



Study related to academic anxiety of higher secondary school students belonging to rural area of Patan district

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Abstract

The present paper aimed at measuring the Academic Anxiety of High secondary level students in rural area of patan district. A survey of 317 sample from rural area were conducted. One principle variable- 'Academic Anxiety was considered. To determine the academic Anxiety of the students of Higher Secondary school s the investigator used Academic Anxiety Inventory (EAI-SVAA) by Dr. Visal Sood and Dr. (Mrs.) Arti Anand. Mean and SD as Descriptive Statistics, and 't' test as Inferential Statistics were employed to find the significance of difference among the gender towards the Academic Anxiety. Finally found the significant difference from null hypotheses.

Keywords: academic anxiety, high secondary students and rural area

1. Introduction

Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. According to Cornell University, anxiety is similar to a messenger because it alerts your body when something is wrong or worth your attention. In other words Anxiety is a state of mind in response to some stimulus in the environment which bring in the feeling of apprehension or fear. When the person is exposed to the cause of anxiety the next time, the conditioning effect causes a repeat response and the person will try to avoid the cause.

All the responsibilities of being an academic brings with it a state of mind referred to as "academic anxiety". This can be associated with almost all the tasks associated with academics i.e. starting from attendance to classes to the biggest cause of academic anxiety-exams! It does not stop there. Though students can be anxious about everything from their reading speed to their performance in gym class. Academic anxiety arises out of the apprehension or rebuke from teachers, parents and peers reading 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 (Robert Watson; 2009).

Academic anxiety afflicts students during school-related situations, and affected individuals frequently develop the problem due to developmental issues or their educational, family or genetic history. Though some level of anxiety is required for the person to take up all the responsibilities seriously but both high and too low level of anxiety has deleterious effects on academic performance which in turn may lead to more academic anxiety. 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 like 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 poorly on schoolwork, fail classes and withdraw from socializing with peers or pursuing activities that interest him.

A manageable level of academic anxiety is actually a good thing, according to Greenfield Community College. Moderate academic anxiety provides the motivation students require to exert effort completing assigned schoolwork and preparing to take examinations. Academic anxiety only becomes a problem that needs a solution when the amount experienced grows so excessive that a student is no longer able to function productively.

Academic or Test Anxiety (Harris, Henry L.; Coy, Doris R; 2003)

Anxiety is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem (Sarason, 1988). In some instances, such as avoiding dangerous situations, anxiety can be helpful. However when taken to extremes, it may produce unwarranted results. One of the most threatening events that causes anxiety in students today is testing. When students develop an extreme fear of performing poorly on an examination, they experience test anxiety. Test anxiety is a major factor contributing to a variety of negative outcomes including psychological distress, academic underachievement, academic failure, and insecurity (Hembree, 1988). Many students have the cognitive ability to do well on exams but may not do so because of high levels of test anxiety. Because of the societal emphasis placed on

testing, this could potentially limit their educational and vocational opportunities (Zeidner, 1990). Therefore, it is imperative to find out the academic anxiety of students of higher secondary schools. This enquiry drives the researcher to select the problem –

“Study of Academic anxiety of Higher Secondary school Students belonging to rural area of Patan district”

1.1 Review of related literature

Gourav Mahajan (2015) Academic Anxiety of Secondary School Students in Relation to their Parental Encouragement. Abstract: The present study was undertaken to study the relationship between academic anxiety of secondary school students and their parental encouragement. A total sample of 120 X grade students were selected through stratified sampling technique according to gender and type of school from 12 secondary schools for the present study.

Saket Bihari (2014) ^[5] Academic Anxiety among Secondary School Students with reference to Gender, Habitat and Types of School. 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

Dr. AK 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 analysed 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.

Kapil and Alpana (2011) examined the impact of stress management techniques of adolescent's performance level. Results showed that girls preferred social support technique more as compared to positive attitude technique for improving the emotional intelligence, academic performance, whereas boys preferred positive attitude technique more than social support technique.

Levine, Gavrielle (2008) utilized the concepts from the work of Michel Foucault, as well as the experimental psychology and educational psychology literatures, to understand the causes and consequences of academic anxiety in school and learning environments. In addition to general anxiety that is associated with academic performance and achievement, extensive theoretical and empirical work has been done in two specific areas: test anxiety and mathematics anxiety. Consequently, relevant literature related to these two specific forms of academic anxiety will be incorporated when appropriate

