

The Exploration of Effects of Anxiety, Motivation and Gender on Students' Academic Performance

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Abstract: This study explored the effects of anxiety, motivation, and gender on students' academic performance through a literature review. According to previous studies, anxiety can directly impair students' self-esteem and motivation to learn, which can result in a drop in their academic achievement. Students' learning is impacted differently by intrinsic and extrinsic incentive. While extrinsic motivation has a more erratic and short-lived effect, intrinsic motivation significantly and permanently improves learning performance.. But when intrinsic motivation is low, extrinsic motivation can also act as motivation to drive students to learn. In addition, gender factors indirectly affect students' academic performance through psychological and social roles, for example, female students are generally more susceptible to anxiety than male students. Male students had higher levels of depressive stress than female students. This is due to the influence of psychological or social preconceptions among pupils of various genders. Male students tend to repress their emotions, which can contribute to a rise in depression, whereas female students are more inclined to communicate their fears. Future research should incorporate more beneficial data to further expand pertinent theories and methods, even if this study offers insightful information about this sector.

Keywords: Anxiety, Motivation, Gender, Academic Performance, General Education

1. Introduction

Questionnaires are frequently used in the field of motivation and anxiety to integrate students' exam scores with self-report motivation and anxiety levels. The majority of pupils have somewhat high levels of anxiety and motivation, according to the current statistics. This has an impact on students' academic achievement and somewhat restricts their potential. However, there is not much literature review on the relationship between students' anxiety and motivation, but because anxiety, motivation and gender have a significant impact on students' academic performance, this article focuses on the effects of those factors on student academic performance. First, it was proposed that anxiety could impair students' motivation and focus during class, which would have a detrimental effect on their academic performance. However, there are two types of motivation: extrinsic and intrinsic. Motivation is the primary factor that propels pupils to succeed academically. The distinction between extrinsic and intrinsic motivation, how various incentives affect certain students, and which has a bigger effect on students—extrinsic or intrinsic motivation—will all be covered in length in this article. Finally, in terms of gender, in this article we will exam how gender as an indirect influence affects students' academic learning from psychological, social, and other perspectives, including their

anxiety and motivation levels. Most of these studies show that girls have higher levels of anxiety than boys.

2. The Influence of Anxiety on Academic Performances

According to the current research, the result shows that students' anxiety level and their academic performance are negatively associated with each other. Students' anxiety come from many aspects such as parents, classmates, and their academic study. Even though some people believe that appropriate anxiety and pressure can help students make progress. In most cases, the anxiety index is difficult to control and students cannot handle their anxiety very well. Thus, there is typically a negative correlation between pupils' academic performance and anxiety. Students who experience anxiety for an extended period of time may suffer major repercussions. Students' interest in learning will progressively wane, which will impair their comprehension in class. Anxiety may cause pupils to lose their interest and intrinsic drive, according to David W. Wood and Pekrun [1]. The study's findings indicate that anxiety has a significant impact on pupils' academic achievement. Lower exam scores were associated with higher levels of anxiety. Additionally, kids' performance in mathematics will be negatively predicted by worry.

Compare to other emotions, such as enjoyment and boredom anxiety is the most related emotions to the mathematics achievement. Therefore, it's better for us to pay attention on students' anxiety and intervene in time in order to ensure their mental health and boost the academic performance. Also, a study of Sridevi K V. points out that students' anxiety can be divided into two types: general anxiety and test anxiety [2]. General anxiety means that the individual perceives that he or she is unable to handle the emotions that may arise after an event that is about to happen or has already happened. Students' worries about exams or assessments are the root cause of test anxiety. The findings indicate a positive link between test anxiety and general anxiety. In the meanwhile, there is little association between academic success and test anxiety or anxiety in general. Students who experience high levels of general anxiety typically also experience high levels of test anxiety. Students' anxiety may be exacerbated not only by their own anxiety but also by the expectations of their parents and professors. Consequently, the researchers made the following recommendations: Teachers and schools should support and encourage kids' curiosity.

Do not force students to study, nor create a high-pressure competitive atmosphere in the class. Maintain healthy student relationships. At the same time, parents also need to give students more encouragement and let students freely express themselves.

