# ACADEMIC ANXIETY OF ADOLESCENT BOYS AND GIRLS IN HIMACHAL PRADESH

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## ABSTRACT

The present research statement of the problem is "Academic Anxiety of Adolescent boys and girls in Himachal Pradesh**".**   Main objectives were laid down for the present study: To study the nature of distribution of scores for Sen. Sec school boys on the variable 'Academic Anxiety'; To study the nature of distribution of scores for Sen. Sec school girls on the variable 'Academic Anxiety'; To study the nature of distribution of scores for total sample of Sen. Sec school students on the variable 'Academic Anxiety'; and to compare Sen. Sec school boys and girls with respect to their mean scores on the variable 'Academic Anxiety'  This research is completed on senior secondary school students of Himachal Pradesh both sex. The purposive sampling method is used for the selection of the sample. The four hundred students are selected for the study. This research gender (boys and girls) is independent variable and Academic Anxiety is dependent variable. Academic Anxiety' Scale for Children (AASC): Developed by Dr. A.K. Singh and Dr. A. Sen Gupta is used.  In short Sen.sec.  School students differ in their level of 'Academic Anxiety'. Sen.sec. School boys differ in their level of Academic Anxiety. Sen.sec. School girls differ in their level of Academic Anxiety. Total Sen.sec. Students differ in their level of Academic Anxiety. It is further revealed that the nature of distribution of scores on the variable 'Academic Anxiety' is more or less and similar for sen.sec. school boys, girls and total sample.

**Key words:** Academic Anxiety ,  Adolescent.

## INTRODUCTION

Anxiety is a generalized mood condition that can often occur without an identifiable triggering stimulus. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. Usually anxiety is a response to outside forces, but it is possible that we make ourselves anxious with "negative self-talk" - a habit of always telling ourselves the worst will happen. People with anxiety present a variety of physical symptoms in addition to non-physical symptoms that characterize the disorders such as excessive, unrealistic worrying. Many of these symptoms are similar to those exhibited by a person suffering general illness, heart attack, or stroke, and this tends to further increase anxiety. 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. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers, or do daily homework.

'Academic Anxiety' has four components –emotionality, task-generated interference, study skills deficits and worry. 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 you from focusing on what needs to be done to perform well.

Youth today are living in an increasingly anxiety ridden atmosphere. They live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. 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. Once out of elementary school, they find their teachers, parents, and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information. 'Academic Anxiety' is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests, which makes the students feel helpless and like a failure. *Devi (2004)* conducted a study on anxiety level among college going students. The objectives included 1) To study the anxiety level of students (Boys and Girls) in the age group of

16-18 years. 2) To study the differences in anxiety level between boys and girls in the age group, of 16-18 years. 3) To study the differences in anxiety level between the students of Imphal and Jorhat town. Random sampling technique was used for collection of data from grade XI and XII. The conclusions of the study are: 1) There is significant sex difference in anxiety level, with girls obtaining more mean anxiety score than boys. 2) Differences in anxiety level between students of Imphal and students of Johrat were non-significant. 3) Differences in anxiety level between boys and girls of Imphal were non-significant. 4) There is significant difference between boys and girls of Jorhat in anxiety level, with girls obtaining more mean anxiety scores. 5) Difference in anxiety level between students of Imphal and Jorhat were non-significant. 6) Differences in anxiety level between girls of Imphal and girls of Jorhat were non-significant. *Sharma and Mahajan (2008)* conducted a study to explore the anxiety among adolescent boys and girls, in terms of four selected areas viz. physical, social, emotional and educational. For this purpose 40 boys and 40 girls (15 to 17 years) were selected through a multistage stratified random sampling technique. The study revealed that 1) The adolescent boys and girls do not differ significantly as far as physical anxiety is concerned, 2) The boys and girls do not show a significant difference in social anxiety as well, 3) The adolescent girls and boys differ significantly in respect to overall emotional anxiety and 4) Girls were found to be more anxious about their marks and percentage as compared to the boys. *Trivedi and Bhansali (2008)* conducted a comparative study between boys and girls of 16-18 years to know the academic anxiety prevailing amongst them. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys. *Neelam and Attri (2013)* have attempted to find out the academic anxiety and academic achievement of secondary school students. It was hypothesized that there exists a significant difference in academic anxiety and academic achievement of male and female secondary school students. For verification of these hypotheses, the data was collected from 200 secondary school students of Mandi district of Himachal Pradesh by adopting lottery method of random sampling by administering 'Academic Anxiety Scale for Children (AASC)' and their marks of class 9th were taken as academic achievement. . The statistical technique used was t- test. The findings of the present study revealed that there exist significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

## Objectives of the Study:

The following objectives were laid down for the present study:

1. *To study the nature of distribution of scores for Sen. Sec school boys on the variable 'Academic Anxiety'.*
2. *To study the nature of distribution of scores for Sen. Sec school girls on the variable 'Academic Anxiety'.*
3. *To study the nature of distribution of scores for total sample of Sen Sec school students on the variable 'Academic Anxiety'.*
4. *To compare Sen. Sec school boys and girls with respect to their mean scores on the variable 'Academic Anxiety.*

