ORIGINAL ARTICLE

GRT

To Study The Anxiety Level And Its Relationship With Academic Achievement Of High School Students

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Abstract:

Our new generation is suffering from academic anxiety and this is influencing their mental health, this is not good sign for the future of our students. Anxiety cannot be removed completely from the minds of the students, but it can be minimized to certain level.
School is the most appropriate place where various activities can be organized to foster self confidence among students and in turn minimizes anxiety. In the present study, the researcher made an effort to know the relationship of anxiety with academic achievement. The methodology selected is the survey method. The sample selected for the study consisted of 400 students belonging to class IX of CBSE and State Board schools of Aurangabad city.

The result showed that –
1.There is significant co-relation between anxiety and academic achievement
2.There is insignificant difference between anxiety levels of CBSC & State board students.

INTRODUCTION

Human beings are born and grown in a socio-physical environment. As we know, the life functioning depends on a balance or 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, problems put us to stress and that results in anxiety. Adolescence is the most important period of human life.

A person experiences a number of changes in this transitional period. The adolescent has to change his old habits of childhood in home, school and society. The changeover to new pattern of habits creates anxiety in adolescents. So adolescents need guidance in the development of healthy social relations and for this purpose the present study is undertaken.

WHAT IS ANXIETY?

Anxiety is a physiological and psychological state characterized by cognitive, somatic, emotional and,

behavioural components. These components combined to create an uncomfortable feeling that is typically associated with uneasiness, apprehension or worry.

It is basically a series of biochemical changes in our brain and body adrenaline (causing our heart to beat faster) and a decrease in dopamine (a brain chemical that helps to block pain). These changes result in a state of high tended attention to the source of Anxiety.

ACCORDING TO BRAWMAN-MINTZER –

"Anxiety is a diffuse apprehension and that the central difference between fear and anxiety is that fear is a reaction to specific danger while anxiety is not specific."

ANXIETIES AFFECT ACADEMIC PERFORMANCE

In ancient times, the objective of education was only to enable a person to read and write and learn some kind of arts, but in modern times meaning and objectives of education has been totally changed. There is a very tough and cut-throat competition among the students on account of this crucial situation.

Now a days there are various problems faced by the students such as burden of vast syllabus, examination oriented studies, time consuming tuitions and tuition classes, extra burden of fees, various of exams and tests, extra exportation of parents and teachers, marks scoring competition. These are the things which create anxiety among students which affect academic performance of the students.

REVIEW OF RELATED STUDIES

1.N.L Jayanthi Padmanandhan (1998) focused her research on "An enquiry into the determinants of anxiety in school children", the findings revels that, 1) Anxiety increases with age and class. 2) Girls are more anxious than boys. 3) Urban children has higher anxiety level because of parental pressure on achievements
2.S. Rajasekhar & P. Vaijapuri (2003) studied "Test Anxiety of Higher Secondary Students" this study clearly indicates that the anxiety level of female students is more than the male students.
3.H.K Verma (2005) focused his research on anxiety level of trainee teachers, his study reveals that a) Emotionally strong teacher is always a better teacher as he do not bring emotional problems in the way of teaching b) A teacher may suffer anxiety if he fails to understand the content and has to teach it to his students.

OBJECTIVES OF THE STUDY

1.To find out relationship between anxiety level and academic achievement of IX standard students.
2.To compare the academic anxiety among the CBSC boys and girls.
3.To compare the academic anxiety among the State Board boys and girls.
4.To compare the academic anxiety between the CBSC and State Board students.

HYPOTHESES

H1   There is no significant relationship between anxiety and academic achievement of IX standard students.
H2   There is significant difference between anxiety level of CBSE boys and girls student.
H3   There is significant difference between anxiety level of State Board boys and girls student
H4   There is significant difference between anxiety level of CBSE and State Board students.

SAMPLE

With the help of stratified random sampling method, 400 students of class IX were taken as sample from English medium schools of Aurangabad city. Among 400, students 200 students (100 male and 100 female) were from the CBSE schools and vice versa. This sample size was taken to increase the precision of results in this study.

