

Academic Anxiety: Study of Hostellers and Day Scholars In Relation to Gender and Academic Achievement

Indu Rathee

Associate Professor Tika Ram College Of Education, Sonipat, Haryana, India

Abstract

In this paper the researcher has studied academic anxiety among hostellers And day scholars in relation To gender And academic achievement of secondary school students. A total sample of 100 X grade students were selected through stratified sampling technique according to gender and type of school from 4 secondary schools for the present study. For the collection of data the investigator used Academic Anxiety Scale for Children by A. K. Singh and A. Sen Gupta (1998). The obtained data was analyzed using means, S.D's and t-test. The in depth investigation of the findings obtained through this analyzed data showed that day scholars feel more academic anxiety than hostellers. Significant difference was found between academic anxiety of male and female secondary school students. A significant difference was also found between academic anxiety of High scorers and low scholars.

KEYWORDS: Academic Anxiety, Gender, Academic Achievement Hostellers And Day Scholars

Introduction

Anxiety plays a crucial role in human life because all of us are the victims of anxiety in different ways. Anxiety is an essential, physical response that communicates the need to pay attention to something in the environment. Anxiety, also called angst or worry, is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioural components. Many students suffer from anxiety when facing difficult academic tasks. Students with learning disabilities often face more anxiety than general education students (Nelson & Harwood, 2011). Different students respond differently to anxiety. Anxiety was defined by (Asadullahpoor, Fati, & Gharaee, 2010) as feeling that undesirable and unclear like when person predicts a danger situation. It is a common undisputable fact in human life's that influence an individual's accomplishment in numerous situations, an average level of anxiety is useful in sustaining people hardworking and being responsible of what they have to do (Kahan, 2008 & Donnelly, 2009).Developing a state of academic anxiety causes a decrease in attention span, concentration and memory which can result in having a negative effect on the performance of the individual. Without any anxiety, however, most of us would lack the motivation to study for exams, or do daily homework. A moderate amount of anxiety actually helps academic performance by creating motivation. It is now been learnt that some level of anxiety is required for the person to take up all the responsibilities seriously but both high levels of academic anxiety or too low a level has deleterious effects on academic performance, which in turn may lead to more academic anxiety. So, for success in academic achievement it is necessary to provide the students a positive environment but academic anxiety opposes this situation. Academic achievement of young pupils is, thus, hampered by anxiety. Both parents and teachers agree that there is lot of pressure on students in the

way of their academic achievement (Eysenck , 2009).

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). According to Cornell University, "Academic anxiety is the result of biochemical processes in the body and the brain that make your attention level increase when they occur. The changes happen in response to exposure to a stressful academic situation, such as completing school assignments, presenting a project in class or taking a test. When the anxiety becomes too great, the body recoils as if threatened, which is a normal fight-or-flight reaction". Academic anxiety is therefore a situation-specific form of anxiety related to the educational contexts. Academic anxiety encompasses not only test anxiety, but also anxiety about certain education subjects in general. For instance, anxiety has been observed in students taking math, reading, science, and foreign language classes (Cassady, 2010). Academic anxiety is associated with substantial negative effect on children's social, emotional and academic success. Its specific effect includes poor social and coping skills often leading to avoidance of social interaction, loneliness, low self esteem, perception of social rejection, difficulty in forming friendship and lower academic achievement (Hudson & Rapee, 2006). There are four main components of academic anxiety: emotionality, study-skills deficits, task-generated interference and worrying. Emotionality is linked to biological signs, such as a fast heartbeat, nausea, sweaty palms and tense muscles. Study skills deficits result from inadequate study techniques that trigger anxiety. Task-generated interference is an outcome of unproductive behaviors that impede academic performance, such as spending too much time on questions you can't answer. Worry undermines academic success by distracting students from focusing on what needs to be done to perform well. Mahato & Jangir (2012) studied the academic anxiety among adolescents. The study found that majority of the student's experienced academic anxiety. Gender was not found to have any impact on the anxiety scores. It was revealed that the type of school and the environment had a significant relation with the academic anxiety.

In India main documented cause of anxiety among school children and adolescents is parent's high educational expectation and pressure for academic achievement (Deb, 2001). There are many factors which generate pressure on students to perform better in curricular as well as the co-curricular areas and hence increase their academic anxiety. One factor which has come in for considerable emphasis is the environment of student where it is home or it is hostel.

4. Objectives of the Study

1. To study the difference in the academic anxiety of hostellers and day scholars.
2. To study the difference in the academic anxiety of male and female secondary school students.
3. To study the difference in academic anxiety of low and high achievers.

5. Hypotheses of the Study

Ho1. There exists no significant difference in academic anxiety of hostellers and day scholars.

Ho2. There exists no significant difference in academic anxiety of male and female secondary school students.

Ho3. There exists no significant difference in academic anxiety of high achievers and low achievers.

Methodology

Sample Of the study

Sample of the present study consisted of 100 respondents in the age group of 16 to 18 years, studying in Senior Secondary Schools, selected randomly from four Schools (two residential and two non residential) of District Sonipat, Haryana .Out of 100 respondents, 50 were hostellers and 50 were day scholars (45 male and 55 female) further it was found that out of 100 , 56 were high achievers(secured more than 80% in IX class) and 44 were low achievers (secured more less 80% in IX class).

