

THE STUDY OF ACADEMIC ANXIETY AMONG THE SECONDARY LEVEL STUDENTS OF CBSE AND SSC BOARD OF MAHARASHTRA STATE IN AURANGABAD DISTRICT

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Abstract: This study has been undertaken to examine the anxiety among students in their respective level of academic STD. In which it is described what the problem is and how the problem can be managed. High level of Academic Anxiety is one of the leading problems in the life of the students that's why the some of the students of our society anticipate that stress negative anticipation of the negative stress leads to reduce level of motivation towards hard work and accepting their mistakes or weakness in healthy way. In order to make those students capable of accepting & managing those anxious effectively better education policies.

1. INTRODUCTION

The present age is age of anxiety, the anxiety represent a behavior dominated by reaction which interfere with the individuals personal and social adjustments, anxiety is a dysfunction of behavior due to emotional stress developed as a result of frustration, conflicts etc. It's an emotional disorder in which the symptoms, suffering and personal efficiency involved or associates with inner conflict & environmental stress. In Harney's term, the dynamic center of neurosis. In actions of normal people as well as abnormal, it's recognized that anxiety is much more prevented than was suspected several decades ago.

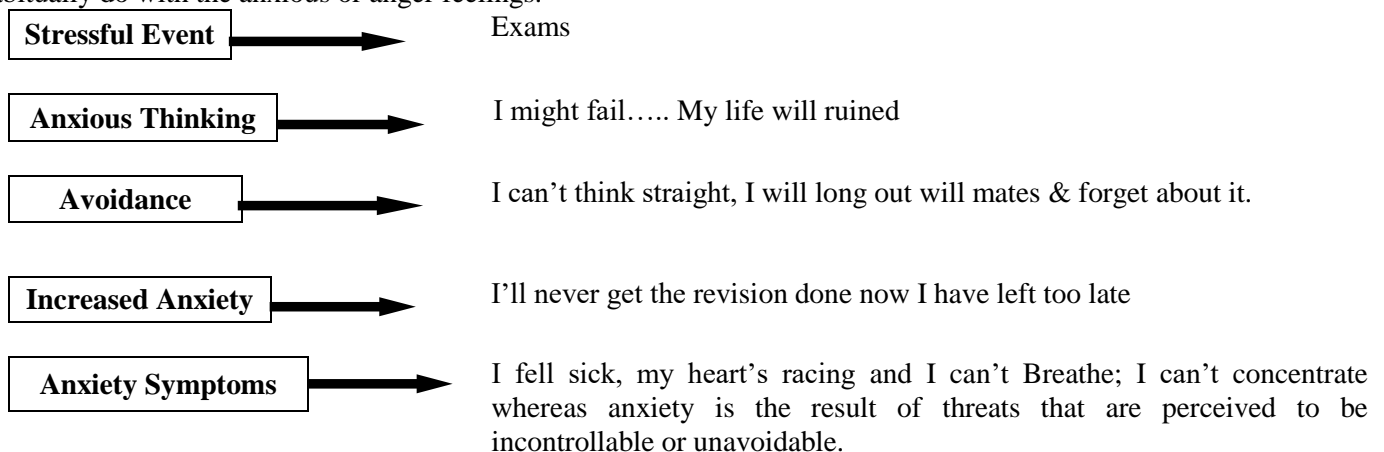
According to general definition of anxiety which is quoted above we understand that anxiety that anxiety is observed due to some abnormal situation circumstance & reasons we can explain the educational anxiety among the students like this.

In ancient age, the objectives of education was only to enable a person to read and write and learn some kind of arts, but now a day's meaning and objectives of education has totally changed in education field. There is a very tuff and cutthroat competition on account of this crucial situation many kind of problem come into existence such as burden of vast syllabus, examination oriented studies, time consuming tuitions and tuitions classes extra burden of fees, tuitions of different kinds of exams and test, extra exportations of parents and teachers, marks scoring competition.