Doris R Entwisle and Ellen Greenberger (2007) Students were selected from 7 junior high schools and were ordered according to sex, race (black and white), rural-urban residence, and IQ (high, medium, and low). They completed the Intellectual Achievement Responsibility Questionnaire and a test anxiety questionnaire. Results indicate that neither

anxiety nor locus of control bears a consistent relationship to social class. Findings further indicate that social class or residential locus cannot be considered separately from IQ. During adolescence gender also comes up as an important factor in the intensity and types of emotional problems faced. Jae Bodas, Thomas H Ollendick (2005) examined test anxiety from a cross-cultural perspective with specific reference to the Indian and American cultures. The construct of test anxiety has been examined in many cultures all over the world. In this review, the importance of understanding and incorporating contextual factors in cross-cultural research is emphasized. Moreover, some of the methodological issues related to investigating culture-behavior relationship are discussed. Specifically, the derived-etic approach for conducting cross-cultural research is espoused. Then, research findings from western, cross-cultural, and Indian studies on test anxiety are reviewed. Consistent with the individualistic orientation of the western society, much of the research in the western world has adopted a de-contextualized approach. Inasmuch as many of the cross-cultural and Indian studies on test anxiety have their roots in western research, they have ignored the cultural context as well. To address this void, contextual variables relevant to test anxiety in the Indian setting are examined and hypotheses regarding the nature of test anxiety in Indian children are proposed. Finally, a research agenda is presented to examine these hypotheses using a derived-etic approach. In a foreign language environment, students frequently learn English through formal instruction in the classroom, with their first language as the medium, and may have little exposure to the language outside the study context. Their ability to comprehend spoken English is can be limited, and is further diminished in situations where affective factors like anxiety influence their performance (Chen & Chang, 2004).

1.3 Objectives

1. To know the academic anxiety of higher secondary male students.
2. To know the academic anxiety of higher secondary female students.
3. To compare status of academic anxiety between male and female students of higher secondary schools.

1.4 Null Hypothesis

HO.1: There is no significant difference between academic anxiety of male and female students.

1.5 Methodology and Tools

In present study inquiry form tool was used to gather the required data. Tools included in the inquiry form are questionnaire, schedule, checklist, rating scale, score card and opinionnaire or attitude scale.

For present study the researcher has selected the following standardised tests.

Description of the tool

Vishal Sood/Arti Anand. Academic anxiety Inventory (EAI-SVAA) Hindi/English 600 (This scale consists 42 items

divided into Two area–(i) Test Anxiety, (ii) Academic Anxiety. It was administered on Secondary & Senior Secondary School Students.) Academic anxiety Inventory is a self-administering and self-reporting tool with five points rating scale. Items of inventory are in statement form requiring information for each item either on the five options on a continuum as follows: Completely True, True to Large Extent, True to Some Extent, False/Untrue to Large Extent and Completely Untrue/False. The items are scored in such a manner that if the answer to a positive item is 'Completely True', a score of '1' is given, for 'True to large extent', a score of '2', for 'True to some extent', a score of '3', for 'Untrue/False to Large Extent', a score of '4' and for 'Completely Untrue/False', a score of '5' is awarded. On the other hand, in case of negative items, the above scoring procedure was reversed completely.

1.5.1 Variables

The Academic Anxiety subject among High secondary level learners was considered as the dependent variable and male and female students as the independent variable in this study.

1.5.2 Population

It is a case Study. The research has selected the population From Patan district. So, all The High secondary Level students of rural area in Patan district are selected as population.

1.5.3 Sample

Total 317 sample has taken for the present study where 149 boys & 168 girls) from the high secondary level school.

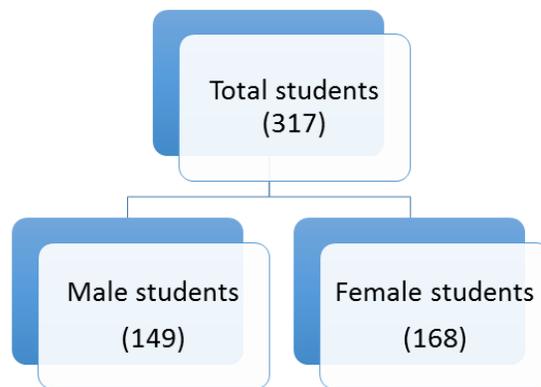


Fig 1

1.5.4 Statistical procedure

For this present study, Mean, SD (Descriptive stat.) and t test, (Inferential stat.) were employed and also 0.05 level of Significance was used to test the hypotheses. Data was with the help of inventory.

1.6 Analysis and Interpretation

Objective 1: To know the academic anxiety of higher secondary male students.

Table 1: shows the number of male students belonging to different anxiety levels falling under different scores.

