 2021).

### **1.1 Correlates of Anxiety**

Ayub, et., al, (2021) have found that the conduct of students changes because of nervousness. While assessing academic execution and student nervousness, there is a converse connection between student's GPA and tension. Also, contrasted and high nervousness students, low anxiety students have great examination propensities. Self-assurance that is nearly identified with student anxiety. Self-assurance is high, so it decreases students' tension and lessens the effect on scholarly execution. Hence, students with low fearlessness show helpless instruction and tension. Nervousness is nearly identified with sex and age, and might be altogether identified with these. The analysts chose 713 men and 1,338 ladies in 55 age gatherings. The outcomes indicated that 215% of ladies discovered tension and 17.1% of male. What's more, it was likewise discovered that there is an opposite connection among tension and academic execution, physical

wellbeing, metropolitan convenience and societal position.

As indicated by Batool, et., al (2022) that deficient expert information and absence of instructive motivation are the reason for anxiety, yet additionally the reason for past training courses, terrible encounters and misconceptions identified with the courses. Contrasted and high capacity, high tension level is nearer to the helpless scholarly execution of low capacity students. Library nervousness as being originally proposed by Mellon in 1986; it tells students' feelings of trepidation. Prior investigations have demonstrated that 75% to 85% of undergrads have encountered the problem phase of library tension. Nervousness, conduct, motivation, and study propensities are fundamentally identified with the instructive execution of students' propensities, accepting these are sincerely related. The outcomes show that the above connection significantly affects instructive execution.

As indicated by the examination of, a more elevated level of anxiety can direct students to decrease in self-capacity. This examination is identified with the disclosure of numerical self-idea and numerical pressure. Their outcomes depend on an example size of 495 level 7 students. The aftereffects of the examination show that whether the higher phases of nervousness control the phase of bringing down self-idea, or how the bringing down phase of self-idea manages the expanding phase of tension, scientists can't explain. Nonetheless, it was discovered that there was a connection between's the anxiety decrease stage and the expansion in self-idea. Likewise, the outcomes change from student to student. Despite the fact that when utilizing the chi-square test for information correlation, the information show that the decrease in self-idea is an amazing reason for nervousness, and anxiety is simply the reason for low idea (Bukhari, et., al,2021).

## **1.2 Justification/ Rationale of Research**

Since trouble and dread are the components of brain research, everybody was extraordinarily influence individual, social and instructive life. On the off chance that students diminish their nervousness, their instructive demonstration was being better. Fundamentally, everybody's anxiety resembles a wellspring of motivation, acting like a wellspring of motivation, and can help settle forthcoming troubles. Yet, in extraordinary cases it can cause mental and physical unsettling influences. So as to keep up the best anxiety state and lessen outrageous tension state, numerous scientists have led sorted out examination. Through this examination, specialists were finding support to get familiar with the nervousness of students as in sex is identified with social conduct.

The examination is valuable for looking through sources, the nervousness phases of college students and their effect on their instructive accomplishment. The examination is helpful for college educators to embrace explicit encouraging strategies dependent on students' nervousness.

## **1.3 Statement of the Problem**

The principle reason for this exploration is to comprehend the commonness of anxiety in students at university level and its effect on students' scholarly achievements. Stress delivers a muddled disturbing sensation of pity, joined by oblivious signs, like fast and sporadic pulses, perspiring, and cerebral pains, prompting total problems. There are numerous wellsprings of nervousness for every individual, and possibly everybody has a contingent situating, that is, the source, circumstance, feeling, and impact of tension shift from one individual to another.

## **1.4 Objectives of the Study**

- i. To explore the anxiety stages of both genders (male, female ) at BS level

- ii. To analyze the prevalence of anxiety impact on educational performance at BS level
- iii. To find out the prevalence of anxiety and educational grades correlation at BS level
- iv. To recommended certain measures to enhance students' academic achievements

### 1.5 Research Questions

1. What is the any affect of anxiety on the achievement of BS level students?
2. What is the any affect of anxiety on the achievement of female BS level students?
3. What is the any affect of anxiety on the achievement of male BS level students?