These things create anxiety among students; Anxiety student abnormal maladjusted his mental health. Special characteristics of anxiety are the feelings of uncertainly and helplessness in the face of danger. The nature anxiety can be understood when we ask in threatened in the experience which products anxiety. Anxiety is also viewed as a drive like other emotional tension mild anxiety like mild hunger may also be useful drive. The drive of an intense anxiety tends to dominate a person is severing conflicts.

2. ANXIETY AND ANGER SPIRALS

Anxious or anger habits can than entrench themselves in vicious cycles which contribute to the depression, anxiety and anger spirals are perpetuated by unhelpful thinking habits. They can also be entrenched through you habitually do with the anxious or anger feelings.



3. WHAT IS ANXIETY?

Anxiety is our body's way of telling you that there is something in the environment in need of our attention. It basically a series of biochemical changes in our brain and body adrenaline (causing our heart to beat faster) and a decrease in dopamine (a brain chemical that helps to block pain). These changes result in a state of high tensioned attention to the source of anxiety. High level of anxiety cause our body to prepare to fight or run away from the perceived threat commonly called the fight-or-flight response.

What anxiety is not a bad interference with concentration and memory, which are critical for academic success? Without any anxiety however, most of us would lack the motivations to study for exams, write papers or do daily home work (especially in classes we find boring). A moderate amount of anxiety actually helps academic performance by creating motivation. The graph below illustrates the relationship between anxiety and performance.

These may seem like a strange question, but if our anxiety level is too low you may be experiencing the same low level of academic performance as a student with an excessively high anxiety level (above graph indicate the relationship between performance & anxiety) for example, if you find yourself falling weeks behind on your homework, spending little or no time preparing for exams and failing to turn in assignments, while not feeling particularly motivated to change, you may be suffering from too little anxiety this is the case, the best strategy is to figure out how your performance on daily courses work is related to the goals you have that you care the most about.

“Stand together And yet not too near together, for the pillars of the temple stand apart you shall be together when the white of death scatter your days.”

4. NEED OF RESEARCH

Our new generation are suffering from academic anxiety And this things influence of their mental health and this is not good significant for the future of our students we can't in a position to the anxiety completely but can minimize it so that is must for us to find out the reason of anxiety among the student and their solution of all problems present generation.

5. SIGNIFICANCE OF RESEARCH PROBLEM

Research in the way through Which we can find out the reason of the problems, facts and figure and treatment and solution what way to find out the reasons of anxiety and its influence the academic field it proper treatment or understand the anxiety and how to minimize it.

The researcher feels that present research helps in understanding the status of the children in regarding with the educational anxiety. To save the intellectual, emotional and social life of the child the present study will contribute a lot.

6. STATEMENT OF THE PROBLEMS

“The study of academic anxiety among the secondary level students of CBSE and SSC board of Maharashtra state in Aurangabad District.”

7. OPERATIONAL DEFINITION

1) Study

Acquiring knowledge time spend in reading etc to gain knowledge.

2) Academic Anxiety

Uneasy or anxious feelings in education or study.

3) By Goldstein

“Anxiety is the subjected experience of the organism in catastrophic condition, it agreed by students of anxiety.”

4) Horney

“Anxiety is a diffuse apprehension and that the central difference between fear and anxiety is that fear is a reaction to specific danger while anxiety is not specific, vague and objective due towards education.”

5) Saliva

“Anxiety as one of the prime-motivators in life, anxiety is both productive and destructive slight anxiety is good for man and moves him off the dead-center total anxiety leads man to utter confusion and renders him incapable of intelligent action. Individually is manifested in the way men meet anxiety.”

8. OBJECTIVES

- 1) To study the academic anxiety among the CBSE student.
- 2) To study the academic anxiety among the SSC student.
- 3) To study the academic anxiety among the CBSE Boys students.
- 4) To study the academic anxiety among the SSC Boys students.
- 5) To compare the academic anxiety among the SSC boys.
- 6) To compare the academic anxiety among the CBSE & SSC students.