Sr no.	Dimensions	Mean	Standard deviation	Percentage mean	Z score	Grade	Level of anxiety
1.	Dimension 1 (school related anxiety)	61.75	10.15	70%	-0.049	D	Average / moderate anxiety
2.	Dimension 2 (Test anxiety)	66.36	14.33	64.4%	0.10	D	Average / moderate anxiety
3.	Dimension 1 + dimension 2	128.11	24.48	67.2%	0.13	D	Average / moderate anxiety

In this study it has been found that: From the results of the above table, the mean for dimension 1 for academic anxiety level of higher secondary male students group is 61.75, SD is 10.15 and percentage mean is 70%. For dimension 2 mean is 66.36, SD is 14.33 and percentage mean is 64.4%. For both

dimension 1 and 2 together mean is 128.11, SD is 24.48 and mean percentage is 67.2%. The mean, SD and percentage mean is also presented according to groups in the following figure.

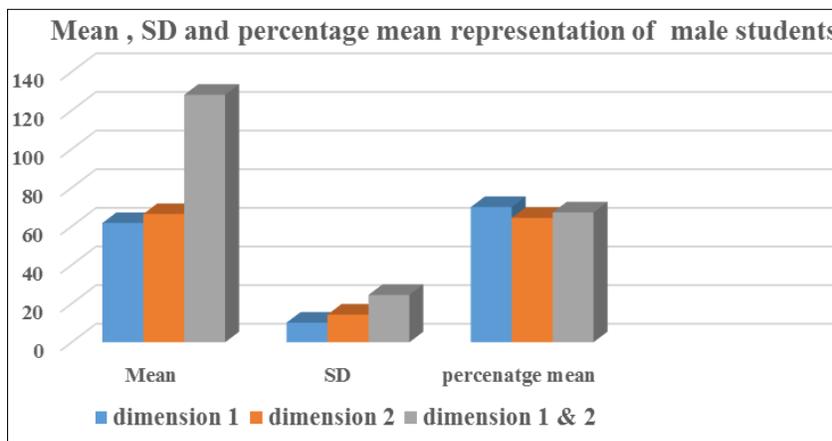


Fig 2

Here for dimension 1 (school related anxiety), male students falls under grade D which indicates that the male students

have average / moderate anxiety level. For dimension 2 (test anxiety) male students again falls under grade D which

indicates that the male students have average / moderate anxiety level. And for both dimension 1 and dimension 2 male students once again falls under grade D which indicates that the male students have average / moderate anxiety level. Majority of the male students fall under the category of average / moderate Anxiety. Certain amount of academic anxiety in some form or the other is common among most of

the boys of Higher Secondary schools. Average / moderate Anxiety is natural and may be harmless to the extent that it does not affect ones academic performance.

Objective 2: To know the academic anxiety of higher secondary female students.

Table 2: shows the number of female students belonging to different anxiety levels falling under different scores.

Sr no.	Dimensions	Mean	Standard deviation	Percentage mean	Z score	Grade	Level of anxiety
1.	Dimension 1 (school related anxiety)	59.68	11.12	70.2%	-0.00	D	Average / moderate anxiety
2.	Dimension 2 (Test anxiety)	69.34	10.89	72.2%	0.55	C	Above Average anxiety
3.	Dimension 1 + dimension 2	129.02	22.01	71.2%	0.17	D	Average / moderate anxiety

In this study it has been found that: From the results of the above table, the mean for dimension 1 for academic anxiety level of higher secondary female students group is 59.68, SD is 11.12 and percentage mean is 70.2%. For dimension 2 is

mean is 69.34, SD is 10.89 and percentage mean is 72.2%. For both dimension 1 and 2 together mean is 129.02, SD is 22.01 and mean percentage is 71.2%. The mean is also presented according to groups in the following figure.

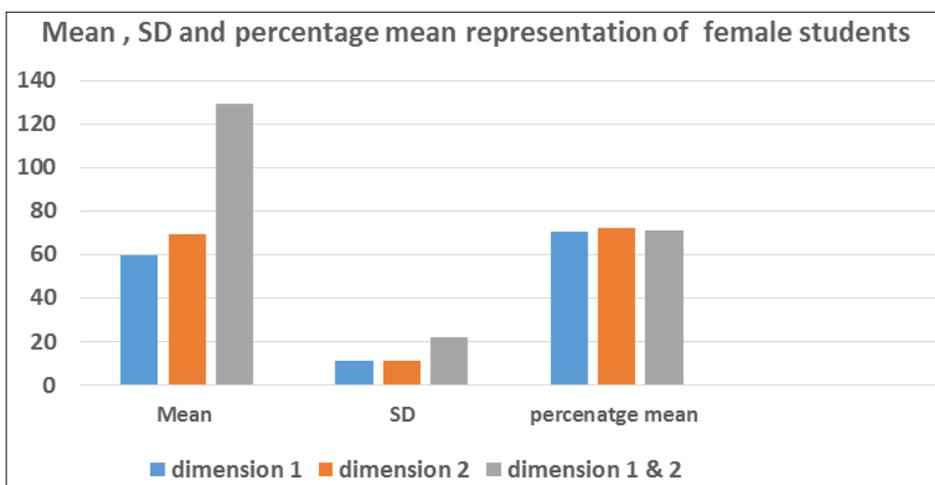


Fig 3

Here for dimension 1 (school related anxiety), female students falls under grade D which indicates that the male students have average / moderate anxiety level. For dimension 2 (test anxiety) male students' falls under grade C which indicates that the female students have above average anxiety level. And for both dimension 1 and dimension 2 male students falls under grade D which indicates that the male students have average / moderate anxiety level. Majority of the female students fall under the category of average / moderate Anxiety. Certain amount of academic anxiety in some form or the other is common among most of