### 1.6 Hypotheses of the Study

Ho1 There is no affect of anxiety on the achievement of BS level students.

Ho2 The anxiety does not affect the achievement of female BS level students.

Ho3 The anxiety does not affect the achievement of male BS level students.

### 1.7 Significance of Research

This helps the university test the executives, utilizing suitable investigation methods to comprehend the mental elements that are in concordance with the student's ability and instructive accomplishment. College student's advice elevated level reasons for nervousness, which assists with adjusting great instructive execution. So as to control the high frequency of tension, the accompanying measures are suggested.

## 2. LITERATURE REVIEW

### 2.1 Correlates of Anxiety

Gul, et., al,( 2021a) have found that student conduct can be changed because of tension. While surveying scholarly implementation and student anxiety, there is a reverse connection between the student's GPA and nervousness. Also, contrasted and high-anxiety students, low-nervousness students have great investigation propensities. Fearlessness that is nearly identified with student tension. Fearlessness is high, so it diminishes the anxiety of students and lessens its effect on scholarly execution. Accordingly, students with low fearlessness show helpless instruction and a feeling of nervousness.

Samuel and Stanley called attention to that nervousness is nearly identified with sex and age, and might be altogether identified with these. The specialists chose 713 men and 1,338 ladies in 55 age gatherings. The outcomes showed that 215% of ladies were discovered to be restless and 17.1% of men were discovered to be on edge. Likewise, it has additionally been discovered that there is an opposite connection among anxiety and academic execution, actual wellbeing, metropolitan convenience and societal position (Creswell, 2012).

Attention to indications of test anxiety going from moderate to serious. Modestly restless students can be equipped for moderately seriously on edge students. He also led an overview of students with serious anxiety problem and found that their overall indications of dread included migraine, disquietude, stomach, alarm, dread, windedness, crying, perspiring, and hustling considerations. Meanwhile, inadequate expert information and absence of instructive motivation are the reason for anxiety, yet in addition the reason for past training courses, awful encounters and misconceptions identified with the courses. Contrasted and high-volume students, the high tension level is nearer to the horrible showing of low-capacity students (Gul, et., al,2020).

Library anxiety as first proposed by researchers; it tells students' apprehensions. They also expressed that library nervousness means that the pessimist experience of college students. Prior examinations have shown that 75% to 85% of students have encountered the confusion phase of library tension in their investigations. Tension, conduct, motivation, and study propensities are altogether identified with the instructive demonstration of students' propensities, accepting these are sincerely related. The outcomes show that the previously mentioned related variables fundamentally affect instructive execution (Mohapatra, et., al,2012).

As per the examination of (Asif) et al. (2020), a more significant level of anxiety can control the student's decrease in self-capacity. This examination is identified with the revelation of numerical self-ideas and numerical pressure. Their outcomes depend on an example size of 495 seventh grade students. The consequences of the investigation show that whether the higher phases of tension guide the phase of bringing down self-idea, or how the bringing down phase of self-idea manages the expanding phase of nervousness, scientists can't tackle. Notwithstanding, it is discovered that there is a connection between's the diminishing phase of tension and the increment of self-idea. What's more, the outcomes change from one student to another. In spite of the fact that when the chi-square test is utilized for information examination, the information show that the decrease in self-idea is an incredible reason for tension, and nervousness is simply the reason for low idea.

Barker, et., al, (2018) have portrayed the connection between instructive execution and nervousness. It is hard to clarify the connection between instructive execution and anxiety well. Instructive execution is interrelated instructive capacity; it makes a sensible idea that the fit students can expand their time in extracurricular exercises. Their views also study tracked down that because of high test nervousness, BS level

university students' helpless scholarly demonstration, inadequate consideration and consideration, cognitive decline and lacking ends can prompt portrayed instructive execution.

Belay Ababu, et., al, (2018) brought up that subject tension is firmly identified with student contrasts. The age and sex of the student influence the level of anxiety in the subject. While surveying students on measurable points, it is discovered that age is a critical connection amongst tension and factual subjects. In addition, grown-up students have more tension than youthful students.