9. HYPOTHESIS

1. The academic anxiety among the CBSE students is low.
2. The academic anxiety among the SSC student low.
3. The academic anxiety among the SSC girl's students is low.
4. The academic anxiety among the SSC boy's students is low.

10. VARIABLES

- i. Academic Anxiety
- ii. SSC & CBSE students

11. SCOPE OF RESEARCH

1. Area

The study only confined to secondary schools in Aurangabad City.

2. Content

The study is confined to academic anxiety among secondary school students.

3. Unit

The unit of study is secondary students of Aurangabad district in Maharashtra State.

12. LIMITATION

1. Area

The area of present study is confined to secondary schools in Aurangabad Districts of Maharashtra State.

2. Content

The study of academic anxiety among the secondary level (IX Std.) students of CBSE & SSC students of Aurangabad.

3. Unit

The unit of study is secondary students of CBSE & SSC students.

13. TESTING OF HYPOTHESIS

1. The academic anxiety among the CBSE students is low.

The above hypothesis is rejected the mean score of academic anxiety of CBSE students is moderate they show indication towards the table of 11-20 of moderate academic anxiety.

2. The academic anxiety among the SSC students is low.

The above hypothesis is rejected the mean score of academic anxiety of SSC students is moderate as the show indication towards the table value of 11-20 of moderate academic.

3. The academic anxiety among the SSC girl students is low.

The above hypothesis is rejected the mean score of academic of SSC girls students is moderate. As they show indication towards the table value of 11-20 of moderate academic anxiety.

4. The academic anxiety among the SSC boy's students is low.

The above hypothesis is rejected the mean score of academic of SSC boys students is moderate. As they show indication towards the table value of 11-20 of moderate academic anxiety.

5. There is no significant difference between the academic anxiety level of SSC boys & girls students.

The obtained "t" value of SSC male & female of academic anxiety is 3.9 which is greater than the table value of 0.05 level of significance & at 148 as a degree of freedom. Hence the above hypothesis is rejected.

6. There is no significant difference between the academic anxiety levels of CBSE & SSC students.

Since the obtained "t" value of mean score of CBSE & SSC students is 3.9. Hence the value is greater than the table value as 0.05 level of significance. Hence hypothesis is rejected.

14. MAJOR FINDING

1. The secondary school teacher's attitude regard cause of Global Warming is favorable.
2. The secondary school teachers of attitude regarding effect of global warming are favorable.
3. The secondary school teachers of attitude regarding precaution of global warming are favorable.
4. The attitude regarding Global Warming among secondary School teachers is favorable.
5. The attitude among secondary school teachers of English medium Urdu medium regarding Global Warming insignificant.

15. SUGGESTION

1) Worry

Although prevents you from focusing on & successful completing academic work. For example: predictions of failure, self-degrading thoughts or preoccupations with consequences of doing poorly. Some effective techniques for managing these components include, using positive mental imaginary, disputing negative & self-defeating thoughts with more productive, realistic thought & self-hypnosis.

2) Emotionality

Biological symptoms of anxiety for example, fast heart-beat sweaty plans strategies for dealing with emotionality are muscle & breathing relaxation exercise.

3) Task Generated Interference

Behaviors related to the task at hand, but which are unproductive & prevent successful performance. For example, constantly checking the clock during an exam or spending a lot of time on a test question you cannot answer.

4) Study Skills Deflects

Problems with your current study method which create anxiety for example , last minute cramming resulting in not knowing answer to test questions or poor note-taking during lecturer resulting in confusion about a major assignment. Mean students experience the first three components of academic anxiety as a result of study skills deflects, if this is a case, then your grades will not improve unless study skill are addressed. A study skill instructor can help you with this.

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