ABSTRACT: This review of literature focuses on the Indian education system in secondary and higher secondary schools. The issue of academic anxiety as a part of the student life at home and at school environment is subject to varied forces of pressure. The student undergoes, home schooling under parental guidance and shifts to classroom based societal interaction with teachers, peers. The student’s academic anxiety stems from examination, or ‘test anxiety’ apart from class performance, peer pressure, social pressure and the parental expectations. Irrespective of gender, age, rural/urban, type of boards, socio economic background, academic anxiety has been found to be related to the increasing level of tough subjects (science, mathematics) in academic syllabus. Results of long-term exposure to high academic anxiety levels has resulted into fear psychosis, withdrawal from school, phobia from subject or blame of being a non-achiever. Academic performance is dependent on student’s individual self-identity, and developing self-efficacy renders confidence in taking final decisions in study strategy. The extensive secondary research shows emotional intelligence in maintaining the societal relationship is key for the student, while effective time management has been evident as a competency in higher secondary students. Parental encouragement and teacher recognising student effort helps socially, helps the academic achievement drive to be prolonged. It provides a boost to student motivation levels, attain greater control over the stable factors impacting academic achievement.

KEYWORDS: Academic achievement, Academic anxiety, Indian schools, secondary and higher education.

I. INTRODUCTION

The education system has evolved across the years in variety of education institutions, though the students engaged in the academic curriculum is subject to a wide range of academic stress. The external environment has induced a trend of unnatural competition that blurs the joy of learning and the pressures of academic achievements in the entire journey of student’s life. The student life which revolves around home, school, peers (classmates) and neighbours have to undergo through the usual practices of examinations, tests, in a self-imposed study strategy (Lawrence, 2014). The students’ academic work load increases progressively with promotion to upper class which induces complexity in learning. This is primarily due to diverse new subjects being introduced in the academic curriculum that stresses the learning pace, capabilities against the time at hand. It is evident that the prolonged exposure of the student to academic stress level, leads to high levels anxiety happen. The issues in their earlyadolescent life is due to the nature of academic curriculum, and external environment induced stress that leads to an excited state of central nervous system. It is also a major cause for mental tension, nervousness in students, and the prolonged state of worry for academic performance issue in school going children (Ajay, 2016). The outcomes on the academic achievement, as the state of anxiety casts a detrimental impact on the student’s self-concept and develop the ability to resolve the academic chore (Lal, 2018). In this article attempt is made to understand how deep-seated, academic anxiety is impacting the academic performance for the school students in India with emphasis on secondary and higher secondary school standards.
Academic anxiety

APA (American Psychological Association) has classified test anxiety as a part of academic anxiety, that has social phobia, or performance situations that causes individual to face embarrassment. Siddiqui and Rehman (2016) stated that it has been found to show close associations between neurotism, with test anxiety, and is a prevalent mental health disorder. Expressed as a subjective feeling, anxiety is also related to nervousness pertaining to specific situations, leading to worries in thoughts, apprehensions and depression levels in students in Indian context (Verma et al. 2014) shows it impacts all across social strata.

Most of the studies have shown interest in different towns, cities or urban/rural, private or government school (Dhull, 2013) perspective, where the academic curriculum based performance anxiety and test anxiety has been researched. Linking the personality types, trait anxiety that is typical to the individual personality type, showed that academic anxiety differs from the state anxiety that is an externally induced condition like punishment, examination, or accidents. Literature review also has taken demographic analysis with student’s socio economic background (Banga, 2014), language (medium of instruction), intelligence, apart from the personality traits to understand its impact on academic anxiety. Grills-Traquechel et al. (2012) confirmed that gender studies on anxiety (Kanu and Jassal, 2011), did not show as to who is susceptible to higher levels of anxiety; male or females (Verma, 2018) (Mokashi et al. 2012). Conflicting reports in research with girls more susceptible (McCullare et al. 2011), than boys in school based work has been found, which makes the gender based impact on academic anxiety studies not to be conclusive in outcomes. While Lee (2009) stated student attitude towards perfectionism increases level of anxiety that tend to impact the academic achievement. In cross cultural comparative studies, the Asian students have been found to have higher level of mathematics anxiety scores in secondary school (Mandal, 2020). The academic anxiety also impacts the problem solving abilities that require to match exact results in some specific subjects for all students (Barwal and Sharma, 2013). Fletcher et al. (2012) concluded that low levels of anxiety is bound to impact the academic performance especially when the students are perfectionist.