## Hypothesis of the Study:

The following hypotheses were formulated for the present study:

*1. Sen. Sec school boys differ in their level of 'Academic Anxiety'.*
*2. Sen. Sec school girls differ in their level of 'Academic Anxiety'.*
*3. Total Sen. Sec school students differ in their level of 'Academic Anxiety'.*
*4. Sen. Sec school boys and girls differ significantly with respect to their mean scores on the variable 'Academic Anxiety'.*

## Research Methodology:

This research is conducted on Sen. Sec. School students of both sexes. Descriptive survey research method is used for collection of the data. The research is comparative study among boys and girls in terms of their academic anxiety.

## Variables of the Study:

It was showed as follows.
*A) Independent Variables:* Type of Gender: 1) Boys 2) Girls
*B) Dependent variable:* Academic Anxiety

**Selection of the Sample:**
In the present research, sample consisted of four hundred boys and girls. Out of four hundred samples, two hundred are boys selected and two hundred are girls. Purposive sample method is used for selection of the sample.

**Limitations of the Study:**
1. The present research is conducted on only Sen. Sec. schools 11th class students who will be considered as adolescents.
2. The study delimited to 400 students.
3. The study will be restricted to only four districts of himachal Pradesh i.e Kangra, Chamba, Una and Shimla.

**Scopes of the Study:**
1. The present research is conducted on sen sec school students of both sexes in terms of their academic anxiety.
2. The present study is completed on boys and girls students in Sen. Sec. School students.

**Tools of the study:**
The aim of present investigation was to study high school students with respect to the variables of 'Academic Anxiety'. Hence, the following tools were used in the present study to collect the relevant information:

**'Academic Anxiety' Scale for Children (AASC) developed by Dr. A.K. Singh and Dr. A. Sen Gupta.**
The 'Academic Anxiety' Scale for Children (AASC) has been developed for use with school students of class VIII, IX and X (age range: 13-16 years). The preliminary form of the 'Academic Anxiety' Scale for Children (AASC) had 30 items. After carrying out item analysis based upon Kelley technique (1939), only 20 items were retained and the remaining 10 were dropped.

**Statistical Analysis and Interpretation:**
The present study aimed at studying the "*Academic Anxiety of Adolescent boys and girls in Himachal Pradesh*". In order to achieve this objective, a sample of 400 students comprising 200 boys and 200 girls studying in class XI in Senior Secondary Schools .
The details of analysis of data collected from the selected sample on the variable 'Academic Anxiety' is presented as under:

**A.   Distribution of scores for Sen. Sec school boys on the variable 'Academic Anxiety'**
The distribution of scores for Sen. Sec school boys on the variable 'Academic Anxiety' is given in Table 1.1
*H:1:  Sen. Sec school boys differ in their level of 'Academic Anxiety'.*

**Table 1.1: Distribution of scores for Sen. Sec school boys on the variable**

**'Academic Anxiety'**

| Class Interval | Frequency | Cumulative Frequency | Percent | Cumulative Percent |
|---|---|---|---|---|
| 19-22 | 0 | 200 | 0.0 | 100.0 |
| 16-19 | 6 | 200 | 3.0 | 100.0 |
| 13-16 | 43 | 194 | 21.5 | 97.0 |
| 10-13 | 68 | 151 | 34.0 | 75.5 |
| 7-10 | 65 | 83 | 32.5 | 41.5 |
| 4-7 | 15 | 18 | 7.5 | 9.0 |
| 1-4 | 3 | 3 | 1.5 | 1.5 |
| **Total** | **200** | | **100.0** | |

Highest Score = 18
Lowest Score = 01
Range = 17

**B.  Distribution of scores for Sen Sec school girls on the variable 'Academic Anxiety'**

The distribution of scores for Sen Sec school girls on the variable 'Academic Anxiety' is given in Table 1.2

*H:2: Sen. Sec school girls differ in their level of 'Academic Anxiety'.*

**Table 1.2: Distribution of scores for Sen. Sec school girls on the variable 'Academic Anxiety'**

| Class Interval | Frequency | Cumulative Frequency | Percent | Cumulative Percent |
|---|---|---|---|---|
| 19-22 | 0 | 200 | 0.0 | 100.0 |
| 16-19 | 6 | 200 | 3.0 | 100.0 |
| 13-16 | 48 | 194 | 24.0 | 97.0 |
| 10-13 | 77 | 146 | 38.5 | 73.0 |
| 7-10 | 51 | 69 | 25.5 | 34.5 |
| 4-7 | 17 | 18 | 8.5 | 9.0 |
| 1-4 | 1 | 1 | 0.5 | 0.5 |
| **Total** | **200** | | **100.0** | |

