STUDY THE RELATIONSHIP BETWEEN ACADEMIC-ACHIEVEMENT AND ANXIETY OF SECONDARY SCHOOL BOYS AND GIRLS STUDENTS

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ABSTRACTS

*The purpose of the study is to find **the Relationship between Academic-Achievement and Anxiety of Secondary School Boys and Girls Students.** Five hundred seventy (570) boys and girls school students of Gadag district will be constituted the sample for the present study. The school and teachers will be selected through purposive sampling technique. The findings concluded that the i) Negative low level of correlation exists between Academic Achievement and Anxiety of secondary school Boys. Further, concluded that. High Anxiety level does possess poor Academic Achievement of secondary school Boys. ii) Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Girls. Further, concluded that the Students with High Anxiety level do possess poor Academic Achievement.*

KEY WORDS : *Academic achievement, Anxiety, Study habits, Adjustment.*

INTRODUCTION

Study Habits refer to the activities carried out by learners during learning process of improving learning. Study Habits are intended to elicit and guide one's cognitive process during learning. According Patel (1976) Study Habits include home environment and planning of work, reading note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, school environment.

A student's failure to achieve the level of which he is capable is most often due to ineffective habits built in the early years besides goals, motivation and personal relations. One such problem is lack of good study habit.

Study is the process of acquiring knowledge one's own effort is needed for such gaining of knowledge and understanding. Since many people do not study efficiently they attribute this to slow reading or other factors. These may appears to be merely a s3miptoms of an unsystematic and disorganized approach to study and not a real cause for their failure. Effective learning usually comes to those who have desirable conditions for study. Above the elementary school level much of a young person's preparatory study for school work is done in the home.

The concept of Adjustment is originated from the biological term 'adaptation'. Biologists used the term 'adaptation' strictly for the physical demands of the environment but psychologists used the term 'Adjustment' for varying conditions of social or inter personal relations in the society. Adjustment

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means the reaction to the demands and pressures of social environment imposed upon the individual. The demand to which the individual has to react may be external or internal. Psychologists have viewed 'Adjustment' from two important perspectives, for one. Adjustment as an achievement and for another. Adjustment as a process. The first point of view emphasizes the quality or efficiency of Adjustment and the second lays emphasis on the process by which an individual adjusts to his external environment.

Social and cultural Adjustment s are similar to physiological Adjustment People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural Adjustment may be accompanied by Anxiety or depression.

Anxiety plays a very important role in every individual learner the achievement of student work is mainly depends how student control and maintains the Anxiety in every situation. Anxiety is some type of disorder now-a day's most of the students facing different type of Anxiety. Some has Anxiety about their health their studies, their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about films, some dialogues, they thinking about some scenes which they seen in films, thinking about unnecessary things. Because of their Anxiety, they do not concentrate in any work properly, it will effect on their Academic Achievement and failure in their life and main aim to assess whether it will have a significant relationship with students' Academic Achievement and whether the Anxiety will predict the Academic Achievement of the students. The problem arises when socio psychological needs are not fulfilled and it often results m maladjusted behavior. However, when these needs are completely satisfied a temporary state of equilibrium is established in the organism and the activity towards that goal ceases. Thus healthy Adjustment is a process whereby an individual meets his biological, psychological and social needs and external demands of the society through appropriate behavioral responses.

School Environment refers to factors that contribute to the tone in schools, and the attitudes of staff and students toward their schools.

Environmental influence before now have not been considered as one of the factors that affect academic performance in secondary schools hence it has little or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a students, teachers, employer or employee. Though some people are yet to believe that environment brings about better performance. Udoh (1980) in his article "The Environmental Health Problems in Nigeria Schools", Identified some unhealthy practices in our schools.

These include sitting of schools, inadequate facilities, poor ventilation etc. Positive School Environment is associated with well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior. Major problem of adolescents is attaining economic independence. To get money for personal expenditure is a major problem for them. The most difficult task of adolescent is related to Social Adjustment. These Adjustment s must be made to the members of opposite sex, to adults outside the family and school environment. To achieve the goal of adult patterns of socialization, the adolescent must make new Adjustments.

OBJECTIVES OF THE STUDY
1. To study the Relationship between Academic Achievement and Anxiety of Secondary School Boys.
2. To study the Relationship between Academic Achievement and Anxiety of Secondary School Girls.