The research has also branched out to address student anxiety in the perspective of biochemical reactions of brain and the actions which eventually leads to depression (Deb et al. 2016). Neelam (2013) added that the student “fight or flight” response as they perceive the threat from the environment has been found, as high level of anxiety also impacts the memory, retention, concentration, attention span which are key elements for academic achievement. Karimi and Venkatesan (2009) further found that students in Indian high schools develop mathematics anxiety which is related to the mathematics performance that is specific to the science stream subjects chosen by the students. Students have been found to use study strategy and accommodate, while they have been found to adopt adjustment strategies in knowledge acquisition and application (Kochgaway, 1993) with (Hussain et al. 2008) stating a higher level of capability than that of secondary students.

The behavioural response in anxiety is inner response of the student towards the school environment, academic taskload or even examination or test anxiety (Chakraborty, 2018). The behavioural output is also closely associated with the motivation level of the individual student, the home and class environment and learning curve in the child (Murthy and Yeo, 2018). The individual student is likely to achieve higher, as an individual who uses the self-concept, relating the self-identity in the societal context for developing the relationship equation and communication abilities (Kim et al. 2012). Tali and Goel (2011) found that the individual level anxiety of the
student with balanced and rational personality, exhibiting higher emotional quotient supports the personality factors, communication process. At individual level, the child showing the perseverance, and the determination to achieve the goals of the academic curriculum adopting study strategies is common. Every student has unique personal ways of study strategy for learning concepts, memorise, apply in tasks especially evident in the higher level education. It is a skill that links their academic motivation to improve upon the existing challenges that helps them to shifts away from rote learning to application oriented learning. Infact, the low scores are linked to higher level of academic anxiety in education sector for a prolonged period of time, though Singh (2018) found that low reading habits and low achieving students wanted to avoid the challenges of the situations.

There is also variety of academic anxiety, which is dependent on the social performance and is also called social anxiety (Khadhijah and Vijaykumar, 2018). In this situation, the peer based involvement and engagement in academic group tasks is a challenge as the social anxiety impacts the internal mental faculties. Ader and Erkin (2010) acknowledged that self-regulation taught by the teachers in educational institutions help to reduce academic anxiety and increase academic performance. On the contrary, Singh (2015) stated that an optimal level of academic anxiety is needed for higher academic achievement in school level curriculum.

The above findings in the literature review has also been linked to many theories like ‘attribution theory’, that state the students require to be in control of the final outcomes of the academic task. For all the students, the greater the level of control and support from intrinsic motivation levels, it helps to achieve direct positive academic achievements. Argument against above the theoretical model show that the individual student operating in a social environment is subject to external and internal stimuli, and has stable or unstable causes impacting the given choices, some of which are controllable and others are not. Irrespective of gender (Ojha, 2005), age and socio economic status, culture (Sahu and Jha, 2014) in all Indian schools, the students try to manage the controllable causes of anxiety and also seem to develop capabilities with age to manage stable causes of anxiety (Aparnath, 2014). It is evident that from the individual student perspective, they are trying to focus on their academic learning goals and to achieve the performance mastery of capabilities, to reach their life or career goals (Singh, 2015). The student level individual effort is the application of the learnt or acquired knowledge, and higher levels of self-efficacy as they grow up tends to reduce the academic anxiety levels as they develop mechanisms and capabilities (Ahmed et al. 2012).

