A Study Of Academic Anxiety Of Deficit Higher Secondary School Students in Aizawl City

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Abstract: *Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the nervous system (Spielberger, 1983). The level of anxiety if not normal causes disturbance to person's activity both in his or her personal life and social life. Academic Anxiety refers to disruptive thought patterns, physiological responses and behaviour that follows from concerns about the possibility of an unacceptably poor performance on an academic task (Ottens, 2007). The study aims to identify the academic anxiety of the higher secondary students in relation to the area of location, male (Arts Y Science) and female (Arts & Science). The hypotheses are based on variables such as academic anxiety, location, gender and streams of study. "Academic Anxiety Scale" (AAS-SAMRUA), developed by Dr. Mohd. Aid Siddiqui and Dr. Atieq UI Redman was used to conduct the study. The result showed that there is no significant difference between the academic anxiety and area of location, between the same gender of different streams of studies. In this research, descriptive method is used to analyze the data.*

IndexTerms: **Academic Anxiety, Deficit Higher Secondary School, Students.**

1. INTRODUCTION

All of us have encountered a situation where our lives have put us in a difficult circumstance. These arduous situations cause us to stress and put us under pressure which can result in anxiety. Sometimes the pressure given from home or due to students' personality as a competitive performer, student tend to fail to understand the joy of learning and going to school. The student feels anxious and sometimes this uneasy feeling may develop into depression. As soon as the school starts the new session, students are provided with new plan for the year in which there is more schedules for examination than co-curricular activities. In human life, adolescence is one of the most prominent stage since massive changes take place during this particular period physically and mentally.

During puberty, the student tries to understand his or her body as well as to manage the emotions that proceed alongside the transformation. During this transitional phase, a student- especially of secondary student faces ample challenges along with educational activities in school. Hence, this whole scenario may give academic anxiety to the secondary school students. The feeling of being distressed, fearful, or stressed out as a result of school pressure is called academic anxiety (O'Connor, 2008).

2. Rational of the study

Everyone has feelings of anxiety at some point in their life, whether it is about preparing for a job interview, going to new school for the first time, meeting new people or the prospect of parenthood, etc. Each of us tries to make peace with the environment we are in or adjust to the challenges before us, and everyone strives to give his or her best to get the finest outcome. Thus, stiff competition bound to take place at every stage of life. This may become intense for the secondary school students in addition to their constant struggle as an adolescent.

With the heavy syllabus of secondary school students, assignments, projects and other works are being put on the plate of the students from the start of the new session. Children of secondary schools are kept busy with extra classes and couching classes to prepare them for their future career. Secondary schools' students are literally placed in the field of pressure to be the best in spite of their hefty workload. Being enwrapped by such a bulky academic and its related issues, it is obvious that it naturally has an impact on the students' emotion and feeling one way or the other.

Academic anxiety is something that almost every student might have but the level of anxiety may differ depending on the student. It is the stage of being fearful or stressed out due to school activity or it related concern. Anxiety is not necessarily a bad thing unless it becomes severe. Just a mild anxiety can be used as motivation to do better. But when the anxiety becomes intense particularly in academic area, it can have negative impact on the 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 outrageous figure unveils the solemnity of this issue and its enormous social costs to the communities.

The above discussions confirmed the indispensable need of finding out the presence of academic anxieties that can take place among the students. Hence, the study of the existence of academic anxiety among the Higher Secondary Schools' students is crucial.

3. Statement of the problem

The statement of the proposed problem is "A study of Academic Anxiety of Deficit Higher Secondary School students in Aizawl city".

4. Research questions

a) Is there any difference between academic Anxiety of male Science students and male Arts students of Deficit Higher Secondary Schools?

b) Do the Academic Anxiety of female Science students differ with that of female Arts students of Deficit Higher Secondary School?

c) Do the Academic Anxiety of Deficit Higher Secondary Schools' students differ significantly in relation to Urban and Rural origin?

5. Objectives

a) To study if there is any significant difference in academic anxiety of the students between male Science and male Arts subjects in Deficit Higher Secondary Schools.

b) To know if there is any significant difference in academic anxiety of the students between female Science and female Arts subjects in Deficit Higher Secondary Schools.

c) To compare academic anxiety of the students between Urban and Rural origin in Deficit Higher Secondary Schools.