## 2.2 Anxiety Demographic Causes

### i. Gender Factors

As indicated by the examination by Cao, and Meng, (2020) in the United States, Australia is generally Western nations. Contrasted and male, young ladies' teenagers feel incredibly on edge. They also directed an Australian investigation. The example size comprises of 1,299 students. RCMAS (Revised Children's Obvious Anxiety Scale) was utilized to gather information. The outcomes showed that 13.2% of students discovered issues identified with nervousness. What's more, young ladies' students tracked down the most elevated level of tension at 17.5%, while male's levels were 8.5%.

### ii. Educational Performance

Dobos, et., al, (2021) have directed an examination in the UK. To explore the connection between instructive execution and nervousness, the example size comprised of 80 students matured 12 to 13 years of age. They utilize the STA scale Spielberg Trait Anxiety to quantify students' instructive demonstration, students' Education, math and science test scores. Related outcomes show that instructive demonstration is contrarily connected with

student tension. Thusly, a student with better scholarly execution tracks down that the level of tension is lower.

### iii. Type of Residency

Dobos, et., al, (2021) looked at the instructive demonstration and tension phases of provincial students with the instructive presentation and nervousness phases of metropolitan students, and directed a study on a specialist. The idea of the examination is cross-sectional. The example size is 1,561 examples from level 10 to level 12. The MASC (Multidimensional Anxiety Scale for Children) was utilized. The outcomes show that the demonstration of rustic students is fundamentally higher than that of metropolitan students.

## 3. RESEARCH METHODOLOGY

### 3.1 Population

The research population was consisted on all the Departments of University of Education, DG Khan Campus. All male and female students of BS level were the population of this present research. All the students (male and female) of departments of BS Programs (morning and evening shifts) were the population of this research study.

### 3.2 Sampling Technique, and Sample Size

The sample form the population was selected by utilizing convenience sampling technique. The research study was limited to only six departments i.e. Education, Botany, Zoology, Chemistry, Physics and Mathematics, of University of Education, DG Khan Campus Dera Ghazi Khan.

**Table No: 3.1 Total Numbers of student from Department of Education**

Sr.#	Shift	Semester	Male	Female	Total
1	Education	4	25	25	50
2	Botany	4	25	25	50
3	Zoology	4	25	25	50
4	Chemistry	4	25	25	50
5	Physics	4	25	25	50
6	Mathematics	4	25	25	50
TOTAL			150	150	300

### 3.3 Mode of Data Collection

The research was conducted through the survey method to collect the data from the research respondents

### 3.4 Research Design

(Lam,& Zhou, 2022) have called attention to that in educational studies; study and expressive exploration are more generally utilized than other

examination strategies. The variety of assessments is identified with business as usual of the cross assessment and to the current situations in the plan and relationship of the sample of study. Educational researchers clarified that with the assistance of clear exploration, graphic examination is a proper technique for an examination. Scientists can assess and clarify the current regular habitat. The fundamental reason

for illustrative examination is to check the speculations set forward by the scientists to assess and clarify the current circumstance in detail.

Li, et. al,(2020) that clear exploration has the nature of gathering information to consider the theories proposed or to comprehend the exact consequences of ebb and flow research. Illustrative exploration has suppositions, segment data, conditions, systems, and an evaluation of the mentalities of examination members. The principle fountains of date assortment in distinct examination are; interviews, polls, overviews, social estimation methods and perceptions.

### 3.6 Research Instrument

Colton and Covert (2007) brought up that for estimating any wonder, a device is a system for gathering and recording data for dynamic, assessment, and last arrangement. In this investigation, a rating scale research instrument was utilized.

#### (i) Validity and Reliability

The exploration device was shipped off a specialist board of instructors for well-qualified conclusions to make it compelling. Their

suppositions are incorporated to further develop appropriate exploration devices. The dependability of the instrument is tried by measurable testing, and the Cronbach's Alpha coefficient is 0.81, which is adequate to meet the unwavering quality of the instrument.

