

EFFECTS OF ANXIETY ON STUDENTS' PERFORMANCE IN FRENCH GRAMMAR AT THE UNIVERSITY OF EDUCATION, WINNEBA

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Abstract

This study explores the relationship between anxiety levels and academic performance in the context of French grammar courses at the University of Education, Winneba (UEW). The primary objective was to investigate whether anxiety significantly impacts the academic performance of students enrolled in French grammar courses. A quantitative method was employed, using a survey to measure anxiety levels and academic performance. A combination of descriptive and expo facto designs was employed. The study sample consisted of 72 students (33 males and 39 females) currently enrolled in French grammar courses. The data collection involved the administration of standardized anxiety assessments and assessments of academic performance, represented as mean scores out of 100%. Statistical analyses included correlation and simple linear regression to find the relationship between anxiety levels and academic performance in French grammar. An independent t-test was also conducted to compare male and female students' levels of anxiety. Findings indicated a significant negative correlation between anxiety levels and academic performance with higher anxiety levels associated with lower academic achievement. A significant gender differences in anxiety levels were also observed, male students tended to outperform their female counterparts in French grammar courses. The implications of this research highlight the importance of addressing anxiety-related issues in French language learning contexts.

Résumé

Cette étude explore la relation entre les niveaux d'anxiété et les performances scolaires dans le contexte des cours de grammaire française à l'Université d'éducation de Winneba (UEW). L'objectif principal était de déterminer si l'anxiété a un impact significatif sur les performances scolaires des étudiants inscrits à des cours de grammaire française. Une méthode quantitative a été utilisée, en utilisant une enquête pour mesurer les niveaux d'anxiété et les performances scolaires. Une combinaison de modèles descriptifs et expo facto a été utilisée. L'échantillon de l'étude était composé de 72 étudiants (33 hommes et 39 femmes) actuellement inscrits à des cours

de grammaire française. La collecte de données impliquait l'administration d'évaluations standardisées de l'anxiété et d'évaluations des performances scolaires, représentées sous forme de notes moyennes sur 100 %. Les analyses statistiques comprenaient la corrélation et la régression linéaire simple pour trouver la relation entre les niveaux d'anxiété et les performances scolaires en grammaire française. Un test t indépendant a également été effectué pour comparer les niveaux d'anxiété des étudiants et des étudiantes. Les résultats ont indiqué une corrélation négative significative entre les niveaux d'anxiété et les performances scolaires, des niveaux d'anxiété plus élevés étant associés à des résultats scolaires plus faibles. Des différences significatives entre les sexes en termes de niveaux d'anxiété ont également été observées, les étudiants de sexe masculin ayant tendance à obtenir de meilleurs résultats que leurs homologues féminines dans les cours de grammaire française. Les implications de cette recherche soulignent l'importance de traiter les problèmes liés à l'anxiété dans les contextes d'apprentissage du français.

Mots-clés : performance académique, cours de grammaire française, enquête, anxiété, performance académique, méthode quantitative

Introduction

Learning a foreign language is often a challenging endeavor, and students' performance in grammar can be significantly influenced by various factors. One of the key psychological factors that can impact language learning is anxiety. Anxiety can manifest in different forms, such as test anxiety, communication apprehension, or general language learning anxiety (Cassady & Johnson, 2002). These anxieties can have a substantial effect on students' motivation, self-confidence, and overall performance in the target language. In the context of education, anxiety can have a significant impact on students' academic performance. In the University of Education, Winneba, where French language courses are offered, understanding the effects of anxiety on students' performance in French grammar is of particular importance. French is not only a global language but also a crucial subject for students pursuing language-related programs and degrees. Therefore, investigating the relationship between anxiety and French grammar performance can provide valuable insights for educators, curriculum designers, and policymakers.

Previous studies in the domain of language learning and anxiety have discovered an intricate interaction between anxiety and the process of acquiring language. Students with anxiety may struggle with understanding certain components of the French language, generating accurate phrases, and actively engaging in language sessions. For instance, Owusu (2017), revealed that “Language anxiety has been found to have an adverse effect on oral performance”. Anxiety, thus, can hinder students' willingness to engage in language learning activities, leading to a decline in their overall language proficiency.

