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ACADEMIC ANXIETY OF ADOLESCENTS IN RELATION TO GENDER AND LOCALE

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ABSTRACT

The Present study is undertaken with a view to find out the Academic Anxiety prevailing among the Adolescents including two broader objectives, to study and compare the Academic Anxiety of Adolescents on the basis of gender; to study and compare the Academic Anxiety among rural and urban Adolescents. The sample of study was confined to 200 Adolescent students of IX and X classes covering Ludhiana district of Punjab (India) by multistage randomization techniques. Academic Anxiety Scale for children (AASC) by A. K. Singh and A. Sen Gupta (2018) were used for data collection. Levene's test of equality of variances and t-test (at 0.05 level of significance) were used for analysis of data. Result of the study showed that Academic Anxiety of Adolescent girls was significantly more than Adolescent boys irrespective of their locality i.e. rural or urban. Urban Adolescents were significantly higher on Academic Anxiety trait as compare of their rural counterpart.

Keywords- Academic Anxiety, Adolescents, Gender, Locale

Introduction

Adolescence is considered as an age of stress and strain, storm and strife. The adolescent group is the intermediate phase between the dependent childhood and the independent adulthood. This group is a vulnerable group to physical, mental and emotional stress leading to anxiety. Anxiety is an excited state of nervous system as a result of which sense of tension, nervousness and worry is being inflicted on individual (Spielberger, 1983).

They are surrounded by number of adjustment problems at school and family. In India main cause of anxiety among school children and adolescents is parent's high educational expectation and pressure for academic achievement (Deb, 2001). Apart from this, selection of role models, discipline at schools causes stress which after prolong time converts to anxiety.

Academic Anxiety

Anxiety is the feeling of distraction, worry, fear or being stressed out. No doubt for Anxiety, the term fear is used interchangeably but in fear the cause or the source is very specific and clear to the individual but the term anxiety is appropriate to use, when the source is not specifically one but diffused kind of. In other words, the area of anxiety

is broader than the area of fear. Academic Anxiety is a kind of anxiety which is closely related with stressed state of students due to one of the many factors or collective effect of many factors like type of school and environment of the institution (Mahato and Jangir, 2012), teachers' attitude, disciplinary problem and problem with subjects like mathematics or science etc.

No doubt a little bit of anxiety, on the one hand the anxiety leads to increase in one's performance and accountability but increased level of anxiety level hinders the student's academic performance (Sharma & Shakir, 2019). It is relevant to mention here that in one year alone, 2520 children, or more than six children per day, committed suicide because of failure in examination (Report of National Crime Records Survey, 2010). Academic Anxiety not only effects the academic aspect of the child; as one having academic anxiety cannot performs better ultimately lowering his academic performance (Venkatesan and Ayatollah Karimi, 2009; Shakir & Sharma, 2018; Mirawdali &Patrick Ball, 2021) but also effects other dimensions of personality like lowering his self-concept (Swan and Howell, 1996), it is found people with anxiety have difficulty storing and retrieving information (Nelson & Harwood, 2011), people with anxiety also exhibit various physical symptoms like heart palpitations, shortness of breath, loss of appetite, insomnia, frequent urination, and shaking (Hernández, Ortega, Briceno). Researches also proved that students with high levels of anxiety show passive attitude towards studies, lack of concentration and confidence, reduced memory span and poor reasoning abilities (Aronen et al., 2005). Academic anxiety can either enhance or inhibit academic performance and it depends on how an individual student perceives the academic situation (Mahato & Jangir, 2012; Matto & Nabi, 2012) but the study of Rezazadeh & Tavakoli (2009) reported significant negative correlation between test anxiety and academic achievement.

