



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(3): 25-27
www.allresearchjournal.com
Received: 18-01-2016
Accepted: 20-02-2016

K Suresh Kumar
Asst, Professor Department of
History Adhiparasakthi
College of Education Kalavai
Vellore- d.t Tamilnadu.

Academic achievement in relation to their anxiety and depression among high school

K Suresh Kumar

Abstract

The study was conducted to find out the Anxiety and Depression among high school students. The sample consist of 200 hundred high school students randomly selected from the various schools from walaja taluk in Vellore district of Tamilnadu. The sample was subjected to survey method and their anxiety and depression was checked using standardized Anxiety and Depression scale (consist of 40 items) the data was collected and analyzed statically using appropriate statistical techniques. The result revealed that there is no significant mean difference in the Anxiety and Depression among high school students in Vellore district.

Keywords: Academic achievement, Anxiety and Depression

Introduction

The education system have heavy syllabus, methods of teaching and examination system are burden for the students. The admission to new courses based on the marks secured by the students. When there is the desire to secure more mark in the examination, there is anxiety and depression among the students which leads to mental exhaustion. The parents are also give force to their children for scoring high marks. Due to this reasons the students get more anxiety and depression, whenever there is a exam in class. The goal of education used to be the development of mental powers, to the exclusion of everything else. The goal was seldom achieved. The teaching of values, ethics, and the general socialization of the individual was left to the home and community. Schools didn't institutionalize these goals (except through disciplinary policy).Schools did subtly try to 'civilize' students, that is, to suppress their innate savage natures and encourage them to behave as if civilized.

Now schools assume responsibility for the "development of the whole individual, "for instilling social skills, teaching about good health practices, during education, and even teaching youngsters how to drive.

In short, the schools try to teach anything society wants or needs, or which is not being addressed elsewhere. In the process a lot of things are going on in schools that have nothing to do with academics. This investigation, therefore, attempts to academic achievement in relation to their anxiety and depression.

Need and Importance of the Study

High school education is the gateway of higher education. Students of high school education are adolescences. They are facing many problems in this period of high school course which affects their academic achievement. The main problem which is faced by high school students is anxiety and depression. Anxiety and depression of the students is the most problem which has to studied for the causes, level of anxiety. Anxiety and depression will affect students' academic achievement. So it has to be observed and treated. So the researcher decided to do the research on this area which has more scope in it.

Objectives of the Study

1. To study the difference between the male and female high school students and their Academic Achievement.
2. To study the difference between the male and female high school students and their Anxiety.

Correspondence
K Suresh Kumar
Asst, Professor Department of
History Adhiparasakthi
College of Education Kalavai
Vellore- d.t Tamilnadu.

3. To find the difference between the male and female high school students and their depression.
4. To study the difference between medium of instruction and their Academic Achievement.
5. To find the difference between medium of instruction and their Anxiety.
6. To study the difference between medium of instruction and their depression.
7. To study the difference between the type of management and their Academic Achievement.
8. To study the difference between the type of management and their Anxiety.

Hypotheses of the Study

1. There is no significant difference between the male and female of high school students and their Academic Achievement, Anxiety and Depression.
2. There is no significant difference between the medium of school of high school students and their Academic Achievement, Anxiety and Depression.
3. There is no significant difference between the type of management of high school students and their Academic Achievement., Anxiety and Depression.
4. There is no significant difference between in the Academic Achievement of high school students based on Locality, Anxiety and Depression
5. There is no significant difference between in the Academic Achievement, Anxiety and Depression of high school students based on type of family.
6. There is no significant difference between in the Academic Achievement, Anxiety and Depression of high school students and their father’s qualification.
7. There is no significant difference between in the Academic Achievement, Anxiety and Depression of high school students and their parent’s occupation.

Limitation of the Study

In this study the investigator focuses on only Academic Achievement in relation to their Anxiety and Depression, although there are other factors that may also influence Academic Achievement.

1. The present study is restricted exclusively to IX and X standard in walaja taluk in Vellore District.
2. The investigator has selected 3 types of schools viz. govt., aided, and private.
3. The sample is restricted to only 200 students.

Method of Research

The investigator was used non-experimental quantitative research method for the present study. The Academic Achievement in relation to their Anxiety and Depression Questionnaire consist of 40 statements, each statement in this questionnaire was set against four responses, strongly agree, Agree, Disagree and strongly disagree type, and both positive and negative test items are shuffled in the tool and was given to the sample.