Instrument

“Academic Anxiety Scale for Children (AASC)”(1998) developed by A. K. Singh and A. Sen Gupta was used to study the academic anxiety of the students. There were 20 statements, 16 positive and 4 negative, to which participants indicated their responses by marking ‘yes’ or ‘no’.

Procedure

Descriptive survey method of research was employed for the present study. The tools employed in the study were administered on the secondary school students in the age group of 16 to 18 years.

Data Analysis and Interpretation

The response received was analyzed through statistical applications using mean standard deviation and t-test for comparison of academic anxiety of hostellers and day scholars in the light of objectives.

Table 1

Shows the mean, standard deviation and t- ratio for testing the significant differences of academic anxiety among hostellers and day scholars

| Category | N | M | S.D | t-value | Level of significance 0.05 |
|--------------|----|-------|------|---------|-------------------------------|
| Hostellers | 50 | 9.58 | 2.69 | 6.29 | Significant |
| Day scholars | 50 | 13.10 | 2.92 | | |

Table 1 shows that there is significant differences between the hostellers and day

scholars on academic anxiety as the obtained t-values (6.39) is significant at 0.05 level of significance. The mean values of the hostellers and day scholars on academic anxiety are 9.58 and 13.10 respectively. It may be safely concluded that hostellers feel low level of academic anxiety as compared to day scholars. Hence the hypothesis first, i.e., "There exists no significant difference in academic anxiety of hostellers and day scholars." is rejected.

Table 2
Shows the mean, standard deviation and t- ratio for testing the significant differences of academic anxiety among male and female students

| Category | N | M | S.D | t- value | Level of significance 0.05 |
|----------|----|-------|------|----------|-------------------------------|
| Male | 45 | 10.54 | 2.86 | 2.14 | Significant |
| Female | 55 | 11.91 | 3.48 | | |

It is quite clear from table 2 that the mean academic anxiety score of male secondary school students is 10.54 and S.D. is 2.86. The mean academic anxiety score of female secondary school students is 11.91 and S.D. is 3.48. The „t“ value is found to be 2.14, which is more than the corresponding table value at 0.05 level of significance. Therefore, the hypothesis- "There exists no significant difference in academic anxiety of male and female secondary school students." stands rejected. It may be attributed to the explanation that academic anxiety i.e. a feeling of worry, nervousness or uneasy about academic activities is influenced by personal characteristics like gender, age, etc.

Table 3

Shows the mean, standard deviation and t- ratio for testing the significant differences of academic anxiety among high and low achievers

| Category Female students | N | M | S.D | t-value | Level of significance 0.05 |
|-----------------------------|----|-------|------|---------|-------------------------------|
| High Achievers | 56 | 10.42 | 3.51 | 3.15 | Significant |
| Low Achievers | 44 | 12.44 | 2.85 | | |

It is evident from the Table 3 that t-ratio was computed to ascertain the significance of difference between the mean scores of the academic anxiety of high and low achievers. Table clearly indicates that the value of t-ratio is found to be 3.15, which is significant at 0.05 level. Mean scores of high and low achievers on academic anxiety are 10.42 and 12.44 respectively. This result shows that low achievers showed higher level of anxiety as compared to their high achievers counterparts. Thus, third hypothesis gets rejected which states, "there exists no significant difference in academic anxiety of high achievers and low achievers."

Conclusion

Knowledge about academic anxiety is of immense worth both for teachers and

learners and it will play an important role in teaching-learning process. Based on the findings of this study, it is revealed that students in reference to academic anxiety are affected by their place of residence and study as significant difference was found between hostellers and day scholars regarding their academic anxiety. Day scholars feel more academic anxiety than their counterparts. It may be due to the reason that at home with family and relatives, students feel more pressure from parents as well as from society members to perform well which cause the increased level of academic anxiety among them. The over ambitious parents always generate excessive pressure on their child and hence make him anxious. The parents should, therefore, need to be aware about the strength and weakness of their child so that they may not except beyond the potential of their child.

Significant difference was found between academic anxiety of male and female secondary school students. It was, therefore, concluded that gender account for any variation in academic anxiety of secondary school students. Girls feel more academic anxiety than boys.

A significant difference was found between academic anxieties of high and low achievers. In other words academic achievement was found to be a source of academic anxiety among secondary school students. Low achievers feel high academic anxiety as compared to high achievers. Although a certain amount of anxiety is required as an impetus towards positive action, an excess of the same could be detrimental to the students well being and may greatly contribute to low academic results. Therefore, Students should get equipped with knowledge on anxiety and effective anxiety management skills

If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, tell lies to parents, perform poorly on school work and withdraw from socializing with peers or friends and may drop school. In the light of the present study all those who are engaged in the work of development of students at high school stage should take necessary steps for improving the academic anxiety. There should also be a provision of regular workshops for students also on stress management, time management, and assertive training and communication skills.

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