

Academic Anxiety among Secondary School Students with reference to Gender, Habitat and Types of School

Saket Bihari^[1]

Abstract: *In the present study an attempt is made by the investigator to study the academic anxiety of secondary school students of North East Delhi. 114 secondary school students from 4 government and two private schools were drawn by employing simple random techniques. The value of the sample was assessed using Academic Anxiety Scale for Children (AASC) constructed and standardized by Dr. A.K.Singh and Dr. A. Sen Gupta (2013). The objective of the study was to study the significant differences in the mean scores of secondary school students on the basis of gender, habitat and types of school. The obtained data were quantitatively analyzed by using descriptive and inferential statistics. The study revealed that no significant difference were found between the overall mean scores of secondary school boys and girls and rural and urban students on their academic anxiety while significant difference was found between the mean scores of government and private secondary school students on their academic anxiety.*

Keywords: *academic anxiety, gender, habitat, types of school*

I. INTRODUCTION

Education Develops an individual like a flower which distributes his fragrance all over the environment. Education is instill in a child a sense of maturity, responsibility by bringing in the desired changes according to his or her needs and demands for ever changing society of which he or she is an integral part. Thus the general aim of education is to prepare an individual to lead the life successfully.

Education should enable one to overcome the problems and obstacles which he or she might face in the life. Education's aim and objectives are to change their dimensions and priorities according to the complexities and technological advantages of modern society. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parent's desire is that, their children climb the ladder of performance to as high a level as possible. This desire for high level of achievement put a lot pressure on students, teachers and school and in general, the educational system itself. In fact it appears as if whole system of education revolves around the academic achievement of the students, though various other outcomes are also expected from the system.

Generally anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teachers, certain subjects like Mathematics, Science, Language etc.

II. NEED OF THE STUDY

Anxiety is one of the determinants of human behavior. It is most likely to arise internal response or behavior that conflict with the satisfaction of other needs or motives. The concept of anxiety is utilized for explaining many psychological

problems and has become a useful construct in the field of psychology.

In the developing country like ours we see economic difference in the society. Some are rich and some are poor, they have different life styles according to their income. All the parents want to provide better educational facilities to the children. Parents who can not to afford expensive private school education for their children send them to government which is comparatively cheap. Most of the private schools in India are better than government. This difference affects some personality traits of the children like self concept, academic achievement and academic anxiety. This thinking of researcher motivated him for present investigation.

One of the most important in a life of child is the academic achievement. It is more important to understand the factors that influence the achievement of children. The abilities of students, types of school, and their locality parent's encouragement of students' interaction are the main factors. It is surprising that in India, much attention is given on academic achievement of the children rather than on their academic anxiety, which must be reduced for the growth of academic success.

Therefore, the investigator felt that an urgent need for such study due to their practical and immediate application. With this in view, the investigator undertook this study.

III. STATEMENT OF THE PROBLEM

“Academic Anxiety among Secondary School Students with reference to Gender, Habitat and Types of School.”

Objectives of the Study

The objectives of the present study are as follows:

1. To study the significant difference between mean scores of boys and girls of secondary school on their academic anxiety.

^[1] Assistant Professor, Bhagwan Mahaveer College of Education, Sonapat(Haryana)13130

2. To study the significant difference between mean scores of rural and urban boys and girls of secondary school on their academic anxiety.
3. To study the significant difference between mean scores of government and private boys and girls of secondary school on their academic anxiety.

IV. METHODOLOGY

The present study has been conducted on the secondary school students studying in three government and two private secondary schools of North East Delhi. A random sample of 114 students has been selected for the present study. The investigators have employed normative research method in this study. Academic Anxiety Scale for Children (AASC) developed and standardized by *Dr. A.K.Singh* and *Dr. A. Sen Gupta (2013)* has been used to study the academic anxiety of the children. In this scale 20 items has been selected for the final draft. There are two types of items- positive and negative. All positive items which endorsed by the subjects as 'yes' and all negative items no. 4, 9, 16 and 18 which are endorsed by the subjects as 'No' are given a score of +1. A score of zero is awarded to all other answers. The maximum possible score of this scale is 20. Reliability of the test was found 0.60 by test-Retest method and 0.65 by Split-Half method. Validity of the test was found ranges from 0.31 to 0.57. For analyzing the data, mean, SD, and 't' test were used as the statistical techniques in the present study.

V. DATA ANALYSIS AND FINDINGS

Hypothesis I

There is no significant difference between mean scores of boys and girls of secondary school on their academic anxiety.

To achieve this hypothesis, the unpaired 't-test' was applied and the results are presented in the following table.

Significant Differential between Mean Scores of Secondary Schools Students with respect to Gender

Table - 1

Academic Anxiety	N	Mean	SD	SE _d	't' Value	Level of Significance
Boys	42	10.38	2.65	0.46	1.48	Not Significant
Girls	72	11.07	2.23			

From the result of the above table, it can be seen that, there is no significant difference between mean scores of boys and girls of secondary schools at 0.01 and 0.05 levels of significance. Hence, the null hypothesis is accepted.

Hypothesis II

There is no significant difference between mean scores of rural and urban boys and girls of secondary school on their academic anxiety.

