International Journal of Contemporary Issues in Social Sciences
Volume 3, Issue 3, 2024 ISSN(P):2959-3808 | 2959-2461

ATTITUDES AND ANXIETY ON ACADEMIC ACHIEVEMENT OF CONTEMPORARY STUDENTS: A COMPARATIVE STUDY

Zohra Gul[*1], Tahseen Ullah[2], Dr. Mufti Kifayat Ullah[3]

[1&2]Teacher, Elementary & Secondary Education, (KP,E&SE) Peshawar KP.
[3]Assistant Professor, Sarhad University of Science & IT (SUIT) Peshawar KP

[*1]muhammadabdullahjaansaani@gmail.com; [2]jantahseenpk@gmail.com; [3]kifayat.edu@suit.edu.pk
Corresponding Author: *[1]

Received: July 15, 2024 **Revised:** August 15, 2024 **Accepted:** August 30, 2024 **Published:** September 12, 2024

ABSTRACT

The main objective of this Research is to analyze in detail the impact of attitude and anxiety on academic achievement of current students. The study will focus on two main aspects: behavior and anxiety. Under behavior, the study will examine students' interest, work habits, and their perceptions of academic goals. Research will seek to understand how positive attitudes, such as positive attitudes toward education and hard work habits, promote academic achievement. Likewise, negative behaviors, such as lack of interest or irresponsibility, can hinder academic success. The aim of this aspect is to gain an understanding of student behavior in order to improve academic achievement. In the anxiety aspect, the study will analyze stress during exam preparation, stress in school or college life, and other academic challenges. The purpose of the research is to find out the extent to which academic anxiety affects the performance of students. Additionally, the research will also look at what effective measures can be taken to reduce anxiety and improve student performance. The findings of this research can be useful for educational institutions, parents, and policy makers, so that they can devise effective strategies to support students and promote their academic success.

Key Words: Attitude, Anxiety, Education, Influence, physical activities

INTRODUCTION

Every student seeking a bachelor's degree must complete this course. However, this desire comes with anxiety in student inquiry classes. Undergraduate students often have a negative view of investigative techniques classes (Stevens, Al-Masud & Suyun-dikov, -2017). Students' negative attitudes toward research problems, such as perceiving research as difficult and stressful, can lead to research anxiety and low grades (Lei, 2008). Research has shown that students' attitudes have a profound effect on their academic achievement (Ajisuksmo & Saputri, -2017).

However, Terzi and Kirilm-azkaya (-2020) also stated that the relationship of student behavior to academic achievement may depend on various factors, including geographic background.

Statement of the Problem:

It is not possible to ignore research for the development and improvement of modern human systems. M.Phil and PhD are advanced and research-based degrees in Pakistani universities. Research is an exciting and continuous activity that requires sacrifice and a positive attitude to overcome anxiety. Students' academic achievement is related to anxiety levels; Low or high anxiety can negatively affect academic achievement.

. Many students experience fear, stress, and anxiety regarding a research project, which in turn affects their academic success. This phenomenon has not been adequately studied. The purpose of the researcher is to highlight the attitudes and anxieties caused by research-based degrees in sports science and physical education students and to identify barriers and restrictions to their academic achievement.

LITERATURE REVIEW:

Research is a formal process that changes or confirms old ideas and concepts (Bravo-Oviedo et al., 2014). It is a fundamental tool not only for the

development of society but also for raising the Quality of educational institutions (Kon-eru, -2017). Re-search has rapidly changing the world and changed various aspects of people's lives (Gazi, -2009). Research provides new facts, ideas, goals, and development opportunities (Niehaus, 2015; Costanza et al., 2007).

Education plays an important role in changing the habits and attitudes of an individual. In academia, researchers fill various research gaps by studying previous theories and developments (Idris et al., 2012). A positive attitude is important in academic achievement, but the general attitude of students towards research has been found to be negative (Badri, 2019).

Research has become an important intellectual asset in today's rapidly changing world, helping to shape the world and encounter new experiences (Suarez-Fernandez et al., 2020). Research has played a significant role in many fields such as education, business, economy, medicine, and science (Lamprecht, 2016). However, the majority of students' attitudes toward research are negative, as they have difficulty understanding research and its importance (Neary, 2011).