These behaviours are mostly learnt, and it is depended on the developing internal coping strategies which fails often and that forces to adopt socially learnt behaviours survive the forces of academic anxiety. Mathew et al. (2015) stated that individual skill to cope is dependent on the learner’s ambition, developing study strategies, support from the teachers and level of motivation (Gupta, 2014). It is a skill that transforms into distinct strategies for each type of subject, in terms of end to end knowledge gain in student’s endeavours. Further studies of coping strategies with metacognition, mindfulness and meditation has been found to be stress reducing in nature, as it helps thought process to direct the actions of individuals (Downing et al. 2011). It was also found that problem based learning, helps to increase the metacognition in students as they are the best judge of what is good for them (Beauchaemin et al. 2008). Dhull (2013) found that common test anxiety during examinations used by students is reshuffling the question order as it reduces their anxiety level when they attempt easy questions first and moving gradually towards tougher ones for later. Self-efficacy has been found to increase student’s self-confidence and
those students with higher confidence is found to achieve higher (Chen, 2012). Raju and Rahamtulla (2007) stated that both parental home environment and school environment along with the continuous education guidance is instrumental in helping students to cope the varied anxiety levels in the class. This is classified as voluntary and involuntary as per their abilities to assimilate, accommodate, be oppositional, ambivalent, encapsulate. It leads to culture dimensions, as cultural cues defines the students’ attitude ‘believe in education’ as they either join the mainstream students in society ‘study hard’ or ‘don’t study’ types. It is found as they reach adolescent age, as finding friends, peers on similar platform helps them to be labelled as ‘school boys’ or ‘troublemakers’. It can be concluded that the SES (socio economic status) of each student, is found to a larger degree impacting the home environment, school environment and student’s perception, attitude towards education and self-identity.

Akhtar (2012) reported that social exhibition of encouragement verbally or as recognition for the student performance that is genuine has been found to impact higher levels of academic achievement. Though it varies, self-reporting measures is found in higher education students also helps to reduce the stress level, share within peer groups, and not in early school years (Azeem, 2018). Therefore, it is evident as to why the younger children in school have difficulty in coping with conceptualising study strategy against time (Kar, 2017) for academic achievement. Suresh (2016) supported stating that nursery, elementary students lack the mechanisms to build the self-awareness in students (Grills-Taquechel et al. 2012). Hence, the home environment parental guidance, mentoring and coaching has been found to impact the learning the academic learning process techniques higher, while the higher secondary students already have such the maturity to manage their anxiety levels.

There are many sources of anxiety (two-way) society and family pressures that impact the student’s anxiety levels. The study of Mushtag and Rani (2016) shows the fear within students in mastering the knowledge, no ability to express (writing and oral), along with the high level of parental expectations from the student in achieving above-average grades are precursors to academic anxiety level condition to be heightened. Therefore, the content of the entire curriculum, the social pressure to perform in social setting, examinations are educational institutions based anxiety that is impacting the students (Huberty, 2009). There is academic curriculum anxiety related to one or more subjects that is perceived to be tough by the students. Suresh et al. (2015) study found that exposure to a new learning process, a new domain of knowledge that involves higher level of complexity increases the student anxiety levels. The second type of anxiety is the challenge of learning new knowledge like science or mathematics (Udeani, 2012), along with the retaining and managing them till the test. Hence, the level of anxiety is being individual centric, forces the individual to act. In the Indian students progress in their class (Kumar and Dudhnath, 2020) that is ratified by parents in the form of marks (progress report card), obtained in school internal examinations, is found at the centre of parental expectations, child academic performance and the test of study strategy. The students are subject to be exposed to an education system of tests internal to the class/school system. The chronology of class based education continues till the board-level examinations at the secondary and higher secondary level are held leading to entrance examinations for higher level university careers. Nadeem et al. (2012) stated that class performance amidst social settings is a continuous anxiety, while the test anxiety is momentary that culminates into a specific date which stresses the student to a considerable extent.

Academic achievement:
Carter in 1969 defined, ‘academic achievement’ as a process of learning a skill, in school subjects which is defined by test scores or marks assigned by subject teacher. Therefore, it is evident that class performance, test performance are different as it involves different styles of testing knowledge and student involvement. Firstly, the students experiencing the heightened anxiety levels is likely to show their intention to leave education system due to fear of examination and pressure of performance. Secondly, the students suffer from test anxiety apart from class performance, that acts as a barrier in their progress of education (Barik, 2019).

