Academic Anxiety of Higher Secondary School Students in Aizawl City in relation to gender.

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Abstract- Academic anxiety is common in the school going children, the reason can be different from different person. The present study intents to find out the level of academic anxiety among higher secondary school students in Aizawl city, and comparison of male and female students with regards to their academic anxiety is undertaken. The result revealed that the highest percentage among the respondents were found to have average anxiety, whereas, male and female students does not show significant difference in their academic anxiety.

Keywords- Academic anxiety, Higher secondary school students, male and female.

I. INTRODUCTION:

Merriam-Webster (2012) asserts anxiety is a common condition noticed in people of all age groups. It may be caused by a physical condition, mental condition and effects of drugs or due to a combination of these. Anxiety is defined as a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill. According to Hooda & Saini (2017) the common types of anxiety are Panic disorder, Phobic disorder, Generalized Anxiety Disorder (GAD), Obsessive Compulsive disorder (OCD), Separation anxiety and Stress disorders.

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. As a student's academic performance suffers, the anxiety level related to certain academic task increases (Huberty, 2012).

II. RATIONALE:

Anxiety is a common symptom found in different population and it is especially witnessed among the students. But when anxiety becomes intense, particularly in academic area, it can have negative impact on students. According to National Crime Records Bureau, Ministry of Home Affairs, Government of India (2000), 2320 children, or more than six children per day, committed suicide because of failure in examinations. This shocking figure marked the solemnity of this problem and its resounding social costs to communities.

In order to help young people more effectively, it is needed to understand the nature of their stages in life, their problems, real life situations, various changes and the developmental processes that takes place in their different stages of life. After having such understanding, a suitable advice, counselling and right indications may be given to them to solve their problems or to handle various issues in life. This process would be a very helpful one for adolescents or higher secondary school students to pave a better path for their future wellness and settlement. The present study will focus on academic anxiety of higher secondary school students; one of the biggest issue faced by an adolescent, and the findings will enrich the counsellors, advisors and teachers to have innovative thoughts and ideas to carry out suitable advice and fruitful counselling process for adolescents.

III. OBJECTIVES:

The present study intent to find out the following objectives-

1. To find out the academic anxiety of Higher Secondary School Students.
2. To compare the academic anxiety of male and female Higher Secondary School Students.

IV. HYPOTHESIS:

There is no significant difference between male and female academic anxiety among Higher Secondary School Students.

V. REVIEW OF RELATED LITERATURE:

According to the study made on "Gender Difference on Anxiety and Academic Achievement among Selected Residential High School Children", by Mokashi et.al., (2012) residential children were high in their anxiety and also in their academic achievement. Boys were significantly having higher anxiety while girls were higher in academic achievement. Result also reported no significant difference between both boys and girls of VIII, IX and X standard on their anxiety, while there was a significant difference on their academic achievement. A significant negative relationship between lack of self–sentiment, guilt proneness and overall anxiety with the academic achievement of children was reported.

Nandini (2013) on her study on impact of academic anxiety on academic achievement of secondary school students, reported that there is a significant negative relationship between academic achievement of secondary school students and their academic anxiety. Further, it was found that there was a significant difference in academic achievement of secondary school students having low and moderate academic anxiety level. There was also a significant difference in academic achievement of secondary school students having low and high academic anxiety level.

Shakir (2014) conducted a study on Academic Anxiety as a Correlate of Academic Achievement. This was conducted to study the relationship and effects of academic anxiety on the academic achievement of students. Research findings revealed an inverse relationship (negative correlation) between the academic achievement and the academic anxiety of students. Significant differences were found between the academic achievement of high and low academic anxiety groups of students, between high and low academic anxiety groups of males, between high and low academic anxiety groups of females, between high academic anxiety groups of male and female students, and also between low academic anxiety groups of male and female students.

Rana & Mahmood (2010) study for the Relationship between Test Anxiety and Academic Achievement. It was found that a significant negative relationship exists between test anxiety scores and students' achievement scores. Result showed that a cognitive factor (worry) contributes in test anxiety than affective factors (emotional). Therefore, it was concluded that test anxiety is one of the factors which is responsible for students under achievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety.

A study on Academic Anxiety on personality types of Class X students conducted by Adman and Munjal (2013) aimed to assess the relationship between academic anxiety and personality types. The findings revealed that there was a significant difference between academic anxiety of male and female students and also a significant difference in the mean level of academic anxiety experienced by students having different personality types. There was a significant difference in academic anxiety of government and public-school students and also in academic anxiety experience by government and public – school students having different personality types.

Mahajan (2015) on his study revealed that no significant difference was found between academic anxiety of male and female secondary school students. A significant difference was found between academic anxiety of govt. and private secondary school teachers.

Chauhan (2016) examined an achievement motivation and academic anxiety of school going students. The major findings from this research were: There is no significant difference in the academic anxiety between male and female students. But there is significant difference between the academic anxiety of urban and rural students. The academic anxiety score of urban students found to be higher as compared to the rural students. There is no significant correlation between the matter academic anxiety and achievement motivation among both the gender.

