



A study of anxiety on academic achievement of ninth standard Secondary School students in East district of Sikkim state

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Abstract

The investigation was conducted to study the anxiety on academic achievement of secondary school students. The sample comprised of 200 (100 boys and 100 girls) secondary school students studying in ninth standard in East district of Sikkim. The anxiety level was measured with the help of anxiety scale developed by Dr. V. P. Sharma. The finding of the study revealed that there is no difference in anxiety level with regards to gender in which they studied, but difference in level of academic achievement with regards to locality in which they studied.

Keywords: academic achievement, anxiety, secondary school students, gender, locality

Introduction

Success is a key word which always run and struck in the mind of an individual. In education system, the success is related to the academic achievement. The fast growing society is full of pressure, phobia and stress. The high academic achievement leads to formation of negative traits like anxiety, stress and jealousy. But anxiety is extremely unpleasant and completely unhelpful. Adolescents of today a very much worried about their future which remarkably reflected in their high level of academic anxiety. A child suffer from anxiety unable to utilized their potential in the performance of examination

Review of literature

Singh, S. (2015) ^[5]. Conducted a study to understand the impact of anxiety of academic achievement of undergraduate students. The sample compromised 500 students studying in undergraduate level. The major finding were (i) there is significant difference found between male and female students. (ii) Female more anxious than male students. (iii) Gender of the students significantly affects scores on academic achievement. (iv). Female student's scores are high in academic achievement in compare to male students.

Mehar and Sanwal (2017) ^[3]. Conducted a study on effect of inquiry training model on achievement in mathematics in relation to mathematical anxiety. The study reveals that performance of students in mathematics taught through inquiry training model was significantly higher than those which were taught through conventional techniques of teaching. It also indicates that the gains means with inquiry training model has shown significant differences for mathematics anxiety students

Penthoi, A. K. (2017) ^[4]. Conducted a study on anxiety of the secondary school students on terminal test anxiety. The sample compromised 100 students from both gender. The major findings were (i) there is no significant differences in their level of test anxiety between boys and girls. (ii) There

is no significant difference between in their level of level of terminal test anxiety between rural and urban students. (iii) The family factor had positive impact on the terminal test anxiety of secondary students. (iv) The types of school had positive role in influencing the terminal test anxiety of secondary school students.

Yadav and Varsha (2017) ^[6]. Conducted a study on habits and academic anxiety of government and non-government schools. The result indicate that the study habit does not affect the gender in both government and non-government school. It also indicates that both boys and girls have similar level of academic anxiety and study habits.

Azeem, A. (2018) ^[1]. Conducted a study of academic anxiety and academic achievement among secondary school students. The sample comprised 340 secondary students. The major finding were (i) there is no significant difference found in male and female students in relation to academic anxiety and academic achievement. (ii) There is significant difference found in academic achievement and academic anxiety among Muslim and non-Muslim students. (iii) There is significant and negative correlation exist between academic anxiety and academic achievement.

Jamir and Bhutia (2019) ^[2]. Conducted a study on the co-relationship between academic achievement and mathematics anxiety. The results indicate that gender and locale have strong impact on mathematics anxiety. The result also revealed that mathematics anxiety is inversely co-related with academic achievement

The Objectives of the Study

Keeping in view the above criteria the objectives of the study formulated are as follows

1. To Study the significant difference on anxiety level among boys and girls.
2. To study the significant difference in the level of anxiety of students in relation to urban boys and rural boys.
3. To study the significant difference in the level of anxiety of students in relation to urban girls and rural girls.

4. To study the significant difference in the academic achievement of students in relation to urban boys and rural boys.
5. To study the significant difference in the academic achievement of students in relation to urban girls and rural girls.

Hypothesis of the Study

The hypotheses of the study have been spelt out independently in null form of ease of interpretation. They are

- Ho1:** There does not exist statistically significant difference between the level of anxiety of boys and girls.
- Ho2:** There does not exist statistically significant difference between the level of academic anxiety of urban boys and rural boys
- Ho3:** There does not exist statistically significant difference between the level of academic anxiety of rural girls and urban girls.
- Ho4:** There does not exist statistically significant difference between the level of academic achievement of rural boys and urban boys.
- Ho5:** There does not exist statistically significant difference between the level of academic achievement of rural girls and urban girls

Methodology

Descriptive survey method is used in the view of the objective and rationale of the study.

Sample

A sample consist of 200 students (100 boys and 100 Girls) studying in ninth standard of different school in rural and urban areas. The sample were selected randomly from six school in east district of Sikkim.

Tools used in the Present Study

The following tools were used for collection of data. Test Anxiety Scale (TAS) developed by Dr. V.P. Sharma in (1978) and recognized by National Psychological Corporation, Agra.

Analysis and Result

The collected data was used to analyze for relevant statistical techniques like mean, standard deviation and t-distribution to find out the significant difference in the purpose hypothesis.

Ho1: There does not exist statistically significant difference between the level of anxiety of boys and girls.

Table 1: Mean, Standard Deviation and ‘t’ value of Academic Anxiety of boys and girls.

Variables	Groups	No. of Students	Mean	Standard deviation	‘t’	Remark
Academic Anxiety	Boys	100	68.93	7.49	1.47	Non Significant
	Girls	100	70.59	7.74		

Table 1.0 reveals that ‘t’ value (1.47) for the mean score of academic anxiety between boys and girls in secondary school students. Which was significant at 0.01 level of significance as the tabulated value of ‘t’ is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Thus the null hypothesis that “There does not exist statistically significant difference in the level of anxiety of boys and girls” is accepted. So it was found that mean score of academic anxiety of boys is less than girls. In this case the girls have shown higher level of test anxiety than boys.