Highest Score = 17
Lowest Score = 3
Range = 14

**C.  Distribution of scores for total sample of Sen. Sec school students on the variable 'Academic Anxiety'**

The distribution of scores for total sample of Sen. Sec. school students on the variable 'Academic Anxiety' is given in Table 1.3

*H:3: Total Sen. Sec school students differ in their level of 'Academic Anxiety'.*

**Table 1.3: Distribution of scores for total sample of Sen Sec school students on the variable 'Academic Anxiety'**

| Class Interval | Frequency | Cumulative Frequency | Percent | Cumulative Percent |
|---|---|---|---|---|
| 19-22 | 0 | 400 | 0.0 | 100.0 |
| 16-19 | 12 | 400 | 3.0 | 100.0 |
| 13-16 | 91 | 388 | 22.8 | 97.0 |
| 10-13 | 145 | 297 | 36.25 | 74.25 |
| 7-10 | 116 | 152 | 29.0 | 38.0 |
| 4-7 | 32 | 36 | 8.0 | 9.0 |
| 1-4 | 4 | 4 | 1.0 | 1.0 |
| **Total** | **400** | | **100.0** | |

Highest Score = 18

Lowest Score = 1

Range = 17

It is revealed from frequency distribution of boys, girls and total sample of Sen.sec. school students given in Tables 1.1, 1.2 and 1.3 that the scores on the variable 'Academic Anxiety' are distributed over a range of 17 for boys, 14 for girls and 17 for total sample of Sen.sec. school students. Thus, it may be said that Sen.sec. school students differ in their level of 'Academic Anxiety'. Hence the hypotheses that "Sen.sec. *School boys differ in their level of Academic Anxiety*", "Sen.sec. *School girls differ in their level of Academic Anxiety*" and "*Total* Sen.sec. *Students differ in their level of Academic Anxiety*" are accepted. It is further revealed from Tables that the nature of distribution of scores on the variable 'Academic Anxiety' is more or less and similar for Sen.sec. School boys, girls and total sample. This is evident from the fact that 91, 91 and 91.05 percent fall between the scores of (7-16) for boys, girls and total sample indicating almost similar concentration of scores in a limited range.

### D.        STUDYING THE SEX DIFFERENCES ON THE VARIABLES ACADEMIC ANXIETY

Table 1.4 presents the t-value for Sen. Sec school boys and girls with respect to their mean scores on 'Academic Anxiety' along with N, Mean, Standard Deviation and Standard Error of Mean for the two groups.

*H:4: Sen Sec school boys and girls differ significantly with respect to their mean scores on the variable 'Academic Anxiety'.*

**Table 1.4: t-value for Sen. Sec school boys and girls with respect to their mean scores on 'Academic Anxiety'**

| Groups | N | Mean | SD | df | SEM | t-value |
|--------|-----|-------|------|-----|-------|---------|
| Boy | 200 | 10.34 | 3.01 | 398 | 0.295 | 0.88** |
| Girl | 200 | 10.60 | 2.89 | | | |

**\*\* Not significant at 0.05 level of significance.**

From the above table No.1.4 . it is observed that, the boys mean value is 10.34 and SD value is 3.01. Like that the girls mean value is 10.60 and SD value is 2.89. Obtained 't' Value is **0.88** on academic anxiety. Which is not significant at 0.05 level of significance. Which is lower than the table value at 2.34 at 0.05 level.  Table 't' value is greater than calculated 't' value. So, there is no significant difference between girls and boys on academic anxiety. So that the hypothesis no.4. ***"Sen Sec school boys and girls differ significantly with respect to their mean scores on the variable 'Academic Anxiety"*** is rejected. Because, boys have low level of academic anxiety than girls.

### RESULTS OF THE STUDY:
1. The scores on the variable 'Academic Anxiety' are distributed over a range of 17 for boys, 14 for girls and 17 for total sample of Sen.sec.  School students. Thus, it may be said that Sen.sec.  School students differ in their level of 'Academic Anxiety'. Sen.sec. School boys differ in their level of Academic Anxiety.
2. Sen.sec.  School girls differ in their level of Academic Anxiety
3. Total Sen.sec. Students differ in their level of Academic Anxiety. It is further revealed that the nature of distribution of scores on the variable 'Academic Anxiety' is more or less and similar for Sen.sec. School boys, girls and total sample.
4. This is evident from the fact that 91, 91 and 91.05 percent fall between the scores of (7-16) for boys, girls and total sample indicating almost similar concentration of scores in a limited range.
5. Sen. Sec school boys and girls differ significantly with respect to their mean scores on the variable 'Academic Anxiety. Because, boys have low level of academic anxiety than girls.

**CONCLUSION:** In short, Sen.sec.  School students differ in their level of 'Academic Anxiety'. Sen.sec. School boys differ in their level of Academic Anxiety. Sen.sec. School girls differ in their level of Academic Anxiety. Total Sen.sec. Students differ in their level of Academic Anxiety. It is further revealed that the nature of distribution of scores on the variable 'Academic Anxiety' is more or less and similar for sen.sec. School boys, girls and total sample.

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