Significance of the study:

Research behavior is considered as an essential and indispensable need of the present day, which is increasing day by day and has importance in the fields of agriculture, IT, and especially education. The present study will highlight the academic problems of the students and examine the pedagogical aspects of sports science and physical education, to identify teaching-related problems and barriers.

This research will also describe the benefits of positive attitudes, such as determination, persistence, and enthusiasm that help to earn a degree on time. Conversely, research will also highlight anxiety issues, which affect students' academic performance.

Aim and Objectives:

The present study will analyze physical education students' research attitudes and anxiety towards research. The specific objectives of this research are as follows:

- To examine health and physical education students' research attitudes, anxiety levels, and academic achievement through research.
- To study the relationship between exploratory behavior, anxiety level and academic achievement.
- Analyzing the Effects of Research Behavior in Physical Education Students.

HYPOTHESES:

Research attitudes and anxiety levels are hypothesized to influence students' academic achievement, and may vary among students.

The relationship between research behavior and anxiety levels:

H-1: It can be hypothesized that there is a relationship between research attitudes and anxiety levels, where positive attitudes and lower anxiety indicate better academic achievement.

Effects of research on behavior and anxiety:

H-2: It is hypothesized that research attitudes and anxiety levels can significantly influence academic achievement, with positive attitudes and low anxiety promoting achievement, while negative attitudes and high anxiety hindering achievement.

Data Collection:

A cross-sectional method was used for data collection in the study. The researcher analyzed the data through descriptive and inferential statistics. The results showed that there is a negative relationship between exploratory behavior and academic achievement, and between anxiety level and academic achievement. Additionally, research behavior and anxiety levels among health and physical education students had a negative impact on academic achievement.

MATERIALS & METHODS:

Research Design:

A research design is a process, strategy, and framework that is developed in advance for conducting research (Baumann et al., 2019). Considering the nature of the study, a detailed research design was used in the study to collect the required information. In addition, a cross-sectional survey was used to collect data from students at one point in time.

Population:

De Bleser et al. According to (2006), a population is a well-defined group that has common characteristics or characteristics. The population for the present study included all students studying in health and physical education departments of both public and private sector universities in Khyber Pakhtunkhwa (KP), Pakistan.

TableNo.1

List of population

S.No	Name of University	Male Students	Female Students
1	Gomal University, Dera Ismail Khan	67	26
2	University of Lakki Marwat	12	08
3	University of Science and Technology Bannu	13	02
4	Abdul-Wali Khan University Mardan	28	10
5	University of Haripur	16	05
6	Sarhad University of Science and Technology	07	06

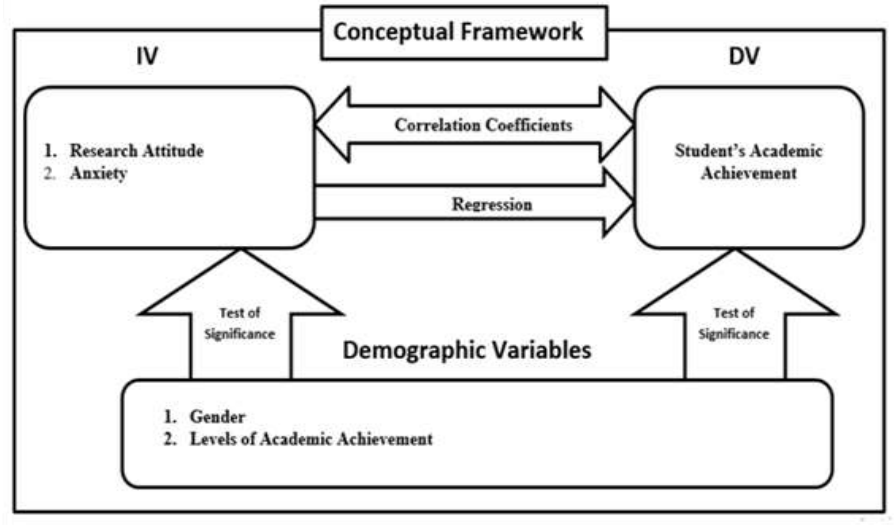
Sampling Strategy:

Students who were already enrolled in the research subject in their respective programs were included in the present study. There are 05 public sector universities and 01 private sector universities in Khyber Pakhtunkhwa, and the details of students enrolled in research are given in the table below. As the number of students in these universities is limited, all students will be included in the survey.

