

A Study of the Relationship Between Students' Science Anxiety and The Academic Achievement of Grade Nine Students

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Abstract

The primary purpose of this paper is to study the relationship between students' science anxiety and the academic achievement of Grade Nine students. Quantitative research methodology was mainly used to investigate the science anxiety and achievement. The design adopted was a descriptive research design. Four townships were randomly selected from four districts in Yangon Region. Two high schools from each township were selected by using simple random sampling technique. The population in this study consisted of (240) Grade Nine science students. In this study, two instruments, science anxiety scale questionnaire and science achievement tests for Grade Nine students were used. The Cronbach's alpha (α) of science anxiety scale questionnaire for Grade Nine students was (.904). Science achievement tests consisted of chemistry achievement test, physics achievement test and biology achievement test. Chemistry achievement test consisted of seven completion items, seven multiple choice items, seven matching items and two short question items. Physics achievement test consisted of (10) completion items, (11) multiple choice items and one short question item. Biology achievement test consisted of (10) completion items, (11) multiple choice items and two short question items. Descriptive statistics and Pearson product-moment correlation were used in this study. For students' science anxiety, the percentages of low, moderate, and high level of anxiety in all participant students are (24.10%), (48.30%), and (27.60%). According to the results, female students showed more anxiety towards science than male students. Findings indicated a negative correlation between science anxiety of students and science achievement. It is proved that higher achievement consistently accompanied reduction in science anxiety.

Key words: Science anxiety, Academic achievement

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