



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2015; 1(10): 407-411
www.allresearchjournal.com
Received: 25-09-2015
Accepted: 28-10-2015

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A study of anxiety of adolescents in relation to their gender, locality and academic achievement

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Abstract

This research study was conducted to study Anxiety of adolescents in relation to their gender, locality and academic achievement. For this purpose 1000 adolescents (361 male and 639 female students) among them 671 urban and 329 rural adolescents between the age range of 17 to 19 years have taken. Self-made Anxiety scale for adolescent was used to find out the anxiety among adolescents. Students result is considered to determine the academic achievement. To analyze and interpret the data, mean, S.D, t- test and Pearson product correlation coefficient were used. The findings revealed that significant difference was found between male and female adolescents in relation to their anxiety. While no significant difference was found between male and female adolescents in relation to their academic achievement. Finding also shows no significant difference was found between urban and rural adolescents in relation to their anxiety. While significant difference was found between urban and rural adolescents in relation to their academic achievement. A negative correlation was found between anxiety and academic achievement of adolescents.

Keywords: Anxiety, academic achievement, adolescents.

Introduction

Education gives a new and refined life to human beings. It develops the thinking and reasoning power. Our education produces good and responsible citizens who contribute to the growth of the country. In all the stages of education right from nursery to university education, the senior secondary stage of education is the most important stage because it is this stage which provides the sound foundation for future education.

Anxiety is one of the most studied phenomenon in psychology. It is normal human response to stress. May (1977) viewed anxiety as a maladjusted behaviour. The concept of anxiety is differentiated from fear as it is a normal human response to stress. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. According to Cornell University, anxiety is similar to a messenger because it alerts your body when something is wrong or worth your attention.

Academic achievement means achievement level of the students. It can be defined as what a student does or achieve at his school. It is a common practice to promote students from a lower class to a higher class on the basis of his academic achievement. It helps in declaring students successful or unsuccessful, choosing students for various courses and selecting students for different jobs.

The academic achievement is considered with quality and quantity of learning attained in subject of study or group of subjects. This is a body of knowledge understanding of skill acquired in specified in specific subject. It refers to amount of information and technique developed. Carter's Dictionary of Education (1969) defines "academic achievement as the knowledge attained or skills developed in school subjects usually determined by test scores or by marks assigned by teachers". Adolescence is the developmental period of transition between childhood and adulthood; it involves biological, cognitive and socioemotional changes.

These changes transform the young person's vision of the self into more complex, well-organized and consistent picture". Anna Freud characterizes adolescence as a period of

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internal conflict, psychic disequilibrium and erratic behaviour. Adolescents are on one hand egoistic regarding themselves as the sole object of interest and the centre of the universe but on the other hand also capable of self sacrifice and devotion. Youth today are living in an increasingly anxiety ridden atmosphere. Hundal., *et al.*, (1972) , in their factor analytical study of measure of anxiety, Intelligence academic achievement had observed that small inverse relationship between anxiety and academic achievement of the students. Chaudhary (1980) in his analytical study of correlates of academic achievement of college students observed that there was negative relationship between anxiety and achievement. Anson, Bernstein, & Hobfoll (1984) studied the relationship between anxiety and academic performance, and found that anxiety was significantly and negatively correlated with grades obtained by the students. Mnicholas & Lewiensohn (1998) conducted a study on the anxiety on the basis of gender differences. The results revealed that at age of 6, females are already twice more likely to have experienced anxiety disorders than males. Bryme (2000) studied anxiety, depression and coping strategies in adolescents. Results revealed that males present significant decrease of anxiety and fear instead of girls. Singh & Thukral (2009) reported an inverse relationship between academic achievement and academic anxiety. Rezazadeh & Tavakoli (2009) found a statistically significant negative correlation between test anxiety and academic achievement. Jain (2012) reported that academic anxiety was negligibly negatively correlated with academic achievement and there was no significant difference between the academic anxiety of boys and girls. Nadeem, Ali, Maqbool, & Zaidi (2012) and Udeani (2012) revealed a negative relationship between anxiety and academic achievement.

