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A STUDY OF ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER, LOCALITY AND BIRTH ORDER.



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Short Profile

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ABSTRACT:

Anxiety is a state of tension, it is a drive like hunger or sex but instead of arising from internal tissue conditions, it is produced originally by external cues. It is an unpleasant emotional state in which a present and continuing strong desire or drive seems likely to miss its goal. The cause of basic anxiety is the result of competitive feeling

between the individual and the group. In general anything that disturbs the security of the child in relation to his parents produces basic anxiety. Anxiety is caused by parental pressure to perform and to stand out among other children when they cannot rise up to that expectation, or during the process of meeting it, children may suffer from frustration, physical stress and depression. Academic anxiety can arise if there is an illness in the child or family a recent divorce; some students refuse to go to school, if they have some kind of anxiety. By achievement we mean proficiency of performance generally measured by standard task act of attaining and end of carrying out a purpose. Academic achievement means knowledge, understanding and skills acquired after construction and training in a particular course. Keeping this thing into consideration, the present study aim to study of academic anxiety and academic achievement of secondary school students in relation to gender, locality and birth order .in present study 233 students were selected which include 123 boys and 110 girls. Academic anxiety scale by A.K.Singh and A.Sen Gupta was used to measure the extent of academic anxiety. It was found that low achievers have more academic anxious than higher achievers. Gender has no effect regarding academic anxiety; moreover it was found that urban students have more academic anxiety than the rural students. Birth order has no effect regarding academic anxiety.

KEYWORDS

academic anxiety, academic achievement, gender, locality, Birth order.

INTRODUCTION:

In the age of industrial and technological development where the individual life is becoming complex and he has to face day to day problems, the concept of anxiety is considered to be an important factor in psychology. Anxiety is a state of tension, it is a drive like hunger or sex but instead of arising from internal tissue conditions, it is produced originally by external cues. It is an unpleasant emotional state in which a present and continuing strong desire or drive seems likely to miss its goal. The cause of basic anxiety is the result of competitive feeling between the individual and the group. In general anything that disturbs the security of the child in relation to his parents produces basic anxiety. Anxiety is the subjective experiences of the organism in a catastrophic condition. An organism is through into a catastrophic condition when it cannot cope with the demand of its environment and therefore feels a threat to its existence. Psychologists and psychiatrists use the concept of anxiety a great deal. Synonymous term of anxiety is worry, apprehensive dread and uneasiness. Although all anxiety is related to fear, its meaning differs somewhat depending upon the context in which the concept is used. It is a transitory state or condition of the organism that varies in intensity and fluctuates overtime.

Goldstein's [1944]. "Anxiety is the subjective experiences of the organism in a catastrophic condition. An organism is through into a catastrophic condition when it cannot cope with the demand of its environment and therefore feels a threat to its existence".

Academic anxiety can arise if there is an illness in the child or family a recent divorce, some students refuse to go to school, if they have some kind of anxiety. By achievement we mean proficiency of performance generally measured by standard task act of attaining and end of carrying out a purpose. Academic achievement means knowledge, understanding and skills acquired after construction and training in a particular course. Academic achievement is of paramount importance, particularly in the present socio economic context the school has its own systematic hierarchy which is largely based on achievement and performance rather than quality. In the present study academic achievement refer to the total marks obtained by a particular child studying in a previous examination.

SYMPTOMS OF ACADEMIC ANXIETY:-

- Gets easily depressed and has difficulty in falling asleep.
- Suddenly feeling dizzy for no reason.
- Gets irritated easily and cannot concentrate.
- Frequent urge of passing time.
- Stomach ache and diarrhea.

NEED OF THE STUDY:-

In modern societies life has becoming very fast, everybody is busy in order to meet their basic needs, educational needs, and social needs. All parents, teachers, and educators want their children to excel in studies. In educational institutions principals, teachers, administrators and students all are in stress. Lots of researchers in past has been carried out which focuses on the academic performance of children but by and large, the school performance has been related intelligence level, economic level, certain other intrinsic factors such as motivation and anxiety in the child. As we know just like grown up people of secondary school students have their own anxieties. These people are the future of our country. The process and development of nation depends on the pupils. So looking into the harmful effect of anxiety, it become most important to study the anxieties of secondary school students.

OBJECTIVES OF THE STUDY:-

1. To study the academic anxiety of secondary school students in relation to their academic achievement.
2. To study the academic anxiety of secondary school students on the basis of their gender difference.
3. To study the academic anxiety of secondary school students belonging to rural and urban areas.
4. To study the academic anxiety of secondary school students having 1st and 2nd birth order.
5. To study the academic anxiety of secondary school students having 2nd and 3rd birth order.
6. To study the academic anxiety of secondary school students having 1st and 3rd birth order.
7. To suggest some educational implication based on the conclusion drawn.

HYPOTHESIS OF THE STUDY:-

1. There will be no significant difference in academic anxiety between low achievers and high achievers students of secondary schools.
2. There will be no significant difference in academic anxiety between boys and girls of secondary schools.
3. There will be no significant difference in academic anxiety between secondary school students belonging to rural and urban areas.
4. There will be no significant difference in academic anxiety between secondary school students having 1st and 2nd birth order.
5. There will be no significant difference in academic anxiety between secondary school students having 2nd and 3rd birth order.
6. There will be no significant difference in academic anxiety between secondary school student having 1st and 3rd birth order.