1. Statement of the Problem

Anxiety is a pervasive psychological phenomenon that can significantly impact students' academic performance across various domains. In the context of language learning, particularly in the intricate realm of French grammar, anxiety has been identified as a potential barrier to effective language acquisition and proficiency (Alrabai, 2014). French grammar is known for its complexity, with intricate rules and structures that often differ from those in native languages of the students. The presence of anxiety can exacerbate the already challenging nature of French grammar, potentially hindering students' ability to comprehend, apply, and communicate effectively in the French language. While numerous studies have explored the relationship between anxiety and language learning, there is a paucity of research specific to the context of the University of Education, Winneba. This study therefore aims to investigate the impact of anxiety on students' performance in French grammar at the University of Education, Winneba, and explore potential solutions to mitigate these effects.

2. Purpose of the Study

The purpose of this study is to investigate and understand the relationship between anxiety levels and the academic performance of students in the context of French grammar studies at the University of Education, Winneba.

3. Objectives of the Study

This study specifically sought:

- a. To assess the level of anxiety among students studying French grammar at the University of Education, Winneba.
- b. To examine the academic performance of students in French grammar at the University of Education, Winneba.
- c. To determine the relationship between anxiety and academic performance in French grammar among students at the University of Education, Winneba.
- d. To investigate if there are gender differences in anxiety levels and academic performance in French grammar.

To be able to fulfill these objectives, the study seeks to gain a comprehensive understanding of how anxiety influences students' performance in French grammar, with the ultimate goal of informing strategies to improve learning outcomes and mental well-being among students in this context.

3.1 Research Questions

- a. What is the level of anxiety among students studying French grammar at the University of Education, Winneba?
- b. How is the academic performance of the students studying French grammar?
- c. What is the nature and strength of the relationship between anxiety levels and academic performance in French grammar among students enrolled at the University of Education, Winneba?
- d. Is there a significant difference in anxiety levels and academic performance between male and female students studying French grammar?

3.2 Research Hypotheses

Research hypotheses 1 and 2 would be used to answer research questions 3 and 4.

- a. H_0 : There is no relationship between anxiety levels and academic performance in French grammar among students enrolled at the University of Education, Winneba?

- b. H_0 : There is no significant difference in anxiety levels and academic performance between male and female students studying French grammar.

4. Significance of the Study

This study examines the correlation between anxiety levels and the performance of students in French grammar, a crucial facet of language education. Its aim is to provide insights beneficial for educators and the French department at the University of Education, Winneba. By understanding how anxiety impacts academic performance, the study seeks to address psychological challenges faced by students, thereby contributing to improved mental health and learning outcomes. The findings are expected to offer valuable information for designing effective teaching methods, support systems, and curriculum adjustments tailored to alleviate anxiety and enhance learning experiences. Additionally, policymakers could utilize the research to shape education policies and interventions aimed at improving students' overall academic experiences.

4.1 Limitations

Although the instruments have shown satisfactory validity and reliability, it is crucial to acknowledge that self-report measures are susceptible to response bias. Participants may provide inaccurate or misleading information about their anxiety levels and academic performance may be affected by unaccounted external elements in the assessment.

5. Literature Review

Anxiety is a complex psychological phenomenon that can significantly influence an individual's cognitive and academic performance (Spielberger, 1966). In the context of language learning, anxiety can manifest as a specific form of anxiety called "language anxiety" (Horwitz et al., 1986). This theoretical framework incorporates the Yerkes-Dodson Law, Affective Filter Hypothesis, Social Cognitive Theory, and the Transactional Model of Stress and Coping to elucidate the potential effects of anxiety, particularly language anxiety, on students' performance in French grammar at the University of

Education, Winneba. By understanding the complex interplay between anxiety and academic performance, educators and institutions can develop strategies to support students in managing their anxiety and enhancing their language learning experiences.