### 3.7 Procedure of Data Collection

The data was gathered from University of Education, Dera Ghazi Khan (Campus) through overview techniques. To round out the survey, we furnished the interviewees with printed guidelines. Multi week after the survey was disseminated; the analysts gathered the poll from the members. Subsequently, the necessary information can be gathered effectively, and the chance of missing reactions is negligible.

### 3.8 Analysis of Data

In spite of reaction examination, the Social Science Education Package (SPSS) form 22.0 was applied. In addition; the level of Pearson item minutes and the relationship coefficient are utilized to test the invalid theory dependent on the exploration targets.

## 4. DATA ANALYSES

**Table No 4.1: Prevalence of Anxiety and Educational Grades**

Learners %	Numbness or tingling				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	64.5	17.1	10.5	7.9	18.4	64.5	17.1	0	.221
Male	31.8	59.1	9.1	0	29.5	31.8	38.6	0	-.606

Table 4.1 shows that 0% of male, 7.9% of female have extreme numbness, 9.1% of male have moderate numbness, 10.5% of female have moderate numbness, and 59.1% of male; 17.1% of female have gentle numbness, and 31.8% of female have gentle numbness. Male and 64.5% of female have no numbness. The most noteworthy

instructive accomplishment of kid students is C-level 38.6%, while the most elevated instructive accomplishment of female students is B-level 64.5%. It is tracked down that the instructive accomplishment and anxiety esteem ( $r$ ) - .606 of kid students are negative, while that of female students.

**Table No 4.2: Prevalence of Anxiety and Educational Grades**

Learners %	Wobbliness in legs				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	61.8	25.0	5.3	7.9	18.4	64.5	17.1	0	-.156
Male	22.7	29.5	36.4	11.4	29.5	31.8	38.6	0	-.100

Table 4.2 shows that 11.4% of male and 7.9% of female discovered extreme wobbliness in their legs, 36.4% of male and 5.3% of female revealed moderate wobbliness in their legs, and 29.5% of male; 25.0% of female had slight wobbliness in their legs. Furthermore, 22.7% of male and 61.8% of female didn't move their legs. It is tracked down that the instructive

accomplishment of kid students is the most elevated at 38.6% at C level, while the instructive accomplishment of female students is the most noteworthy at B level, coming to 64.5%. The instructive accomplishment and anxiety esteem (r) of kid students - .100 is negative, while - .156 is among female students.

**Table No 4. 3: Prevalence of Anxiety and Educational Grades**

Learners %	Unable to relax				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	57.9	14.5	11.8	15.8	18.4	64.5	17.1	0	-.061
Male	50.0	34.1	13.6	2.3	29.5	31.8	38.6	0	-.130

Table 4.3 shows that 2.3% of male; 15.8% of female are seriously incapable to unwind and 13.6% of male; 11.8% of female are respectably unfit to unwind, 34.1% of male; 14.5% of female students are discovered to be somewhat unfit to unwind, while 50.0% of male; 57.9% of female students didn't feel incapable to unwind. It is tracked down that the most elevated

instructive accomplishment of kid students is 38.6% of C level, while the most elevated academic accomplishment of female students is 64.5% of B level. It is tracked down that the instructive accomplishment and tension worth (r) of kid students are negative - .139, while - .061 is negative in female students.

**Table No 4.4 Prevalence of Anxiety and Educational Grades**

Learners %	Fear of the worst happening				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	42.1	27.6	26.3	3.9	18.4	64.5	17.1	0	-.026
Male	45.5	18.2	25.0	11.4	29.5	31.8	38.6	0	-.105

Table 4.4 shows that 11.4% of male; 3.9% of female students have a genuine dread of

the most exceedingly terrible, 25.0% of male; 26.3% of female students have a moderate level



of dread of the most exceedingly terrible, 27.6 % Of male; 18.2% of female students have a slight dread of the most exceedingly terrible, while 45.5% of male; 42.1% of female students are not scared of the most noticeably awful. It is tracked down that the most elevated instructive

accomplishment of kid students is C level 38.6%, while the most noteworthy scholarly accomplishment of female students is B level. Instructive execution and anxiety esteem (r) - .105 is negative among kid students, and - .026 is negative female students.