To achieve this hypothesis, the unpaired 't'-test was applied and the results are presented in the following table.

Significant Differential between Mean Scores of Secondary Schools Students with respect to Habitat

Table - 2

Academic Anxiety	N	Mean	SD	SE _d	't' Value	Level of Significance
Rural	74	10.59	2.47	0.47	1.18	Not Significant
Urban	40	11.45	2.28			

From the results of the above table, it can be seen that, there is no significant difference between mean scores of rural and urban secondary school students at 0.01 and 0.05 levels of significance. Hence, the null hypothesis is accepted.

Hypothesis III

There is no significant difference between mean scores of government and private boys and girls of secondary school on their academic anxiety.

To achieve this hypothesis, unpaired 't'-test was applied and the results are presented in the following table.

Significant Differential between Mean Scores of Secondary Schools Students with respect to Types of School

Table - 3

Academic Anxiety	N	Mean	SD	SE _d	't' Value	Level of Significance
Govt.	50	11.42	2.51	0.45	2.59	Significance at 0.05 level
Private	64	1.25	2.29			

From the results of the above table, it can be seen that, there is significant difference between mean scores of government and private secondary school students at 0.05 level of significance.

VI. MAJOR FINDINGS

1. There is no significant difference between mean scores of boys and girls of secondary schools at 0.01 and 0.05 levels of significance.
2. There is no significant difference between mean scores of rural and urban secondary school students at 0.01 and 0.05 levels of significance.
3. There is significant difference between mean scores of government and private secondary school students at 0.05 level of significance.

VII. CONCLUSIONS

The main purpose of the present study was to find out the academic anxiety among secondary school students. Findings of the study reveal that gender and habitat does not play a role in the academic anxiety experienced by the secondary school children. While the types of school play a major role in the academic anxiety of the students. The facilities available, the school climate, mass media and other such factors make the private school children better achievers and less anxious compared to their counterparts. Child centered and life centered curricula should be implemented in schools for promoting children's interest in learning. Teachers and Parents should not coerce students for achievements beyond their intellectual ability.

Many factors are responsible for increased negative aspects of personality like, stress, frustration, academic anxiety, etc. among the children, where educationists, policy makers and other associated should plan proper remedial measures to counter the ill effects.

VIII. EDUCATIONAL IMPLICATIONS

1. The study will be helpful in orienting counseling and guidance programmes in secondary schools to improve academic performance by lowering academic anxiety.
2. Parents can be guided to encourage and appreciate their view helps their child to get motivated and to perform well in academics and face less anxiety.
3. This study may helpful for the teachers, parents, educationists, and counsellors and concerned with the field of education to know the extent of academic anxiety among students. Necessary actions may be taken up to reduce the extent of academic anxiety.
4. Replication of the study with a large sample considering age, socio-economic level, others variables such as mental health, emotional maturity etc in different population would be fruitful.
5. Academic anxiety and academic achievement are closely related and the extents of anxiety affect the achievement levels of the students. Care should be taken to prepare the students in such a way as to be too anxious to achieve the goal if it is beyond their ability level.

IX. REFERENCES

1. **Attri, A.K and Neelam (2013)**, "Academic Anxiety and Academic Achievement of Secondary School Students – A Study on Gender differences" *International Journal of Behavioural Social and Movement Science*. Vol 2, No 1.
2. **Best, J.W. (1999)**: Research in Education. New Delhi; Prentice Hall of India.
3. **Garg G (2011)**, "Academic Anxiety and Life Skills of Secondary School Children," *Journal of Community Guidance and Research*, Vol.28 No3 pp 465-495.
4. **Khan, R. (2012)**, "A Study of Anxiety among Senior Secondary School Students in relation to Gender, Academic Streams and Types of School." *Research Journal*, Vol. 11, and No 1.
5. **Kothari, C.R. (2000)**. Research Methodology. New Delhi: Wishwa Prakasan.
6. **Singh, A. K. and Gupta, A.S (2013)** : Manual for Academic Anxiety Scale for Children, National Psychological Corporation, Agra.
7. **Munjal K and Ahmad J (2008)** "Academic Anxiety in Adolescents- Do personality type, Gender or School Type matter?." *Behavioural Sciences*, Vol 13, No 3-8.
8. **Gautam S (2011)**, "Academic Anxiety of Urban and Rural Adolescent Girls in relation to their Socio – Economic Status." *International Reflected Research Journal* Vol. 111, No.33, Page 36-37.
9. **Lenka. S, K and Ravi Kant (2012)** "A Study of Academic Anxiety of Special Needs Children in Special reference to Hearing Impaired and Learning Disabled." *International Journal of Multidisciplinary Research*, Vol 2, No2 PP 64-72.
10. **Jain A (2012)**, "Effect of Academic Anxiety and Intelligence if the Academic Achievement of the Students in Elementary Level." *Asian Journal of Multidimensional Research*, Vol. 1, No 4. Pp 90-93
11. **Bhuthnath, M and Jangir, S (2012)**, "A study in Academic Anxiety among Adolescents of Minicoy Island" *International Journal of Science and Research (IJIR)*. India online Vol. 1, No 3(www.ijsr.net)