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Academic Anxiety of Urban And Rural Secondary School Students

Hardika P. Mehta

(Research Scholar H. N. G. U. Patan)



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ABSTRACT

In the present study an attempt was made to find out academic anxiety of secondary school students in relation to gender and types of area. The following objectives were laid down for the present study, to study and compare the academic anxiety between boys and girls secondary school students; to study and compare the academic anxiety between urban and rural secondary school students. The following hypotheses were formulated for the present study; there will be no significant difference in the academic anxiety between boys and girls secondary school students; there will be no significant difference in the academic anxiety between urban and rural secondary school students. In the present study the students studying in secondary schools of Patan District. Sample consisted of 200 secondary students. The purposive sampling technique was used to select the sample of students from secondary schools in Patan District of Gujarat. For data collection, Academic Anxiety Scale (AAS) by Dr. M. Abid Siddiqui and Dr. Atiq Ul Rehman was used to measure the academic anxiety of Students. Descriptive statistical measure like mean and standard deviation were used in order to describe the nature of the sample taken. Inferential statistics t-test were used for the purpose of inferential analysis. The result indicates that; There is no significant difference in the academic anxiety between boys and girls secondary school students. There is significant difference in the academic anxiety between urban and rural secondary school students.

Key words: Academic Anxiety, Secondary school students, Type of Area

INTRODUCTION :-

Today, anxiety is a common phenomenon of everyday's life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Generally, anxiety can either be a trait anxiety or a state anxiety. Trait anxiety is a stable characteristic or trait of the person. State anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teachers, certain subjects like Mathematics, English etc (Rohen Meetei, 2012).

Today's fast-paced life places enormous demand on both physical and mental aspects of the child. More and more people are facing mental health issues than a few decades back. Stress and anxiety are brought on by work tension, interpersonal issues, and financial trouble or health conditions. Anxiety is a vicious circle that spirals downward into further fear and depression. The causative factors for stress or anxiety are multi factorial. Some people are genetically programmed to be more sensitive and less able to cope with difficult circumstances or events.

It is important to understand that stress and anxiety are not the same things. Stress is brought on by the pressure of work or other tasks that we face in our everyday life. It is the way our body and mind reacts naturally to any sort of unwelcome situation and this stressor can vary from one person to another. When exposed to stress, our adrenal glands release a hormone called adrenalin, which causes an increase in heart rate, blood pressure and muscle tone as well as dilated pupils. All these are the body's defense mechanisms to avoid harm and minimize injury. Anxiety, on the other hand, is a feeling of apprehension or fear. It can manifest as chest pain, dizziness, shortness of breath and unexplained panic. Almost always, there is a feeling of impending doom.



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Academic anxiety consists of four components-worry and tension, emotionality, task-generated intervention and deficits of a study skill.

* Worry is a type of thought which prevent us from focusing on a task attentively or completing academic tasks successfully. A few effective strategies for managing these components include the use of positive mental metaphors, disputing harmful and self defeating thoughts with more creative, pragmatic thought, and self-hypnosis.

* Emotionality refers to the natural symptoms of anxiety. The examples may include fast heart-beat, sweetening of palms and muscular tension. The most useful techniques for dealing with emotionality are muscular and breathing relaxation exercises.

* Task generated intervention is the behavior which is related to the task at hand, but which taken to be unproductive and stop thriving anxiety. For example, constantly looking at the watch at the time of an examination or used to spend a lot of time to attempt a test problem which one cannot answer. Since these behaviors can take on forms, the best management technique is to work with a study skill trainer or psychotherapist to identify the particular behaviors that create trouble and generate a plan to lessen or modify them.

* Study skill deficits are the problems with one's existing study method which causes anxiety. Many students vary often experience the aforesaid first three types of academic anxiety due to the impact of study skill deficits. If this is true, then a student's performance will not progress until and unless his study skill is adequately addressed.

REVIEW OF RELATED LITERATURE :-

Matto (2012) conducted a study on academic anxiety among adolescents of Mimicry Island. Data was collected on a sample of 100 students (50 males and 50 females) in the age group of 14 to 16 years from 8th to 12th grade. Findings of the study state that school children have high levels of academic anxiety.

Nasir Mahmood (2013) investigated into a study on academic anxiety among private senior secondary students. It took into account 100 students from Kangra district of Himachal Pradesh by using lottery method of random sampling technique. Findings of the study revealed that there exists a significant difference in the mean scores of academic anxiety of private senior secondary school students. The study also reported that girls are more anxious than boys so far as their academic anxiety is concerned.

Attri and Neelam (2013) conducted a study on academic anxiety and academic achievement among secondary school students. It took into account 200 students from Mandi district of Himachal Pradesh by using random sampling technique. Findings of the study revealed that there exists a significant difference in the mean score of academic anxiety of male and female secondary school students. The study also reported that girls are more academically anxious than boys.

Bihari (2014) investigated into the academic anxiety among secondary school students with respect to gender, habitat and school types. It took into account 114 students from north east Delhi by using simple random technique. Findings of the study revealed that there exists no significant difference between the mean score of boys and girls and rural and urban students of secondary school with regard to their academic anxiety. The study also reported that there exists a significant difference between the mean scores of private and government secondary school students with regard to their academic anxiety. The study indicates that



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government school students are academically more anxious than private school students.

Siddiqui and Rehman (2014) conducted a study on academic anxiety among secondary school students in relation to socio economic status, gender and school type. It took into account 222 students of government and private school from Aligarh city of Uttar Pradesh. Finding of the study reported that there exists a significant difference between private and government school students with regard to their academic anxiety. The study also reported that government school students have more academically anxiety than private school students.

