

**A STUDY OF ANXIETY OF SECONDARY SCHOOL STUDENTS IN CONTEXT TO
THEIR EDUCATIONAL ACHIEVEMENT**

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ABSTRACT

The study evaluates the academic anxiety of higher secondary school students. The present for the present study was consisted of 60 higher secondary students (30 male and 30 female). The sample was selected randomly from the different higher secondary schools of district Noida. "Academic Anxiety Scale for Children (AASC-SG)"-prepared and standardized by A.K. Singh. "Academic Achievement Test for Children"-a criterion test was developed and standardized by the researcher on commerce subjects (accountancy, economics and business studies) of grade XII. The test was applied to the sample group by the researcher to collect scores. The study found that there is insignificant mean comparison between male and female secondary school students on their anxiety.

Keywords: Anxiety, Secondary School Students, Educational Achievement

Education has manifold functions in the modern world. It is for preservation, transmission and advancement of knowledge and also committed to bring change for the betterment of society. The importance of education lies in the fact that it is considered as a powerful instrument of social change. Nowadays for the promotion of educational development in the country, a uniform pattern of education (10+2+3) is followed. In this pattern, 10 years of general education followed by diversified higher secondary education of 2 years and then 3 years of university education is provided. In Tamil Nadu, higher secondary education was introduced from the academic year 1978-1979.

Higher Secondary education occupies a prominent place in our educational setup. It provides the link between the secondary education and higher education. It is the feeder stage for higher education. It is pivotal as regard to opportunities for higher studies. Therefore, higher secondary students may have some preference for certain types of occupation depending upon what they study at this stage.

Anxiety is a feeling of nervousness, apprehension, fear, or worry. Some fears and worries are justified, such as worry about a loved one or in anticipation of taking a quiz, test, or other examination. Problem anxiety interferes with the sufferer's ability to sleep or otherwise function. It is noteworthy that adolescents are particularly susceptible to having irritability as a symptom of a number of emotional problems, including anxiety. Anxiety may occur without a cause, or it may occur based on a real situation but may be out of proportion to what would normally be expected. Severe anxiety can have a serious impact on daily life.

Anxiety refers to the kind of vague irrational fear which prevents students from doing well in their academic activities. Everyone experiences some anxiousness before a test. The key is that anxiety should be at a level high enough to act as a motivator but not so high as to interfere with the test performance.

Anxiety is acquired disposition of the individuals to perceive a wide range of objectively non-dangerous condition as threatening. Anxiety is described as, "A state of suspended unconscious (or sometimes conscious too) fear". In anxiety, the person is often not aware of the cause, but the mental and psychological systems of fright continuous to exist". Anxiety describes the individual level of emotionality.

According to Freud (1920), 'the ego' reaction to external threat is called fear. When the 'ego' is exposed to threats from within, i.e., coming from the Id or the super ego, its reaction to such a threat is called anxiety. For students, one of the most frequent stressful or anxiety-provoking experiences is taking tests. All students may

feel some effects of the anxiety associated with examinations.

Spielberger (1960) defines 'anxiety' as a "state of arousal caused by threat to well-being". He explains the term 'state' as a 'condition involving the entire organism' and the term 'arousal' as a 'condition of tension, unrest, or uneasiness, i.e. a 'readiness to act the response'.

Bhatia, Hans Raj (1965) stated that "according to one approach" anxieties are simply prolonged fears or special forms of fear. Others put it as a feeling of uneasiness over, and a chronic fear of what is felt to be a threatening and hostile world.

Hilgard, Earmest et al., (1971) define "anxiety" as a "state of apprehension or uneasiness that relates to fear". They also state that the object of anxiety is ordinarily less than the object of fear.

Fear is a response to current threats, whereas anxiety refers to fear states aroused in response to anticipated threats directed at the physical safety of the individual. Furthermore anxiety is a special kind of fear experienced in response to an anticipated threat to self-esteem. Such anxiety can make people thoroughly miserable and even upset their health. People with anxiety often think that they have a serious mental disorder. The individual confronted with problems is highly anxious and if a man is highly anxious obviously he has many problems.

NEED AND IMPORTANCE

Anxiety and tension produced by this situation acts as a chronic stress state (an inflammatory condition) and affects the heart from an early age, leading to heart attacks in persons in their third or fourth trigger the onset of similar disorders. Today, heart attack between the age group of 25 to 30 is common. The introduction of self-financing colleges the minimum eligibility scores in the +2 final examination also admitted to professional colleges. Despite this, if he's admitted to a professional college by paying capitation fees, failure is visible in all or most of the examinations. In such cases, inability to concentrate and reduced involvement in studies are the first signs of disorders. Pressure mounted by the parents on the student and the demands of the teachers and school to ensure a 100% pass or first class result, worsens the situation rapidly.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

1. To assess the level of academic anxiety of male and female higher secondary school students.
2. To compare the male and female higher secondary school students on their level of academic anxiety.