REVIEW OF RELATED LITERATURE

ACADEMIC ANXIETY AND GENDER-

Bhansali and Trivedi (2008) conducted study to know the academic anxiety prevailing between boys and girls of 16-18 years. It was comparative study done on 240 adolescents (120 boys and 120 girls) of Jodhpur city with the objective to find out the gender differences in incidences and intensity of academic anxiety amongst adolescents. The Results revealed that Academic Anxiety prevailed amongst the sample was considerable. It was seen that girls on the whole were higher on academic anxiety in comparison to boys. Venkatesan and Karimi (2009) revealed the relationship in high school students between mathematics anxiety, mathematics success and academic hardiness. The sample consisted of 284, 10th grade high school students from Karnataka state (144 males and 140 females).Gender differences in mathematical anxiety are also found to be significant. This research has shown that the success of mathematics students can be perceived by anxiety in mathematics and women scored marginally higher on this variable. Jain (2012*)* found negligible negative correlation between academic anxiety and academic achievement and no significant difference was found between academic anxiety of boys and girls.

Farooqui et al. (2012) reported that female medical students revealed significantly higher test anxiety level as compared to the male medical students. The study of Mahato and Jangir (2012) focussed on the academic anxiety among adolescents and found that the majority of the students experienced academic anxiety. Gender was not found to have any impact on the anxiety scores. Banga and Sharma (2016) focussed on 200 students studying in senior high

schools of Kangra District of Himachal Pradesh, India to discover academic anxiety among secondary school students in relation to gender, locality and social categories and found there was no substantial difference between boys and girls in the academic anxiety of high school students. The academic anxiety among rural and urban secondary school students would not make a major difference. The prevalence of depression, anxiety, and stress among 750 higher secondary school students of Imphal was determined by Akoijam (2017) and the correlation between depression, anxiety, and stress and selected variables such as gender, norm, and religion was determined. The results showed that the prevalence anxiety, and stress was significantly higher among females The research of Khesht-Masjedi, Shokrgozar , Abdollahi , Habibi , Asghari , Ofoghi and Pazhooman (2019) conducted a study in North of Iran, to determine the relationship between gender, age, anxiety, depression, and academic achievement among teenagers to determine the effect of anxiety and depression on academic achievement in students, in which the girls (21.8 %) were found to be more anxious than boys (11.6%).

ACADEMIC ANXIETY AND LOCALE- The study of Sharma & Shakir (2019) was carried out to determine the difference in academic anxiety of senior secondary school students in relation to locale and type of school. The study included 355 senior secondary school students from different schools of Aligarh and Agra districts of Uttar Pradesh. Standardized tool developed by the researchers was used for measuring the level of academic anxiety of senior secondary school students. Results revealed a significant difference in the academic anxiety of senior secondary school students in relation to locale. Urban senior secondary school students were found to have more academic anxiety than rural one.

The study of Puar (2012) has been designed to investigate the locale-wise differences among high school students on the basis of certain cognitive variables like general mental ability and academic achievement and non-cognitive variables such as anxiety, emotional maturity and social maturity. A Sample of 400 high school students affiliated to CBSE, New Delhi. The results of the study revealed that rural and urban high school students differ significantly in their level of anxiety

EMERGENCE OF STUDY-From the above discussion it was found not much work was done on Academic Anxiety in relation to Gender. Studies of Academic Anxiety in relation to locality were even more less than gender. All studies were either done in other countries or the States other than Punjab. No study has been found specifically done on the Population of adolescents of Punjab. The proposed study thus seems fully justified.

Objectives

1. To study the Academic Anxiety of adolescents.
2. To investigate the significance of difference in Academic Anxiety of adolescent boys and Academic Anxiety of adolescent girls.
3. To investigate the significance of difference in Academic Anxiety of rural adolescent boys and Academic Anxiety of rural adolescent girls.
4. To investigate the significance of difference in Academic Anxiety of urban adolescent boys and Academic Anxiety of urban adolescent girls.

5. To investigate the significance of difference in Academic Anxiety of rural and Academic Anxiety of urban adolescents.

Hypothesis

$H_0$1: There will be no significant difference in Academic Anxiety of adolescent boys and Academic Anxiety of adolescent girls.

$H_0$2: There will be no significant difference in Academic Anxiety of rural adolescent boys and Academic Anxiety of rural adolescent girls.

$H_0$3: There will be no significant difference in Academic Anxiety of urban adolescent boys and Academic Anxiety of urban adolescent girls.