Anxiety also plays an important role in learning in foreign language classes. According to Ahmetovic, E., Becirovic, S., & Dubravac, V. , it shows that extrinsic motivation and lack of motivation are the two important factors that lead to increased anxiety levels among students. Types of anxiety in foreign language classes include: communicative anxiety, fear of being negatively evaluated and test anxiety [3]. These elements have to do with how well foreign language learners succeed, particularly when speaking. When their anxiety levels increase, kids will exhibit trepidation and anxiety, become unconfident when speaking, and thus lose interest in continuing to engage in educational activities. An additional study by Dordinejad, F. G., & Ahmadabad, R. M. supports the notion that anxiety related to learning a foreign language has a substantial detrimental impact on English proficiency [4]. The impact of test anxiety and communicative anxiety on English results is higher than that of fear of receiving a poor grade. Therefore, in order to help students develop their passion and confidence in studying a foreign language, teachers should be more patient.

3. The Influence of Motivation on Academic Performances

The next influencing factor we're going to discuss is motivation. Motivation can be divided into two categories: intrinsic motivation and extrinsic motivation. From Myers, D. G., Intrinsic motivation refers to someone's desire to engage in something for its own sake. It can be boosted by personal interest or goals. When someone's behavior is influenced by outside forces like their surroundings, parents, teachers, etc., this is referred to as extrinsic motivation. They act in that way in order to avoid punishment or other unfavorable outcomes [5]. According to recent studies, students' academic performance is greatly influenced by their motivation, and there is typically a positive correlation between the two. Some studies also suggest that students' academic studies will be impacted by motivation.

The first research Ahmetović, Bećirović and Dubravac points out that the intrinsic motivation can better stimuli students academic performance and the extrinsic motivation is positively correlated with anxiety [3]. However, when it comes to learning a foreign language, pupils are frequently more driven by external factors than by internal ones. Because anxiety and intrinsic motivation are adversely correlated, it is crucial to assist students in discovering their own sources of drive when learning a foreign language. Anxiety in the classroom can cause pupils to question themselves and lose faith in their capacity to learn a language. If students are unable to find intrinsic motivation in their language learning, it becomes challenging for them to achieve their goals. During the class, teacher should be patient and sympathy when teaching students. Simultaneously, a positive classroom atmosphere is also crucial; a classroom with lots of interaction and creative teaching strategies can not only pique students' interest in learning a foreign language but also help them discover their own intrinsic motivation.

The next research El-Adl, A. & Alkharusi, H. shows that there is also a positive correlation between learning motivation and students' math performance [6]. Learning motivation includes intrinsic motivation, extrinsic motivation, task value and self-efficacy. The positive motivation allows students to take responsibility for their own learning. This kind of self motivation can enhance students' confidence in academic study and let them work harder in their academic study. According to this study, self-regulated learning is also strongly influenced by students' motivation since motivated students are more involved in their studies, have goals to reach academic success, and are therefore more likely to employ self-regulation techniques. In the meanwhile, task value is a significant internal motivator. Students' pursuit of learning objectives may be more sustained and long-lasting if they are able to recognize the importance and significance of learning within the learning process. Therefore, the significance of intrinsic motivation, self-efficacy, and task value for students may be found in this study. Additionally, educators should focus more on developing these skills in their day-to-day instruction. For example, the teacher should explain to the students the importance of learning and the areas of application. To help students better understand the role of their learning in their own goals and growth. Also the teacher should help students find their purpose in their studies, improve their self-efficacy and maintain their motivation on study.

In the research of Filgona, Jacob, the results show that motivation of study plays an important role for students' academic success [7]. Motivation encourages students to think using a more in-depth approach to learning, while becoming more focused and engaged in learning. When faced with challenging assignments, students that are motivated to study will not give up easily and will find it simpler to go past any obstacles they may face. In the meantime, research has indicated that a significant determinant of students' academic achievement is motivation. Because they are more attentive, motivated to learn, and involved in class, kids who are more motivated are more likely to do well academically than those who are less motivated. Therefore, the teacher's task is not only to impart knowledge to the students, but also to focus on the development of the student's motivation.

Guide students to find their own goals and stimulate their interest in learning. Be good at teaching each student differently to ensure that they are able to achieve their goals and succeed.

