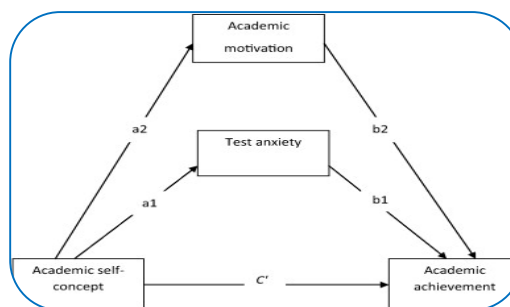## A CORRELATIONAL STUDY OF PHOBIA AND ACADEMIC ACHIVEMENT

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ABSTRACT :
In the present study an attempt has been made by the investigators to study the relationship between phobia and academic achievement of eight grade students in Uttar dinajpur district, west Bengal. The investigators have used Descriptive method in the present study .The sample includes of 200 students from 4 selected secondary school which are situated in Uttar Dinajpur district , West Bengal .The purposive sampling technique has been used for the selection of sample .The investigators have developed one questionnaire on phobia for collecting data .For the analysis of data mean , S.D and r by product moment method have been used in the present study .At the end of the study ,it has been concluded that no relationship between phobia and academic achievement of student at rural and urban areas .

KEYWORDS : *Phobia and Academic achievement.*

INTRODUCTION:
Phobia is a one type of neurotic disorder .The word phobia is derived from Greek word 'Phobos' that means fear or anxiety .A phobia is a type of anxiety disorder that causes an individual to experience extreme,irrational fear about a situation ,living creature ,place or object .When a person has a phobia ,they will often shape their lives to avoid what they consider to be dangerous .The imagined threat is greater than any actual threat posed by the cause of terror .
According to H.A Carrol, 'A phobia is an intense fear reaction to a specific situation or object'.
Excessive fear is destroyed the mental health of the individual and obstacle the normal day to day activity .So fear is very harmful for individual .Fear is created by concrete or abstract material .Intense fear is seen from infancy to adult . Sometime intense fear is also called psychological fear.
Three types of phobia recognized by the American Psychiatric Association (APA).These include-

1. SPECIFIC PHOBIA-This is an intense, irrational fear of a specific trigger.
2 .SOCIAL PHOBIA –This is a profound fear of public humiliation and being singled out or judged by others in a social situation.
3.AGORA PHOBIA –This is a fear of situations from which it would be difficult to escape it a person were to experience extreme panic ,such being in a lift or being outside of the home .

The most common phobias are –
1. CLAUSTROPHOBIA –Fear of being in constricted, confined spaces .
2. ACROPHOBIA –Fear of heights.
3. ZOOPHOBIA –Fear of animals.
4. HYDROPHOBIA –Fear of water.

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5. EXAMPHOBIA –Fear of examination.
6. NYCTOPHOBIA –Fear of dark.
7. PYRO PHOBIA –Fear of fire.

In the above discussion ,the phobia has very much impact on students physical and mental health .Modern education system is highly exam centric .Students carrier have dependent on exam result .But exam results have dependent on students physical and mental health .

