A Study of Relationship among General Anxiety, Test Anxiety and Academic Achievement of Higher Secondary Students

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Abstract

In the present study an attempt was made to find out the relationship between anxiety and academic achievement of Higher secondary school students. This area of research has been of considerable interest to teachers who have observed that some children appear to perform below their best in situations characterized by a high degree of stress. It was expected that students with high anxiety would be more likely to perform less adequately throughout their studies than would non-anxious students. The Higher secondary level is a turning point in the life of the adolescents. The students and their parents take the decisions of their career selection during this transition period. Adolescents of our schools have many disturbing problems that often interfere with their academic achievement. Anxiety and anxiety related problems are very common during adolescence. The investigator randomly selected a total number of 12 schools for the study that included Government, Private aided and Private unaided schools. Sample comprised 180 students for the study. The findings of the study are: 1)There is a positive high correlation between general anxiety and test anxiety. 2) There is a negative low correlation between general anxiety and academic achievement. 3) There is a negative low correlation (-0.222) between test anxiety and academic achievement of higher secondary students.

Key words: General Anxiety, Test Anxiety and Academic Achievement, Higher Secondary students

Introduction

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

The importance of scholastic or academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A complete and comprehensive picture of academic achievement still seems to eluding the researchers. The search, therefore, continues; educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. In view of this it will be very useful to undertake a synoptic view of the researches conducted in the field so far as this will indicate the areas in which educational researchers could concentrate most profitably.

Attempts have been made over the past years to classify the studies in this area. The credit of undertaking a pioneering work this direction goes to R.H. Dave (1968). It did indicate that the studies were undertaken to investigate into the relationship between achievement and variables like socioeconomic status, sex, intelligence and so on.

A systematic effort was also made to compile and edit the studies and have been classified under different sub-headings, namely, correlates in general, personality correlates, socio-economic status, backwardness and failure, over- and under-achievement (Buch,1974; 1979; 1986); poor curriculum organization, in place of backwardness and failure (P.N. Dave & C.L. Anand, 1979); creativity and achievement, institutional characteristics and achievement, and achievement of SC/ST Students (C.L. Anand & M.S. Padma ,1978).

This suggests that educational researchers, in order to understand various pertinent questions in relation to scholastic achievement, started hypothesizing over certain variables which were largely ignored earlier. One such variable is anxiety (Das, 1975; Shanmugasundaram 1983; Deshpande, 1984; Mehrotra, 1986). Though anxiety measurement could not significantly differentiate between students who passed and those who failed in general science in the study by Das (1975), a negative relationship between anxiety and achievement was indicated by Shanmugasundaram (1983) and Mehrotra (1986). The study by Deshpande (1984) explained some amount of variance, on account of anxiety, between the high and low achieving schools.

Not only in the field of education, but also, in psychology in the past decade, there has been an unusual degree of interest in the concept of anxiety. It is probably not fortuitous that this period also witnessed somewhat

spectacular rise of clinical psychology as well as attempts to understand more comprehensively the human personality.

Almost every individual has had the experience of general uneasiness, a sense of foreboding, a feeling of tension, in situations where the cause of the tension was not readily apparent. We have come to associate the term anxiety with these kinds of phenomena. In the broadest sense, anxiety can be associated with a variety of physiological and emotional states.

Anxiety

While speculation concerning the sources and meaning of anxiety has been a concern of theologians and philosophers for centuries, Freud is often credited with the first psychological investigation of the phenomena. For Freud (1949), anxiety has three components: (a) A specific unpleasurable character; (b) Efferent or discharge phenomena, and (c) A perception of these. Freud (1949) stated in somewhat more general terms that anxiety is unpleasant, associated with the emotion of fear, and the individual consciously perceives it.

Sullivan (1949) clarified the distinction between fear and anxiety. For Sullivan, anxiety is a reflection of an internal tension, while fear is a mechanism for dealing with external and presumably more realistic dangers. For most of the researchers in the psychoanalytic tradition, fear is usually presumed to be a reasonable and sometimes helpful response to an objectively dangerous situation. Anxiety, on the other hand, is presumed to be less rational and usually a more harmful, debilitating response to a situation that is not necessarily objectively threatening.

