

## **IMPACT OF ACADEMIC ANXIETY, TYPE OF SCHOOL, GENDER AND LOCALITY ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS**

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### **ABSTRACT**

*Youth today is living in a highly complex world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front; the main being the academics. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety during some phase of their lives. There are many positive aspects of academic anxiety, but usually the negative aspects are highlighted. Therefore, present paper seeks to reveal the impact of academic anxiety, type of school, gender and locality on the academic achievement of senior secondary school students. A sample of 220 students consisting of 97 girls, 123 boys was taken out of which 100 were from rural area and 120 were from urban area. 103 students were picked from govt. schools and 116 were from private schools. The data was analysed using t-test. Data indicated that there was no significant difference in the academic achievement of senior secondary school students with high and low academic anxiety. Also, there was no significant difference in the academic achievement of govt. and private senior secondary school students in the present study. But, there was found significant difference in the academic achievement of male and female senior secondary school students. Also, there was found significant difference in the academic achievement of rural and urban senior secondary school students. The implications of the study are discussed. More extensive research on the subject is needed to validate these findings.*

**Keywords: Academic Anxiety, Type of school, Gender, Locality, Academic Achievement and senior secondary school students.**

### **INTRODUCTION**

Human beings are born and grown in a socio-physical environment. As we know the life functioning depends on how one creates harmony between the demands made on the organism by the environment and organism's functioning to deal with such demands. We all have experienced situations in our lives which have posed challenges for us. All the challenges, problems put us to stress and that result in anxiety. Education is not the amount of information that is put into one's brain and runs riot there undigested throughout one's life, but it is the character making, life making and man making assimilation of ideas.

In this era of competition, anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety during some phase of

their lives. They live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. Once out of elementary school, they find their teachers, parents, and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information.

Verma and Gupta (1990) explored the causes of basic academic pressure burdening the school going adolescents. Results revealed that academic stress was caused due to examination system, burden of homework and attitudes of parents and teachers. Gender differences are observed amongst adolescents as far as academic anxiety is concerned. Boys are said to have more academic anxiety as

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compared to girls. Traditionally it is the males who are supposed to be primary breadwinners and so boys are more concerned about doing well in academics to ensure better jobs. Also masculine self esteem is dependent on their ability to earn and provide for good standards of living. Adolescent boys, who are establishing their identity and have reason to be worried about academics which is almost a ticket to their job aspirations. With reference to Indian culture Pramod (1996) concluded that boys manifest more future orientations than girls, therefore boys have more academic anxiety. Even a study conducted by Ojha (2005) revealed that 25% boys have extremely high anxiety whereas only 6.7% girls have high academic anxiety.

#### STATEMENT OF THE PROBLEM

"Impact of Academic Anxiety, Type Of School, Gender And Locality On Academic Achievement Of Senior Secondary School Students"

#### RESEARCH DESIGN

Normative Survey Method has been used for the collection of the data of the present study. The selected tool was administered upon the sample because the nature of the study requires the collection of data through the Normative Survey Method. The data, thus, was collected by the investigator for analysis, interpretation and for drawing out the conclusions etc.

**Methodology:** Descriptive research methodology is used for this research.

#### POPULATION AND SAMPLE

In this study, the population comprised of XIth grade students of Rohtak district belonging to the formal/regular streams of Education. Random sampling technique was used in the selection of sample. A total sample of 220 adolescents, 97 girls and 123 boys from different senior secondary schools of Rohtak city were selected through lottery method. Out of 220 high school students, 100 were from rural area and 120 were from urban area. 103 students were picked from govt. schools and 116 were from private schools. The age range of the subjects was 16-18 years.

#### TOOLS USED FOR DATA COLLECTION

1. Academic Anxiety Scale for Children (AASC) by Singh and Sen Gupta (1984).
2. The mid value of equivalent percentage range of grades and CGPA scores obtained by students in 10th class examination were taken as indicator of Academic Achievement.

#### OBJECTIVES

The following objectives were set for the study:

1. To compare the academic achievement of senior secondary school students with high and low academic anxiety.
2. To compare the academic achievement of senior secondary school students of govt. and private schools.
3. To compare the academic achievement of male and female senior secondary school students.
4. To compare the academic achievement of rural and urban senior secondary school students.

#### STATISTICAL TECHNIQUES

The following statistical techniques were applied to analyse the data:

1. SPSS 18.0 was used for analysis of data.
2. Means, S.D.s and S.E.M.s were worked out to describe the nature of data.
3. "t" test was applied to ascertain the significance of difference between means of different groups.

#### ANALYSIS AND INTERPRETATION OF DATA

##### OBJECTIVE 1

To compare the academic achievement of senior secondary school students with high and low academic anxiety.

Table-1

Means, S.D.s, S.E.M.s and t ratio of senior secondary students with high and low academic anxiety on Academic Achievement

Level of Academic Anxiety	Academic Achievement				Level of significance
	N	Means	S.D.s	S.E.M.s	
High	73	73.31	16.249	1.915	.847 .05
Low	68	75.62	16.030	1.944	Not significant

**Interpretation :** The table-1 depicts Means, S.D.s, S.E.M.s and “t” value of senior secondary students with high and low academic anxiety on Academic Achievement. The mean score of students with high academic anxiety is (H=73.31±16.24) is lower than the mean score of students with low academic anxiety (L=75.62±16.030). The “t” value is .847 which is not significant even at .05 level. The results indicate that the mean difference is not significant. It shows that the academic achievement of senior secondary students with high and low academic anxiety is equal. Hence, there is no significant difference in the academic achievement of senior secondary school students with high and low academic anxiety. Thus, the hypothesis that, “There is no significant difference in the academic achievement off senior secondary school students with high and low academic anxiety”, has been accepted in the present study.