DELIMITATION OF THE STUDY:-

1. The study was restricted only to the students of secondary school.
2. The study was conducted in district Rajouri only.
3. The study was limited to a sample of 233 students only.
4. Only ten secondary schools were included in the present study.

SELECTION OF THE SAMPLE:-

Selection of the sample of present investigation is drawn from different secondary school of Rajouri district by using probability sampling. Firstly the investigator made a list of 352 secondary school from which only 10 was selected for data collection by using the random sampling techniques from which 233 students was selected which include 123 boys and 110 girls.

SELECTION OF THE TOOL:-

In the present study the investigator used the higher versions of the academic anxiety test constructed and standardized by By A.K.Singh and A.Sen Gupta[Patna]. the scale consist of 20 items each item is to be responded by the students either yes or no by remark tick[]

STATISTICAL TECHNIQUES EMPLOYED:-

1. Mean.
2. Standard Deviation.
3. Standard error of mean.
4. Critical Ratio.

ADMINISTRATION OF THE TOOL:-

The tool was administered in the class room. The students were informed that their responses will be kept confidential and therefore be frank, bold and sincere in answering the questions. After giving the necessary instruction the investigator distributed the academic anxiety scale to the students. The students were advised to clear any doubts on the completion of the test.

ANALYSIS AND FINDINGS OF THE STUDY:-

S.No	Variables	Level	Mean	S.D	S.E.M	S.E.D.M	C.R
1.	Academic Achievement	Low achievers	11.43	2.51	0.27	1.27	2.82
		High achievers	10.16	3.24	0.36		
2.	Gender	Boys	11.11	3.11	0.28	0.51	1.42
		Girls	10.60	2.42	0.23		
3.	Locality	Urban	11.58	2.79	0.25	1.28	3.43
		Rural	10.32	2.91	0.27		
4.	Birth order	1 st	11.34	2.83	0.29	0.64	1.36
		2 nd	10.70	3.06	0.37		
		2 nd	10.70	3.06	0.37	0.31	0.65
		3 rd	11.01	2.84	0.33		
		1 st	11.34	2.83	0.29	0.33	0.77
		3 rd	11.01	2.84	0.33		

INTERPRETATION:-

From the above table, it is clear that academic anxiety of low achievers and high achievers differ significantly. As the calculated value of critical ratio [2.82] is more than [2.58] at 0.01 level. So we can say that low achievers are more anxious than high achievers.

In the same way, it is clear that the critical ratio of the mean score of academic anxiety between boys and girls is insignificant. As the calculated value of critical ratio [1.42] is less than [1.96] table value of 0.05 level. Therefore it can be said that the academic anxiety of boys and girls of secondary school students do not differ significantly.

In the same way, it is clear that the critical ratio of the mean score of academic anxiety between rural and urban children's of secondary schools is significant. As the calculated value of critical ratio [3.43] is more than [2.58] table value of 0.01 level. Therefore it can be said that the academic anxiety of rural and urban children's of secondary school students differ significant. So we can say that urban students are more academic anxious than the rural students.

In the same way, it is clear that the critical ratio of the mean score of academic anxiety of 1st and

2nd birth order is insignificant. As the calculated value of critical ratio [1.36] is less than [1.96] table value of 0.05 level. Therefore it can be said that the academic anxiety of 1st and 2nd birth order of secondary school students do not differ significantly.

In the same way, it is clear that the critical ratio of the mean score of academic anxiety of 2nd and 3rd birth order is insignificant. As the calculated value of critical ratio [0.65] is less than [1.96] table value of 0.05 level. Therefore it can be said that the academic anxiety of 2nd and 3rd birth order of secondary school students do not differ significantly.

In the same way, it is clear that the critical ratio of the mean score of academic anxiety of 1st and 3rd birth order is insignificant. As the calculated value of critical ratio [0.77] is less than [1.96] table value of 0.05 level. Therefore it can be said that the academic anxiety of 1st and 3rd birth order of secondary school students do not differ significantly.

CONCLUSIONS:-

1. There is a significant difference in academic anxiety between low achievers and high achievers students of secondary schools.
2. It is likely found that low achievers have more academic anxiety than high achievers.
3. There is no significant difference in academic anxiety between boys and girls of secondary schools.
4. There is a significant difference in academic anxiety between secondary school students belonging to rural and urban areas.
5. It is likely found that urban students have high academic anxiety than rural students
6. There is no significant difference in academic anxiety between secondary school students having 1st and 2nd birth order.
7. There is no significant difference in academic anxiety between secondary school students having 2nd and 3rd birth order.
8. There is no significant difference in academic anxiety between secondary school student having 1st and 3rd birth order.

EDUCATIONAL IMPLICATIONS:-

1. More and more awareness programmes should be planned and executed for teachers and parents.
2. Make proper provision of counseling for the students if the problem already exists.
3. A strong relationship should be established between teachers and parent's so tha there is maximum exchange of ideas.
4. Various types of curricular and co-curricular activities should be organized for the student's for reducing academic anxiety.
5. Parents should not give any harsh remarks.
6. There should not be over expectations from their children's.
7. There should be a provision of healthy atmosphere.
8. Time to time consultant with psychiatrist.

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