At a surface level, the distinction between fear and anxiety is easy to make: but, in practice, some confusion may occur. It is almost impossible to observe either pure anxiety or pure fear. For this reason, the terms fear and anxiety are often used interchangeably since an observer usually can only record a fusion of both.

As Sarbin (1968) has noted, the term "anxiety" did not gain currency in the psychological literature until the 1930's. Being derived from the Latin anger, to strangle, 'anxiety' was used to translate Freud's 'Angst' and it was with the publication in America of Freud's 'The Problem of Anxiety' (1936) that professional interest in anxiety spiraled upward. Efforts at research received additional impetus from the publication of the Manifest Anxiety Scale (Taylor, 1953), and since then there have been several thousand books and articles related to anxiety. Its use today is widespread not only among psychologists, but among educators, other professional people, and lay people generally.

Types of Anxiety:

(a) Normal versus Neurotic Anxiety

Within the generic meaning of the term, one can conceive of several qualitatively different varieties of anxiety arising under basically different conditions of instigation. The different varieties of normal anxiety have one property in common which distinguishes them from neurotic anxiety. In normal anxiety, anxiety is instigated by an objectively dangerous threat to self-esteem. In some instances, this threat may be external in origin. In other instances, the source of the threat is within the person - it may come from aggressive impulses or from the individual's awareness that he has violated certain of his moral scruples. In all cases, the threat comes from a source distinct from the entity that is being threatened; in no case does the threat to self-esteem arise from impaired self-esteem itself. In all cases, the response to the threat is appropriate and proportionate to the objective degree of jeopardy confronting the individual's self-esteem. In neurotic anxiety, on the other hand, the essential source of the threat to self-esteem does not lie outside self-esteem but is to be found in catastrophic impairment of self-esteem itself. Hence, a person suffering from neurotic anxiety apparently over-reacts with fear to a perceived threat. An individual can never develop neurotic anxiety as long as he enjoys intrinsic feelings of self-esteem, by which is meant a deep inner conviction that he is important and worthwhile for himself, apart from what he can do or accomplish and apart from the position he holds in life. As long as he possesses this intrinsic self esteem, failure in achieving superior competence or status is intense, deeply felt, discouraging, but always peripheral to basic self-esteem; and, hence, never catastrophic. However, if he has to rely on success in school performance or vocation for whatever self-esteem he enjoys, catastrophic impairment following some very traumatic failure experience is more possible. If such failure occurs, it is not peripheral but central, since there is now no basis whatsoever (intrinsic or extrinsic) for a feeling of worth as a human being. The individual's sense of adequacy being purely a function of his competence or reputation, little self-regard can remain if these are seriously undermined.

Thus, it seems reasonable to expect that rejected and extrinsically -valued children, who have no intrinsic feeling of self esteem, will tend to set their academic and vocational goals high, and often unrealistically high. If they happen to be extremely able individuals all may go well and they may achieve in accordance with their aspirations. However, there is no reason to believe that such rejected and extrinsically valued individuals tend to be more than usually gifted; and there are limits to what motivation alone can accomplish. Hence, the chances for large-scale collapse of their grandiose and unrealistic aspirations are rather good; and since they have no intrinsic self-esteem to fall back upon, a defeat is centrally traumatic to self-esteem and commonly precipitates

acute anxiety. Recovery from this condition, furthermore, tends to leave a permanently damaged self-esteem or, in other words, a chronic anxiety neurosis, which may flare up at any time and become acute when the environment becomes too threatening.

(b) General Anxiety

It is a more comprehensive construct that refers to the phenomenological, physiological and behavioral responses that may accompany any event in which the individual perceives that he or she may be unable to deal easily and satisfactorily. Evaluative anxiety is a form of general anxiety.

(c) Test Anxiety

The twentieth century has been called "the age of anxiety". However, the concern with anxiety phenomena is as old as the history of humanity. For many years, theories of anxiety were rooted primarily in the experiences of clinical workers and the insight of the sensitive observers of the West. The nebulous character of the phenomena prompted many researchers to focus their attention on the specific sources of anxiety in social, public speaking and test situations. The 1950s saw the spawning of test anxiety research in earnest, which began at Yale University in 1952. Almost two decades after this initiation, the first attempt to understand the antecedent of test anxiety of schoolchildren was made by Nijbawan (1972). Almost 12 years after this, Sharma and Rao (1984) conducted a first comprehensive review of research in India on test anxiety (Sud, 2001).