REVIEW OF RELATED LITERATURE:
Review of related literature is an essential part of a research project .First activity of investigators has done review of problem related literature .This activity provided the clear idea about the problem.
1.Wajecha Rizwan ,Attiya Inam ,Muhammad Abiodullah have conducted a study on social phobia and academic achievement of girls at post graduate level .The study was aimed to find out the social phobia and academic achievements of girls at post graduate level .Students were selected from college of home economics ,Lahore through random sampling . 'social phobia inventory scale' was used to investigate the presence of social phobia and 128 students identified with social phobia were taken as sample .Mean of the results of past two years of phobic students were used to assess their academic achievement .Data was analyzed through t test ,coefficient of correlation and Regression analysis .The results indicated that social phobia was highly prevalent among the girls but it had no significant effect on the academic achievement of students .
2.Sufina Khatoon ,Farhat Parven have conducted a study on Examination phobia among secondary level students .The study was an effort to measure secondary level students views about fear of examination .The paper identifies problems and causes of examination phobia among female students of secondary level .The data for the study was collected from students of secondary level through a questionnaire .The findings of the study reported that fear of examination affects the academic performance of the students .
3.P Shah ,L Kataria have conducted a study on social phobia and its impact in Indian university students .In this study a stratified sample of 380 undergraduate university students was assessed to identify the extent of social phobia ,its correlates as well as resulting disability and quality of life .Social phobia was found in 19.5% of participants ,in varied degrees of severity and correlated with various faculties in university ,resulting in significant disability in work ,social life and family life ,as well as impairment in quality of life .
4.Bulent Kadri Gultekin ,Ferhan Dereboy(2008) have conducted a study on the prevalence of social phobia and its impact on quality of life ,academic achievement and identity formation in university students .The study aimed to determine the prevalence of social phobia and its impact on quality of life ,academic achievement and identity formation were also examined .The study was conducted between 01 march and 01 june 2008 ,and included 700 undergraduate students at Adnan menderes university .The results indicates that students without social phobia had significantly higher quality of life than those with social phobia .
5.Baptista CA ,Loureiro SR ,de Lima Osorio F, Zuardi AW have conducted a study on social phobia in Brazilian university students :prevalence ,under recognition and academic impairment in women .The aim of this study was to evaluate the prevalence of social phobia in a large sample of Brazilian college students and to examine the academic impact of this disorder .The social phobia inventory (SPIN) and the MINI SPIN ,used as the indicator of social phobia ,were applied to 2319 randomly selected students from two Brazilian universities .The prevalence of social phobia among the university students was 11.6 % .

OBJECTIVES OF THE STUDY:
1. To find out the relationship between the score of phobia and academic achievement of rural and urban boys.

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2. To find out the relationship between phobia and academic achievement of rural and urban girls.

3. To find out the relationship between phobia and academic achievement of rural boys.

4. To find out the relationship between phobia and academic achievement of urban boys.

5. To find out the relationship between phobia and academic achievement of rural girls.

6. To find out the relationship between phobia and academic achievement of urban girls.

7. To find out the relationship between phobia and academic achievement of rural boys and girls.

8. To find out the relationship between phobia and academic achievement of urban boys and girls.

9. To find out the relationship between phobia and academic achievement of rural and urban boys and girls.

HYPOTHESES OF THE STUDY:

OH_1 There is no significant relationship between phobia and academic achievement of rural and urban boys.

OH_2 There is no significant relationship between phobia and academic achievement of rural and urban girls.

OH_3 There is no significant relationship between phobia and academic achievement of rural boys.

OH_4 There is no significant relationship between phobia and academic achievement of urban boys.

OH_5 There is no significant relationship between phobia and academic achievement of rural girls.

OH_6 There is no significant relationship between phobia and academic achievement of urban girls.

OH_7 There is no significant relationship between phobia and academic achievement of rural boys and girls.

OH_8 There is no significant relationship between phobia and academic achievement of urban boys and girls.

OH_9 There is no significant relationship between phobia and academic achievement of rural and urban boys-girls.

DEFINITION OF THE TERMS:

Phobia: Here in this study, the investigators have used the term 'phobia' to mean that an irrational and excessive fear of an object or any situation.

Academic achievement: Here in this study, the investigators have used the term 'academic achievement' to mean that a score of students in their final exam.

VARIABLE OF THE STUDY:

1. Phobia
2. Academic achievement test

POPULATION:

Uttar dinajpur District is the population of the study. Four secondary schools were selected for the study .Two secondary schools were situated at rural areas and two secondary schools were situated at urban areas.

SAMPLE:

In this study 200 students were selected for the sample .50 students were collected from each secondary schools.

TOOLS:

A research tools plays a vital role for collecting authentic data .In the base of tools , investigators have arrived a perfect conclusion about the problem . The research tools used for this study are –

1. Questionnaire of phobia developed by the investigator.
2. The score of the students of previous year was considered as academic achievement.

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STATISTICAL TECHNIQUES USED:

       Product moment correlation was used to determine the relationship between phobia and academic achievement.

OH₁ There is no significant correlation between phobia and academic achievement of rural and urban boys

<div align="center">TABLE-1</div>

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among rural and urban boys	100	20.42	0.005231	98	Not significant
Score of academic achievement among rural and urban boys		38.3			

       The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant relationship between phobia and academic achievement of rural and urban boys.