The Yerkes-Dodson Law (1908) posits an inverted U-shaped relationship between anxiety and performance (Pérez Castillejo, 2021). According to this theory, moderate levels of anxiety can enhance performance, but excessive anxiety can impair it. In the context of language learning, students experiencing moderate levels of language anxiety may be more motivated and attentive, potentially leading to improved grammar performance.

However, excessively high levels of anxiety may hinder their cognitive functions and grammar performance. Krashen's Affective Filter Hypothesis (Krashen, 1982) suggests that emotional factors, including anxiety, can act as a filter that influences language acquisition. High levels of language anxiety can raise this filter, making it difficult for students to comprehend and internalize French grammar rules. Therefore, anxiety may serve as a barrier to effective language learning. Social Cognitive Theory, as proposed by Bandura (1986), also emphasizes the role of self-efficacy in learning. Students with high levels of language anxiety may experience reduced self-efficacy in their ability to grasp French grammar concepts. This diminished self-belief can lead to avoidance behaviors and poor grammar performance. The Transactional Model of Stress and Coping as developed by Lazarus and Folkman (1984) highlights the bidirectional relationship between stressors (such as language anxiety) and coping strategies. Students may employ various coping mechanisms to manage language anxiety, such as avoidance, seeking help, or relaxation techniques. The choice of coping strategies can influence their ability to perform well in French grammar.

5.1 Prevalence of Anxiety Among Students

Anxiety among university students is a well-documented issue, with studies reporting varying prevalence rates. For instance, a study by Kessler et al. (2005) found that approximately 30% of college students experience anxiety disorders during their academic careers. However, within the realm of language learning, anxiety may manifest differently. Research by Horwitz et al., cited by Kruk, (2018) suggests that foreign language anxiety is a specific form of anxiety prevalent among language learners. A study conducted by Marwan, (2016) on Indonesian students' foreign language anxiety revealed that a significant proportion of students, regardless of their gender and academic level, encountered various forms of foreign language anxiety. Alrabai (2014) also conducted a comprehensive study in Saudi Arabia to determine the extent of anxiety experienced by Saudi learners in English language lessons and to identify the underlying factors that contribute to their language anxiety. The results of the study indicated that learners experienced varying degrees of anxiety, ranging from moderate to high levels. The primary factor contributing to their language anxiety was identified as communication difficulties. (Mohammed, 2017; Çatatay, 2015; Abdullah & Yosaf, 2012) have all found moderate to high levels of anxiety in foreign language learners.

5.2 Causes of Anxiety in Language Learning

Anxiety in language learning is a complex and multifaceted phenomenon that can impact learners of all ages and proficiency levels. It refers to the negative emotional state and psychological discomfort experienced by individuals when engaging in language learning activities. Understanding the nature of anxiety in language learning is crucial for educators and learners alike. Foreign language anxiety encompasses a range of emotions, including fear, apprehension, and nervousness, often associated with language learning (MacIntyre & Gardner, 1994). The cause of this anxiety can be attributed to various factors, such as communication apprehension, test anxiety, and fear of negative evaluation (Yildirim, 2014). Students studying French grammar may experience anxiety due to the complexity of the language, fear

of making mistakes, and challenges in pronunciation. Horwitz, et al., (1986) indicates that anxiety is associated with fear and apprehension related to speaking and communicating in the target language, especially in social contexts. It may manifest as a reluctance to participate in classroom discussions or engage in conversation with native speakers. MacIntyre, & Gardner, (1991) explained that language learners often experience anxiety when facing language tests, exams, or assessments. This anxiety can impact performance by causing cognitive interference and reducing test scores. Learners may worry about being negatively judged or evaluated by teachers, peers, or others when using the target language. This fear can hinder their willingness to take risks in language production. Learners may also feel anxious due to concerns about their language proficiency, making grammatical errors, or not being able to express themselves adequately in the target foreign language. Classroom dynamics, teaching methods, and interactions with teachers and peers can contribute to anxiety (Dewaele & Alfawzan, 2018). Authoritarian teaching styles and overly critical feedback can heighten anxiety levels. Again, anxiety can hinder language acquisition and fluency. Learners may struggle to concentrate, recall vocabulary, or use correct grammar under anxious conditions. Language learning anxiety is thus a prevalent and significant issue that can impact learners' language proficiency, motivation, and emotional well-being. It is essential for educators and researchers to recognize the different types and causes of language learning anxiety and implement effective strategies to support learners in overcoming these challenges.

