A STUDY OF ACADEMIC ANXIETY AMONG HIGH SCHOOL STUDENTS IN RELATION TO GENDER, TYPE OF FAMILY AND TYPE OFINSTITUTION

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Abstract

The present study was conducted to find out the Academic Anxiety among High School Students in relation to Gender, Type of Family and Type of Institution. The descriptive method of research was adopted to carry out the study. A sample of 104 students was selected from the different high schools in district Shopian of Jammu and Kashmir. The Academic Anxiety Scale standardised by the Dr. A. Sen Gupta's (2013) was administered. The results revealed thatthere exists no significant difference between boys and girls of high school students in academic anxiety. Besides, the results revealed thatthere exists significant difference in academic anxiety among high school students belonging to nuclear and joint families. It was also explored that there exists significant difference in academic anxiety among government and private high school students

Keywords:*Education,Academic Anxiety, Gender, Family, Institution*

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Introduction

India is marching towards a bright and prosperous tomorrow. The social organ that has played the most important role in this aspect is education. Without a sound and goal oriented system of education, the dream of constructing nation's economic, social and political life cannot be realized. The Kothari commission (1964-66) rightly stated that "The destiny of India is now being shaped in her classrooms".Academic anxiety is, to a certain extent, unavoidable, necessary, and even productive, since it motivates to spend time for academic tasks. Its stress or pressure that you experience based upon school related functions, such as presenting in front of a class. The method of reducing your anxiety depends upon which of these you are experiencing. Although anxiety is a normal, even healthy part of our lives, it can be counterproductive when not managed well. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests, which makes the student, feel helpless and a failure. If academic anxiety isn't properly addressed, it can have many serious and lasting consequences, such as causing a student to procrastinate, perform on school work, fail classes and withdraw from socializing with peers or pursuing activities that interest him. Academic anxiety in children and adolescents can be challenging to recognize since it can have much in common with other disorders(Jain, 2012).. Academic anxiety arises out of the apprehension of rebuke from teachers, parents and peers regarding the failures of performing the responsibilities of an academic properly. Developing a state of academic anxiety causes a decrease in attention span, concentration and memory which can result in having a negative effect on the performance of the individual. It is now been learnt that some level of anxiety is required for the person to take up all the responsibilities seriously but both high levels of academic anxiety or too low a level has deleterious effects on academic performance, which in turn may lead to more academic anxiety. The era of competition makes students more anxious and the eagerness of whether they can do well in their academic part or perform well in academic activities may adversely affect the mental health of students. It is the painful uneasiness of mind while doing or focusing on academic activities in school or at home. It is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teaching certain subjects like mathematics, science, English etc. Academic anxiety afflicts students during school-related situations. If academic anxiety isn't properly addressed, it can have many serious

and lasting consequences, such as causing a student to procrastinate, perform poorly on school work, fail in classes and withdraw from socializing with peers or pursuing activities that interest him(Bhansali, &Trivedi, 2008).

Rationale of the Study

Anxiety is one of the determinants of human behaviour. It is most likely to arise internal response or behaviour 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 cannot to afford expensive private school education for their children send them to govt. which is comparatively cheap. Most of the private schools in India are better than govt. 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 students, types of school, and their locality parent's encouragement of student's 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.

Objectives of the Study

The study was conducted with the following objectives:

1.To study the difference in academic anxiety among male and female students.

2.To investigate the difference in academic anxiety of high school students belonging to nuclear and joint families.

3.To investigate the differences in academic anxiety of Government and private high school students.

Hypotheses of the study

1.   There is no significant difference in academic anxiety among male and female high school students.

2.   There is no significant difference in academic anxiety of high school students belonging to joint and nuclear family.