OH₂ There is no relationship between phobia and academic achievement of rural and urban girl's students.

<div align="center">TABLE -2</div>

GROUP	N	MEAN	r	DF	LEVEL OF SIGNIFICANCE
Score of phobia among rural and urban girls students	100	24.98	-0.05448	98	Not significant
Score of academic achievement among rural and urban girls student		42.02			

       The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant correlation between phobia and academic achievement of rural and urban girl's student.

OH₃ There is no relationship between phobia and academic achievement among rural boys student.

<div align="center">TABLE -3</div>

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among rural boys student	50	21.74	-0.179153	48	Not significant
Score of academic achievement among rural boys student		43.26			

       The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant relationship between phobia and academic achievement among rural boys student.

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OH₄ There is no relationship between phobia and academic achievement among urban boys student.

<div align="center">TABLE – 4</div>

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among urban boys student	50	19.1	0.090635	48	Not significant
Score of academic achievement among urban boys student		33.34			

The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant relationship between phobia and academic achievement among urban boys student.

OH₅ There is no relationship between phobia and academic achievement among rural girls student.

<div align="center">TABLE – 5</div>

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among rural girls student	50	26.12	-0.069	48	Not significant
Score of academic achievement among rural girls student		45.46			

The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant correlation between phobia and academic achievement among rural girls student.

OH₆ There is no significant relationship between phobia and academic achievement among urban girls.

<div align="center">TABLE -6</div>

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among urban girls student	50	23.84	-0.1231	48	Not significant
Score of academic achievement among urban girls student		38.58			

The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant relationship between phobia and academic achievement among urban girls.

OH₇ There is no relationship between phobia and academic achievement among rural boys and girls student.

TABLE -7

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among rural boys and girls student	100	23.93	-0.09376	98	Not significant
Score of academic achievement among rural boys and girls student		44.36			

The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant relationship between phobia and academic achievement among rural boy's and girl's student.

OH$_8$ There is no relationship between phobia and academic achievement among urban boys and girls student.

TABLE -8

GROUP	N	MEAN	R	Df	Level of significance
Score of phobia among urban boys and girls student	100	21.47	0.035494	98	Not significant
Score of academic achievement among urban boys and girls student		35.96			

The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant relationship between phobia and academic achievement among urban boy's and girl's student.

OH$_9$ There is no relationship between phobia and academic achievement among rural and urban boys and girls student.

TABLE -9

GROUP	N	MEAN	R	df	Level of significance
Score of phobia among rural and urban boys and girls student	200	22.7	0.006761	198	Not significant
Score of academic achievement among rural and urban boys and girls student		40.16			

The calculated value of 'r' is not significant both at 0.05 levels and 0.01 levels. The above table shows that there is no significant correlation between phobia and academic achievement among rural and urban boys and girl's student.

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RESULTS OF THE STUDY:

1. There is no relationship between phobia and academic achievement among rural and urban boys student.
2. There is no relationship between phobia and academic achievement among rural and urban girls student.
3. There is no relationship between phobia and academic achievement among rural boys student.
4. There is no relationship between phobia and academic achievement among urban boys student.
5. There is no relationship between phobia and academic achievement among rural girls student.
6. There is no relationship between phobia and academic achievement among urban girls student.
7. There is no relationship between phobia and academic achievement among rural boys and girls student.
8. There is no relationship between phobia and academic achievement among urban boys and girls student.
9. There is no relationship between phobia and academic achievement among rural and urban boys and girls student.

CONCLUSION:

Students are the future of our country. So, we should take initiatives so that every student gets proper education. We should impart education as per the needs of the students by following the principles of 'Individual difference'. There are four factors of education, student is one of them. The aim of modern education is all round development of pupils. For overall development of students we must provide suitable curriculum and educational institution for them.

In the present study, the investigator observed that there is no relationship between phobia and academic achievement among 8th grade students of Uttar dinajpur district in west Bengal. The present study reveals that phobia has no effect on academic achievement. But phobia is not good for the mental health of the students. So parents and teachers should be careful, so that students are not affected by any kind of phobia.

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