Rao and Chaturvedi (2017) studied the Academic Anxiety of Secondary School Students in Relation to Gender and Locality. The study found out that there is no significant mean difference in Academic anxiety among Boys and Girls class-IX students of Secondary School. But significant mean difference was found among class –IX students of Secondary School situated in Rural and Urban areas with regards to their academic anxiety level.

VI. METHODOLOGY

Population:

The population of the present study comprised of all students of higher secondary schools in Aizawl City.

Sample:

For the present study, the investigator randomly selected a total of 180 students, 60 students each from government, private and deficit higher secondary schools. The sample students were in the enrolment year 2019 – 2020 session.

Tools used:

To carry out the present study, the investigator used a standardised scale called 'Academic Anxiety Scale'(AAS) developed by Siddiqui and Rehman (2017), published by H.P.Bhargava Book House. The Academic Anxiety Scale consists of forty-four (44) Statements where the respondents responded to each statement using three (3) points rating scale.

Mode of data collection

Due to Covid-19 pandemic in the country, the investigator could not go personally to the sample schools, so permission from the school authority was taken through phone calland after getting permission from the school authority, the questionnaire prepared in Google form was sent out to all the sample school to be distributed among their students.

Tabulation of data

All the data collected through google form was downloaded and scoring of each respondent on academic anxiety scale was done according to the scoring procedure. Data were properly checked on the basis of the purpose for which it was collected only useful and useable data were selected. Keeping in view the objectives of the study, the tabulated data were analysed using appropriate statistical techniques.

Statistical analysis of data

For the present study, the investigator employed descriptive statistical measures such as measures of Central tendency, Percentages to find out the nature of score distribution and for describing frequencies and for classification of respondents in different categories.

The difference between the mean scores of the different groups based on gender, stream of studies and types of management with respect to academic anxiety were tested for significance by applying the 't' test.

VII. FINDINGS AND DISCUSSION

Findings on objective No.1: To find out the academic anxiety of Higher Secondary School Students.

Table No.1: Academic anxiety of Higher Secondary School students in Aizawl City

Sl. No.	Level of Academic Anxiety	Grade	No.	Percentage	Mean Score
1.	Extremely High Academic Anxiety	A	8	4.44%	
2.	High Academic Anxiety	B	25	13.88%	
3.	Above Average Academic Anxiety	C	38	21.11%	
4.	Average Academic Anxiety	D	83	46%	
5.	Below Average Academic Anxiety	E	26	14.44%	80.95
6.	Low Academic Anxiety	F	-	-	
7.	Extremely Low Academic Anxiety	G	-	-	
8.	Total		180	100%	

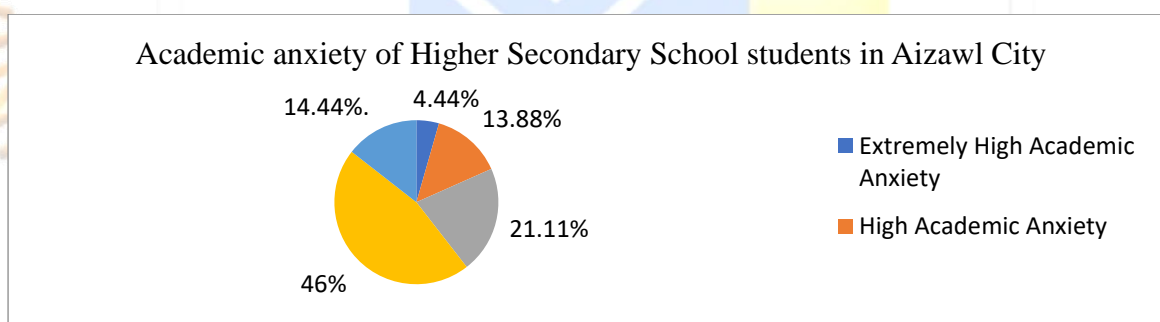Figure No.1: Academic anxiety of Higher Secondary School students in Aizawl City

Table No.1 and Figure No.1 revealed the Academic Anxiety of higher secondary school students in Aizawl City. Out of 180 respondents, 4.44% fall in the category of extremely high academic anxiety. The table also showed that 13.88% fall in the category of high academic anxiety, and 21.11% in the category of above average academic anxiety. It is also seen that 46% fall in the category of average academic anxiety and 14.44% in the category of below average academic anxiety. From the table and figure it can be said that majority (46%) fall in the category of average anxiety. The mean score of all responds was 80.95, which fall in the category of average academic anxiety, this implies that majority of the students fall in the category of average academic anxiety.

i)   The overall academic anxiety of higher secondary school students was under the category of average academic anxiety.

ii) Out of 180 respondents, 4.44% fall in the category of extremely high academic anxiety. The table also showed that 13.88% fall in the category of high academic anxiety, and 21.11% in the category of above average academic anxiety. It was also seen that 46% fall in the category of average academic anxiety and 14.44% in the category of below average academic anxiety. From the table and figure it can be said that highest percentage of the respondents (46%) fall in the category of average anxiety.

iii) The mean score of all responds was 80.95, which fall in the category of average academic anxiety, this implies that majority of the students fall in the category of average academic anxiety.