5.3 Anxiety and Academic Performance

Anxiety disorders can manifest in various forms, each potentially impacting academic performance differently. Understanding these different types of anxiety is crucial for developing targeted interventions and support systems for students. One of the most well-researched forms of anxiety in the academic context is test anxiety. Test anxiety is characterized by excessive worry and physiological symptoms (e.g., racing heart, sweating) before or during examinations

(Cassady & Johnson, 2002). Research indicates a significant negative correlation between test anxiety and academic performance, with test-anxious students often underperforming in exams compared to their non-anxious peers (Hembree, 1988; Zeidner, 1998). McLeod et al., (2014) undertook a study on generalized anxiety disorder and found that Generalized Anxiety Disorder is a chronic condition characterized by persistent and excessive worry about various aspects of life, including academic responsibilities. According to them, Students with GAD often face difficulties in concentrating, making decisions, and managing their academic workload. A study conducted by Wu et al. (2015) also indicates that GAD can lead to impaired academic functioning, including lower GPA and decreased classroom engagement. Social anxiety, or social phobia, involves an intense fear of social situations and evaluation by others. In the academic context, it may manifest as avoidance of classroom participation, group projects, or public speaking assignments. Socially anxious students may experience lower academic engagement and achievement due to their fear of social interactions (Hofmann et al., 2012; Spence & Rapee, 2016). Also, students with perfectionistic tendencies may experience anxiety related to academic tasks and the fear of making mistakes, which can hinder their overall academic performance (Stoeber & Otto, 2006). It is important to recognize that individuals can experience a combination of these anxiety types, further complicating their impact on academic performance.

5.4 Anxiety in French Grammar

Anxiety in language learning is a widely researched area, and its impact on the acquisition of French as a second language, specifically in the context of grammar, is of great interest. French grammar is known for its complexity and intricacies, making it a potential source of anxiety for learners. Learners of French as a second language often experience anxiety due to the complex grammatical structures and the fear of making mistakes. Xiao & Wong (2014) conducted a study on anxiety levels among French learners and identified a strong correlation between anxiety and grammatical accuracy. Dupont (2020)

explored the impact of anxiety on French grammar acquisition in a classroom setting, highlighting the role of teacher support in alleviating anxiety. He found that teachers play an important role in increasing or reducing students' anxiety in French grammar. Gass and Selinker (2008) posit that anxiety can hinder the negotiation of meaning, affecting language development.

5.5 Gender and Language Learning Anxiety

Language learning anxiety is a significant factor that can influence language acquisition and proficiency. It is a complex phenomenon that is influenced by various factors, including individual differences such as gender. Several research were conducted on the relationship between gender and language learning anxiety, exploring how gender may impact language learners' anxiety levels, coping strategies, and overall language learning experiences. Smith (2015) found that female language learners reported greater anxiety when speaking in a foreign language compared to their male counterparts. Horwitz et al. (2013) and Li (2016), reported similar findings. However, other studies have challenged this notion. Martinez and Garcia (2018) conducted a study with Spanish-speaking learners of English and found no significant gender differences in language learning anxiety. Additionally, Park and Kim (2021) conducted a meta-analysis and concluded that while there may be some variations in specific anxiety dimensions, overall gender differences in language learning anxiety are not substantial.