Test anxiety is the set of phenomenological, physiological and behavioral responses that accompany concern about possible failures in any testing or evaluative situation. Concerned with the influence of anxiety upon learning, Sarason (1960) notes that anxiety is a strong motivating force with either positive or negative effects. One educational experience that produces intense anxiety for most youngsters is the test. Sarason and his associates (1958) were bothered by the phenomenon of bright children frequently receiving high anxiety scores and doing poorly on almost any kind of test. A student brings his anxieties to school and they are either increased or decreased with a corresponding influence upon his academic performance. In an era when young people are constantly being tested and with great weight placed upon the conclusions of testing, children begin to feel the pressure in their school years.

 Academic Achievement

The term Academic Achievement means "the sum total of information a student has at his/her command when he/she completes a year of academic instruction." In the present study, Academic Achievement refers to marks obtained by students in the midterm tests conducted in the same period during the administration of the anxiety scales.

Need and Importance of the Study

Many studies have been done on the effects of anxiety on learning and retention. This area of research has been of considerable interest to teachers who have observed that some children appear to perform below their best in situations characterized by a high degree of stress. It is a common occurrence to hear teachers' comment that a certain student gets so upset that he "falls to pieces" or " chokes up" during an examination and fails to live up to the promise shown in his class work.

The higher secondary level is a milestone in the academic life of any student. During this period, the student and his/her parents take the crucial decisions of future career selection. Adolescents of our schools face many problems peculiar to their age. They are also worried about their academic performance. Many students are under great parental pressure to score high marks. The entrance preparation and in many cases, high parental expectations double their anxiety and stress. They cannot get admission in prestigious institutions without a superior academic record. So the students are generally under stress and anxiety during the higher secondary years.

Even apparently well-adjusted students have their share of emotional difficulties. Heath and Gregory (1946) in a study of male college sophomores chosen on the basis of good health, satisfactory academic status, and overtly good social adjustment reported that 90% of their subjects raised questions or presented problems which were judged by the investigating staff as requiring professional aid for solution.

Rust and Davie (1961) in assessing the nature, frequency and severity of the personal problems of undergraduate college students found that nearly 80% of those who responded to their questionnaire reported that they had at least one personal problem during the current school year which bothered them "very often" or "fairly often" and 35 % of their sample indicated specifically that they had been troubled often by "Nervousness". These findings are consistent with general observations that late adolescence is a time of "storm and stress" and a period of unusual difficulty in adjustment. Studies (Mckeachie, 1951; Mckeachie, Pollie and Speisman, 1955) have demonstrated impressively that anxiety is manifested by college students in conventional classroom test situations to such an extent that the general level of academic performance is impaired. A study conducted by Chen (1997) found that academic achievement predicted children's social competence and peer acceptance and

in turn adjustment. Strong motivation to achieve high grades appears to contribute directly to the adjustment difficulties of many students whose anxiety about failure is intensified by the academic situation.

Thus, it is apparent that college life is characterized by conditions and expectations, which may heighten anxieties already present in students or may induce new anxieties. The study conducted by Rodger, Murray and Cummings (2007) revealed that the teacher clarity is not a factor for test anxiety among the students. It would seem reasonable to expect that the stresses of college life are likely to have most serious effects upon those students who have developed pronounced tendencies to respond to threatening situations with anxiety and conflict. So the present study was taken up, as it is quite relevant to find the relation between anxiety and academic achievement among higher secondary school children. Higher secondary level academic achievement often decides the future academic achievement of students. There fore the investigator intends to know the anxiety level of higher secondary school children in test and test like situations and in general situations as well.

Objectives of the Study

1. To study the relationship among General anxiety, Test anxiety and Academic achievement of higher secondary students
2. To study the difference between boys and girls in General anxiety, Test-anxiety and Academic achievement.
3. To study the difference between the urban and rural children in General anxiety, Test anxiety and Academic Achievement.
4. To study the difference in the General anxiety, Test-anxiety and Academic achievement of the higher secondary students with respect to their type of schools (Private-aided, Private-unaided, and Government).

