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A STUDY ON ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF SIRSADISTRICT

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ABSTRACT :
   Limited Academic anxiety is need sometimes because, it affect the academic progress of the students. But class X students, appearing first time board exam seem to more under pressure of Academic anxiety. The main objectives of the topic are, to find out the relationship between Academic Anxiety and Academic Achievement between students of class X. Descriptive survey method of research was adopted for conduct the study. A sample of 200 students with equal number of boys and girls of rural and urban of class X was taken through purposive sampling technique. Academic Anxiety Scale developed by Dr. A. K. Singh and Dr. A. Sen Gupta was used for the study. It has been found that, there is a significant mean difference of Academic anxiety between Boys and Girls Class-X Students. But there is no significant mean difference is found between class-X Students of Rural and Urban area on their academic anxiety level. According to this study a negative correlation indicates that as the level of academic anxiety increases, academic achievement decreases and vice-versa. As a conclusion it is the prime duty of the teachers and parents to create a positive learning environment at school and home with proper counselling and guidance so that they can contribute to good academic achievement.

KEYWORDS : *Academic Anxiety, Academic Achievement of Secondary Shool Students.*

INTRODUCTION

   In the present scientific and fast changing era, the progress of a nation depends upon its quantity and quality of population. Without a sound and qualitative educational system, the nation cannot keep pace with the developed countries.Present age is the age of competition. Scientific and technological development all over the world has been made human very keen alert and sensitive about the education and life skills. This great progress has given progress to specific problems. One of the major problems of today's world is "Anxiety". Every person has a unique nature as regard to capabilities, attitude, personality characteristics and interests.

   Anxiety is one of the most studied fact in research. It is natural human counter to stress. Today anxiety is a common part of daily life. It plays an important role in human life because all of us are victim of anxiety in different ways (Goodstein and Lanyon, 1975).
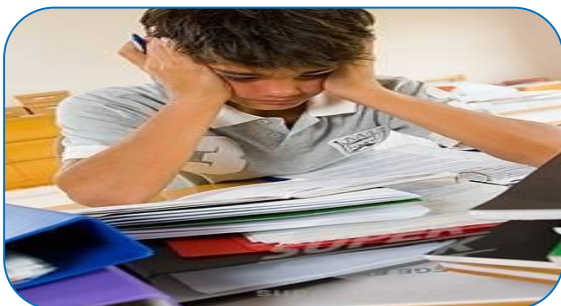
ACADEMIC ANXIETY

   It is believed that Anxiety and stress is occurred by the various problems that remain with us such as problems at school, financial problems, family

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problems and problems in surroundings. Anxiety means apprehension, tension, or uneasiness characterized by fear, dread, or uncertainty about something the source of which is largely unknown or unrecognized by the individual; it may consist in persistent apprehensions of future events as well as in generalized emotional reactions to any choice point or decision (Good, 1973). According to Spielberger (1983) "anxiety as the subjective feeling of tension, apprehension, nervousness, and worry related with an encouragement of the autonomic nervous system." In today's cut throat competitive environment, anxiety is a common phenomenon of everyday life. It plays a crucial role in human life, because most of the individuals are the victims of anxiety in different ways (Lenka & Kant, 2012).

Academic anxiety is a current interpretation which refers to a social fear or social anxiety in which the students avoid and cannot meet situations appraising themselves, such as examinations. .The high parental expectation, social demands, anxiety of social disapproval, Peer rising level of aspiration all these factors contribute in developing anxiety in academic situation, sometimes it may be situational such as in the ease of test or examination or else it may be exhibits during stage fear. But sometimes the consequences of anxiety end with loss of life a student. If academic anxiety isn't properly handled, it can have many risky and crucial results, such as causing a student to hasitate, perform lower on schoolwork, fail grades and withdraw from socializing with peers or pursuing activities that interest him.

There are so many factors that might be the cause of academic anxiety among school students such as the locality, school environment, students home environment, socio-economic status, culture, religion, educational status, status of the family, type of family, size of family, individual's personality, occupation of the parents, parental involvement and parental motivation etc. Academic anxiety is a type of anxiety which relates to the possible danger from the surrounding of the educational institutions ,staff, examinations and with certain subjects.