6. Delimitation

Although a survey of the students of the whole state is preferable, with the constraint of time and resources, the present study is delimited to the Class-XI students of Deficit Schools in Aizawl city.

7. Method of study

Survey type of research based on Descriptive method to describe record, analyse and interpret the data was used.

8. Sources of data

The study has used primary sources of data to fulfil the objectives. Primary sources are data collected directly from the students through the permission of the head of the institution.

9. Population of the study

The population of the present study comprised of all class XI students of Deficit Higher Secondary Schools within Aizawl city.

10. Sample of the study

236 students from Deficit Higher secondary Schools of Arts and Science stream in Aizawl city.

11. Tool of data collection

In the present study the investigator used the "Academic Anxiety Scale" (AAS-SAMRUA), developed by Dr. Mohd. Aid Siddiqui and Dr. Atieq UI Redman.

12. Data collection

The investigator personally went and seeks prior consent from the Principle of the schools. She then administered her research by distributing the questionnaires to the sample students. The respondents were assured that their responses shall be kept strictly confidential and will be used only for research purpose.

13. Data analysis

Mean, Standard Deviation and Standard error mean difference (SE_{MD})-to measure the Academic Anxiety of the respondents and find out the differences in Academic Anxiety level of the respondents based on male students and female students separately in relation to their area of specialization and community. General 't' test was applied for item discrimination and calculation of significance of difference of Academic anxiety in relation to male students and female students separately in relation to their area of specialization and community.

14. Analysis and interpretation

The responses of all the students were analyzed and interpreted to fulfill the objectives of the study.

Details are given below:

Objectives a) "To study if there is any significant difference in academic anxiety of the students between male Science and male Arts subjects in Deficit Higher Secondary Schools".

Table no.1: Academic Anxiety in relation to subjects' specialization of male students of Deficit Higher Secondary School Students.

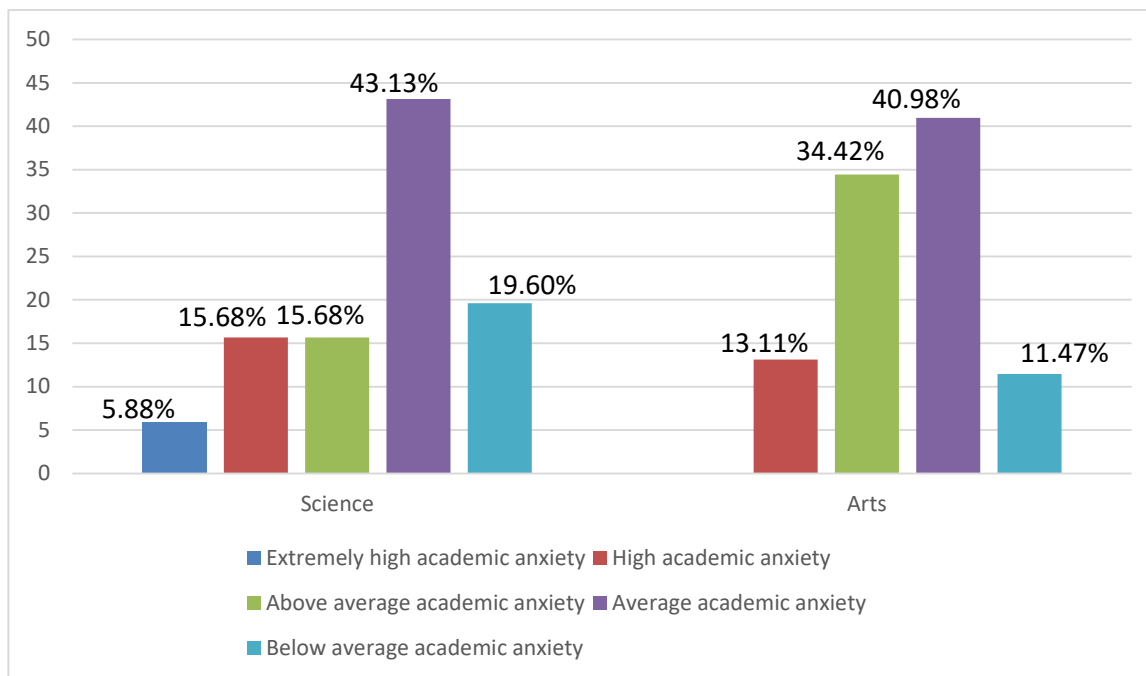| SI.No	Subject	Extremely High Academic Anxiety	High Academic Anxiety	Above Average Academic Anxiety	Average Academic Anxiety	Below Average Academic Anxiety	Low Academic Anxiety	Extremely Love Academic Anxiety	Mean Score
1	Science	3 (5.88%)	8 (15.68%)	8 (15.68%)	22 (43.13%)	10 (19.60%)			80.41
2	Arts		8 (13.11%)	21 (34.42%)	25 (40.98%)	7 (11.47%)			81.52