Ho2: There does not exist statistically significant difference between the level of academic anxiety of urban boys and rural boys

Table 2: Mean, Standard Deviation and ‘t’ value of Academic Anxiety of urban boys and rural boys.

Variables	Groups	No. of Students	Mean	Standard deviation	‘t’	Remark
Academic Anxiety	Urban Boys	100	67.56	8.41	1.86	Non Significant
	Rural Boys	100	70.3	6.23		

Table 2.0 reveals that ‘t’ value (1.86) for the mean score of academic anxiety between urban boys and rural boys in secondary school students. Which was significant at 0.01 level of significance as the tabulated value of ‘t’ is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Thus the null hypothesis that “There does not exist statistically significant difference in the level of anxiety of urban boys and rural boys” is accepted. So it was found that mean score of

academic anxiety of urban boys is less than rural boys. In this case the rural boys have shown higher level of test anxiety urban boys.

Ho3: There does not exist statistically significant difference between the level of academic anxiety of rural girls and urban girls

Table 3: Mean, Standard Deviation and ‘t’ value of Academic Anxiety of urban girls and rural girls.

Variables	Groups	No. of Students	Mean	Standard deviation	‘t’	Remark
Academic Anxiety	Urban girls	100	70.2	7.75	0.51	Not significant
	Rural Girls	100	70.98	7.79		

Table 3.0 reveals that ‘t’ value (5.12) for the mean score of academic anxiety between urban girls and rural girls in secondary school students. Which was significant at 0.01 level of significance as the tabulated value of ‘t’ is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Thus the null hypothesis that “There does not exist statistically significant difference in the level of anxiety of urban girls and rural girls” is accepted. So it was found that mean score of

academic anxiety of rural girls is less than urban girls. In this case the rural girls have shown higher level of test anxiety than urban girls.

Ho4: There does not exist statistically significant difference between the level of academic achievement of rural boys and urban boys.

Table 4: Mean, Standard Deviation and ‘t’ value of Academic Anxiety of urban boys and rural boys.

Variables	Groups	No. of Students	Mean	Standard deviation	‘t’	Remark
Academic Achievement	urban Boys	100	46.95	22.62	3.18	Significant
	Rural Boys	100	50.10	21.55		

Table 4.0 reveals that ‘t’ value (3.18) for the mean score of academic achievement between urban boys and rural boys in secondary school students. Which was significant at 0.01 level of significance as the tabulated value of ‘t’ is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Thus the null hypothesis that “There does not exist statistically significant difference in the level of academic achievement of urban

boys and rural boys” is rejected. So it was found that mean score of academic achievement of rural boys is more than urban boys.

Ho: There does not exist statistically significant difference between the level of academic achievement of rural girls and urban girls.

Table 5: Mean, Standard Deviation and ‘t’ value of Academic Anxiety of urban girls and rural girls.

Variables	Groups	No. of Students	Mean	Standard deviation	‘t’	Remark
Academic Achievement	Urban girls	100	54.06	20.01	11.58	Significant
	Rural Girls	100	42.99	22.79		

Table 5.0 reveals that ‘t’ value (11.58) for the mean score of academic achievement between urban girls and rural girls secondary school students. Which was significant at 0.01 level of significance as the tabulated value of ‘t’ is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Thus the null hypothesis that “There does not exist statistically significant difference in the level of academic achievement of urban girls and rural girls” is rejected. So it was found that mean score of academic achievement of rural girls is less than urban girls.

achievement of urban girl’s student (54.06) is more than rural girl’s student (42.99) in secondary level. So there is significant difference in the mean score of academic achievement among urban girls and rural girls in senior secondary school students. It may be concluded that urban girls student have more level of academic achievement in comparison to rural girls students in science stream

Major Findings

- It has been found that the mean score of academic anxiety of boy students (68.93) is less than girl’s students (70.59). So there is no significant difference in the mean score of academic anxiety among young boys and girls in senior secondary school students. It might be presumed that young boys understudy have less dimension of tension in contrast with young girls understudy.
- It has been found that the mean score of academic anxiety of urban boy students (67.56) is less than rural boy’s students (70.3) in secondary level. So there is no significant difference in the mean score of academic anxiety among urban young boys and rural young boys in senior secondary school students. It may be concluded that urban boys student have less level of anxiety in comparison to urban girl students.
- It has been found that the mean score of academic anxiety of urban girl’s students (70.2) is less than rural girl’s students (70.98) in secondary level. So there is no significant difference in the mean score of academic anxiety among urban young girls and rural young girls in senior secondary school students. It may be concluded that urban girls student have less level of anxiety in comparison to rural girl students.
- It has been found that the mean score of academic achievement of rural boy’s student (46.95) is more than urban boy’s student (46.95) in secondary level. So there is significant difference in the mean score of academic achievement among urban boys and rural boys in senior secondary school students from science stream. It may be concluded that rural boys student have more level of academic achievement in comparison to urban students.
- It has been found that the mean score of academic

Educational Implication of the study

Basically in academic achievement dominant society, each and every research is done to make the educational system is fruitful. In the present investigation researcher try to explain the psychology level of the students. So it has lot of advantage of teacher, scholar, parents, government and curriculum maker to understand the anxiety level of child. Level of anxiety of students motivate the teacher to corporate more during and before examination. Feedback mechanism and acceleration programmers for the students in the secondary level should be strengthens more at early stage. The parents should provide the special attention and healthy environment in front of the student in home during the preparation of the examination.

Conclusion

Anxiety is flow like blood in the vessel of the mind of the child at every steps of an individual. Students with anxiety disorder display a passive attitude in their studies. Such as lack of interest in learning, poor performance in examination and on assignments. So as teacher, teacher educator, human resource development give more emphasized to understand the psychological level of child at different stage.

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