$H_0$4: There will be no significant difference in Academic Anxiety of rural and Academic Anxiety of urban adolescents.

Sample of the study- The sample of study was confined to 200 Adolescent students of IX and X classes covering Ludhiana district of Punjab, India by multistage randomization techniques.

Tool used-Academic Anxiety Scale for children (AASC) by Singh and Gupta (2018) was used for data collection.

Result and Discussion

$H_0$1: There is no significant difference in Academic Anxiety of adolescent boys and girls.

t-test was applied to Academic Anxiety of adolescent boys and girls to investigate the significance of difference in their Academic Anxiety as shown in table 1(a) and 1(b).

Table 1(a) Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC ANXIETY	Adolescent Girls	100	11.91	3.638	0.364
	Adolescent Boys	100	9.75	3.983	0.398

Table 1(a) reveals that value of mean of Academic Anxiety scores of Adolescent Girls (N=100) is 11.91 whereas mean of Academic Anxiety scores of Adolescent boys (N=100) is 9.75 respectively.

Table 1(b) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ACADEMIC ANXIETY	Equal variances assumed	0.946	0.332	4.004	198	.000	2.160	.539	1.096	3.224
	Equal variances not assumed			4.004	196.394	.000	2.160	.539	1.096	3.224

On application of F–test through SPSS Table 1(b) table of independent sample test is obtained, this table reveals results of two tests-Levene's Test for equality of variances and t-test for equality of means. The table contains two sets of analysis, the first one assuming equal variances in the two groups and the second one assuming unequal variances. Above table reveals that F value is 0.946 and P=0.332 which is non-significant at 0.05 level of significance. It indicates that the two groups have equal variances. Therefore, the statistics associated with equal variances assumed should be used for the t-test for equality of means. The t-test results (with equal variances assumed) show t value is 4.004 with 198 degrees of freedom the corresponding two tailed p-value is 0.00, which is less than 0.05. Therefore, the null hypothesis is rejected at 5% level of significance,

Which means that the Academic Anxiety of Adolescent Girls (Mean =11.91) is significantly higher than the Academic Anxiety scores of Adolescent boys (Mean =9.75) as shown in Fig 1.

$H_0$2: There will be no significant difference in Academic Anxiety of rural adolescent boys and rural adolescent girls.

t-test was applied to investigate the significance of difference in Academic Anxiety of rural adolescent girls and rural adolescent boys as shown in table 3(a) and 3(b).

Table 3(a) Group Statistics

	LOCALE	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC ANXIETY	Rural Adolescent Girls	50	11.46	3.704	.524
	Rural Adolescent Boys	50	9.06	3.628	.513

Table 3(a) reveals that value of mean of Academic Anxiety of rural adolescent girls (N=50) is 11.46 whereas mean of Academic Anxiety scores of urban adolescents (N=50) is 9.06 respectively

Table 3(b) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ACADEMIC ANXIETY	Equal variances assumed	0.048	.827	3.273	98	0.001	2.400	.733	.945	3.855
	Equal variances not assumed			3.273	97.957	0.001	2.400	.733	.945	3.855

. On application of F–test through SPSS Table 3(b) table of independent sample test is obtained, this table reveals results of two tests-Levene's Test for equality of variances and t-test for equality of means. The table contains two sets of analysis, the first one assuming equal variances in the two groups and the second one assuming unequal variances. Above table reveals that F value is 0.048 and P=0.827 which is non-significant at 0.05 level of significance. It indicates that the two groups have equal variances. Therefore, the statistics associated with equal variances assumed should be used for the t-test for equality of means. The t-test results (with equal variances assumed) show t value is 32.73 with 98 degrees of freedom the corresponding two tailed p-value is 0.001, which is less than 0.05. Therefore, the null hypothesis is rejected at 5% level of significance, which shows that the Academic Anxiety of Rural Adolescent Girls (Mean =11.46) are significantly higher than the Academic Anxiety of Rural Adolescent boys (Mean =9.06) as shown in Fig 1.