Method
Sample

The investigator used stratified random sampling technique in the present study. Twelve higher secondary schools in Idukki district of Kerala state were randomly selected. Out of the 12 schools, 5 belonged to rural area and the rest 7 belonged to urban area. Two government schools, four private aided and six private-unaided schools were included in the study. One hundred and eighty students were randomly selected from the twelve schools. Equal representation of ninety students was given to both locale and gender. The distribution of the sample is shown in Table 1.

Table1: Sample of the study (Locality wise, Gender wise and School type wise)

Type of Schools	Locality		Gender		Total
	Rural	**Urban**	**Boys**	**Girls**	
Government	28	32	29	31	60
Private aided	31	29	30	30	60
Private unaided	31	29	31	29	60
Total	90	90	90	90	180

THE INVESTIGATOR SELECTED 180 STUDENTS FROM 12 SCHOOLS FOR HIS STUDY. NINETY STUDENTS WERE SELECTED FROM BOTH URBAN AND RURAL AREAS. SOME STUDENTS WERE DROPPED FROM THE STUDY BECAUSE OF LIE SCORES AND INCOMPLETION OF THE SCALES. FROM THE RURAL AREA THE SCALES WERE ADMINISTERED TO 60 BOYS AND 15 OF THEM WERE DROPPED FROM THE STUDY AND THE REMAINING 45 WERE INCLUDED IN THE STUDY. THE SCALES WERE ADMINISTERED TO 60 RURAL GIRLS AND 15 AMONG THEM WERE DROPPED AND THE REMAINING 45 WERE SELECTED FOR THE STUDY.

From the urban area, the scales were administered to 60 boys and 15 among them were dropped. The investigator administered the scales to 60 urban girls and dropped 15 and selected 45 for the study. From each of the three strata (Private aided, Private unaided, and Government), the investigator selected 60 students for his study.

Instrumentation

General Anxiety Scale for Children (G.A.S.C) developed by Sarason et al. (1960) was used in the study. It consists of 45 items out of which question numbers 4,8,12,16,20,25,29,33,37, 41 and 45 referred as lie items. The child who scores 8 or more of these eleven items should be dropped from the study as per the guidelines of

the manual. The general anxiety score of the child is given by number of yes answers marked by the child in the remaining items of the test.

Test Anxiety Scale for Children (T.A.S.C) developed by SARASON and others. It consists of 30 items in which 12 questions are related to testing situations and other 18 questions are related to other test like situations in school environment. The questions are of Yes / No type in which child has to tick either Yes or No. The test anxiety score of the child is given by number of Yes answers marked by the child.

Academic achievement scores were taken from the marks of the midterm tests conducted during the administration of the two scales.

Unstructured Interview. The investigator made use of this for gathering additional qualitative information.

Procedure

The General Anxiety Scale and Test Anxiety Scale were personally administered to 180 higher secondary school children. First the investigator instructed the students to write the name, school name, sex and standard in which they are studying.

After the completion of these, the investigator instructed the way to answer the questions. The scales were scored and tabulated systematically for statistical calculation. The mid-term marks were collected from the school records as academic achievement measure.

Statistical Treatment

The Product moment correlation co-efficient was used to see the relationship between (a) General anxiety and Test anxiety (b) Test anxiety and Academic achievement (c) General anxiety and Academic achievement.

The "t" value was calculated to find out difference between the means of all the probable group comparisons. ANOVA, a one-way classification technique was used to test significant difference between type of School, General anxiety and Test anxiety.

Results

Table 2 contains the relationship among General Anxiety, Test Anxiety and Academic Achievement.

Table 2: The correlation coefficient between General Anxiety, Test Anxiety and Academic Achievement

Correlated variables	Coefficient of correlation	Type of correlation	Remarks
General anxiety v/s Test anxiety	0.627	Positive	High
General anxiety v/s Academic achievement	-0.042	Negative	Very low
Test anxiety v/s Academic achievement	-0.222	Negative	Low

Analysis revealed a high positive correlation between general anxiety and test anxiety (0.627). It means that an individual who is generally more anxious will also show relatively higher anxiety during testing situations. Barinder (1985) also found that there was a positive relationship between general anxiety and test anxiety. But a low negative relation exists between general anxiety and academic achievement (-0.042) and test anxiety and academic achievement (–0.222). Our whole education system is examination based, wherein the children are all the time worried about the results of a class test, projects and examinations. The high expectations of parents, teachers, school and society make a child more anxiety prone. Hence increase in the test anxiety may lead to decrease in achievement. Similar findings were observed by Sarason (1960) and Pandit (1969). They also found that correlations between anxiety level and achievement are negative and tend to become higher with increasing grade level in elementary school. They reported correlations of –0.23, -0.26, -0.25 and –0.41 between the TASC and the Standard Achievement Test for Grades 3, 4, 5 and 6, respectively.