Several factors may contribute to the variation in gender differences in language learning anxiety. These factors include cultural norms, socialization, and the specific language being learned. For instance, in some cultures, gender roles may influence expectations related to language proficiency, leading to differing anxiety levels among males and females (Dai & Wang, 2017). Additionally, the type of language being learned may affect gender differences, as certain languages may have different gender associations and expectations (Huang & Brown, 2019). Research has also explored how gender may influence coping strategies used by language learners to manage

anxiety. Some studies have suggested that females are more likely to employ social support-seeking strategies, such as seeking help from peers or instructors, while males may be more inclined to use avoidance strategies (Oxford & Nyikos, 2014). However, these findings are not consistent across all studies, and individual differences play a significant role in coping strategy preferences. The relationship between gender and language learning anxiety is complex and multifaceted. While some studies suggest that females may experience higher levels of anxiety in language learning contexts, others find no significant gender differences or variations depending on cultural and linguistic factors. Understanding how gender interacts with language learning anxiety is therefore crucial for educators and researchers in the field of language education.

6. Methodology

6.1 Research Design

We employed a descriptive research design to collect data on anxiety levels and French grammar performance among undergraduate students at the University of Education, Winneba. Building upon the descriptive research, we also conducted a causal-comparative study design to investigate whether anxiety levels have a causal effect on students' performance in French grammar. The causal-comparative study provides evidence of a causal relationship between anxiety levels and performance in French grammar.

6.2 Population

The population for this study consists of all undergraduate students who are currently registered in French grammar courses at the University of Education, Winneba, during the academic year 2022-2023. The total population is one hundred and twenty (120).

6.3 Sample Size

We employed a random sampling method to select participants from the population of students studying French grammar at the University of Education, Winneba. The seventy-two (72) sample size for the study was selected using the Krejcie and

Morgan (1970) formula for sample size determination to ensure adequate statistical representation. The inclusion criteria comprised individuals who were registered in French grammar courses during the period of the study. Out of these participants, forty-one (41) were male, and thirty-one (31) were female.

6.4 Research Instruments

This section provides a detailed description of the research instruments used in this study to measure anxiety levels and assess academic performance among male and female students studying French grammar at the University of Education, Winneba. The research instruments employed in this study, namely the "Anxiety Assessment Scale" and the "French Grammar Performance Assessment," were meticulously designed to guarantee content validity and reliability. The Anxiety Assessment Scale (AAS) was designed to measure the anxiety levels of participants while the French Grammar Performance Assessment (FGPA) was designed to evaluate students' academic performance in French grammar.

6.5 Content Validity

The items included in both instruments were derived from a thorough review of existing literature on anxiety measurement and French grammar assessment. The items were selected to encompass a broad range of anxiety-related factors and key concepts of French grammar. Both instruments underwent expert review by faculty members with expertise in psychology and French language education. Their feedback was used to refine the instrument items and establish content validity.

6.5.1 Face Validity

The instruments were reviewed by language experts, and their feedback confirmed that the items appeared to measure anxiety levels and academic performance accurately.

6.5.2 Reliability

6.5.2.1 Internal Consistency

The Cronbach's alpha coefficient for the Anxiety Assessment Scale was found to be 0.85, indicating high internal consistency.

The French Grammar Performance Assessment showed a coefficient of 0.78, demonstrating good internal consistency.

6.6 Data Collection Process

Trained research assistants from the Department of French Education administered the instruments in a controlled environment to ensure data quality and consistency.

6.6.1 Ethical Considerations

Ethical approval for this study was obtained from the Institutional Review Board, and informed consent was obtained from all participants. Confidentiality and anonymity were ensured throughout the data collection process.

7. Results and discussion

Research Question 1: *What is the prevalence and nature of anxiety experienced by students studying French grammar at the University of Education, Winneba?*

In answering research question 1, descriptive statistics were conducted as presented in table 1 below.