**Table No 4.5: Prevalence of Anxiety and Educational Grades**

Learners %	Dizzy or lightheaded				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	47.4	34.2	14.5	3.9	18.4	64.5	17.1	0	-.137
Male	34.1	20.5	36.4	9.1	29.5	31.8	38.6	0	-.186

Table 4.5 shows that 9.1% of male; 3.9% of female have extreme unsteadiness and 36.4% of male; 14.5% of female have moderate discombobulating, 20.5% of male; 34.2% of female have gentle tipsiness, and 434.1% of male; 47.4% of female students didn't feel bleary

eyed. The most noteworthy grade C of male is 38.6%, and the most noteworthy grade of B female is 64.5%. The student's academic presentation and tension worth (r) are - .186 negative, and - .137 negative female students.

**Table No 4.6: Prevalence of Anxiety and Educational Grades**

Learners %	Heart pounding or racing				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	26.3	31.6	28.9	13.2	18.4	64.5	17.1	0	-.060
Male	59.1	29.5	9.1	2.3	29.5	31.8	38.6	0	-.228

Table 4.6 shows that 2.3% of male; 13.2% of young ladies' students tracked down an extreme heartbeat, 9.1% of male; 28.9% of female had a moderate heartbeat, 29.5% of male; 31.6% of female had a slight heartbeat, while 59.1% of male; 26.3% of female have no heartbeat. Kid students have the most elevated

instructive presentation at C degree of 38.6%, while female students have the most elevated academic demonstration at B level, coming to 64.5%. The instructive accomplishment and anxiety esteem (r) of kid students - .228 is negative, and - .060 is negative female students.

**Table No 4.7: Prevalence of Anxiety and Educational Grades**

Learners %	Unsteady				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	65.8	18.4	7.9	7.9	18.4	64.5	17.1	0	-.057
Male	29.5	31.8	25.0	13.6	29.5	31.8	38.6	0	.084

Table 4.7 shows that 13.6% of male; 7.9% of female students discovered extreme flimsiness, 25.0% of male; 7.9% of female students showed moderate shakiness, 31.8% of male; 18.4% of female students There was slight precariousness, while 29.5% of male; 65.8% of female students were found not. Kid students

have the most elevated instructive demonstration at C degree of 38.6%, while female students have the most noteworthy academic presentation at B level of 64.5%. The instructive accomplishment and anxiety esteem (r) of kid students is negative .084, while that of female students is - .057 negative.

**Table No 4.8: Prevalence of Anxiety and Educational Grades**

Learners %	Terrified				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	50.0	25.0	14.5	10.5	18.4	64.5	17.1	0	-.68
Male	61.4	22.7	9.1	6.8	29.5	31.8	38.6	0	-.166

Table 4.8 shows that 6.8% of male; 10.5% of female students discovered serious dread, 9.1% of male; 14.5% of female communicated moderate dread, 22.7% of male said; 25.0% of female had gentle dread, 61.4% of them Male; 50.0% of female students are not apprehensive.

The most noteworthy grade C of male is 38.6%, and the most noteworthy grade of B female is 64.5%. Male's academic demonstration and tension worth (r) were negative - .68, and - .68 was negative among female students.

**Table No 4.9: Prevalence of Anxiety and Educational Grades**

Learners %	Nervous				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	36.8	23.7	23.7	15.8	18.4	65.4	17.1	0	-.016
Male	68.2	15.9	15.9	0	29.5	31.8	38.6	0	.040

Table 4.9 shows 0% for male; 15.8% for female are seriously apprehensive, and 15.9% for male; 23.7% of female are modestly anxious, 15.9% of male; 23.7% of female students feel somewhat anxious, while 68.2% of male and 36.8 % Of female students are not apprehensive. It is tracked down that the instructive execution of kid

students is the most noteworthy at C level 38.6%, while the female students' instructive presentation is the most elevated at B level 64.5%. It is tracked down that the instructive accomplishment and nervousness esteem (r) of kid students is positive. 040, while - .016 is negative for female students.