Figure no. 1- The descriptive statistics for the score between male Science and male Arts. students of Deficit Higher Secondary School Students

While Fig No.1 showed the accurate score of male science and male arts students of Deficit Higher Secondary School Students, according to data vide Table no.1 the result of the mean scores revealed that male arts were slightly higher in their academic anxiety, but both male science and male arts students fall under Average Academic Anxiety.

Table no. 2- Comparison in relation to male gender in area of specialization

SI.No	Area of specialization	N	M	SD	SED	df	Calculated t value	Level of significance
1	Science	51	80.41	12.53	2.10	110	0.52	Not significant
2	Arts	61	81.52	9.10					

Table no.2 showed that the mean score of science male was 80.41 and 81.52 in male arts students. The standard deviation was 12.53 for male science students and 9.10 for male arts students. The 't' value 0.52 which was lower than the criterion 't' value for df 110 at 0.05 level shows that there was no significant difference in the academic anxiety of male science students and male arts students.

Objective b) "To know if there is any significant difference in academic anxiety of the students between female Science and female Arts subjects in Deficit Higher Secondary Schools".

Table No.3: Academic Anxiety in relation to subjects' specialization of female students of Deficit Higher Secondary School Students

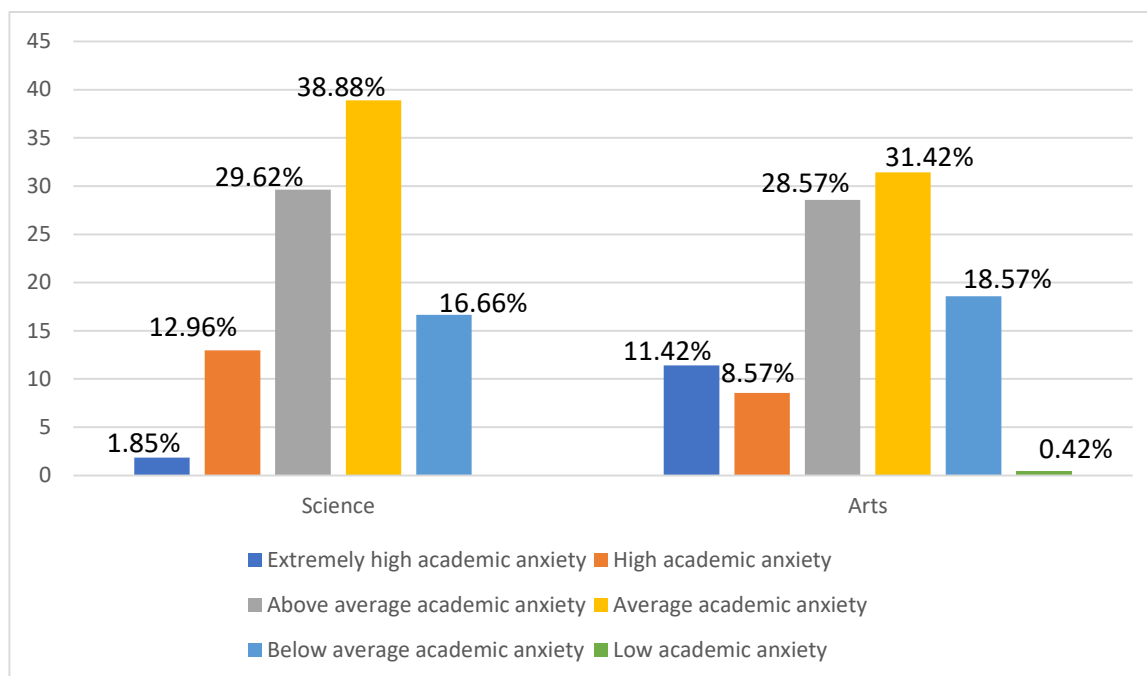| SI.No	Subject	Extremely High Academic Anxiety	High Academic Anxiety	Above Average Academic Anxiety	Average Academic Anxiety	Below Average Academic Anxiety	Low Academic Anxiety	Extremely Love Academic Anxiety	Mean Score
1	Science	1 (1.85%)	7 (12.96%)	16 (29.62%)	21 (38.88%)	9 (16.66%)			80.24
2	Arts	8 (11.42%)	6 (8.57%)	20 (28.57%)	22 (31.42%)	13 (18.57%)	1 (0.42%)		81.44