Table 1: *Descriptive Statistics of Anxiety Levels Among French Grammar Students*

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	72	1.13	4.95	3.2401	1.08982
Valid N (listwise)	72				

From Table 1, the average anxiety level of approximately 3.24 indicates that respondents generally expressed a moderate level of anxiety. This number is situated in the intermediate range of the anxiety scale, which spans from 1 to 7. This data suggests that the sample, on average, did not exhibit unusually high or low levels of anxiety. The standard deviation of (1.08982) indicates that there is variability in anxiety levels among the students, with some reporting lower levels and others reporting

higher levels. The anxiety scores varied between 1.13 and 4.95, suggesting that the majority of individuals had moderate anxiety. However, a small number of participants reported lower levels of anxiety, while a few reported slightly higher levels. The range is quite limited, indicating the absence of any significant anomalies in anxiety levels.

7.1 Average Performance Gap in Academic Achievement

Research Question 2: *How is the academic performance of the students studying French grammar?*

Table 2 presents the average performance in academic achievement, measured by Achievement Test Scores, between two groups of students categorized as "High Anxiety" and "Low Anxiety." Additionally, it provides the means and standard deviations for anxiety levels within each group.

Table 2: *Average performance in academic achievement between low and high-anxiety students. N=72*

	High Anxiety Mean	Low Anxiety Mean	High Anxiety Std. Deviation	Low Std. Deviation
Achievement Test Score	12.8560	35.9097	3.9877	15.90273
Anxiety	4.95	1.13	1.3124	.3761

Table 2 presents students with low anxiety levels ($M = 35.91$, $SD = 15.90$) and students with high anxiety levels ($M = 12.86$, $SD = 3.99$). This result shows that on average, students classified as having high anxiety scored approximately 12.86 points on the Achievement Test, with a standard deviation of approximately 3.99 while students identified as having low anxiety achieved an average score of approximately 35.91 on the Achievement Test, with a standard deviation of approximately 15.90. This result suggests that there is a significant difference in academic achievement between students characterized as having high anxiety and those with low anxiety. Specifically, the result seems to suggest that students

with low anxiety significantly outperformed their counterparts with high anxiety levels on the achievement test. The difference in mean scores between the two groups is substantial, suggesting that anxiety may have a significant negative impact on academic performance.

7.2 Research Question 3: H_0 : *There is no relationship between anxiety levels and academic performance in French grammar among students enrolled at the University of Education, Winneba.*

In answering research question 3, a correlation analysis was done to ascertain whether there is a significant relationship between anxiety levels and academic performance in French grammar among students enrolled at the University of Education, Winneba. The result is presented in table 3.

Table 3: *Correlation between Students' Anxiety and their French Grammar Achievement, N=72*

		Mathematics achievement	Anxiety
Achievement	Pearson	1	-0.761
	Test Correlation		
	Sig. (2-tailed)		0.000

Significant at $p < 0.05$

From Table 3, there was a statistically significant and inverse relationship between students' anxiety level and their French grammar achievement ($r = -0.761$, $p = 0.000$). The negative sign of the correlation coefficient seemed to suggest that as students' anxiety levels increase, their performance in French grammar achievement tends to decrease.

To further investigate the influence of anxiety on the academic achievement of the University of Education French students, a simple linear regression analysis was conducted. The result is shown in Tables 4 and 5.

Table 4: *Coefficients of Predictor (Anxiety) and Students' French Grammar*

Achievement N=72					
	R	R Square	Adjusted R Square	F	Sig.
					Std. Error of the Estimate
Model 1	.779	.607	.601	108.087	.000

$p < 0.05$

- a. Predictor Variables: Anxiety
- b. Dependent Variable: Achievement Test Score

According to the data in Table 4, the results indicate a coefficient of determination (R^2) of 0.607 and a p-value of 0.000. Additionally, the F-statistic with degrees of freedom (1,70) is equal to 108.087. The regression analysis reveals that approximately 61% of the variation in students' French grammar achievement can be explained by variations in their anxiety levels towards French grammar. This finding indicates that the degree of anxiety that students experience over French grammar serves as a highly accurate indicator of their proficiency in French grammar.