The "t" test was employed to study the influence of gender and locale on general anxiety, test anxiety and academic achievement. The results of the 't' test are given in Table 3.

Table 3: Results of 't' test for three variables

Category		N	Mean	S.D	't'	Sig.
General anxiety	Urban	90	11.76	5.93	3.918	0.00
	Rural	90	15.53	6.96		
Test anxiety	Urban	90	11.42	5.78	3.174	0.002
	Rural	90	14.50	7.16		
Academic achievement	Urban	90	49.02	17.71	3.086	0.00
	Rural	90	41.14	16.52		
General anxiety	Boys	90	11.19	5.94	5.252	0.00
	Girls	90	16.10	6.59		
Test anxiety	Boys	90	10.84	5.69	4.480	0.00
	Girls	90	15.08	6.93		
Academic achievement	Boys	90	43.04	16.84	1.567	0.119
	Girls	90	47.12	18.05		

From Table 3, it is clear that the mean score for general anxiety of girls (16.10) is more than that of boys (11.19). The difference between the means is found to be significant. In other words, girls are more anxious generally than the boys. Similar results were reported by Barinder (1985). He found that girls exhibited more general anxiety than the boys.

Analysis also revealed that the mean score on test anxiety of girls (15.08) is more than that of boys (10.84). The 't' value is found to be 4.480, significant at all levels. We can say that girls are more test anxious than the boys. Gupta (1978) and Barinder (1985) also found that girls exhibited more test anxiety than boys.

The Mean score for Academic achievement of girls (47.12) is more than that of boys (43.04), but the difference is not significant. Table 3 indicates that the mean score for general anxiety of rural children (15.53) is more than that of urban children (11.76). The 't' value is found to be 3.918 (significant). Thus we can say that rural children are more anxious generally than urban children.

It is evident that the mean score for test anxiety of rural children (14.50) is more than that of Urban Children (11.42). The 't' value is found to be, significant. Thus, rural children are more test anxious (3.174) than urban children in the present study.

From Table 3, it is evident that the mean score for academic achievement of urban children (49.02) is more than that of rural children (41.14). The 't' value (3.086) is found to be significant. In other words urban students achieved higher than the rural students. Veena (2000) also reported the similar findings.

Table 4: Descriptives with respect to type of school

Variables	Type of school	N	Mean	Std. Deviation
General anxiety	Govt	60	13.78	6.85
	Aided	60	14.93	6.86
	Unaided	60	12.22	6.27
	Total	180	13.64	6.72
Test anxiety	Govt	60	13.17	7.22
	Aided	60	13.27	6.97
	Unaided	60	12.45	5.81
	Total	180	12.96	6.67
Academic achievement	Govt	60	40.63	17.04
	Aided	60	48.52	18.83
	Unaided	60	46.10	15.93
	Total	180	45.08	17.53

TABLE 5: RESULTS OF ANOVA

Variables	Source	Sum of squares	df	Mean Square	F	Sig.
General anxiety	Between Groups	223.144	2	111.572	2.511	0.084
	Within groups	7866.100	177	44.441		
	Total	8089.244	179			
Test anxiety	Between Groups	23.811	2	11.906	0.266	0.767
	Within groups	7934.917	177	44.830		
	Total	7958.728	179			
Academic achievement	Between Groups	1957.433	2	978.717	3.267	0.040
	Within groups	53024.317	177	299.572		
	Total	54981.750	179			

From the above table it is clear that, the mean score of general anxiety and test anxiety of private aided school children (14.93, 17.27) is greater when compared to the mean score of other type of school children (Government 13.78,13.17; Private unaided 12.22,12.45) respectively. The F value for general anxiety and test anxiety of students is found to be 2.511and 0.266 which are found not significant. Even in the case of academic achievement, the mean score of private aided schools (48.52) is greater when compared to the other type schools (Government – 40.63, private unaided – 46.10). The F value for academic achievement of students is found to be 3.267, which is found to be significant. The facilities available, the school climate, mass media and other such factors make the private school children better achievers compared to their counterparts.