The academic achievement also referred to as academic performance is outcome related to the extent a student is able to attain the short or long term goals in the academic career. Sasikala and Karunanidhi (2010) stated that academic achievement is an outcome, however is subject to the education system measurement metrics, where the student who appears in the examination(s), or a series of continuous assessments requires to prove the knowledge level expressed as scores or marks. In the process, there are many individual factors which are working, though the early studies show the differences in intelligence, personality type in the students as a candidate (Kadhiravan, 2015). In the developed nations, the student mental faculty is measured by IQ (intelligence quotient) tests (Mehta, 2018), and results interpreted shows that higher level of conscientiousness (student effort and achievement motivation) leading to higher level of academic achievement. Mishra and Chincholikar (2014) argued that student’s curiosity to know more (von Stumm et al. 2011), learn more is a form of intellectual engagement that raises the knowledge level, also impacts the level of academic achievement, due to higher range of knowledge repository in memory. The earliest learning capabilities picked up by the child happens in home schooling, which presents a semi-structured home learning environment that finally transitions to a structured school environment. Chawla and Seth (2014) referred that the ‘individual differences’, contributes to the student academic achievement due to the orientation of the mind and knowledge gaining capabilities. The academic achievement is also dependent on the child’s relation with the parents, especially during adolescent stage (Parad et al. 2019), since most of it is shaped by parents in early years in the home environment (Kumar, 2013) (Gosain, 2019). The attitude towards school, growing habits for home work completion, development of skills (3rs reading, writing, and arithmetic) (Chowdhury, 2014), happens in home environment while the latter years has student looking at teacher as role model for academic achievement (Ali, 2011).

The non-cognitive factors which have been found to impact the academic achievement in students are motivation, self-efficacy and self-control. Motivation as per psychological theories, is a process that influences individual thoughts, their behaviours, driving performance impacting attitude, intention, beliefs and withdrawal. Hooda and Saini (2017) stated that it is an individual experience as it is internally driven, though the socio-cultural theories attribute motivation to be driven by reference groups, peers. The content theories of motivation focus on the individual who uses the needs, desires that drive them. Fletcher et al. (2012) stated that the Maslow’s hierarchy of needs theory, the students have specific needs and wants that influence their individual behaviour at home and in school classroom environment. The differing levels of human life is reflected in Maslow’s structure of needs with the child dependency on food, water, shelter provided by parents in infant stage progress to higher levels of hierarchy needs as they grow old (Areepattamannil, 2014). Rani and Kalan (2015) acknowledged that the students are found to have greater control over their emotional and psychological health when they are able to relate their relationship with parents in home environment during primary school stage (Mishra, 1997), and teachers in school environment. It leads to greater level of maturity and self-efficacy as they are able to manage their anxiety level.
better (Taroor, 2013). Even teacher’s personality has been found to affect the secondary school students (female) and their anxiety levels (Kalebag, 2017). Negative family events in life, and failure to achieve parental expectations in academic arena, being labelled as low achiever leads to emotional distress in student who tend to develop suicidal tendencies. Fear psychosis and higher level of anxiety is more prominent in the school students who are appearing in board examinations class X and Class XII (Joshi, 2013).

The second non-cognitive factor important for academic achievement success is ‘self-efficacy’. Joshi (2013) as the individual’s belief to execute the behaviours that is necessary to achieve specific performance outcomes. It is also the ability and managing capability over own behaviour emanating from ‘self-concept’ (Suresh and Jacob, 2002) (Kaur and Kumaran, 2016), driving the motivation level gauging the social environment. Understanding the students’ self-efficacy, it is the ability developed over period of time, in academic task or knowledge, with specific emphasis on the performance issues. The student is likely to adopt those behaviours and strategies to pursue the academic goal, hence, higher self-efficacy is an indication of higher confidence of their own abilities (Rahaman and Rana, 2019). It also shows how the students’ control their emotions in social context in adolescent stage, show greater sense of control over motivation (Rao, 2008). They also self-advocated their needs through assertive behaviour in order to be eligible in all India entrance examinations, has been noticed in cross cultural perspective (Bodas et al. 2008). The academic achievement also suffers in terms of self-efficacy during the adolescent period of students, and their relationship quality with the parents. Abruzzi Kristen et al. (2016) added that the individual perspective the students have academic expectancies, and the infrastructure (classroom, teacher – student ratio, library, extracurricular activities) have been found to impact student perception positively. The mix of sports and art exposure in school environment apart from academic courses is a significant contributor to brain functions and its development. It is evident that student body movement in sports helps to improve attention span, improve working memory, retention and recall capabilities that is crucial for the academic achievement. Bandura (2001) proposed self-efficacy to be linked to ‘student agency’, intentional forethought which is a course of action, that is adjusted to fulfil the academic goals using ‘self-adjustment’ (Kaur and Chawla, 2018), which translates to student empowerment within all the academic guidance and self-abilities to adopt strategies to change behaviour and achieve academic goals.