**OBJECTIVE 2**

To compare the academic achievement of senior secondary school students of govt. and private schools.

**Table- 2**

**Means, S.D.s, S.E.M.s and t ratio of senior secondary students reading in govt. and private schools on Academic Achievement**

Type of School	Academic Achievement				Level of significance
	N	Means	S.D.s	S.E.M.s	
Govt.	103	73.56	14.98	1.49	.3592 .05 Not significant
private	115	73.33	14.71	1.44	

**Interpretation:** The Table-2 depicts Means, S.D.s, S.E.M.s and “t” value of senior secondary students studying in govt. and private schools on Academic Achievement. The mean score of govt. school students (G=73.56±14.98) is higher than the mean score of private school students (P=73.33±14.71). The “t” value is .3592 which is not significant even at .05 level. The results indicate that the mean difference is not significant. It shows that the academic achievement of govt. and private school students is equal. Hence, there is no significant difference in the academic achievement of govt. and private senior secondary school students. Thus, the hypothesis that, “There is no significant difference in the academic achievement of govt. and private senior secondary school students”, has been accepted in the present study.

**OBJECTIVE 3**

To compare the academic achievement of male and female senior secondary school students.

**Table- 3**

**Means, S.D.s, S.E.M.s and t ratio of male and female senior secondary students on Academic Achievement**

Gender	Academic Achievement				Level of significance
	N	Means	S.D.s	S.E.M.s	
Male	123	73.25	15.53	1.40	.2097 .05 Significant .01 Not Significant
Female	97	77.65	15.32	1.56	

**Interpretation:** The table 3 depicts Means, S.D.s, S.E.M.s and “t” value of male and female students on Academic Achievement. The mean score of male students (M=73.25±15.53) is lower than the mean score of female students (F=77.65±15.32). The “t” value is 2.097 which is significant at .05 level but not significant at .01 level. The results indicate that the mean difference is significant. It shows that the academic achievement of female students is higher than the male students. Hence, there is significant difference in the academic

achievement of male and female senior secondary school students. Thus, the hypothesis that, "There is no significant difference in the academic achievement of male and female senior secondary school students", stands rejected in the present study.

**OBJECTIVE 4**

To compare the academic achievement of rural and urban senior secondary school students.

**Table- 4**

**Means, S.D.s, S.E.M.s and t ratio of urban and rural students on Academic Achievement**

Locality	N	Means	Academic Achievement			Level of significance
			S.D.s	S.E.M.s	"t"	
Rural	100	68.96	15.947	1.595	5.815	.05 Significant
Urban	120	80.38	13.200	1.205		.01 Significant

**Interpretation:** The table- 4 depicts Means, S.D.s, S.E.M.s and "t" value of rural and urban students on Academic Achievement. The mean score of rural students (R=68.96±15.947) is lower than the mean score of urban students (U=80.38±13.20). The "t" value is 2.097 which is significant at .05 and .01 levels. The results indicate that the mean difference is significant. It shows that the academic achievement of urban students is higher than rural students. Hence, there is significant difference in the academic achievement of rural and urban senior secondary school students. Thus, the hypothesis that, "There is no significant difference in the academic achievement of male and female senior secondary school students", stands rejected in the present study.

**MAIN FINDINGS**

The following are the main findings of the present study:

1. Academic Achievement of Senior secondary students with high and low Academic Anxiety:

There is no significant difference in the academic achievement of senior secondary school students with high and low academic anxiety.

2. Academic Achievement of Govt. and Private Senior secondary students:

There is no significant difference in the academic achievement of govt. and private senior secondary school students.

3. Academic Achievement of Male and Female Senior secondary students:

There is significant difference in the academic achievement of male and female senior secondary school students.

4. Academic Achievement of Rural and Urban Senior Secondary students:

There is significant difference in the academic achievement of rural and urban senior secondary school students.

**DISCUSSION OF THE RESULTS**

The present study was conducted with respect to academic anxiety, type of school, gender and locality of senior secondary students. The findings of the present study are in consonance or in contrast with the findings of the following studies in the area and hence are supported by empirical evidence too.

Jindal, C.R. and Panda, S.K. (1962) said that low achieving boys had high level of general anxiety: low achievers, irrespective of sex, were more anxious than high achievers. Girls, in general, irrespective of achievement level possessed more anxiety than boys. In the same way, study reveals that the Academic Achievement of senior secondary students with high academic anxiety is lower than the mean score of students with low academic anxiety. But the difference in the academic achievement of senior secondary school students with high and low academic anxiety is not significant.

Further, this study reveals that the Academic Achievement of male student is lower than the Academic Achievement of female students. Difference is significant which shows that the academic achievement of female students is higher than the male students.

Reddy (1989) studied the achievement and intellectual capacity of high school students. The results shown that class X mean scores on N-achievement were significantly higher than class VIII and VI mean scores. Students from government and private schools did not show significant difference. Likewise, this study also reveals that govt. school students have higher academic achievement than private school students. But the difference in the academic achievement of govt. and private senior secondary school students is not significant.

J.H. Shah (1990) conducted a study of relationship among intelligence, self concept and academic achievement of pupils of tenth standard of semi urban and rural areas. He concluded after the study that there was positive and linear correlation among self concept deviation I.Q. and academic achievement in both types of areas. He found that there was no difference due to sex in self concept in both semi urban and rural areas. This study also reveals that the Academic Achievement of rural students is lower than the Academic Achievement of urban students.

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