Table No. 2 List of sampling

S.No	University Name	Respondents
1	Gomal University Dera Ismail Khan	85
2	University of Lakki Marwat	20
3	University of Science and Technology Bannu	16
4	Abdul Wali Khan University Mardan	35
5	University of Haripur	18
6	Sarhad University of Science and Technology	14
	Total	188

Conceptual Framework :



RESULTS AND DISCUSSION:

Table : Responses of the respondent's towards re-search attitude

S.No	Research -- Attitude	N	Min	Max	$\bar{X}$	Std.
1.	I like research.		1.00	2.00	1.1383	.34613
2.	I enjoy research		1.00	2.00	1.2021	.40266
3.	Research is interesting		1.00	2.00	1.2606	.44016
4.	Most students benefit from research		1.00	2.00	1.3298	.47139
5.	Research plays an important role in my daily life.		1.00	2.00	1.3457	.47688
6.	Research is connected to my field of study.		1.00	2.00	1.3191	.46739
7.	Research should be taught to all students.	186	1.00	2.00	1.4521	.49903
8.	I make many mistakes in research.		1.00	2.00	1.3191	.46739
9.	I use research in my daily life.		1.00	2.00	1.3511	.47858
10.	The skills I have acquired in research will be helpful to me in the future		1.00	2.00	1.3298	.47139
11.	I will employ research approaches in my profession		1.00	2.00	1.3989	.49099
12.	Research is very valuable		1.00	2.00	1.3245	.46943
Total		186	1.000	2.000	**1.3140**	**0.4570**

ANOVA showing no age-wise difference

Vari-ables	Age	N	$\bar{X}$	Std.	df	F	Sig.
Research Attitude	20 to 22 years	100	2.5266	.50063	(2, 185)	1.866	.158
	23 to 25 years	32	2.5957	.49206			
	26to 30 years	56	2.5851	.19574			
Research Anxiety	20 to 22 years	100	2.5851	.26861	(2, 185)	1.109	.765
	23 to 25 years	32	2.5851	.39173			
	26to 30 years	56	2.5904	.44550			

$\alpha = 0.05$

ANOVA showing no level of education-wise difference

Variables	Level of Education	N	$\bar{X}$	Std.	df	F	Sig.
Research Attitude	BS	80	1.3457	.47688	(2, 185)	1.432	.656
	MSc	60	1.3191	.46739			
	M.Phil/MS	48	1.4521	.49903			
Research Anxiety	BS	80	1.3511	.47858	(2, 185)	0.675	.854
	MSc	60	1.3298	.47139			
	M.Phil/MS	48	1.3457	.47688			

$\alpha = 0.05$

ANOVA showing no universities-wise difference

Variables	University-wise	N	$\bar{X}$	Std.	df	F	Sig.
Research Attitude	Gomal Uni DIK	85	1.1645	.16948	.01838	2.703	.230
	University of Lakki	20	1.4710	.22114	.04945		
	University of S&T Bannu	16	1.4794	.23428	.05857		
	AWKUM Mardan	35	1.4377	.16628	.02811		
	University of Hariipur	18	1.4622	.16480	.03884		

	(SUIT) Sarhad University of Science & IT	14	1.3079	.18934	.05060		
Research Anxiety	Gomal Uni DIK	85	1.2140	.34702	.03764	1.1.4	.324
	University of Lakki	20	1.3110	.20519	.04588		
	University of S&T Bannu	16	1.2300	.13327	.03332		
	AWKUM Mardan	35	1.3706	.33311	.05631		
	University of Hariipur	18	1.7100	.38416	.09055		
	(SUIT) Sarhad University of Science &IT	14	1.5443	.49899	.13336		

$\alpha = 0.05$

DISCUSSION:

The results of the current findings in the ground can determine whether we are researchers or inconsistent. The study focused on health and education students from private and public universities in Khyber Pakhtunkhwa, Pakistan. The results revealed that there was no significant difference in research attitude, which confirms the findings of Aziz et al. (2021), while Ramsay, Wicking, and Yates (2020) concluded a more positive attitude towards research for male students. .