If we refine motivation, it can be divided into intrinsic motivation and extrinsic motivation. According to the study, intrinsic motivation has a greater impact than extrinsic motivation. Motivation is a crucial study skill that can help students perform academically, according to research by Motevalli, Saeid, Asma Perveen, and Mina Tresa Anak Michael [8]. Pupils who were more intrinsically motivated outperformed those who were more extrinsically motivated in terms of grades. As a result, academic achievement and intrinsic motivation are positively correlated. Students' learning behavior also increases when their intrinsic drive rises. And students with higher motivation are more likely to persist when they are facing some difficulties. Because intrinsic motivation is an internal motivation that comes from within oneself and can help students improve their self-satisfaction and sense of self-worth. Students who are very intrinsically motivated are therefore more likely to concentrate on their studies and continue doing so for a longer amount of time. However, a variety of outside circumstances might cause extrinsic drive to shift or vanish, which results in a lack of sustained motivation. For instance, if a student learns merely to have time to play a computer game, they will likewise get disinterested in studying when the incentive stops coming. For instance, if a student learns merely to have time to play a computer game, they will likewise get disinterested in studying when the incentive stops coming. Negative effects like lack of independence or disorders of self-identity can also result from an excessive reliance on the outside world.

In another research Liu, Yuan, points out that the intrinsic and extrinsic motivation will affect students performance for a long time and the intrinsic motivation is always effective for students academic performance and it will stay for a long time [9]. Academic performance may suffer from extrinsic motivation when intrinsic motivation is high. However, extrinsic incentive can also benefit kids when intrinsic motivation is low. Thus, extrinsic incentive may not always have bad effects; in situations where intrinsic motivation is low, it can also give students some motivation and assist them in discovering their own intrinsic motivation. As a result, when teaching youngsters, parents and instructors should also be mindful of this. Students' learning and development are greatly aided by the sensible application of extrinsic motivation.

Even though there are many studies that have proved that motivation has a significant or moderate impact on students' academic performance, there are also studies that show that motivation does not have a significant impact on students' academic performance. For example, Ergene, Tuncay, it says that there is no obvious influence between students' achievement motivation and their academic performance [10]. Conversely, study habits have a strong correlation with student academic performance predictions. People with better study habits are more likely to be successful. Such as reviewing class notes regularly, completing assignments on time, and so on. Anxiety and gender also have an impact on academic performance, for example, anxiety can lead to a decline in students' academic performance, and girls are more anxious about academic performance than men. The researchers came to the conclusion that learning practices associated with student motivation had a greater influence on academic performance than motivation itself. Students' academic performance can only be considered indirectly impacted by motivation. However, students may stop pursuing their studies and their academic performance may suffer if they think there is no connection between their drive and academic study.

According to Sridevi, K. V., motivation is one of the reason that can affect students' academic performance but it's not the only reason [2]. Motivation is a kind of subjective factor and there also include many objective factors such as the quality of teaching. Parents and educators ought to focus more on helping kids develop lifelong learning habits. Children who develop healthy study habits will also discover the joy of studying. Even while kids are very motivated to learn, there is no discernible relationship between their academic achievement and this motivation, according to

another study. This could be the result of multiple motivational variables rather than a single one that affects academic success. According to the report, a student's health, sleep patterns, and IQ can all have an impact on their academic achievement. It is not convincing enough to predict a student's academic performance based solely on the motivation level.

Based on the analysis and summary of all the above research data, we can conclude that motivation is a factor related to students' academic performance. Both extrinsic and intrinsic drive can occasionally have a favorable or bad effect on a student's academic performance, but intrinsic motivation typically has a more significant effect because it is more enduring and difficult to alter. However, other elements like students' study habits and IQ might potentially overshadow motivation or diminish its significance to academic achievement.

4. The Influence of Gender on Academic Performance

Gender is the third important factor that will greatly influence students' academic performance. Gender does not seem to have a direct effect on students' academic performance and performance predictions, but it also indirectly affects students' learning. Gender can have an impact through a confluence of social, psychological, and physiological elements. For instance, women are more likely than males to approach activities with greater attention to detail, which may be a factor in their higher anxiety levels. The psychological receptivity, pressure tolerance, and learning confidence of each individual are referred to as psychological factors. High levels of stress or worry, for instance, can also cause students to lose confidence in their ability to learn, which can further lower class participation and attendance, creating a vicious cycle.