$H_0$3: There will be no significant difference in Academic Anxiety of urban adolescent boys and urban adolescent girls.

t-test was applied to investigate the significance of difference in Academic Anxiety of Urban adolescent boys and urban adolescent girls as shown in table 4(a) and 4(b).

Table 4(a) Group Statistics

	LOCALE	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC ANXIETY	URBAN ADOLESCENT GIRLS	50	12.36	3.550	.502
	URBAN ADOLESCENT BOYS	50	10.44	4.234	.599

Table 4(a) reveals that value of mean of Academic Anxiety of urban adolescent girls (N=50) is 12.36 whereas mean of Academic Anxiety of urban adolescents' boys (N=50) is 10.44 respectively.

Table 4(b) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ACADEMIC ANXIETY	Equal variances assumed	2.184	.143	2.457	98	0.016	1.920	.781	.369	3.471
	Equal variances not assumed			2.457	95.109	0.016	1.920	.781	.369	3.471

On application of F–test through SPSS Table 3(b) table of independent sample test is obtained, this table reveals results of two tests-Levene's Test for equality of variances and t-test for equality of means. The table contains two

sets of analysis, the first one assuming equal variances in the two groups and the second one assuming unequal variances. Above table reveals that F value is 2.184 and P=0.143 which is non-significant at 0.05 level of significance. It indicates that the two groups have equal variances. Therefore, the statistics associated with equal variances assumed should be used for the t-test for equality of means. The t-test results (with equal variances assumed) show t value is 2.457 with 98 degrees of freedom the corresponding two tailed p-value is 0.016, which is less than 0.05. Therefore, the null hypothesis is rejected at 5% level of significance, which shows that the Academic Anxiety of urban Adolescent Girls (Mean =11.44) are significantly higher than the Academic Anxiety of are significantly higher than the Academic Anxiety of Rural Adolescent boys (Mean =9.06) as shown in Fig Adolescent boys (Mean =9.06) as shown in Fig 1

