



A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

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Abstract: The current research was conducted to study the relationship between language anxiety and academic performance of university graduates in district Quetta. Data was taken from (n=200) university graduates through purposive sampling strategy. Public speaking class anxiety scale and academic performance rating scale were utilized as an assessment measure in the present research. SPSS-23 version was used in the present study. Findings of the present study showed language anxiety has significant ($p < .05$) negative relationship with academic performance. However, regression findings showed language anxiety $F(2, 198) = 315.17, p < .05, R^2 = .61$ was significant predictor of academic success. Consequences determined that higher level of language anxiety would lead to poor and lesser level of academic performance. The present study will help to understand the importance of academic performance especially among graduates' university students. Existing policies and coping strategies could be inquired and could probably to improve to better help this population. Based on this study, it is not only particular for professionals or students to be aware of language anxiety toward better academic performance in the Pakistani society but also to be educated the culture itself and clinical area.

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A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

Introduction

Entering university causes significant changes in an individual's social, familial, and personal life, making them more vulnerable to educational harm. As a result, student academic achievement is an important factor in determining a university's educational excellence. Students' poor academic performance outcomes in a waste of time, additional expenses, psychological and social issues. As a result of the lack of attention given to this issue, Karami predicts a drop in the country's scientific level and severe societal consequences in the coming years (2000). Negative behaviors such as addiction, suicide, and excessive alcohol usage may also emerge after dropping out of university (Ghamari et al. 2010).

Moreover, foreign language anxiety is the problem of Asian (non-English) countries. English language is now a day used for international and even national level of communications worldwide in many countries, for company, societal networking and academic purpose. According to Doms (2003), English is the part of most of the people's life and its multiple and necessary roles are influencing the people in many levels of the social life. Students from language minorities who are unable to read and write in English, you might unable to completely contribute in US academic, job environments, or society (Martinez et al. 2014).

However, these scholars experience limited work opportunities and service options. For students studying learning to read in English language learners are those who learn English as a second language, is difficult (Martnez et al., 2014). To succeed as students ELLs in the US are required to acquire both conversational and academic English. This is especially true in English-dominant public schools. In order to succeed academically in the United States, you must be fluent in English and be able to read in English (Martnez et al. 2014). Reading at a grade level in English is required by law in the United States.

Immigrant students are now the most rapidly expanding group in the US public education system (Calderón et al. 2011). Some of those students are classified as English language learners since they do not speak English fluently. Even youngsters from English-speaking countries struggle since there are so many different English dialects. Someone from Pakistan, for example, may be quite knowledgeable about or conversant with the English language but still struggle with grammar. This shift has had a considerable impact on schools, notably in terms of educational assessment. Many learners who seek a feeling of security in their engagement in the study of a foreign language find the concept of quitting their native language to be quite stressful (Kavaliauskien et al. 2010).

Because people typically present themselves in their inherent language, ELLs may struggle to acquire English as a result of the delay in practice. Despite the fact that English language learners (ELLs) constitute the rapid-rising group of pupils in community schools, the majority of the academic system in the United States is still based on the English language. If teachers are concern regarding cogency and validity, including ELLs in big-scale assessment, according to Kachchaf and Flore (2012), teachers essentially measure the scoring's quality that might truthfully be anticipated with the existing accessible linguistic resources to instructors.

In addition, a prior study in Pakistan focused on one among the utmost essential Language learning anxiety is an affective element in second language acquisition. The results of the data analysis show that Baluchistan University students have a high communication anxiety, exam anxiety, and anxiety of negative valuation. In the Pakistani setting, the study measured the amount of language learning anxiety among pupils. Importantly, the overall student perception of language anxiety is significantly higher than the national norm. Based on the information, it is determined that Baluchistan university scholars have a significant level of anxiety when studying and utilizing English for academic and social purposes (Ahmed et al. 2017).

As an outcome, fear of learning a foreign language remains a significant problem in Pakistan. There is a society that refuses to acknowledge or admit the presence of language difficulties. A number of students were concerned that their difficulties would be brought to the university's notice. They were worried about the consequences and the impact such material could have on their academic achievement and future performance. Their concerns were justified. However, as a researcher, I've learned that educational professionals and therapists can create a significant impact in how these scholars maintain their lives and successful at university.