3.   There is no significant difference in academic anxiety of government and   private high school students

Research Design and Instrumentation

The present investigation was carried out to evaluate the Academic Anxiety among High School Students in relation to Gender, Type of Family and Type of Institution of Shopian district of Jammu and Kashmir. The descriptive method of research was adopted to carry out the study. The details about the sample, the tools and their description and the statistical method used for data analysis for the present study are given as under.

Sample

The sample for the present investigation consisted of 104 High School students selected from the different high schools in district Shopian of Jammu and Kashmir. The sample subjects comprised of 9th and10^{th}class students. Among the sample subjects, 52 were male and 52 were female students. However, it needs to be mentioned here that out of total sample, 52 were Government High School students and 52 were Private High School students and 52 were belonging to nuclear and 52 were belonging to joint families.

Research tool

Academic Anxiety Scale standardised by the Dr. A. Sen Gupta's (2013) was administered to collect the data from the sample subjects. In this scale 20items 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.

Procedure of data collection

The investigator, before the actual conduct of study, contacted the sample subjects with a view to establish a rapport with them, so that they offer the needed cooperation for the conduct of the study. This was thought to be necessary, because without their active cooperation, neither the students of the questionnaires under proper conditions, nor the willingness of the students could have been procured. As such the data was collected by the investigator from the sample subjects with the help of the standardised questionnaires.

Results of the study

Table 4.1

Mean Difference between Boys and Girls in Academic Anxiety

Testing Variable	Gender	N	Mean	S.D	SE	df	t
Academic Anxiety	Boys	52	16.58	3.232	.448	102	.542
	Girls	52	16.25	2.916	.404		

From table 4.1 it is clear that 't' value for gender is insignificant at 0.05 level. However, the mean value of boys (16.58) is almost equal to the mean value of girls (16.25). Therefore, it can be concluded there exists no significant differencebetween boys and girls of high school students in academic anxiety. Thus, the null hypothesis **"H_o1: There is no significant difference between boys and girls in academic anxiety of high school students."** is accepted. The mean difference of boys and girls in academic anxiety is represented graphically in figure 4.1.
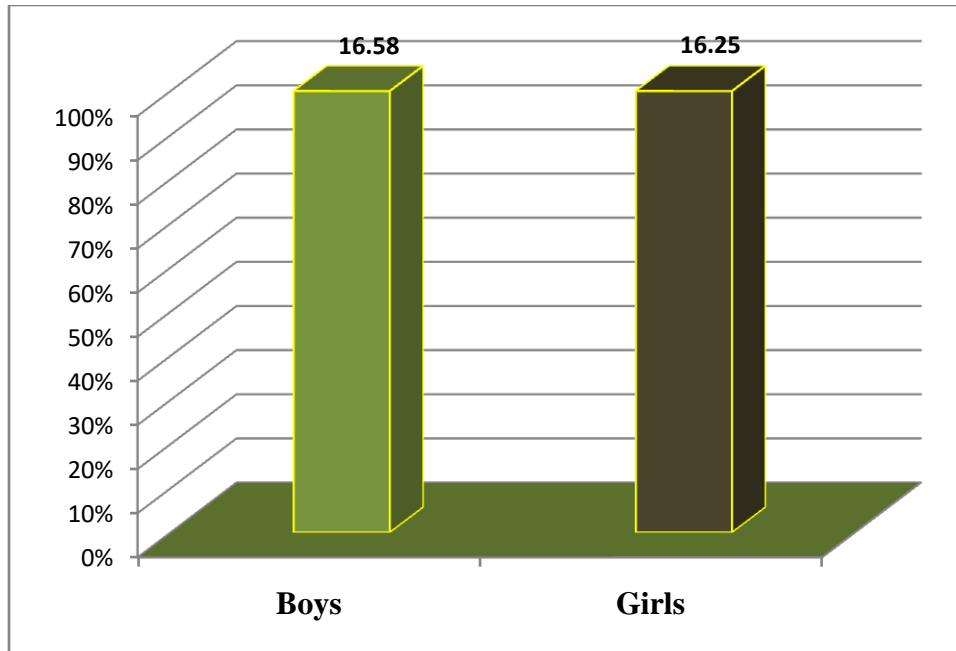
Fig 4.1. Mean Difference between Boys and Girls in Academic Anxiety