The last contributing non-cognitive factor in the academic setting is student’s self-regulation, self-discipline, impulse control and delay of gratification (Kumari and Gartia, 2012). Baumeister (2007) argued that self-control as a capacity to alter own response, in order to bring in alignment to values, moral, social expectations, ideals for supporting the long term goal attainment. Research in psychology shows higher level of locus of control, in which any individual attributing the personal decision supported by behaviours like discipline ramifies the self-control. For the students especially in the adolescent phase of learning, the self-control has a positive predictive academic achievement, which Akhtar (2008) related to controlling the abilities of the emotional and physiological states with verbal persuasion and mastery on experiences. All of these three factors significantly contribute to academic achievement for the school students. In the current research context, the above discussion now requires to develop a broader understanding of the knowledge of Indian school based education system.

**Indian education system and its impact on school students:**
Indian education system requires to be discussed in the context of the above two variables. Structurally, the system shows 10+2 classes segregating the secondary and higher secondary schooling system, with the first one ends at standard X board examination and the latter with Standard XII board examination. The school education has central government boards and state government (provincial) boards like CBSE (Central board of secondary education), CICSE (Council for the indian school certificate examination) and National open school as the former, while latter consists of state (province name) and education boards. Sahu et al. (2013) found that CBSE board of education and linked with gender of school students to find academic achievement, though a comparative study between all boards of Indian education system was not found. Earliest studies also show that primary school students have curriculum based anxiety (Bhadwal and Panda, 1992) at rural level, while it does not differentiate by gender and intelligence level (Islam and Razzak, 2017).

The schooling system consists of text book based, rote learning from kindergarten, nursery, classes (1-10) while being ESL (english as second language) students are found to suffer from anxiety as well (Rukh, 2014) (Hemamalini, 2010). Sahukar (2011) argued that it is highly competitive in the urban and semi urban areas with both private (Deb et al. 2014) and government schools (Rajput and Kumari, 2013), while the rural areas typically have the state level government funded school institutions (Bihari, 2014) (Parad et al. 2019). The high population density per square kilometre, forces the lack of education infrastructure cast a dark shadow of competitiveness at schooling admission, pre-primary education, subjective examination pattern (form of examination) to determine the knowledge proficiency for candidates to progress through the Indian education system. Tok and SubhanginiBoruwa (2014) study in North-East of India also showed test anxiety in against the urban metropolis students. Each class (1-10) has increasing level of toughness in syllabus, introduction of new subjects progressively in each classes, as the curriculum is based on the vast syllabus defined by the school boards. Sachdeva (2015) added that the school final examination bears the testimony of students’ eligibility to be promoted to next class provided they secure a minimum threshold grade (marks). The class 10th is the first board level examination that the Indian school students encounter, is also the juncture when anxiety due to science with mathematics (Chaman and Callingham, 2013) to impact students higher than that of students who have chosen the arts and commerce (streams). The choice of stream defines the future course of study for (classes 11 and classes 12th) and is also called as the higher secondary. For both class 10th and class 12th examination which is conducted by Boards in respective schools, it is a test of student’s ability to perform against the culmination of past knowledge, taught lessons (Das and Halder, 2014). Kumari and Jain (2014) found that examination stress of school and that of board examinations is a common worry for all secondary students in their life, which is supported by Ann Mary et al. (2014) in Tamil Nadu state, cross sectional research in Mumbai disabled students (Thakkar et al. 2016) to be suffering from anxiety.