The purpose of this study is to investigate the relation between foreign language anxiety and academic performance in graduate university students. Furthermore, in terms of second linguistic students are at a weakness academically. According to the United Nations Development Program (2012), Today's competitive culture, combined with changes in family relationships and a lack of social support, has resulted in a lack of social support for language concerns, and differences in socioeconomic states, and makes Pakistani pupils more sensitive to anxiety-related problems.

In underdeveloped nations like Pakistan, the stigma related with foreign language issues makes addressing students' welfare needs much more difficult, and the World Health Organization provides very little counseling services to young adults (2012). Students in Pakistan typically

A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

begin in late youth or early adulthood, go to university. Biological and psychological changes are occurring at a rapid pace. and growth that occur at this time, it can be hard to recognize the beginnings of nervous and low self-esteem difficulties, which can lead to an unfavorable impact escalating before problems are discovered.

It is critical to know the context in which student of Pakistan live, with their social and cultural experiences, family changings, personal contextual, and socioeconomic standing, in order to fully comprehend the foreign language issues, they face. To begin, foreign language anxiety is a serious problem in Pakistan that is generally overlooked. Traditional beliefs, societal pressure, misconceptions, and unfavorable impressions are some of the causes for this.

Furthermore, in Pakistan, awareness, treatment, and research into foreign language anxiety issues lag significantly behind that of the Western world. University students in their early twenties are at a point in their lives when a positive feeling of well-being is critical to their growth, communication, intellectual abilities, and knowledge, likewise emotive growth and self-confidence, are all factors to consider.

Instead, the significance of study aimed at understanding how foreign language anxiety affects university students' academic performance, motivation, and future prospects, Pakistan has mainly ignored this subject.

Cadet, (2021) directed study to observe the association between anxiety and academic performance among English language learners (ELLs). The findings revealed a link between ELLs' anxiety levels and their academic performance. Language use, socioeconomic position, and parental education are explored, as well as their relationship to students' performance on standardized examinations. Furthermore, anxiety has been identified like a component which has negative impacts on language acquisition in the area of academic and psychology.

Another study studied into the disparities in anxiety levels between men and women among university students. It also sought to aim whether there was a link between students' anxiety levels and their academic performance. The participants were 155 students who were randomly selected from the general community. A questionnaire was used to obtain the information. The findings showed female students had advanced levels of nervousness as compare to male scholars, but the difference was not significant. The findings also revealed that there is a relation between a level of nervousness of a student and their academic performance (Razak et al. 2017).

Another research was led to find the foreign language pressure and nervousness among the students. The study collected the data through interviews and focus group discussions. Results found that anxiety

originates from students' own sense of self and the students self-associated thoughts, changes in students and target language environment, the societal status of the English-speaking people and dialogist, also they afraid of to lose the self- recognition. And on one hand the findings may be the predictions of the future, and on other hand the use of foreign language (English) is the need of today's world (Hashemi, 2011).

Discussion

The literature review gave the researchers evidence to help and support the current study's idea. The current study's findings demonstrated a strong negative association between foreign language anxiety and academic performance. Previous studies backed up the findings. Cadet, 2021, did research on the link between anxiety and academic achievement in English language learners (ELLs). The findings revealed a link between ELLs' anxiety levels and their academic performance. Language use, socioeconomic position, and parental education are explored, as well as their relationship to students' performance on standardized examinations. Furthermore, anxiety has been identified as a component that has negative impacts on language acquisition in the fields of education and psychology.

Halder (2018) conducted research to see if there was a link between English language anxiety and students' academic progress. Significant negative connections between English language anxiety and academic performance were discovered in the study (Halder, 2018).

Ozuturk and Hursen (2012) quantitatively studied the language anxiety relationship between class level, age and gender. Results showed the low anxiety in English learning in EFL classrooms. According to them class level and age affect the language learning (eg. New students have less anxiety than senior students) and there is no difference of gender factor.

Findings of the current research revealed foreign language anxiety predict their academic performance. The findings of the current investigation were supported by previous research. In addition, the purpose of this study was to see how much Turkish students' English classroom anxiety influences their academic development in English. The results demonstrated that concern about learning a foreign language at the start of a lesson was ineffective as a predictor of academic progress. Overall, findings showed that foreign language anxiety significantly predicted academic performance of students (Tuncer & Doğan, 2015).