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HYPOTHESES

1. There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Boys.
2. There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Girls.

Methodology

The study adopts Descriptive survey method for investigation

Sample

Researcher used purposive sampling Technique was used. The Sample Drawn for the present study consists of the students of IX standard studying in Morarji Desai Residential Schools in Gadag District. A Purposive sample of Five hundred and Seventy (N=570) was drawn from fourteen schools with 630 student population. Out of Five hundred and seventy (N=570) students 268(47.01%) were boys and 302(52.98%) were girls.

Tools

The following tools were used to collect the essential data:
1. Comprehensive Anxiety Test (2008) developed by A.K.P. Sinha and L.N.K. Sinha and K. P. Singh,
2. Adjustment Inventory for School Students [AISS] (2005) developed by A. K. P. Sinha and L.N.K. Sinha and K. P. Singh,
3. School Environment Inventory (2002) developed by Karuna Shankar Mishra
4. Study Habits Inventory for Secondary and Higher Secondary Students Constructed by the investigator.
5. A test for the assessment of Academic achievement of students in Social science based on Karnataka state syllabus of IX standard is conspicuous by its absence. Hence, it was decided to construct a suitable test for the assessment of Academic achievement test in Kannada, English, Mathematics, Science and Social science.

Statistical Techniques

- Descriptive statistics.
- Co-efficient of Correlation:
- F-Ratio:
- Regression:

Analysis and Interpretation

Hypothesis-8: There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Boys.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and results are presented in the following table.

Table-1: Coefficient of Correlation between Academic Achievement and Anxiety of Secondary School Boys.

		Comprehensive Anxiety
Academic Achievement	Pearson Correlation	-.282**
	Sig. (2-tailed)	.000
** Correlation is significant at the 0.01 level (2 –tailed) (Total (N) =269)		

From the above table we clearly noted that the obtained r-value is - 0.282; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Anxiety of

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Secondary School Boys". It means that Negative low level of correlation exists between Academic Achievement and Anxiety of secondary school Boys. Further, concluded that. High Anxiety level does possess poor Academic Achievement of secondary school Boys.

Hypothesis-2: There is no significant Relationship between Academic Achievement and Anxiety of Secondary School Girls.

To achieve this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and results are presented in the following table.

Table -2: Coefficient of correlation between Academic Achievement and Anxiety of Secondary School Girls.

		Comprehensive Anxiety
Academic Achievement	Pearson Correlation	-.345**
	Sig. (2-tailed)	.000
** Correlation is significant at the 0.01 level (2 –tailed) (Girls (N) =301)		

From the above table we clearly noted that the obtained r-value is - 0.345; which is statistically significant at 0.01 level of significance. So reject the null hypothesis and formulates the alternative hypothesis, i.e. "there is a significant Relationship between Academic Achievement and Anxiety of Secondary School Girls". It means that Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Girls. Further, concluded that the Students with High Anxiety level do possess poor Academic Achievement.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to **Study the Relationship between Academic-Achievement and Anxiety of Secondary School Boys and Girls.** From the analysis report, it is concluded that, i) Negative low level of correlation exists between Academic Achievement and Anxiety of secondary school Boys. Further, concluded that. High Anxiety level does possess poor Academic Achievement of secondary school Boys. ii) Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Girls. Further, concluded that the Students with High Anxiety level do possess poor Academic Achievement.

EDUCATIONAL IMPLICATIONS
- School is a place where environment is created for students, to learn desirable behaviours.
- It is generally said that start with a child from where he is in other words anyone who is trying to create effective learning environment for his students should know the present status of them and should improve his students' study habits. The teachers should know the nature of his students.
- It is helpful to teachers. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it will result in low.
- Academic Achievement. So the teachers should keep these factors in balance manner. They can have the knowledge that if in school creative activities are given encouragement to the students then it can bring high Academic Achievement.
- The present study may provide an understanding and identifying the potential contributors of anxiety. This may also help in offering suggestions based on its findings. It seems obvious that anxiety and study habits although conceptually separate, but it has its relationship with academic achievement. A regular study habits keep the learner perfect in getting latest knowledge in different fields of human Endeavour.

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