ACADEMIC ACHIEVEMENT

Academic achievement means achievement level of the students. Crow & Crow (1969), defined it as the "extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic achievement plays a very significant role in the attainment of the harmonious development of the child. The prediction of it has assumed enormous importance to its practical view. In our community, it is considered as a key criterion to judge one's total capacities and potentialities.

Academic achievement is a multidimensional phenomenon. Many factors that influence academic achievement, such as heredity, family environment, learning, school experiences, interests, skills, family environment, parental socioeconomic status, and many other factors have influenced academic achievement (Sharma, 2011).

Regarding this, various literatures and review papers were studied by the investigator. Anson, A., Bernstein, J., & Hobfoll, S. E. (1984) found that anxiety was significantly and negatively correlated with grades obtained by the students. Sharma & Sud (1990) found that female students experience higher levels of test anxiety than do males.

Researches found that a negative and significant relationship exists between anxiety and academic achievements (Gaudry and Spielberger 1971, Jing 2007,Udeani 2012). Whereas on completely different note, Jain (2012) and Sridevi (2013) opposed that academic anxiety was negligibly negatively correlated with academic achievement.Bhansali & Trivedi (2008) found girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

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. Hence the researcher is interested and makes sincere effort to verify and test the Academic anxiety of Boys and Girls Students of Class-X Students of Secondary School situated in Rural and Urban area. Keeping this in mind the researchers had selected the topic to evaluate the academic anxiety and its relationship with locality as well as gender.

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Variables in the present study 1. Dependent variable: Academic achievement 2. Independent variables: (a) Academic anxiety.

OBJECTIVES OF THE STUDY
1. To study the significant mean differences of Academic Anxiety among Boys and Girls Students of Class-X.
2. To study the significant mean differences of Academic Anxiety among class-X Students of Secondary School situated in Rural and Urban area.
3. To study the relationship between the academic achievement and the academic anxiety of class-X students.

HYPOTHESES OF THE STUDY
1. There will be no significant mean difference of Academic Anxiety among Boys and Girls Students of Class-X.
2. There will be no significant mean difference of Academic Anxiety among class-X Students of Secondary School situated in Rural and Urban area.
3. There will be no significance relationship between academic achievement and academic anxiety of class-X students.

Sampling : All the government and private secondary schools level students studying in class-X of Sirsa district of Haryana formed the population of the study. In order to collect the data for the present study 10 Secondary Schools of Sirsa district of Haryana situated in Rural and Urban area were selected through purposive sampling techniques. Out of these 10 Secondary Schools 200 students have taken randomly as the subjects of the present investigation.

Tools Used : The research tool 'Academic Anxiety' Scale for Children (AASC) developed by Dr. A.K. Singh and Dr. A. Sen Gupta (2009) was used by researcher in the present study

Statistical Techniques Used: To find the result of the study Mean, Standard Deviation, coefficient of correlation and t- test, was used.

ANALYSIS, INTERPRETATION, AND DISCUSSION OF RESULTS
In the present study analysis and interpretation has been presented in the following manner:
Objective No 1: To study the significant mean differences of Academic Anxiety among Boys and Girls Students of Class-X.

Table 1: Academic Anxiety among Boys and Girls students of class-X

Dimension	Variables	No.	Mean	S.D.	t-value	Significance level	
Academic Anxiety	Boys	100	7.53	1.41	2.8	0.05(1.97)	0.01(2.63)
	Girls	100	8.23	2.12		yes	yes

It can be observed from the table 1 that the mean score of Boys and Girls on Academic Anxiety are found to be 7.53 and 8.23 with Standard Deviation (S.D.) 1.41 and 2.12 respectively. The t-value between the two genders comes out to be 2.8 which is greater than tabled value. It indicates that Boys and Girls differ significantly at 0.05 level. Therefore null hypothesis "There will be no significant mean difference of Academic Anxiety among Boys and Girls Students of Class-X." is rejected. Further the comparison of mean scores reveals that the mean score of Girls are higher than that of Boys scores. Hence, it means that the Girls students show greater Academic Anxiety than Boys students. The result is supported by Kumari, Neelam (2013).