Results of the present study revealed gender has significant difference with academic performance. Prior research backed up the findings of the current investigation. In addition, study was undertaken to determine the elements that contribute to nervousness about speaking English among University of Baluchistan Postgraduate Scholars in

A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

Pakistan. The goal was to examine the difference between genders. The study used a quantitative research design in which an eighteen-item questionnaire was derived from Horwitz et al work. 's (1986). Students in the EFL classroom were experiencing anxiety as a result of a variety of circumstances, according to the findings. The findings showed that there was no significant difference between male and females. (Ahmed et al. 2017).

Results

The aim of the study was to investigate the relationship between foreign language anxiety and academic performance of university students. The data was analyzed using Statistical Packages for Social Science, version 23 (SPSS-23). First of all, the data was screened to find missing values. The Cronbach's Alpha of the scales was obtaining using reliability analysis. To explain the internal consistency of measuring instruments used in research. The data was analyzed by using (i) Descriptive Statistics to reports the mean, standard deviation, frequency, percentage of demographic variables, (ii) Pearson Product Moment Correlational Analysis to observe the relationship between foreign language anxiety and academic performance, (iii) Independent sample T-Test was used to assess the difference between gender and academic performance, and (iv) Simple Linear Regression Analysis was used to examine the prediction of academic performance by foreign language anxiety.

Table 4.1

Psychometric Properties of Questionnaires (n=200)

				Potential		Actual		
				<i>Min</i>	<i>Max</i>	<i>Min</i>	<i>Max</i>	
Variables	<i>K</i>	<i>M</i>	<i>SD</i>	<i>Scores</i>	<i>Scores</i>	<i>Score</i>	<i>score</i>	α
PSCAS	16	32.61	10.88	16	80	16	78	.87
APRS	19	72.30	12.54	19	95	19	95	.80

Note: k= Number of Items in the subscales, M = Mean, SD=Standard Deviation, Min

Score = Minimum Score, Max Score = Maximum Score, α = Reliability Co-efficient.

PSCAS= Public Speaking Class Anxiety Scale, APRS= Academic Performance Rating Scale.

The psychometric properties consequences of the present research were shown in table 3.1. Results explained the Cronbach alpha of Public Speaking Class Anxiety Scale

has high reliability .87. The Academic Performance Rating Scale has moderate reliability .80. See Table 4.1 for additional information.

Table 4.2

Descriptive Statistics for Demographics and Other Characteristics of the Participants

(n=200)

Variables	<i>M (SD)</i>	<i>f (%)</i>
Age	21.73 (1.86)	
Education		
BA/BSc		13 (6.5)
BS/MA/MSc		187 (93.5)
Siblings	6.11 (2.39)	
Gender		
Male		138 (69)
Females		62 (31)
Relationship with Siblings		
Happy		60 (30)
Closed		131 (65.5)
Conflicted		09 (4.5)
Mother Education		
Illiterate		129 (64.5)
Primary		02 (1)
Middle		02 (1)
Matric		20 (10)
FA		25 (12.5)
BA		22 (11)

A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

Mother Occupation	
Government Job	19 (9.5)
Private Job	07 (3.5)
Housewife	174 (87)
Relationship with Mother	
Happy	19 (9.5)
Closed	179 (89.5)
Conflicted	02 (1)
Father Education	
Illiterate	60 (30)
Middle	04 (2)
Matric	06 (3)
FA	32 (16)
BA	98 (49)
Father Occupation	
Government Job	64 (32)
Private Job	14 (7)
Business	77 (38.5)
Retired	45 (22.5)
Relationship with Father	
Happy	27 (13.5)
Closed	167 (83.5)
Conflicted	06 (3)
Family Background	
Rural	102 (51)

Urban	98 (49)
Any Psychological Illness in Family	
Yes	44 (22)
Variables	f (%)
No	156 (78)
Any Physical Disability in Family	
Yes	29 (15)
No	174 (85)

Note: f= frequency, %= Percentage.

Table 4.2 show Descriptive statistics were examined the appropriate interpretation of the sample characteristics. Participant in the current study were 200 university students. Most of the children (65.5%) have closed relationship with their siblings. Majority of the participant (69%) were male participants. Mostly participant (51%) was belonging to rural family background. See Table 4.2 for additional demographic information.

Table 4.3

Variables	1	2	M	SD
1. Foreign Language Anxiety	-	-.78**	32.61	10.88
2. Academic Performance	-	-	72.30	12.54

Pearson Product Moment Correlation Analysis between Study Variables (n= 200)

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Note: M= Mean, SD= Standard Deviation.