However, Verma et al. (2002) stated that the current situation of poor ratio of colleges/universities against schools has created competition for all Indian school students to be stressed to perform achieving higher marks and also be selected in the entrance examinations as per education streams chosen. However it is not that only poor students suffer from anxiety, even affluent students as per Bhasin et al. (2010) has been affected with signs of depression, due to long term exposure to high anxiety levels of academic workload. There is a high pressure not only to perform in Indian school boards, but also to qualify in entrance examinations, survive in boarding schools (Mokashi et al. 2012) showing social maturity (Puar and Thukral, 2012) during adolescent phase than that of home
schooled children in managing anxiety (Patel, 2016). For few boarding students, amidst the peer pressure in hostel environment and meeting teacher expectations and parental expectations is higher (Shah and Sharma, 2012). The post high school leads to the (Bachelors degree), in respective streams (engineering, medical, law, arts, accountancy, science) for all Indian students. This is a life goal for all students as they grow and enter adolescent period (Mohato and Jangir, 2012), while introduction of new subjects (mathematics, science) (Karimi and Venkatesan, 2009), lead to unprecedented coaching requirements. Parallel education or tuition classes in the form of coaching institutions have become a well organised industry in Indian as they offer a specialised professional guidance course designed to crack the all India entrance examination test. Soni and Kumari (2017) study focussed on the parental attitude towards child’s math anxiety in upper primary levels leading to secondary level studies.

The above structural model of Indian schooling system describes the gaps and also dimensions that impact the individual student awareness, life goals, sense of achievement, all of which is dependent on the academic performance. While the schooling system has disciplinary measures for not completing classwork and homework in all classes in secondary schools (Khemka and Rathod, 2016), the social pressure in higher secondary to perform amidst peers is even more in Indian school students. The anxiety level for the school students in India is often undiagnosed due to the lack of rudimentary counselling and absence of psychometric testing for detecting symptoms. Mishra (2012) stated that the students have been immune to the chalk-talk style of teaching and rote learning, while the social and emotional needs are being adversely impacted by the academic anxiety. The high population density and family structure impacts the Indian students’ learning abilities to accommodate new problems which are repressed. The evidence in the increasing academic workload with introduction of science subjects and application oriented problem solving abilities, family environment as per SES (socio economic status) (Mohan Joshi et al. 2012), teacher student ratio creates alienation of the school students in India. Negative forces like criticism, lack of encouragement (Mahajan, 2015), helplessness in not able to adopt learning abilities, especially for the upper primary school students when the students are in adolescent stage (Nithyanatham, 2018). Evidence of academic anxiety has been found in several NGOs (non-government organisations) in social service sector, catering to establish helpline for students in telephone based psychological counselling. The level of high stress due to prolonged academic anxiety and non-performance in class typically leads to depression (Zare et al. 2018), phobia, irritability, withdrawal from school, fear of teachers and certain subjects (Luigi et al. 2007) all of which are school related distress that often lead to suicides. The school students are found to lose interest as they score low, and most of these students show mental health problems (Malhotra, 2005), with declining self-worth in societal context (Gill, 2020). Ganesh and Magdalin (2007) stated that disrupted family structure due to family conflict, impacts the Indian school children more, as parent (father-mother) relationship does affect the academic interest when compared to the non-disrupted families. The prevalence of high pressure academic curriculum has over the period cast a dark shadow in higher levels of depression (Kumar and Akoijam, 2017), in higher secondary students (Deb et al. 2010) (Bhardwaj et al. 2018) during adolescent period (Preeti et al. 2017) found that poor socialising skills (shyness), due to lesser parental attention, low parental vigilance, no guidance on life goals and coaching for child. The above psycho-social factors have adverse impact on the Indian school student’s mental health especially anxiety levels (Arya and Sharma, 2020), which impacts the student’s academic achievement and future aspirations.