Discussions on the finding related to academic anxiety of students

In the present study, highest percentage of the respondents (46%) were found to have average academic anxiety, while only 14.44% were in the category of below average academic anxiety and there is no one having low academic anxiety. From the research done by Nandini (2013), Shakira (2014) and Rana and Mahmood(2010) it can be learned that the level of academic anxiety can have an impact on the academic anxiety. Higher academic anxiety can result in the lower academic achievement. It is important for the teacher and the parents to know their children, and trying to learn different symptoms of academic anxiety may help in reducing academic anxiety.

Findings on objective no.2: To compare the academic anxiety among Higher Secondary School Students in relation to gender.

Hypothesis: There is no significant difference in the level of academic anxiety between male and female Higher Secondary School Students.

Table No.2: Descriptive analysis of Academic Anxiety of Male and Female Students

Sl. No.	Gender	Extremely High Academic	High Academic Anxiety	Above Average Academic Anxiety	Average Academic Anxiety	Below Average Academic Anxiety	Low Academic Anxiety	Extremely Low Academ	Mean Score
1	Male	6 (6.59%)	14 (16.38%)	19 (20.87%)	34 (37.36%)	18 (19.78%)	-	-	81.19
2	Female	2 (2.24%)	11 (12.35%)	19 (21.34%)	49 (55.05%)	8 (8.98%)	-	-	80.69

Figure No.2: Descriptive analysis of Academic Anxiety of Male and Female Students.
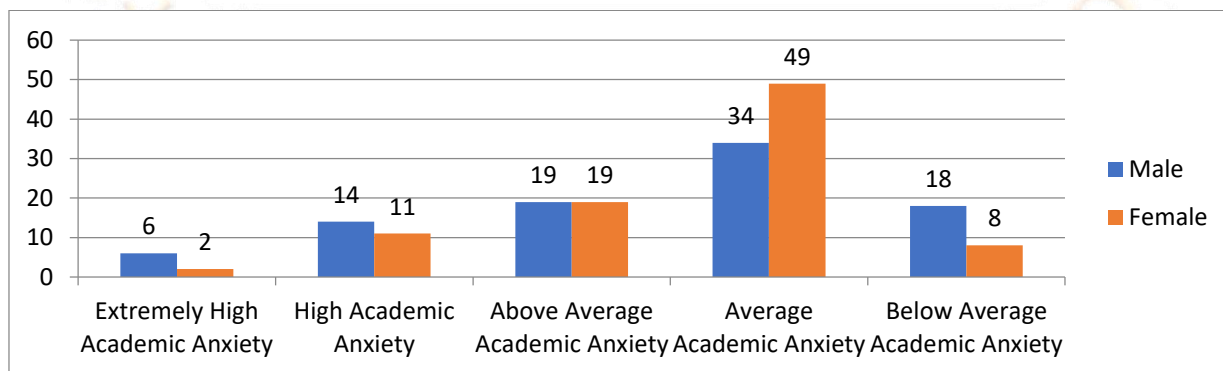
Comparison of Male and Female Students of Higher Secondary Schools in Aizawl City

Table No. 3: Comparison of Male and Female Students of Higher Secondary Schools in Aizawl City .

Sl. No	Gender	N	M	SD	df	Calculated t-value	Level of significance
1	Male	91	81.19	12.18	178	0.29	Not significant
2	Female	89	80.69	10.36			

i) Academic anxiety of male: Out of 91 respondents, 6.59% were in the category of extremely high academic anxiety, followed by high academic anxiety consisting of 16.38% of the respondents, 20.87% fall in the category of above average academic anxiety,while 37.36% of the students were in the category of average academic anxiety and 19.78% were found in the category of below average.

ii) Academic anxiety of female: Out of 91 respondents, 2.24% were in the category of extremely high academic anxiety, followed by high academic anxiety consisting of 12.35% of the respondents, 21.34% fall in the category of above average academic anxiety, majority of the students 55.05% were in the category of average academic anxiety and 8.98% were found in the category of below average.

iii) Comparison of male and female: The total number of respondents were 180, out of which 91 were male and 89 were female. The mean score of males was 81.19 and female was 80.69. The 't' value for significant of difference between the academic anxiety scores of male and female students of higher secondary school in Aizawl city was not significant (As shown in table no.3). Since the calculated 't' value is lower than the criterion 't' value at 0.05 level, it can be concluded that there is no significant difference in the level of academic anxiety between male and female Higher Secondary School Students of Aizawl city.

So, the hypothesis, 'There is no significant difference in the level of academic anxiety between male and female Higher Secondary School Students' is accepted.

Discussions on the findings related to academic anxiety of genders

In the present study, both male and female students were found to have anxiety at different level, majority of boys and girls fell in the category of average anxiety. Although there were some differences in their score, there is no significant difference among male and female students. The study corresponds with the findings made by Mahajan (2015), Chauhan (2016), Rao and Chaturvedi (2017) whose findings revealed that there existed no significant difference in academic anxiety of boys and girls. While the findings are in contrast with the finding made by Adman and Munjal (2013) whose findings revealed a significant difference between male and female students in their academic anxiety.

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