Figure No. 2- The descriptive statistics for the score between female Science and female Arts students of Deficit Higher Secondary School Students.

Table No.3 revealed that the mean scores of female arts students were higher in their academic anxiety, however both the female science and female arts students fall under Average Academic Anxiety since their total mean scores were 80.24 and 81.44 respectively. Fig. no 2 displayed the precise scores for different levels of academic anxiety.

Table No.4 – Comparison in relation to area of specialization of female students of Deficit Higher Secondary School Students.

SI.No	Area of specialization	N	M	SD	SED	df	Calculated t value	Level of significance
1	Science	54	80.24	10.73	2.12	122	0.56	Not significant
2	Arts	70	81.44	12.95				

The above table showed a comparison result of academic anxiety level between female science and female arts. The total respondents for female science were 54 and 70 in arts, the mean score was 80.24 and 81.44, standard deviation was 10.73 and 12.95. The standard error of difference was 2.12. The degree of freedom was 122 while calculated 't' value was 0.56.

The 't' value 0.56 which was lower than the criterion 't' value for df122 at 0.05 level showed that there was no significant difference in the academic anxiety of class XI female students of Deficit Higher Secondary School Students Aizawl studying in Arts and Science stream.

Objectives c) "To compare academic anxiety of the students between Urban and Rural origin in Deficit Higher Secondary Schools".

Table No.5 - Academic Anxiety based on area of location of students of Deficit Higher Secondary School Students

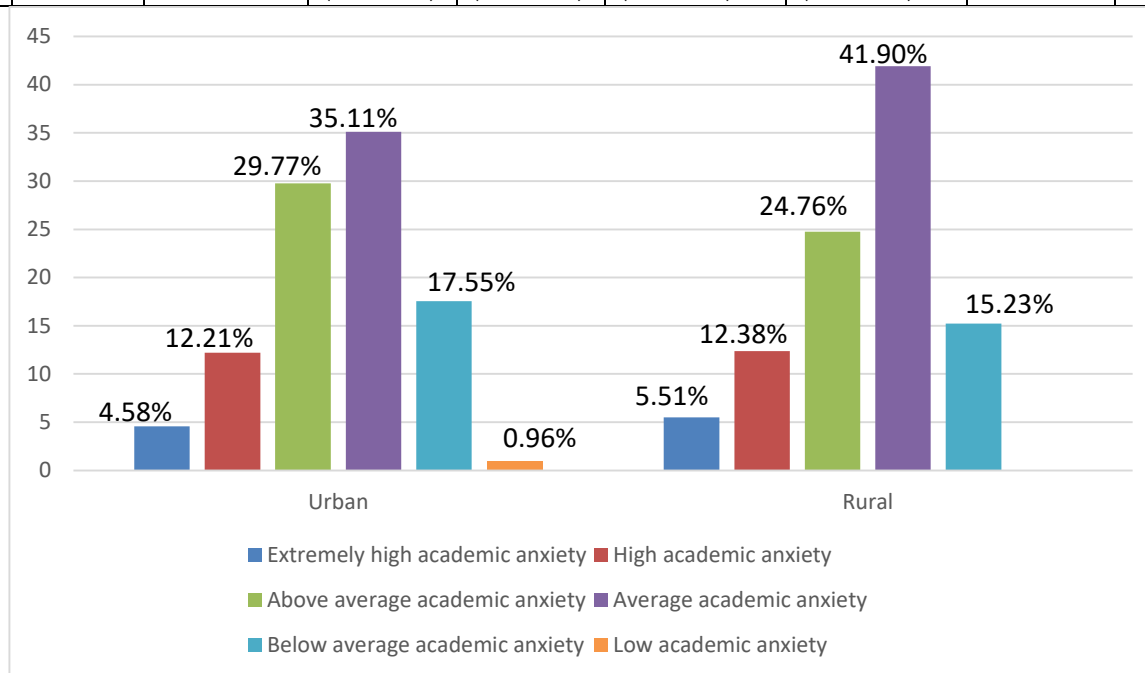| SI. No	Area of location	Extremely High Academic Anxiety	High Academic Anxiety	Above Average Academic Anxiety	Average Academic Anxiety	Below Average Academic Anxiety	Low Academic Anxiety	Extremely Love Academic Anxiety	Mean Score
1	Urban	6 (4.58%)	16 (12.21%)	39 (29.77%)	46 (35.11%)	23 (17.55%)	1 (0.96%)		80.70
2	Rural	6 (5.71%)	13 (12.38%)	26 (24.76%)	44 (41.90%)	16 (15.23%)			81.29