Table 4.2

Mean Difference in Academic Anxiety among students belonging to Nuclear and Joint Families

Testing Variable	Family Type	N	Mean	S.D	SE	df	t
Academic Anxiety	**Nuclear**	52	16.88	3.468	.481	102	5.843
	Joint	52	17.94	1.487	.206		

From table 4.2 it is clear that't' value for type of family is significant at 0.05 level. However, the mean value of nuclear family students (16.88) is also not equal to the mean value of joint family students (17.94). Therefore, it can be concluded there exists significant difference between nuclear and joint family of high school students in academic anxiety. Thus, the null hypothesis "**H$_o$.2: There is no significant difference in academic anxiety of high students belonging to nuclear and joint families.**" is rejected. The mean difference of joint and nuclear family students in academic anxiety is represented graphically in figure 4.2.
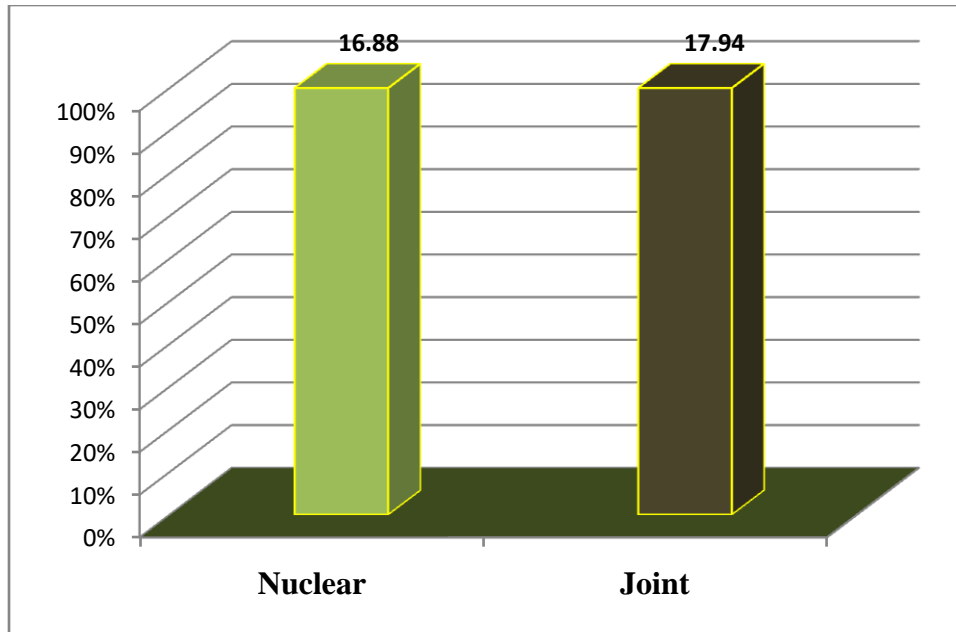
Fig 4.2 Mean Differencein Academic Anxiety

among students belonging to Nuclear and Joint Families

Table 4.3

 Mean Difference between government and Private School Students in academic anxiety

Testing variable	Type Institution	N	Mean	S. D	SE	Df	t
Academic Anxiety	Govt.	52	17.17	2.332	.323	102	2.530
	Private	52	15.69	3.518	.488		