At the same time, from a social point of view, gender also has an impact on students' academic performance. There may be certain stereotypes in society that stereotype the perception of learning between men and women. In Sridevi, K. V., for example, in some poor and rural area, there are very few educational resources available to women [2]. Women are not seen as having any investment worth, and their families may force them to drop out of school early. They must therefore be more apprehensive and uneasy when they approach learning, fearing that they will miss the chance to learn because of an error. Students' academic performance is indirectly impacted by these factors.

Girls have higher intrinsic motivation than boys, on the other hand, boys have more extrinsic motivation. The results show that girls generally prefer to learn through personal interest and self-fulfillment encouragement, while boys prefer to motivate themselves to learn through competition. Meanwhile, girls have higher anxiety level than boys during the foreign language study. This can be the result of girls' shyness in expressing themselves in public and their fear of criticism. Although the causes of men's anxiety are not thoroughly examined in this article, several social misconceptions about boys may also prevent boys from expressing their discomfort.

In the next research, Khesht-Masjedi, Mahnaz F., we can get the similar conclusion. Girls' anxiety level is higher than boys but boys have higher depression level. This is because girls are more likely to report their anxiety to the outside world, while boys' depression may be caused by long-term stress to keep their emotions exposed [11]. However, kids' academic performance is negatively impacted by both depression and anxiety. They will result in a decline in pupils' focus and understanding, as well as a lack of enthusiasm and drive to learn. Additionally, worry and melancholy can cause pupils to doubt themselves, which can further impair their performance on future learning tasks and objectives. We must take care to distinguish between the challenges that pupils of different genders may face in order to prevent undesirable outcomes. In order to assist them overcome their fear and develop a sense of confidence in their ability to learn, for example, we must provide them with greater support and foster a welcoming classroom atmosphere. Also for boys, we should be encouraged them to express their emotions more. Don't let them keep their emotions down. Only by releasing emotions can we get more support and advice from the outside world to help them grow better.

However, boys are more inclined to learn by doing and practicing. Girls outperformed boys in this study, and we may draw the conclusion that listening and observing instruction is an effective strategy that can improve students' academic achievement. To ensure that both boys and girls can use their preferred learning strategies to gain knowledge, teachers should also be mindful of how they are used during the class.

To summarize the impact of gender on students' learning performance, although gender does not have a direct impact on learning, many aspects related to gender will have an indirect impact on their academic study. Furthermore, it is challenging to totally eradicate these indirect influences, which include societal stereotypes and the psychological aspects of the pupils themselves. These two elements interact, and societal or external expectations and stereotypes about pupils are frequently the source of their psychological stress and worry. When a student fails to live up to the expectations of their gender, they will experience anxiety and self-denial. The academic achievement of students is further hampered by this. To improve students' academic performance, it is essential to reduce the anxiety and negative effects of gender. Give them the freedom to choose their interesting field to study.

5. Conclusion

This paper reviews the effects of anxiety, motivation, and gender on students' academic performance, and the main conclusions include the following three points: 1. Anxiety's effect on academic performance: Students who experience anxiety lose initiative and enthusiasm in learning, which lowers their academic performance. However, anxiety can also result in mental or sleep issues, which can subsequently cause poorer academic performance. 2. How motivation affects academic achievement: Both intrinsic and extrinsic motivation have an effect on academic achievement. While extrinsic motivation is better suited for temporary rewards, intrinsic drive is enduring and aids students in overcoming obstacles and forming positive study habits. But at the same time, the role of intrinsic and extrinsic motivation can change from student to student. For students with low intrinsic motivation, extrinsic motivation can also be a better contributor to their learning. 3. Gender-related indirect effects: The psychological and social facets of academic achievement are primarily affected by gender. Students may experience higher levels of stress and anxiety as a result of gender stereotypes. These feelings will have a detrimental effect on their academic achievement. In conclusion, this work provides more experience for educators and researchers by summarizing the effects of gender, motivation, and anxiety on students' academic performance.

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