A Study of Academic Anxiety of Secondary School Students

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ABSTRACT

In the present study Researcher tried to Study the Academic Anxiety of Secondary School Students. Purposive sampling technique was used for selecting the School and Students were selected by stratified random sampling technique. The total sample was that of 400 students. Researcher used Survey Research method. The collected data were analyzed by using the statistical technique of t-test and Percentage. Results Shows that 18.5% of students had low academic anxiety, 75% of students had average academic anxiety and about 6.5% of students had high academic anxiety. Female students were more academic anxious than male students. Boys of government schools had more academic anxiety than boys of private schools. Girls of private schools had more academic anxiety than girls of government schools.

Keywords: Anxiety, academic anxiety

Adolescence is a period of internal conflict, psychic disequilibrium and erratic behavior. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. Anxiety is one of the most studied phenomenons in psychology. It is normal human response to stress. The concept of anxiety is differentiated from fear as it is a normal human response to stress. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc.

Academic anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success, however, without any anxiety, most of us would lack the motivation to study for exams, write papers or do daily homework. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process.

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If academic anxiety is not properly addressed, it can have many serious and long lasting consequences such as causing a student to procrastinate, perform poorly on school work, fail classes and withdraw from socializing with peers or pursuing activities that interest him.

Rationale of the Study

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. According to Huberty (2012), a student's academic performance suffers, the anxiety level related to certain academic tasks increases. According to Ader and Erktin (2010), teaching student's self-regulation can reduce anxiety and increase academic performance. Bryme (2000), suggested that males present significant decrease of anxiety and fear in 12th grades instead of girls who show increase in anxiety and by this time both males and females use different coping strategies in order to deal with fear and anxiety. Pramod (1996), concluded that boys manifest more future orientations than girls, therefore boys had more academic anxiety. Wang *et al*. (2008), Prakash and Coplan (2007) and Kiuru (2009), were based on student populations where girls achieve better academically.

Attribution Theory focuses on two types of goals, learning goals and performance goals. Students who have learning goals are students who want to learn more and work hard to succeed. Students who have learning goals can see failure as a motivator. For students with performance goals, failure is anti-motivation. According to Vockell E. (n.d.), students are focused on performance and outcomes. Students do not want to try if failure is at all possible The Attribution Theory suggests a relationship between students' sense of control over the outcome of an academic task and motivation to succeed.

Every year CBSE holds examination. The mind and the body of both the students and parents are restless. The government and the schools complete the exams peacefully with new strategies. All the matters are taken seriously. Each moment, all persons pass in stress. The aged and experienced persons adjust themselves in stress of exams but the students in different kinds. The anxiety of cleverer students and dull students also the anxiety of male and female is some different kinds. Here the researcher wants to know the level of academic anxiety and difference in the anxiety of girls and boys.

Statement of the Problem

The problem selected for the present study is stated as below:

A Study of Academic Anxiety of Secondary School Students

Objectives of the Research

The researcher will conduct the research on the basis of research objectives which are as follows:

- To measure the anxiety of the students of class IX.

- To compare the academic anxiety of male and female secondary schools students.

- To compare the academic anxiety of male and female secondary schools students of private schools.

- To compare the academic anxiety of male and female secondary schools students of government schools.

- To compare the academic anxiety of students of private and government secondary schools.

- To compare the academic anxiety of male students of Private and government secondary schools.

- To compare the academic anxiety of female students of private and government secondary schools.

Population

The investigator measured the academic anxiety

of adolescent students. The population of this study consisted of the students studying in class IX in private and government secondary schools affiliated to CBSE Board located in Surat, Gujarat.

Sampling

A sample is a small part of the population selected by the researcher for the purpose of the study. The study was only restricted to only English medium Schools. The sample consisted of 400 students studying in class IX. Both male and female students were included. Two private schools and two government schools were selected by the purposive sampling technique. Students were selected by stratified random sampling technique.

Research Tools

Academic Anxiety Scale for Children (AASC) developed and standardized by A.K. Singh and Dr. A. Sen Gupta was used for measuring academic anxiety of class 9th students studying in private and government schools.

Research Method

The researcher was used Descriptive Survey Method for the study.

Method of Data Analysis

Collected data was analyzed by applying percentage and t-test.

Major Findings of the Research

1. About 18.5% of students had low academic anxiety, 75% of students had average academic anxiety and about 6.5% of students had high academic anxiety.

2. There was a significant difference in the anxiety of male and female students of secondary schools. Female students were more academic anxious than male students.

3. Girls had more academic anxiety than boys of Secondary private schools.

4. There was no significant difference in the anxiety of male and female students of government schools.

5. There was no significant difference in the anxiety of students of private and government secondary schools.

6. Boys of government schools had more academic anxiety than boys of private schools.

7. Girls of private schools had more academic anxiety than girls of government schools.

Educational Implications

Because students with anxiety disorders are easily frustrated, they may have difficulty completing their work. They may worry so much about getting everything right that they take much longer to finish than other students or they may simply refuse to begin out of fear that they won't be able to do anything properly. Their fears of being embarrassed, humiliated, or failing may result in school avoidance. Getting behind in their work due to numerous absences often creates a cycle of fear of failure, increased anxiety, and avoidance, which leads to more absences. Students experiencing Post-Traumatic Stress Disorder (PTSD) may have difficulty concentrating on work, as they are focused on the traumatic event and ensuring that they can avoid it in the future. Students may also be distracted frequently by reminders of the trauma triggering 'flashbacks', leading to an inability to complete work. Students' reactions may be out of context given the current situation as they react to their perception of events, or reminders of past events. Reminders may come from any of the senses, and may seem innocuous to others (e.g. a smell of a vehicle, the rustle of leaves, the touch of a friend, or the use of a certain word). Emotional reactions may take the form of fear, horror, anger or hopelessness, without an obvious trigger. Younger students are not likely to identify anxious feelings, which may make it difficult for educators to fully understand the reason behind poor school performance. Reasons of anxiety may include:

◆ Excessive absence, school refusal, truancy or illness related to the anxiety

◆ Anxiety or fear about particular school activities (would vary according to the type and level of anxiety)

◆ Difficulty keeping scheduled appointments (secondary students)

◆ Difficulty beginning or completing activities or assessments Inability to think and act (high anxiety can paralyze these functions)

◆ Physical responses such as becoming ill or highly agitated Physical responses that inhibit learning (material is not absorbed and or the material is not recalled)

◆ Responding to perceived stressful situations with either anger, aggression or withdrawal.

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