METHODOLOGY OF RESEARCH

The researcher has selected 'Normative Survey Method' for the present study, because, this method serves

as a stepping stone towards more precise investigations.

TOOLS OF STUDY

The following tools were used –
(i)An standardised anxiety scale constructed by D.N. Srivastasva & Dr. Govind Tiwari and (ii) School Records for academic achievement.

DESIGN OF THE STUDY

The test was administered on the students of IX standard of Aurangabad city. The researcher personally visited the selected school. He obtained the necessary permission for the collection of data from the Head of these schools. Researcher administered the tool on the selected sample. The scoring procedure was done according to the manual of the test. The collected data was systematically classified and tabulated according to the formulated hypotheses.

STATISTICAL TECHNIQUES USED

(ii)Pearson's product moment correlation technique was used to find out the relationship between anxiety and academic achievement.
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(iii)t' test was used for determining the significance of difference between the 'mean'.

TABLE NO. 1
TABLE SHOWING COEFFICIENT OF CORRELATION BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT OF STUDENTS OF IX STANDARD OF AURANGABAD CITY

Variables		No. of students	Coefficient of correlation
Anxiety	Academic Achievement	400	-0.18

TABLE NO. 2
TABLE SHOWING MEAN, SD, 'T' VALUE OF THE SCORES OF ACADEMIC ANXIETY OF THE STUDENTS OF IX STANDARD OF AURANGABAD CITY

Sample Variable	Gender	N	Mean	S.D	t-value	Significant/ Insignificant
CBSE	Boys	100	15.36	4.85	2.41	Significant
	Girls	100	16.11	5.26		
State Board	Boys	100	16.23	5.19	1.88	Significant
	Girls	100	16.43	6.37		

TABLE NO. 3
SHOWING MEAN, SD, 'T' VALUE OF THE SCORES OF ACADEMIC ANXIETY OF THE STUDENTS OF CBSE & STATE BOARD SCHOOLS OF AURANGABAD CITY

Variable	N	Mean	S.D	t-value	Significant Insignificant
CBSE	200	14.73	4.79	3.9	insignificant
State Board	200	17.46	5.79		

MAJOR FINDINGS

On the basis of this study, the following major findings were obtained.

1.Table no. 1 reveals that co-efficient of co-relation is   (r = - 0.18) therefore H1 is rejected. Negative co-relation indicates that as anxiety increases, achievement decreases and vice-versa. Thus, it is concluded that, there is significant co-relation between anxiety and academic achievement.
2.Table no. 2 revels that 't' value is 2.41 which is less than table value at 0.01 level of significance, therefore H2 is accepted. Thus, it is concluded that, there is a significant difference between anxiety level of CBSE boys and girls students. It is also inferred from the data that girls have more anxiety level than boys.
3. Table no. 2 revels that 't' value is 1.88 which is less than table value at 0.01 level of significance, therefore H3 is accepted. Thus, it is concluded that, there is a significant difference between anxiety level of State Board boys and girls students. It is also inferred from the data that girls have more anxiety level than boys.
4. Table no. 3 revels that 't' value is 3.9 which is greater than table value at 0.01 level of significance, therefore H4 is rejected. Thus, it is concluded that, there is insignificant difference between anxiety level of CBSE and State Board students.

CONCLUSION:-

The conclusion is drawn on the basis of the test and analysis; a few recommendations are made which may help in better academic achievement of the students.

(i)It is clear that anxiety decreases achievement level; therefore, teachers must identify anxiety of the students and try to reduce it.
(ii)Various co-curricular and extra co-curricular activities should be organized by the schools like - dramas, debates, plays, sports, social services, health awareness programmes, etc. Participation in these activities helps the students to minimize their anxiety.
(iii)Apart from the above, an institution should have a pleasant environment, solid infrastructure with all the resources which help the student to optimize his learning abilities, motivating teachers and good qualitative evaluation system.

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