the female students of Higher Secondary schools. average / moderate Anxiety is natural and may be harmless to the extent that it does not affect one's academic performance.

Objective 3: To compare status of Academic anxiety between male and female students of higher secondary schools.

HO.1 (Hypothesis): There is no significant difference between Academic anxiety level of male and female students. To achieve this hypothesis, the t-test was applied and the results are presented in the following tables

Table 3: For t value related to dimension 1. (School related anxiety)

Summary		
	Group 1 (Male school related anxiety)	Group 2 (female school related anxiety)
Mean	61.7584	59.6845
Variance	103.2115	123.7382
Stand. Dev.	10.1593	11.1238
N	149	168
T	1.7253	
degrees of freedom	315	
critical value	1.968	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

From the results of the above table, it can be seen that, No significant difference was observed between male and female scores of school related anxiety according to EAI inventory ($t=1.7253$, $p < 0.05$) at 0.05 level of significance.

Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female scores of achievement in school related anxiety of higher secondary schools are similar.

Table 4: For t value related to dimension 2. (Test anxiety)

Summary		
	Group 1 (Male test anxiety)	Group 2 (Female test anxiety)
Mean	66.3691	69.3452
Variance	205.3966	118.6106
Stand. Dev.	14.3317	10.8908
N	149	168
T	-2.0948	
degrees of freedom	315	
critical value	1.968	

The means of Group 1 and Group 2 are significantly different at $p < 0.05$.

From the results of the above table, it can be seen that, A significant difference was observed between male and female scores of test anxiety according to EAI inventory ($t=-2.0948$, $p < 0.05$) at 0.05 level of significance. Hence, the null

hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean female student's score of test anxiety are higher as compared to male students.

Table 5: for t value related to dimension 1 and dimension 2 (Academic anxiety)

Summary		
	Group 1 (Male academic anxiety)	Group 2 (Female academic anxiety)
Mean	9545.5	10838.5
Variance	235984.5	1317064.5
Stand. Dev.	485.7824	1147.6343
N	149	168
T	-1.4673	
degrees of freedom	315	
critical value	4.303	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

From the results of the above table, it can be seen that, No significant difference was observed between male and female scores of Academic anxiety according to EAI inventory ($t= -1.4673$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female scores of Academic anxiety of higher secondary schools are similar.

Findings

After completing the study, following findings have been obtained by the investigator.

1. Higher secondary school male students have shown average/moderate anxiety level towards school related anxiety.
2. Higher secondary school male students have shown average/moderate anxiety level towards test related anxiety.
3. Higher secondary school male students have shown average/moderate anxiety level towards overall academic anxiety.
4. Higher secondary school female students have shown average/moderate anxiety level towards school related anxiety.
5. Higher secondary school female students have shown

- above average anxiety level towards test related anxiety.
6. Higher secondary school female students have shown average/moderate anxiety level towards overall academic anxiety.
7. There is no significant difference observed between male and female for school related anxiety.
8. There is a significant difference was observed between male and female for test anxiety, test anxiety of female students is higher compare to male students.
9. No significant difference was observed between male and female scores for overall Academic anxiety.

2. Conclusion and education implication

Present study provides to know the academic anxiety of High secondary level students. After finishing the statistical analysis Researcher has reached in the generalization. Though it was revealed that there was no significant difference found among male and female with respect to their t score on academics anxiety, still the mean score of female is higher than that of male. It suggests that the academic anxiety of female is higher as compared to that of their male counterparts. The anxiety levels of the female can be reduced by motivating them to perform in various co- curricular activities such as music, dance, singing, painting, drawing, debates, sports etc. Constant evaluation throughout the

academic year reduces the academic anxiety of the female students. Various forms of tests such as a unit test, monthly tests, half yearly examinations plays an important role in decreasing academic anxiety of the students. Proper guidance must be provided to the students so that students could opt for the courses or vocation of their interests, capabilities and need so that their academic anxiety can be reduced. It should be the role of parents and teachers to nurture and inculcate in the students the habits of regular studies rather than allowing them to exert excessively during the examination days and thereby minimize their anxieties.

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