



ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 8 | MAY - 2019



A STUDY ON COMPREHENSIVE ANXIETY IN RELATION TO ACADEMIC ACHIEVEMENT OF 8th STANDARD STUDENTS LEARNING MATHEMATICS

Dr. S. L. Suresh

**Principal, Bharathi College of Education,
Bharathinagara.(K M Doddi) Mandya Dist, Karnataka.**

ABSTRACT:

The Present article focuses on to know the Comprehensive anxiety in relation to academic achievement of 8th Standard students learning mathematics. There is no significant difference in the academic achievement of boys and girls of 8th Standard students learning mathematics. There is no significant difference in the Comprehensive anxiety of boys and girls of 8th standard students learning mathematics. There is no significant difference in the academic achievement of high and low anxiety of 8th Standard students learning

mathematics. There is no significant difference in the academic achievement of average and high anxiety of 8th Standard students learning mathematics. There is no significant difference in the academic achievement of low anxiety and average anxiety of 8th Standard students learning mathematics.

KEYWORDS: Achievement, Mathematics, Learning & Comparative Anxiety.

INTRODUCTION:

Mathematics is an ancient discipline it can be considered as a key to enter in the world of Knowledge; many children's have a great deal of difficulty to learn school mathematics in this situation. The concept of anxiety has figures prominently in the psychological literature, man is ambitious by nature. He has so many aspirations and desires to fulfilled. He plans and strives hard for his realization but it may be possible that despite his best planning and efforts he may or may not be get the desired success. At the time he finds himself in the state of utter confusion and be

wilderment. This creates some sort of fear in the individual. The fear of failure in a particular tasks makes him inactive this puts into a 'state' or 'condition' that can be termed as 'anxiety'. For making this term more clear let us take some definitions given by eminent writers. Sullivan (1972)(Anxiety in school children New Yark, Hal stead) states thart anxiety is painful uneasiness of mind concerning anticipated illness. Anxious person is not clearly aware of the nature of conflicting condition in him that make him uneasy.

Marmour (1971 the Psychology of anxiety paladin) States that "Anxiety is a normal nature response and is as important to the safety and security of human organism as is the ability to

perceive pain.

According to **Frueds** (1977 introductory lecturer on Psychology analysis, Landon. George and unwin limited).

"Anxiety is a disorder within the personality arising. When for example there is clash between incompitable or Conflicting tendencies as a person is form between conformity and rebellion. Resolution and temptation or between an impure to love and hate or is an, What he pretends to be considering above definitions we can say the anxiety is an emotional state arising in situation of unfavorable events. In other words anxiety is a feeling of painful or apprehensive uneasiness accompanied by various forms of Physiological arousal").

METHOD OF STUDY

8th Standard Students studying in English and Kannada medium schools.204 were selected from different schools of Maddur taluk Bharathinagar. The researcher used proportionate stratified random sampling. Technique to draw the sample the basis for the stratification was the type of Institutions (Private, aided and government) and gender (Boys and girls) the tools used for collection of data were comprehensive anxiety and academic achievement. Pearsons product moment co efficient of correlation and t-test were used academic achievement in respect of comprehensive anxiety.

ANALYSIS AND INTERPRESENTATION

There is no significant difference in the academic achievemt of boys and girls of 8th Standard students learning mathematics.

Table-1

| Sl.No | Students | Mean | S D | t-value | Significance |
|-------|----------|-------|-------|---------|--------------|
| 1 | Boys | 50.96 | 8.94 | 0.183 | N S |
| 2 | Girls | 52.69 | 10.44 | | |

The above table shows that the obtained t-value is 0.183 is less than the value of 1.98 .So that the null hypothesis is accepted. There is no significant difference in the Comprehensive anxiety of boys and girls of 8th Standard Students learning mathematics.

Table-2

| Sl.No | Students | Mean | S D | t-value | Significance |
|-------|----------|-------|-------|---------|--------------|
| 1 | Boys | 38.72 | 11.05 | 0.122 | N S |
| 2 | Girls | 40.69 | 11.80 | | |

The above table shows that the obtained t-value is 0.122 is less than the value of 1.98 so the null hypothesis is accepted.

There is no significant difference in the academic achievement of high and low anxiety of 8th Standard students learning mathematics.

Table-3

| Sl.No | Anxiety | Mean | S D | t-value | Significance |
|-------|--------------|-------|------|---------|--------------|
| 1 | Low anxiety | 60.32 | 8.61 | 0.84 | N S |
| 2 | High anxiety | 49.80 | 9.23 | | |

The above table shows that the obtained t-value 0.84 in lesser than the table value 1.98. The null hypothesis is accepted.

There is no significant difference in the academic achievement of average anxiety and high anxiety of 8th Standard students learning mathematics.

Table-4

| Sl.No | Anxiety | Mean | S D | t-value | Significance |
|-------|-----------------|-------|------|---------|--------------|
| 1 | Average anxiety | 49.80 | 9.23 | 0.67 | N S |
| 2 | High anxiety | 41.20 | 8.88 | | |

The above table shows that the obtained t-value 0.67 which is less than the table value 1.98. The null hypothesis is accepted.

There is no significant difference in the academic achievement of low anxiety and average anxiety of 8th Standard students learning mathematics.

Table-5

| Sl.No | Anxiety | Mean | S D | t-value | Significance |
|-------|-----------------|-------|------|---------|--------------|
| 1 | Low anxiety | 60.32 | 8.61 | 1.55 | N S |
| 2 | Average anxiety | 49.80 | 9.23 | | |

The above table shows that the obtained t-value 1.55. This is less than the table value 1.98. The null hypothesis is accepted.

MAJOR FINDINGS

- ❖ There is no significant difference in the achievement scores of boys and girls of 8th standard Students learning mathematics.
- ❖ There is no significant difference in the comprehensive anxiety of boys and girls of 8th Standard students learning mathematics.
- ❖ There is no significant difference in the achievement scores of low and average anxiety of 8th Standard students learning mathematics.
- ❖ There is no significant difference in the achievement scores of low and high of 8th Standard students learning mathematics.
- ❖ There is no significant difference in the achievement scores of high of 8th Standard students learning mathematics.

BIBLIOGRAPHY:

1. **Batiya M. K.** - "Measurement and evaluation", Prakash Brothers, Ludiyana and Jalandhar, 1984.
2. **Bunch M. B.** (Ed)- "Fourth Survey of Research in Education". Volume 1 and 2, New Delhi, N .C.E.R.T, 1991.
3. **Das G.** - "Abnormal Psychology", Forward Book Department, New Delhi.
4. **Desai S.D.**- "A Study of Classroom Pupils Motivation Academic Achievement' Ph.D., Thesis, MSU.
5. **Frudi S 1961**- "Introductory lecturer on Psychoanalysis" Landon. George Allam and Willims, 1961.
6. **Gueret Henry, Wood Worth** -" Statistics in Psychology and Education", Bomby vikas Feffer ans Sivan Ltd, 1971.
7. **John W. Best**- " Research in Education", Ashok K Gosh Prentice, Hall of India Pvt.Ltd., New Delhi.
8. **Levitt E.E.** - " The Psychology of Anxiety", Landon ,Paledin, 1971.
9. **Malik R . K.**- " Anxiety among college students", Ph.D., in Psychology , Agra University.
10. **S. K. Mangal** - " Abnormal Psychology stearling publishers Pvt Ltd., New Delhi , 1987.