Need and Significance of the Study

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process.

Anxiety is an important educational problem that affects millions of students in colleges and schools over the world each year. Although a low level of anxiety can cause positive motivation for improvement of educational functioning, high levels of it can cause a disturbance in concentration, attention, storage of knowledge, recall and educational reduction.

It has been recognized that anxiety plays significant role in students' learning and academic performance (Tobias, 1979). Reilly and Lewis (1991, p.104) say that anxiety is hampering for young people's academic achievements. Additionally, gender, locality and academic achievement are the important factors which influences anxiety of adolescents. Numerous differences have been found between males and females in their anxiety, academic achievement and locality. It is a fact that a nation's progress depends upon its students' academic achievements and development. That's why every nation emphasizes students' academic achievements. The academic achievements of the students are badly affected due to increase in anxiety in the society. There is no denying to the

fact that anxiety has increased in the society it not only affects education but also students' personalities which linger throughout their lives.

Objectives of the Study

1. To study the anxiety and academic achievement of male and female adolescents.
2. To study anxiety and academic achievement of urban and rural adolescents.
3. To study relationship between anxiety and academic achievement of adolescents.

Hypotheses of the Study

1. There is no significant difference between male and female adolescents in relation to their anxiety.
2. There is no significant difference between male and female adolescents in relation to their academic achievement.
3. There is no significant difference between urban and rural adolescents in relation to their anxiety.
4. There is no significant difference between urban and rural adolescents in relation to their academic achievement.
5. There is no relationship between anxiety and academic achievement of adolescents.

Delimitation of the study

- The proposed study included only 4 districts i.e. Lucknow, Kanpur, Sitapur & Lakhimpur of central UP.
- The study delimited only for 1000 students of 17 to 19 years only.

Sample

This study was conducted on 1000 students at graduation level from (4 districts i.e. Lucknow, Kanpur, Sitapur & Lakhimpur of central U.P). 361 male students and 639 female students have been taken for study. From which 671 from urban areas and 329 from rural areas.

Tool used for data collection

In this present study self made anxiety scale for adolescent used for data collection which is developed by the researcher. The scale has been adapted in Hindi language. It has total 30 items related to various academic situations. These items contain an element of anticipation of dangerous and painful consequences. These situations are generally related to various types. As Generalized anxiety, Academic anxiety, Social anxiety, Test anxiety. Student's academic achievement has been taken from students mark sheet. Coefficient of reliability for this scale was determined by Kuder-Richardson 20 formula. The reliability of scale is measured.87

Scoring Procedure

It is easily scorable scale. The 'yes' answer to an item means admitting anxiety and 'no' answer to an item means not admitting anxiety. The total number of 'yes' answers denotes the raw score of anxiety.

Statistical techniques used

After arranging the scores under sub-headings, means and standard deviation of each head was calculated. Further calculation was done through following steps-

1. Mean, SD, Standard error of mean for all groups was calculated.
2. Student-test (t-test) was applied to check the difference between two means obtained from the groups, Pearson product correlation coefficient.

Analysis and Interpretation of Data

The data collected on the basis of anxiety and academic achievement of adolescent students and scores are systematically analyzed with help of suitable statistical techniques in order to find out the answers to the questions raised in this present study.

Hypothesis: 1 -There is no significant difference between male and female adolescents in relation to their anxiety.

Table 1

Gender	N	Mean	S.D	t-value (df=998)	Significance
Male	361	15.18	6.408	4.146	Significant at 0.05 level
Female	639	16.95	6.660		

Table 1 shows that there is significant difference between male and female adolescents in relation to their anxiety. The mean score of male adolescents is 15.18, while the mean score of female adolescents is 16.95, whereas their standard deviations are 6.408 and 6.660 respectively. The t-value between two means is 4.146. Which is greater than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is rejected.

Hypothesis: 2- There is no significant difference between male and female adolescents in relation to their academic achievement.