Pearson Product Moment Correlation was conducted to determine the relationships between study variables. Results revealed that foreign language anxiety has significant negative relationship ($p < .05$) with academic performance of university students.

Table 4.4

Independent Sample t-test between Demographic Variable Gender and Academic

Performance (n=200)

A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

Gender	t	df	p	Confidence Internal	
				LL	UL
Academic Performance	-.41	198	.67	-4.59	2.98

Note: t= Statistical Difference, df= Degree of Freedom, p= Significance Value, LL=

Lower Limit, UL= Upper Limit.

An equal variances t test failed to reveal a statistical reliable and significant difference between the mean of gender for male s student's academic performance (M=72.05, s=13.77) and mean score of female student's academic performance (M=72.85, s=9.28), t (11.94) =-.41, $p=.67$, $\alpha=.05$.

Table 4.5

Simple Linear Regression Analysis Predicting Academic Performance (n=200)

Variables	Model B	Academic Performance	
		Model 2	
		β	95% CI
Constant	101.75		(35.93, 79.12)
Language Anxiety	-.90**	-.78**	(.83, 27.34)
R ²	.61		
F	315.17		
ΔR^2	.61		

Note: *p < .05. , **p < .01. , ***p < .001.

a. Dependent Variable: Academic Performance

b. Predictors in the Models: Foreign Language Anxiety.

Results revealed that model was found significant prediction $F(2, 198) = 315.17$, $p < .05$, $R^2 = .61$ and accounted for 61% of variance in academic performance. Results indicated that foreign language anxiety significantly predicted academic performance of students.

Limitations and Recommendations

Various limitations and recommendations were considered in the present research. The current study observed at the association between foreign language anxiety and university students' academic performance. Three scales were used to collect data, including demographic questions.

The current study's sample size was 200 university students only from Quetta. Therefore, the sample size of current research was limited for well understanding. Researchers would be able to evaluate more data if they had a larger sample size from diverse cities, giving them a greater grasp of the topic. It will also improve the research's validity and reliability.

Furthermore, the current study's measurements were unrelated to cultural language and were somewhat long. As a result, several pupils struggled to comprehend the questionnaire. However, many of their comments were skewed. As a result of the outcomes of this study, surveys should be written in cultural language.

Several conclusions were derived from the outcomes of this investigation, which led to certain recommendations. According to the results of the present research, those who are more anxious in a foreign language classroom are also more anxious when taking tests. Furthermore, while those with higher levels of foreign language classroom anxiety is related with poorer GPAs; it's possible that they absorbed the topic as well as their innate English-speaking counterparts, but rather that their inability to participate in class or with exam materials, contributed to their lower grades. had an impact on their grade.

As a result, their GPA may not accurately reflect their knowledge obtained. Another possible implication of the study, according to the researcher, is that additional measures, for instance different assessment skills project work, should be used to identify students' understanding of the topic in order to present well of their educational success.

Otherwise, possibly the lower GPA among those who experience more foreign language classroom anxiety reflects poor educational achievement that is unrelated to language challenges. Higher classroom nervousness in a foreign language could suggest persons who are dealing with additional issues that make academic success challenging. Because English is not their first language at home, students whose parents have a low educational level or originate from low-income homes are more prone to experience foreign language classroom anxiety. As an outcome of their lower socioeconomic status and parental education, they may have lower GPAs, which are understand to create higher educational challenges (Bercerra, 2012).

On a final level, current policies and coping mechanisms might be investigated and possibly improved in order to better assist this demographic. According to the findings of It is critical for professionals

A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

and students to be aware of the influence of foreign language anxiety on academic performance as a result of this study in Pakistani society, as well as to be informed about the cultural and clinical area.

Conclusion

The goal of the current research was assessed to increase the well understanding and association between study variables in Quetta, Pakistan. Furthermore, to classify the aspects which were contributing to the academic performance of university students. Approximately, one-fourth of student's report having anxiety symptoms, while almost one-half report has anxiety symptoms. Anxiety symptoms are predicted by poor academic performance, particularly self-blame and behavioral disengagement. Students with high motivation skill have less signs of poor academic performance. Professionals and policymakers must prepare for the many levels of help that students may seek, ranging from educational promotion and prevention to crisis intervention to expert psychiatric care. In addition to student-centered interventions, educators must assess and implement adjustments to the educational system as a whole to lower the likelihood of language anxiety concerns. Thus, it is concluded that lower level of language anxiety would direct to higher level of academic performance of university students.

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A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

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A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta

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