Linkage of academic anxiety and academic achievement: Critique
The above discussion leads to establishing of a premise that anxiety is considered to be a major predictor of the student’s academic success. There are in-fact, numerous factors that have been found in the extant literature, which shows a negative relationship between academic anxiety level and academic achievement. The students with higher level of anxiety performed poorly in both school performance, test performance and lacked long term orientation towards achieving career goals (Alam, 2017). Cheraghian et al. (2008) however found no relationship between academic anxiety and academic performance, which was also found in Jain (2012) and Sridevi (2013). The majority of research across Indian school students show a negative relationship and academic achievement (Singh and Thukral, 2009), (Singh and Gupta 2009). The studies show a distinct trend that the higher secondary students have shown emotional maturity, due to self-concept (Kumari and Chamundeswari, 2013), and has grown capabilities to manage the individual, societal and parental expectation sets (Kumar and Dudhnath, 2020), by managing academic workload against time (Sharma and Pandey, 2017). This is social maturity which is absent from the secondary student who typically enter the adolescent period of changes and is unable to cope bodily, emotional changes along with the school level stress (Verma et al. 2002). Though there is no significant difference in the gender (Bihari, 2014) (Bhansali and Trivedi, 2008), however a research shows type of school (urban, rural) (Mohan Joshi et al. 2012) (Kohli and Malik, 2013), locality (Rao and Chaturvedi, 2017) to show differential levels of anxiety in students, though a research by Kumar and Tiwary (2014) have shown to benefit when they practice yoga and mindful meditation techniques. Cross sectional research also show the trends of the anxiety to persist, apart from the adolescent stage related stress for school going students. Most of the anxiety is related to examination that is a subjective written format in Indian education system, requiring elaborate preparation from the student side. This being termed as ‘test anxiety’ is prevalent in both rural and urban students, secondary and higher secondary students, across gender and socio economic status in India. Even the upbringing of the students or the element of habitat (surroundings) has been found to impact the student’s anxiety level. Cross sectional studies done by Nag et al. (2019) in remote Tripura state (province) also shows anxiety level even though the lifestyle is more relaxed over there. The coping skill is dependent on the emotional maturity and intelligence, which is how the student relates to relationships around in order to achieve the goals (Chamundeswari, 2013). The transition of parental affection and guidance in the elementary schooling phase, to the higher secondary level is vastly different, though parental encouragement is a preventive measure (Rehman, 2016) for alleviating the anxiety levels in Indian students (Mahajan, 2015). Contrary to this the students own expectations, peer pressure, parental pressure (Nagpal and Sinha, 2016), does impact the academic journey across the social strata, school type, and gender (Deb et al. 2010). The high school students seem to suffer higher levels of anxiety due to the complexity of the streams chosen with science, accountancy and arts being ranked from tough to relatively simple in terms of ability to comprehend (Njue and Anand, 2018), that has been previously related to student maturity and adjustment strategies adopted to cope with academic work load against time for higher secondary examination preparation (Natarajan, 2015) (Rosana and Ravi, 2019). The concept of ‘self’ in a social context, like reference groups of neighbours, peers, classmates induces anxiety and pressure on the self-esteem (Kohli and Gupta, 2013), manage emotions with all people around them (Ahuja, 2016), to perform in the higher secondary students more as they all direct the students to meet their parental aspiration and expectation (Mehta, 2016). The self-motivated student performs the best as the candidate shows structural abilities to manage the academic workload, as intrinsic motivation guiding shorter goals of examination, and greater goals of brighter career aids the study strategies (Chetri, 2014), though parental encouragement and teacher recognition is considered essential to sustain their
academic achievement momentum in academic environment (Chetri, 2014). Differences in the anxiety level has also been found in Montessori and traditional method of school education which shows how the system of education in different pedagogy styles and structure is inducing anxiety levels in students (Dhiksha and Suresh, 2016).

Conclusion:

To conclude, the above discussion in literature review, show that the level of academic anxiety ranges from primary, secondary and higher secondary school level students in India is a confirmed outcome of many factors mostly external to the student. The student’s study strategy, self-concept and emotional relativity to manage relationships around, manage learning environments (home environment and school environment), has proved to be a competency in coping with academic work load and meet the expectation levels of candidate’s performance (parents and teachers). There is no gender, SES (socio economic status), income, rural/urban setting, disabled students based discrimination as academic anxiety impacts all. However, the concept of academic performance outcomes is dependent on the student’s self-identity and self-efficacy which ideally should define study strategy. It depends on how well the student as a candidate understands ‘self’, the forces acting on the situation, develop capabilities and competencies by using coping strategies to ward off anxiety levels at various levels. All of the academic anxiety is short term based on the test anxiety due to nature of Indian education system in class examinations and board examinations that impact their perception adversely. Parental encouragement and teacher guidance with additional inputs of tuitions to cope with inability to understand science and mathematics subjects in upper primary, secondary and higher secondary levels have found to impact all Indian school students. The education system over the years shift from rote learning to application based tests that require perfection in mathematics and science stream subjects forcing the students to be perfectionist due to objective nature problems. Conversely students showing no skills of coping strategy against academic anxiety is found to succumb to fear psychosis (examination), depression due to low achievement, and less motivation to excel in studies and life in general. The application of yoga and meditation has positive impact in inducing higher academic achievement as it helps attention span, intelligence, knowledge acquisition process to be focussed for practising students.

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