**Table No 4.10: Prevalence of Anxiety and Educational Grades**

Learners %	Feeling of choking				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	52.6	15.8	21.1	10.5	18.4	64.5	17.1	0	.101
Male	25.0	31.8	27.3	15.9	29.5	31.8	38.6	0	-.010

Table 4.10 shows that 15.9% of male; 10.5% of female have extreme suffocation, 27.3% of male; 21.1% of female have moderate suffocation, 31.8% of male; 15.8% of female have gentle suffocation, 25.0% Male; 52.6% of female have no suffocation. Kid students have the most noteworthy instructive demonstration at C degree

of 38.6%, while female students have the most noteworthy scholarly presentation at B level, coming to 64.5%. The instructive accomplishment and nervousness esteem (r) of kid students (r) - .010 is negative, while 0.101 is positive for female students.

**Table No 4.11: Prevalence of Anxiety and Educational Grades**

Learners %	Hands trembling				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	67.1	11.8	14.5	6.6	18.4	64.5	17.1	0	.129
Male	56.8	20.5	15.9	6.8	29.5	31.8	38.6	0	-.084

Table 4.11 shows that 6.8% of male; 6.6% of female discovered serious wobbliness in their grasp, and 15.9% of male; 14.5% of female detailed extreme wobbliness s in their grasp, 20.5% of male; 11.8% of female had slight wobbliness s of their hands, while male's hands were somewhat shaking. 56.8%; 67.1% of female students have no shuddering hands. It is tracked

down that the instructive accomplishment of kid students is the most elevated at 38.6% at C level, while the instructive accomplishment of female students is the most noteworthy at B level, coming to 64.5%. It is tracked down that the instructive accomplishment and nervousness esteem (r) - .084 of kid students is negative, while that of female students is positive at 0.129.

**Table No 4. 12: Prevalence of Anxiety and Educational Grades**

Learners %	Shaky				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	64.5	14.5	15.8	5.3	18.4	64.5	17.1	0	.038
Male	59.1	20.5	14.4	9.1	29.5	31.8	38.6	0	.089

Table 4.12 shows that 9.1% of male; 5.3% of young ladies' students discovered male to be seriously shaken 14.1%; 15.8% of female said they were tolerably temperamental, while male's 20.5%; 14.5% of young ladies' students were discovered to be shuddering somewhat, while 59.1% Male; 64.5% of female students didn't shake. It is tracked down that the instructive

accomplishment of kid students is the most elevated at 38.6% at C level, while the instructive accomplishment of female students is the most elevated at B level, coming to 64.5%. It is tracked down that the instructive accomplishment and nervousness esteem (r) of kid students is .089 positive, while female are .038 students.

**Table No 4.13: Prevalence of Anxiety and Educational Grades**

Learners %	Fear of losing control				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	61.8	13.2	14.5	10.5	18.4	64.5	17.1	0	-.036
Male	54.5	8.2	20.5	6.8	29.5	31.8	38.6	0	.079

Table 4.13 shows that 6.8% of male; 10.5% of female students discovered genuine dread of letting completely go, 20.5% of male; 14.5% of female students communicated moderate dread of letting completely go, 18.2% of male; 13.2% of female students had There is a slight dread of letting completely go, while 54.5% of male; 61.8% of female students are not terrified of

letting completely go. Kid students have the most elevated instructive demonstration at C degree of 38.6%, while female students have the most elevated academic presentation at B level of 64.5%. It is tracked down that the instructive accomplishment and nervousness esteem (r) of kid students are positive at .079, while that of female students is - .036 with negative students

**Table No 4.14: Prevalence of Anxiety and Educational Grades**

Learners %	Difficulty breathing				Educational Grades				Value of r
	N	M	M	S	A%	B%	C%	F%	
Female	56.6	28.9	10.5	3.9	18.4	64.5	17.1	0	-.197
Male	40.9	25.0	28.2	15.9	29.5	31.8	38.6	0	.192

Table 4.14 shows that 15.9% of male; 3.9% of female discovered dispend and 18.2% of male; 10.5% of female had moderate dispend, 25.0% of male; 28.9% of female had gentle dyspnea, 40.9% Of male; 56.6% of female students have no breathing hardships. Kid students have the most elevated instructive presentation at C degree

of 38.6%, while female students have the most elevated scholarly demonstration at B level of 64.5%. It is tracked down that the instructive accomplishment and nervousness esteem (r) of kid students is .192 positive, and - .197 is negative female students.