Table 2

Gender	N	Mean	S.D	t-value (df=998)	Significance
Male	361	63.32	9.174	1.814	Not Significant at 0.05 level
Female	639	64.41	8.859		

Table 2 shows that there is no significant difference between male and female adolescents in relation to their academic achievement. The mean score of male adolescents is 63.32, while the mean score of female adolescents is 64.41, whereas their standard deviations are 9.174 and 8.859 respectively. The t-value between two means is 1.814. Which is less than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is accepted.

Hypothesis: 3-There is no significant difference between urban and rural adolescents in relation to their anxiety.

Table 3

Region	N	Mean	S.D	t-value (df=998)	Significance
Urban	671	16.05	6.502	1.747	Not Significant at 0.05 level
Rural	329	16.84	6.840		

Table 3 shows that there is no significant difference between urban and rural adolescents in relation to their anxiety. The mean score of male adolescents 16.05, while the mean score of female adolescents is 16.84, whereas their standard

deviations are 6.502 and 6.840 respectively. The t-value between two means is 1.747. Which is less than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is accepted.

Hypothesis: 4- There is no significant difference between urban and rural adolescents in relation to their academic achievement.

Table 4

Region	N	Mean	S.D	t-value (df=998)	Significance
Urban	671	64.63	8.712	3.023	Significant at 0.05 level
Rural	329	62.76	9.405		

Table No. 4 shows that there is significant difference between urban and rural adolescents in relation to their academic achievement. The mean score of male adolescents 64.63, while the mean score of female adolescents is 62.76, whereas their standard deviations are 8.712 and 9.405 respectively. The t-value between two means is 3.023. Which is greater than the tabulated value 1.96 at 0.05 level of significance and 998 degree of freedom. Thus the null hypothesis is rejected.

Hypothesis: 5- There is no relationship between anxiety and academic achievement of adolescents.

Table 5

Variable 1	Variable 2	Pearson's coefficient Correlation 2-tailed test
Anxiety	Academic achievement	-.169

Table No. 5 Shows a negative correlation between academic achievement and anxiety. Negative correlation indicates that anxiety increases, academic achievement of students decreases and vice-versa.

Findings

- 1 A significant difference was found between male and female adolescents in relation to their anxiety.
- 2 No significant difference was found between male and female adolescents in relation to their academic achievement.
- 3 No significant difference was found between urban and rural adolescents in relation to their anxiety.
- 4 A significant difference was found between urban and rural adolescents in relation to their academic achievement.
- 5 A negative correlation was found between anxiety and academic achievement.

Educational Implications

The study may develop an insight to authorities so that they can find the reasons of anxiety in male and female adolescent and to measures may be taken to prevent it. The results of study may provide the ways of solving the problems related to anxiety of adolescents. So the findings may be useful in providing the opportunities and exposure for rural and urban adolescents for developing the healthy competitive feelings. The findings of this research study also have implications for teachers and parents in addressing the anxiety of adolescent

students. Anxiety had impact on student's academic achievement. It decreases students learning capabilities and hinders excellent academic performance. These research findings had found a significant relationship between anxiety and academic achievement of adolescent students. Therefore, teachers in schools and family at home must assist students in the management of their anxiety through counselling, relaxation and behavioural techniques.

Conclusion

Now a day's adolescents have high anxiety which can have many serious and long lasting consequences on the physical and mental health of children. Parents and teachers in collaboration with school guidance workers should work together for the better development of adolescent. Timely encouragement and motivation is very important and should be efficiently used by both teachers and parents.

It can be concluded that. A significant difference was found between male and female adolescents in relation to their anxiety which shows female adolescents more anxious than male adolescents. No significant difference was found between male and female adolescents in relation to their academic achievement which shows academic achievement of female adolescents more than male adolescents. No significant difference was found between urban and rural adolescents in relation to their anxiety which shows rural adolescents more anxious than urban adolescents. A significant difference was found between urban and rural adolescents in relation to their academic achievement which shows academic achievement of urban adolescents more than rural adolescents. A negative correlation was found between anxiety and academic achievement.

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