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Objective No 2: To study the significant mean differences of Academic Anxiety among class-X Students of Secondary School situated in Rural and Urban area.

Table 2: Academic Anxiety among Rural and Urban students of class-X

Dimension	Variables	No.	Mean	S.D.	t-value	Significance level	
Academic Anxiety	Rural	100	7.70	0.71	1	0.05(1.97)	0.01(2.63)
	Urban	100	8.06	3.54		no	no

It can be observed from the table 2 that the mean score of Rural and Urban students of class- X on Academic Anxiety are found to be 7.70 and 8.06 with Standard Deviation (S.D.) 0.71 and 3.54 respectively. The t-value between the two variables comes out to be 1 which is less than tabled value. It indicates that Rural and Urban differ significantly at 0.05 level. Therefore null hypothesis "There will be no significant mean difference of Academic Anxiety among class-X Students of Secondary School situated in Rural and Urban area." is accepted. Further the comparison of mean scores reveals that the mean score of Rural students are not significant higher than that of Urban Students scores. Hence, it means that the rural students show very close Academic Anxiety than urban students.

Objective No 3: To study the relationship between the academic achievement and the academic anxiety of class-X students.

Table 3: Showing the relationship (correlation coefficient) of academic achievement and the academic anxiety:

Variables	N	df	'r' correlation	Significance level	
Academic Achievement	200	398	-0.073	0.05(0.138)	0.01(0.181)
Academic Anxiety	200			yes	yes

Correlation is significant at .05 level. Table 3 reveals that the Product moment correlation between the academic achievement and the academic anxiety is significant at .05 level. This means there is a significant relationship between the academic achievement and the academic anxiety. Therefore, null hypothesis "There will be no significance relationship between academic achievement and academic anxiety of class-X students' is rejected. Negative correlation indicates that as the level of academic anxiety increases, academic achievement decreases and vice-versa. This finding is consistent with the findings of previous researchers.

FINDINGS OF THE STUDY:
On the basis of statistical analysis of data, the study revealed the following finding:
1. A significant difference was found in the academic anxiety in boys and girls students of class-X of Sirsa District.
2. It has been found that, there is no significant mean difference of Academic Anxiety among rural and urban Students of Class-X of Sirsa District.
3. A significance relationship was found between the academic achievement and academic anxiety of class-X students of Sirsa District, but they are negatively correlated. More specifically, as the level of academic anxiety go upward, academic achievement come downward and vice-versa.

CONCLUSION & SUGGESTIONS
On the basis of the results discussed above we may come to an end that academic anxiety is a normal problem of secondary school students. The study indicated that academic anxiety is not influenced by the area (locality) of school i:e rural or urban. An inverse relationship was also found between the academic achievement and academic anxiety of class-X school students. More specifically, as the level of academic anxiety increases, academic achievement decreases and vice-versa. Moderate level of academic anxiety is essential for the students to keep them motivated towards their studies and for achieving high

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standards in education. High academic anxiety can intercept scholar's performance in many ways. Therefore, academic anxiety must not be avoided at any level. It can have serious and incurable negative impacts. The present study has its implication for parents, teachers, policy makers, administrators, central and state government, and all other bodies related to students directly and indirectly.

-   The concept of Academic Anxiety will help the teachers to identify the students who are suffering from academic anxiety.
-   This information helps the teachers to identify such students and help them to develop their trust towards teachers and parents.
-   Teachers should provide empathetic behaviour to the students so that the students can easily express their anxiety level to their teachers easily and they get sound mental health.
-   Responsibility of Parents to provide better home environment for their children so that their anxiety level can be reduced.
-   Parents should not expect so much from their children so that they don't get anxious and their mental health improved.
-   Provide help to the students in reducing their anxiety level.

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