Bopi Mishra (2014) conducted a study on academic anxiety and academic achievement of secondary level students. Data was collected form a sample of 237(128 boys and 109 girls) of secondary randomly. Finding of this study show that girl student has more academic anxiety than boys. It was also found that there is a negative and significant correlation between academic anxiety and academic achievement.

Mahajan (2015) examined a study on academic anxiety among secondary students in relation to their parental encouragement. It took into account 120 students from Nurbur Tehsil of Punjab. Findings of the study revealed gender is not a determining factor in deciding the academic anxiety of students where as the type of school considerably influence student's anxiety.

Banga (2015) conducted a study of academic anxiety among private senior secondary school students. It took into account 100 students from Kangra district of Himachal Pradesh by using lottery method of random sampling technique. Finding of the study revealed that there exists a significant difference in the mean scores of academic anxiety of private senior secondary school student. The study also reported that girls are more anxious than boys.

OBJEVTIVES :-

The following objectives were laid down for the present study:

- 1) To study and compare the academic anxiety between boys and girls of secondary school students.
- 2) To study and compare the academic anxiety between urban and rural secondary school students.

HYPOTHESES :-

The following hypotheses were formulated for the present study:

1. There will be no significant difference in the academic anxiety between boys and girls secondary school students.
2. There will be no significant difference in the academic anxiety between urban and rural secondary school students.

VARIABLE IN THE PRESENT STUDY :-

1. Independent Variables: (a) Gender (b) Type of Area
2. Dependent Variable: Academic Anxiety



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RESEARCH TOOLS :-

For data collection, Academic Anxiety Scale (AAS) by Dr. M. Abid Siddiqui And Dr. Atiq Ul Rehman was used to measure the academic anxiety of Students. The AAS is reliable and valid. This tool comprising total 44 items. In this scale 17 items positive and 27 items negative. The scale has both negatively and positively worded statements and the response was sought on three points (Agree, Undecided, Dis-agree).

SAMPLE :-

In the present study, sample consisted of 200 secondary students. The purposive sampling technique was used to select the sample of students from secondary schools in Patan District of Gujarat. These students are from urban and rural secondary school.

Gender	Type of Area		Total
	Urban School	Rural School	
Boys	50	50	100
Girl	50	50	100
Total	100	100	200

DATA COLLECTION :-

The investigator visited the selected schools personally and administered Academic Anxiety Scale (AAS) on 200 secondary school students of Patan District. Investigator also gave full freedom to the students to ask the meaning of words/sentences which were beyond their understanding. Respondents were given enough time. Filled scales were collected.

STATISCAL TECHNIQUES USED :-

The data were analyzed with the appropriate statistical measures to justify the objectives of the present study. Descriptive statistical measure like mean and standard deviation were used in order to describe the nature of the sample taken. Inferential statistics t-test was used for the purpose of inferential analysis.

ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS :-

Analysis of data means studying the organized material in order to discover inherent facts or phenomena. It involves breaking down existing complex factors into simpler parts and putting parts together in new arrangements for the purpose of interpretation i.e. verification of hypothesis and getting answers to the research questions. Hypothesis wise analysis is as follows.

Academic anxiety between boys and girls secondary school students

HYPOTHESIS 1: There will be no significant difference in the academic anxiety between boys and girls secondary school students.



The means of academic anxiety scores of boys and girls secondary school students along with number, SD and t-value are given in Table 1

Table 1

Means and Standard Deviation of academic anxiety between boys and girls secondary school students

Variable	Gender	N	Mean	S.D	SED	Df	t-value	Level of Significance
Academic Anxiety	Boys	100	11.62	4.47	0.4	198	0.9	HO - 1 Accepted
	Girls	100	11.26	4.6				

Significant at .05=1.97
.01=2.60

Interpretation :-

The above table shows that, the obtained 't' value i.e. 0.9 is less than the table value with df - 198 at.05 level i.e.1.97 and.01 level i.e. 2.60. It means Secondary School's Boys and Girls Students do not differ significantly, on their Academic Anxiety Level. Hence, the Hypotheses No-1 "There will be no significant difference in the academic anxiety between boys and girls secondary school students", that is Accepted.

Academic anxiety between Urban and Rural secondary school students

HYPOTHESIS 2: There will be no significant difference in the academic anxiety between urban and rural secondary school students

The means of academic anxiety scores of Urban and Rural secondary school students along with number, SD and t-value are given in Table 2

Table 2

Means and Standard Deviation of academic anxiety between Urban and Rural secondary school students

Variable	Type of Area	N	Mean	S.D	SED	Df	t-value	Level of Significance
Academic Anxiety	Urban	100	10.21	4.61	0.38	198	6.44	HO - 2 Rejected
	Rural	100	12.66	4.11				

Significant at .05=1.97
.01=2.60

Interpretation :-

The above table shows that, the obtained 't' value i.e., 6.44 is more than the table value with df - 198 at.05 level i.e.1.97 and.01 level i.e. 2.60. It means Students of Secondary School situated in Urban and Rural area differ significantly on Academic Anxiety Level. Hence the Hypotheses No-2 "There will be no significant difference in the academic anxiety between urban and rural secondary school students" is rejected.

CONCLUSION :-

1. There is no significant difference in the academic anxiety between boys and girls secondary school students.



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2. There is significant difference in the academic anxiety between urban and rural secondary school students.

It is concluded that most of today's school children have very high levels of academic anxiety which can have many serious and long lasting consequences on the physical and mental health of children.

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