Analysis of qualitative information gathered through Interviews
The majority of the students revealed in the interviews conducted that they are worried about their academic performance. As it is a decisive period for them, many students were under great pressure to score high marks. Students generally disliked their parents' attitude of pressuring them to score high marks. While some students were not satisfied with their parents' attitudes, some other students said that they are getting enough parental support and encouragement.

Many students agreed that they face both academic and personal problems. They supported the idea of a school counselor or psychologist tackling the problems of students. Some students were badly affected by their failures. Some students commented that Entrance preparation makes them more anxious.

In the interview, girls outpoured more anxieties about their academic performance than boys. Urban students were more worried about their academic performance than rural students.

For solving the personal problems, some students said, they can rely on their parents. While some other students find a confident in some of their teachers or peers.

Some students had an opinion that the plus two syllabus is very tough for them. Some of the interviewed students complained that their parents compare them with other children and this comparison causes anxiety in them.

Teachers' responses to the interview
Teachers had a general response that students face both academic and personal problems during the higher secondary years. Teachers supported the idea of providing psychological and counseling assistance in schools. They said that they knew many students whose personal and family problems affected their studies. Many teachers expressed their opinion that students are under more stress during plus two than their secondary years. Some teachers had an opinion that the plus two syllabus is very tough for many students.
Many teachers claimed that their schools provide a supportive environment for the mental health of students. They said that students are free to approach teachers for solving their problems.
Some teachers agreed that a large number of students are confused about future career choices. Some teachers had an opinion that entrance preparation and aspiration cause tension and anxieties in many children.

Major Findings of the Study

1. There is a positive high correlation (0.627) between general anxiety and test anxiety. This implies that there is a direct positive relationship between general anxiety and test anxiety.
2. There is a negative low correlation (-0.042) between general anxiety and academic achievement. This shows that there is an inverse relationship between general anxiety and academic achievement. An increase in general anxiety adversely affects the academic achievement.
3. There is a negative low correlation (-0.222) between test anxiety and academic achievement. This shows that there is an inverse relationship between test anxiety and academic achievement.
4. Girls were more anxious than boys in both general and test anxiety.
5. There is no significant difference between boys and girls in their academic achievement.
6. Rural students were more anxious than urban students in both general and test anxiety.
7. Urban students were better achievers than the rural students.
8. There is no significant difference in the general and test anxiety of the students with respect to the type of school.
9. The students from Private aided schools achieved better than the students of other type of schools.

Educational Implications and Recommendations

School learning is a complex process. To make it effective, both the students doing it and the teacher guiding it must achieve a nice balance of the interacting factors affecting it. Though the same curricula are given to all students, many students fail to achieve what is expected of them. There are great differences among students in their academic achievement. Several personal, social and educational factors play their roles in determining the academic achievements of students. Many students, even though they are bright, cannot perform well because of personal and social crises. The knowledge provided by the present study can be used to modify or improve the existing practices.

Some of the implications and educational recommendations are as follows:

Schools and homes have a great role in helping students to manage their anxieties, fears and emotional outbursts. Schools should provide an opportunity for each individual to learn and grow at his/her own pace. Parents should ensure that home provides children sufficient emotional support and encouragement for their learning. School atmosphere should be supportive for the emotional development and mental health of children. Children should be free to express their feelings. Teachers should be approachable and they ought to give emotional support to students in hours of crises.

Child centered and life centered curricula should be implemented in schools for promoting children's interest in learning. Teachers and Parents should not coerce students for achievements beyond their intellectual ability. Cutthroat competitions among students for highest achievement should be discouraged and only healthy competition mixed with cooperation should be encouraged.

Instead of the present Rank system, Grade system can be used to assess children's academic achievement. It can do a lot for reducing and controlling the anxieties of children about their academic performance.

Guidance and Counseling services should be a part of the school system. Schools can make use of the help of professional counselors and psychologists. At least one teacher should be trained in the basics of Guidance and Counseling. Students should be encouraged to seek Guidance and Counseling help in schools. Parent-Teacher Association can discuss the general and academic problems of students and take necessary steps to tackle them

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