Figure No.3- The descriptive statistics for the score between Urban and Rural origin.

Fig No. 3 demonstrated the detail scores of both urban and rural areas regarding their academic anxiety. The mean scores for both rural and urban origin are given in Table No. 5. Result of the analysis concluded that the students from both the groups of community i.e from rural and urban origin, fall under the same level, i.e Average Academic Anxiety.

Table No.6- Comparative study of Academic anxiety in relation to locale of students of Deficit Higher Secondary School Students.

SI.No	Area of location	N	M	SD	SED	df	Calculated t value	Level of significance
1	Urban	131	80.70	11.55	1.50	234	0.39	Not significant
2	Rural	105	81.29	11.52				

The perusal of data vide Table No.6 showed that the total number of respondents from urban was 131 and 105 for rural origin, and the total mean score for urban was 80.70 and 81.70 for rural origin. The standard deviation was 11.55 and 11.52 for students who hailed from rural area, and the standard of error difference was 1.50. The degree of freedom was 234 and the calculated 't' value was 0.39.

Since the calculated '*t'* value was lower than the criterion 't' value, therefore, it can be concluded that there was no significant difference between these two groups of respondents with regard to their academic anxiety.

15. Conclusion and discussion

Education is an important ladder to lead a meaningful life. It develops the capacity and potential of a person and it also enhances the personality of a person. Again, in the field of education,

anxiety occupied a prominent place as it can play both the role of motivator and its contrary part as a reason to fail in any given task. Having academic anxiety may not be a bad thing if it is at moderate level. It can be used as a stimulator that motivates the student to do well in his or her study and to pay attention to his or her education. But a high anxiety level or too low also can work in a damaging way for the academic purpose. Extremely high academic anxiety can cause harm to the performance of any student in school, whereas too low level of academic anxiety can also experience low academic performance.

The present study revealed that in the comparison between male Arts and male Science students, they both fell under average academic anxiety and that there was no significant difference between the two streams of studies. The mean scores of female Arts and Science are 80.24 and 81.44 respectively. These scores came under average academic anxiety and data analysis through 't' test disclosed that there was no significant difference between female Arts and Science students concerning their academic anxiety. In case of area of location, Table No.5 display that their mean scores fall under average academic anxiety. Through general 't' test, it proves that there exists no significant difference between urban and rural in their academic anxiety.

Creating a comfortable classroom environment for each pupil is the duty of a teacher as a messenger to the leaner. With the presence of academic anxiety, it is vital that any teacher identifies in the student, and take proper step to attend the need of his or her student. In order to avoid academic anxiety to become an issue, it is also the responsibility of a student to remain sincere and work hard to have a quality academic performance throughout the year.

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