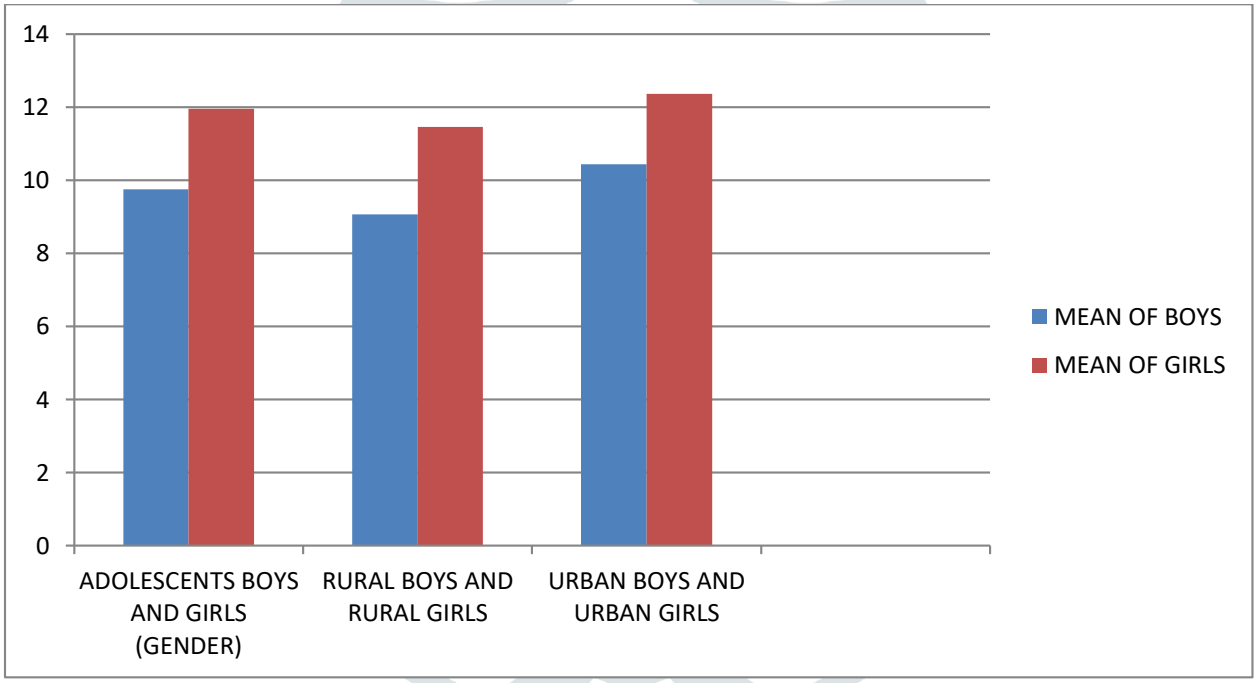

Figure 1 –Mean of Adolescents boys and girls based on hypothesis 1, 2 and 3

$H_0$4: There will be no significant difference in Academic Anxiety of rural and urban adolescents.

t-test was applied to investigate the significance of difference in Academic Anxiety of rural adolescents and urban adolescents as shown in table 2(a) and 2(b).

Table 2 (a) reveals that value of mean of Academic Anxiety of rural adolescents (N=100) is 10.26 whereas mean of Academic Anxiety scores of urban adolescents (N=100) is 11.40 respectively.

Table 2(a) GROUP STATISTICS

	LOCALE	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC ANXIETY	Rural Adolescents	100	10.26	3.842	0.384
	Urban Adolescents	100	11.40	4.005	0.401

On application of F–test through SPSS Table 2(b) table of independent sample test is obtained, this table reveals results of two tests- Levene's Test for equality of variances and t-test for equality of means. The table contains two sets of analysis, the first one assuming equal variances in the two groups and the second one assuming unequal variances. Above table reveals that F value is 0.096 and P=0.757 which is non-significant at 0.05 level of significance. It indicates that the two groups have equal variances. Therefore, the statistics associated with equal variances assumed should be used for the t-test for equality of means. The t-test results (with equal variances assumed) show t value is -0.2054 with 198 degrees of freedom the corresponding two tailed p-value is 0.041, which is less than 0.05. Therefore the null hypothesis is rejected at 5% level of significance

Table 2(b) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ACADEMIC ANXIETY	Equal variances assumed	0.096	0.757	-2.054	198	0.041	-1.140	.555	-2.234	-.046
	Equal variances not assumed			-2.054	197.658	0.041	-1.140	.555	-2.234	-.046

Which indicates that the Academic Anxiety of urban adolescents (Mean =11.40) is significantly higher than the Academic Anxiety of rural adolescents (Mean =10.26) as shown in Fig 2.

Figure 2 –Mean of Urban and Rural Adolescents

SUGGESTIONS FOR RESEARCH:

Present research study is confined only to a sample size of 200 adolescents and that has been drawn from the Ludhiana district of Punjab. Therefore, for more generalised and realistic findings, further study can be conducted on a larger sample covering other states and by incorporating more demographic variables. Similar study can be put in to operation by associating present variables with different other researchable variables that might be personality, socio-economic status, home environment, literate and illiterate parents' variables and so on.

EDUCATIONAL IMPLICATIONS:

As the results of the study showed that the Adolescent girls have higher anxiety level as compared to the adolescent boys irrespective of the locale whether urban or rural. One of the major reasons is girls are over burdened with homely duties along with academics right from the beginning of school years. Government should take various steps to facilitate girl's child, whether its enrolment process or the process of facilitating education. Special provision of counselling should be given to the adolescents especially girls to manage stress and anxiety. Teachers and School authorities should address parents about negative effects of anxiety and helping their children in overcoming it. Academic anxiety can also be reduced by arranging remedial classes. As the study of **Mahato and Jangir (2012)** revealed that the type of school and the environment had a significant relation with the academic anxiety. It clearly indicates that environment of school should be given due care by the stakeholders. By conducting seminars & workshops to identify students' problems and their probable solutions is the best solution. There should also be a provision of regular workshops for students on stress management and time management,

Secondly the results showed that adolescents of urban areas are more anxious than rural adolescents, it can be due to more complex life style of urban areas ,it clearly show counselling need of such students is more than their rural counterparts.

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