From table 4.3 it is clear that 't' value of type of institution is significant at 0.05 level. The mean value of government school students is (17.17) is equal to the mean value of private school students (15.69). Therefore, it can be inferred that there exists significant difference between government and private school students in academic anxiety. Thus, the null hypothesis **H₀3:"There is no significant difference between government and private elementary school students in academic anxiety"** is rejected.The mean difference of government and private school students in academic anxiety is represented graphically in figure 4.3.
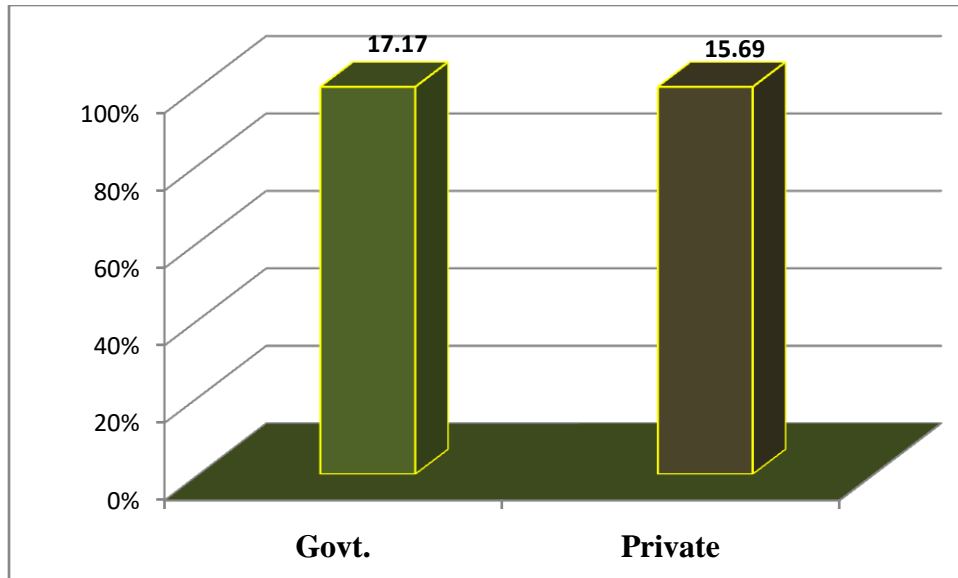
Fig. 4.3.Mean Difference between government and Private School Students in academic anxiety

Key Research Findings

This study was conducted in order to examine the academic anxiety of high school students in relation to gender, type of family and type of institution and it has been found that the academic anxiety is quite associated with the academic life of a student

The study leads to the following findings:

1.   From the study it was found that there exists no significant difference between boys and girls in academic anxiety.

2.   It was also revealed that there existssignificant difference in academic anxiety among high school students belonging tonuclear and joint families.

3.   It was also explored that there exists significant difference between government and private school students in academic anxiety.

Educational Implications

The most wonderful attribute of any research is its contribution a new towards the improvement of the concernedarea. The results of the present study have raised some issues that are valuable in different ways. The present study has bearing on following implications for improving strategies of implementation of transmission of knowledge in higher education students.

1.   The study will be helpful in orienting counselling 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.   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.

5.   Academic anxiety is a severe problem of adolescence studying in secondary schools. Concerted efforts are needed to create an environment in schools free from anxiety by providing counselling to students for choosing appropriate stream (science/non-science) according to the abilities, interest & potential of students.

6.   Teachers must create an environment in classroom free from anxiety by providing extra attention to those who are from lower sections of society (SCs, STs, OBCs) and lower socio economic status because they suffer more from academic anxiety.

Suggestions for future Research

As the study is not perfect from all angles, the investigator keeping in view has laid down following suggestions:

1.   Present study cannot be called final or comprehensive, more work can be done on different samples and different categories can be made.

2.   The study can also be undertaken for other districts of Jammu and Kashmir since it is confined to Shopian district only.

3.   A longitudinal study can be conducted in this area.

4.   The present study was limited to the sample of 104 students only so similar study can be undertaken on a large sample.

5.   A comparative study may be also conducted between Jammu and Kashmir provinces.

6.   Similar studies may be conducted on the schools of rural areas.

7.   The present study deals with high school students, same type of work can be done on higher secondary students and college students and thus comparison can be made.

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