No significant differences were also found for anxiety, which is consistent with research by Skakoon-Sparling, Cramer, and Shuper (2016) and Pijeira-Díaz, Drachsler, Kirschner, and Jarvela (2018)

The research findings also showed that investigative attitude and anxiety levels have a negative relationship with academic achievement, which is consistent with research by Ramsay, Wicking, and Yates (2020) and Ary, Jacobs, Sorensen, and Walker (2013). Consistent with the results.

No difference was found in the level of anxiety between males and females, which contradicts the findings of Al-Mutawah's (2015) research. No difference was found on the basis of age, educational level, and semester, which Asghar et al. (2020), consistent with investigations by Cheng and Erben (2012), Finlayson (2014), and Getie (2020).

No difference was found based on university, which is consistent with the research of Amri and Alasmari (2021).

SUMMARY:

It is important to understand the importance of research today, because research anxiety can be a major cause of failure in any field, The purpose of this experimental study was to examine the effects of investigative behavior and anxiety on students' academic achievement. The researcher set three objectives:

- Measuring students' inquiry behavior, anxiety levels, and academic achievement.
- To study the relationship between investigative behavior, anxiety levels, and academic achievement.
- Analyzing the effects of investigative behavior and anxiety on academic achievement.
- Measuring physical education students' investigative behavior, anxiety levels, and academic achievement.
- Analyzing the effects of investigative behavior and anxiety levels on academic achievement.

The research population consisted of students from private and public universities in Khyber Pakhtunkhwa, Pakistan, and health and physical education students were sampled. An adapted version of investigative behavior was used for the research, and a cross-sectional methodology was adopted for data collection. Ethical aspects were also taken into consideration.

Research findings revealed that investigative behavior and anxiety levels have a negative relationship with academic achievement.

CONCLUSION:

In general, researchers focus on research findings and conclusions because they clearly present the results of a study. If results are not presented in a clear and meaningful manner, they are not actionable. In the present study health and physical education students of private and public universities of Khyber Pakhtunkhwa Pakistan were sampled. An adapted version of "Attitudes towards Research" (ATR) was used for the research and a cross-sectional methodology was adopted.

Descriptive and inferential statistics were used for data analysis. The results of the study revealed that physical education students have a negative relationship between research behavior and anxiety levels, and between academic achievements. Consequently, it is recommended that concerned teachers and supervisors take steps to improve students' research behavior and promote communication with students on the value and importance of research.

Limitations of Study:

This research was limited to physical education students only. Future researchers can follow the following suggestions:

- **Other subjects:** The research can also be tried on students of other subjects.
- **College Students:** In addition to university students, studies can also be conducted on college students.
- **Different Provinces:** Apart from Khyber Pakhtunkhwa, research can also be done in Sindh, Punjab, and Balochistan.
- **More Universities:** Research on the same topic can be done in universities of other provinces.
- **Longitudinal study:** The current study was cross-sectional, while future longitudinal studies may be conducted.

Recommendation:

It is important to present research findings effectively, otherwise the research may be useless. The study made the following recommendations:

- **Improve negative attitudes:** Teachers and supervisors take steps to improve students' research attitudes.
- **Emphasize the importance of research:** Supervisors should discuss the value of research with students to improve academic performance.
- **Seminars and Conferences:** Students should be encouraged to attend research related seminars and conferences.
- **Preparatory Classes:** Research exercises and preparative classes should be provided during the course.
- **Research Facilitation:** Students should be facilitated at every stage of research so that anxiety is reduced.

These recommendations are useful for improving students' research experience and performance.

Note & Resources:

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