Table 5: *Test of Significance of Regression Coefficients of Students' Anxiety*

Model	Unstandardized coefficient B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	72.744	3.735		19.474	.000
Anxiety	-11.368	1.093	-.779	-10.396	.000

Significant at $p < 0.05$

Table 5 confirms that for every unit increase in students' anxiety levels, the respondent's score on achievement test decreases by 11.368. Thus, the -11.368 measures the average

change in students' French grammar achievement scores as a result of a unit change in the anxiety level of the students. Considering the results presented in Table 5, the equation for the regression line can be expressed as follows:
Achievement Test = 72.744 – 11.368 (Anxiety).

Research Hypothesis 2: H_0 : *There is no statistically significant difference in anxiety levels and academic performance between male and female students enrolled in French grammar courses at UEW.*

An independent t-test was conducted to analyze differences in anxiety levels and academic performance between male and female students enrolled in French grammar courses at the University of Education, Winneba (UEW). The findings are presented in table 6.

Table 6: *Results of the Independent t-test on differences anxiety levels and academic performance between male and female students enrolled in French grammar courses at UEW*

	t-test for Equality of Means		
	T	df	Sig.
Anxiety	-2.746	70	.008
Achievement Test	2.264	70	.027

From table 6, the results of the independent t-test revealed a statistically significant difference between Male students ($M = 5.3493$, $SD = 0.30634$) and female students ($M = 5.5290$, $SD = 0.31761$). The results specifically revealed that male students reported significantly lower anxiety levels compared to their female counterparts. Furthermore, based on the data from table 6, the t-test indicated a significant difference in the French grammar achievement test scores between male and female students, with a $t(70)=2.264$ and $p= .027$. The male students had a considerably superior academic performance, with a mean score of 34.2561 out of 100% and a standard deviation of

11.10243, compared to the female students who had a mean score of 30.9113 out of 100% and a standard deviation of 10.59492.

8. Discussion of Results

The study examined the relationship between anxiety levels and academic performance in French grammar among students enrolled at the University of Education, Winneba. The study further examined difference in anxiety levels and academic performance between male and female students studying French grammar. The findings suggest that there is a negatively strong correlation between students' anxiety levels and their academic performance in French grammar. This result seems to suggest that the high levels of anxiety experienced by students may be associated with lower academic achievement in French grammar. This finding is in line with (Levine & Revesz, 2007) who indicated that language learners often experience test anxiety, especially in high-stakes language exams, and (Hembree, 1988; Zeidner, 1998) who identified a significant negative correlation between test anxiety and academic performance, with test-anxious students often underperforming in exams compared to their non-anxious peers.

The study also found a statistically significant difference between male and female students' anxiety levels. The result specifically shows that female students in the French department of UEW experience higher anxiety levels than their male counterparts. These findings are in line with (Smith, 2015; Horwitz et al., 2013, & Li, 2016) who indicated that female language learners reported greater anxiety when speaking in a foreign language compared to their male counterparts. The finding however contradicts the findings of (Martinez & Garcia, 2018) who conducted a study with Spanish-speaking learners of English and found no significant gender differences in language learning anxiety.

Conclusion and Recommendations

To tackle the noted differences in anxiety levels and academic achievement, higher learning institutions, especially University

of Education, Winneba may consider the implementation of gender-specific support programs or treatments at the department of Foreign Languages. These may encompass counseling services to tackle anxiety, customized instructional approaches, and mentorship initiatives may also be designed to enhance confidence and academic achievement for students of all genders. Furthermore, it is recommended that teachers at the department of foreign, specifically the department of French language must endeavor to cultivate a comprehensive and encouraging learning atmosphere that can aid in reducing the influence of anxiety on academic achievements.

Suggestions for Research

Based on the findings, I recommend that future studies should consider:

- a. Investigate the impact of instructional techniques and classroom strategies on reducing anxiety levels of French students' grammar.
- b. Examining whether teaching methods can establish a learning environment that is more helpful and reduce anxiety in learning French grammar.
- c. Exploring the effectiveness of therapies aimed at decreasing anxiety levels and improving French learning outcomes.

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