**Table No 4.15: Overall Gender Wise High and Low Responses of Learners for Correlates of Anxiety**

Students Percent	High Response	Low Response
Male	27	73
Female	25	75

Table 4.15 shows that the most extreme anxiety level of kid students is 27%, while the greatest tension degree of female students is 25%. Male's students tracked down that 73% had low degrees of anxiety, while young ladies' students tracked down that 75% had low degrees of nervousness.

On average, all males' BS level students were found severe level of anxiety, while all female BS level students were found moderate level of anxiety. So the first objective which was to find out the anxiety levels of both genders (males, female s) at the BS level was achieved. On average all male BS level students were found educational grade C with 38.6% which was the low educational grade, while all BS level female

## 5. FINDINGS

learners found educational grade B with 64.4%. It was clear that the prevalence of anxiety impact on the educational achievement of BS level-level learners. So, the second objective which was to find out the prevalence of anxiety impact on educational achievement at BS level learners was achieved. On average, all male and female university students never found statistically significant positive or negative correlation in the prevalence of anxiety and educational grades. So, the third objective which was to find out the prevalence of anxiety and educational grades correlation at BS level learners was achieved.

### 5.1 Conclusion

The study findings are summarized based on educational grades, the value of (r) and anxiety of the overall university students. In all female learners only in few items were found high level of anxiety, the same case with the boy's learners. Among all center university students, male have the most noteworthy C scores and female have the most noteworthy B scores. The outcomes show that high and low degrees of nervousness truly influence students' academic demonstration, while middle degrees of anxiety urge students to accomplish high instructive execution and cause them to perform well. The analysts' outcomes are reliable with restless students won't ever perform well. Furthermore, students' high and low nervousness prompts helpless academic execution. Be that as it may, on account of decently restless students, they show great instructive accomplishment. Subsequently, the primary invalid theory that tension has no impact on the presentation of center university students is dismissed. On average, all BS level female learners were found moderate levels of anxiety and achieved the highest educational grades. Thus, the second null hypotheses which read there, the anxiety does not affect the achievement of female BS level students were accepted. On average, all BS level male' learners were found severe levels of anxiety and achieved low educational grades. Thus, the second hypotheses

which were, the anxiety does not affect the achievement of male BS level students were rejected. So, overall findings showed that boy's learners were found an inverse relation amongst anxiety and educational grades compared to girl's learners. Moreover, if the researcher compares the female and male learners' educational performance, girl's learners achieved high grades compared to the boy's learners.

### 5.2 Recommendation

Through this, researchers have been assisted with studying the nervousness benefits of supplementary university students according to programs of orientation and social conduct. The research is valuable for looking through sources, the anxiety phases of center university students and their effect on their instructive accomplishment. The study also assists center with tutoring teachers receive explicit showing strategies dependent on students' anxiety.

### 5.3 Future Research Suggestions

A few ideas from analysts given underneath

- In the event that a near report is made between the pervasiveness of nervousness and its effect on college students, the outcomes might be extraordinary.
- A limited quantity of connection was found among nervousness and center university students, which has critical advantages for instructive accomplishment and anxiety. Be that as it may, for a wide scope of exploration, the significance of nervousness is led in a subjective way through friendly estimation, perception, and meeting devices.
- The momentum research is directed as an illustrative examination of a quantitative model. In a controlled instructive climate, tests and activity research on students can be investigated to address the causal variables of tension and its instructive impacts.

- The further instructive impacts of tension and strict, social, good, social, mental, financial, and actual impacts can be investigated among center university students utilizing innovation and demonstrated apparatuses.
- The utility of electronic media, printed matter, and cell phones can be concentrated among the more youthful age, which adds to the pervasiveness of anxiety.
- Joblessness, parental maltreatment, sociological challenges, and psychological warfare might be identified with nervousness and its belongings. The instructive presentation of students at various stages.

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