Hypothesis

The following hypotheses have been formulated for the present study:

1. There is a significant difference between male and female higher secondary school students on their level of academic anxiety.

OPERATIONAL DEFINITION

Anxiety: According to Freud (1957), "Anxiety is as something felt, unpleasant effect of sate or condition".

In this context, anxiety is an emotional state in which the disturbing stimulus does not precede or accompany the sate but is anticipated in future.

Review of Literature

Russell and Shaw (2009) conducted a study on potential impact on students studying in higher education. Results showed that approximately 10% of students reported marked to severe social anxiety, a figure that is broadly in line with evidence from recent community epidemiological surveys of adults and young people. The study

suggested that social anxiety is present in a relatively small, but significant proportion of students studying in higher education.

Hemamalini (2010) conducted a study on English Language Anxiety in relation to English Achievement among the High School Students. The major finding of this study was that there was significant relationship between anxiety and English achievement among the high school students of Ramanagaram city.

Deb, Chatterjee and Walsh (2010) conducted a study on anxiety among high school students in India: comparisons across gender, school type, social strata and perceptions of quality time with parents. Results showed that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More boys were anxious than girls ($p < 0.01$). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools ($p < 0.01$). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups ($p < 0.01$). Adolescents with working mothers were found to be more anxious ($p < 0.01$). Results also showed that a substantial proportion of the adolescents perceived they did not receive quality time from fathers (32.1%) and mothers (21.3%). A large number of them also did not feel comfortable to share their personal issues with their parents (60.0% for fathers and 40.0% for mothers).

Khatoun and Mahmood (2010) conducted a study on Mathematics Anxiety among Secondary school students in India and its relationship to Achievement in Mathematics. According to the results of the analysis, nearly half of the secondary school students have moderate level of anxiety and females display more anxiety toward math than the male. High level of math anxiety was observed in students of Government and Government aided schools and low level of math anxiety was observed in students of AMU and Missionary schools. Findings also revealed a significant negative correlation (-0.48) between math anxiety and math achievement.

SAMPLE

The sample for the present study was consisted of 60 higher secondary students (30 male and 30 female). The sample was selected randomly from the different higher secondary schools of district Noida.

The breakup of the sample shall be as under:

Group	N	Total
Male	30	60
Female	30	

DESCRIPTION OF THE TOOL

The following tool were formulating in the present study:

“**Academic Anxiety Scale for Children (AASC-SG)**”- prepared and standardized by A.K. Singh.

“**Academic Achievement Test for Children**”-a criterion test was developed and standardized by the researcher on commerce subjects (accountancy, economics and business studies) of grade XII. The test was applied to the sample group by the researcher to collect scores.

Statistical Analysis

The data collected was subjected to following statistical treatment:

1. Mean

2. S.D
3. t-test

Statistical Analysis of the Data

By computation we mean the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Analysis, particularly in case of survey or experimental data, involves estimating the values of unknown parameters of the population and testing of the hypothesis for drawing inferences. Analysis may, therefore, be categorized as descriptive analysis and inferential analysis which is popularly known as statistical analysis.

Table 1: Showing the percentage comparison between male and female secondary school students on their level of Academic Anxiety

Level of Anxiety	Male		Female	
	N	%age	N	%age
Low	18	30.01%	16	26.66%
Moderate	28	46.66%	32	53.33%
High	14	23.33%	12	20.01%
Total	60	100.0%	60	100.0%

The above table shows the percentage-wise comparison between male and female secondary school students on their level of academic anxiety. The results of the table indicates that 30.01% male secondary school students have low level of academic anxiety, 46.66% male secondary school students have moderate level of academic anxiety and only 23.33% male secondary school students have high level of academic anxiety.

On other hand, the table indicates that 26.66% female secondary school students were low level of academic anxiety, 53.33% female secondary school students were moderate level of academic anxiety and only 20.01% female secondary school students have low level of academic anxiety.

Table 2: Showing the mean comparison between male and female secondary school students on their Academic Anxiety

Group	Mean	S.D	t-value	Level
Male	11.97	5.85	1.89	Insignificant
Female	11.25	4.94		

The table shows the mean comparison between male and female secondary school students on their academic anxiety. The results of data of above table indicate that there is insignificant mean comparison between male and female secondary school students on their academic anxiety. The table further indicates that both male and female secondary school students have similar level of academic anxiety.

CONCLUSION

- While analyzing it was found that 30.01% male secondary school students have low level of academic anxiety, 46.66% male secondary school students have moderate level of academic anxiety and only 23.33% male secondary school students have high level of academic anxiety.
- While analyzing it was found that 26.66% female secondary school students were low level of academic anxiety, 53.33% female secondary school students were moderate level of academic anxiety and only 20.01% female secondary school students have low level of academic anxiety.
- While analyzing it was found that there is insignificant mean comparison between male and female secondary school students on their anxiety.

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