Scoring Procedure

The responses for the questionnaire was scored by 4 marks for Strongly agree, 3 marks for Agree, 2 marks for Disagree and 1 mark for Strongly disagree. And for negative responses were as 1,2,3,4, for reverse order.

Sample of the Study

The sample of the present study consists of 200 high school students were selected from various Govt, Private, and Aided schools in Vellore district, Tamilnadu. The sample was selected by using stratified random sampling technique.

Administration of the Tool

The investigator administered the tools of the study individually with prior permission from the concerned Govt high School Headmasters in Vellore district. For data collection. After getting permission the investigator met the students and explained the purpose of research and distributed tools to 200 students and complete instructions were given to the respondents to give proper response. The respondents were asked to go through all the questions carefully, to understand each question and answer then properly the investigator collected data from the schools from selected sample.

Result and Interpretation

Table 1: Shows significant mean difference in the academic achievement in relation to their anxiety and depression among high school students with respect different variables and demographic variables.

Variables	Sub-Variable	N	Mean	S.D	DF	t-value
Gender Academic Achievement	Male	100	58.43	8.02	198	1.48**
	Female	100	59.98	6.73		NS
Gender and Anxiety	Male	100	32.72	4.53	198	0.15**
	Female	100	32.71	4.83		NS
Gender and Depression	Male	100	24.24	4.34	198	0.01**
	Female	100	25.76	3.88		NS
Medium and Academic Achievement	Tamil Medium	130	58.68	8.14	198	1.49**
	English Medium	70	60.17	5.78		NS
Medium and Anxiety	Tamil Medium	130	33.23	4.77	198	2.14*
	English Medium	70	31.76	4.35		S
Medium and depression	Tamil Medium	130	25.05	4.22	198	0.21**
	English Medium	70	24.91	4.13		NS
Locality and Academic Achievement	Rural	145	58.41	7.45	198	2.47*
	Urban	55	61.29	6.97		S
Locality and Anxiety	Rural	145	32.90	4.72	198	0.98**
	Urban	55	32.24	4.56		NS
Locality	Rural	145	24.94	4.36	198	0.34**
	Urban	55	25.96	3.69		NS
Type of Family and Academic Achievement	Joint	59	59.36	7.34	198	0.18**
	Nuclear	141	59.14	7.48		NS
Type of Family and Anxiety	Joint	59	32.37	4.91	198	0.66**
	Nuclear	141	32.86	4.58		NS
Type of Family and Depression	Join t	59	24.85	4.25	198	0.33**
	Nuclear	141	25.06	4.16		NS

Major Findings

1. There is no significant difference in the high school students with regard to the gender and academic achievement, Anxiety and Depression

2. There is no significant difference in the high school students with regard to the medium of school and academic achievement, Anxiety and Depression
3. There is no significant difference in the high school students with regard to the type of management and academic achievement, Anxiety and Depression.
4. There no is significant difference in the high school students with regard to the type of locality and academic achievement, Anxiety and Depression.
5. There is no significant difference in the high school students with regard to the type of family and academic achievement, Anxiety and Depression.
6. There is no significant difference in the high school students with regard to the father's qualification and academic achievement, Anxiety and Depression.
7. There is no significant difference in the high school students with regard to the parent's occupation and academic achievement, Anxiety and Depression.

Educational Implication of the Study

1. The counsellor should be appointed at high school level.
2. Yoga, and meditation will be periodically conducted and supervised by school head master.
3. Yoga teachers should be appointed at school level.
4. Monthly (or) Twice in a week a counsellor must talk with student.
5. The life-skills program me should be organized by special teachers at school level to overcome their psychological problems.
6. Periodic medical-checkup should be conducted at school level.

Reference

1. Alpert R, Haber R. Anxiety in academic achievement situations, journals of abnormal and social psychology. 1960; 61:207-215.
2. Allison Virginia L, Nativio Donna G, Mitchell Ann M, Ren Dianyu Yuhasz. Janet Journal of school Nursing. 2014, 165-172.
3. Allwood MA, Baetz C, Demarco S, Bell DJ. Depressive symptoms, including lack of future orientation, as mediators in the relationship between adverse life events and delinquent behaviors. Journal of child & Adolescent Trauma. 2012; 5(2):114-128.
4. Bestand John. Research in Education, Prentice Hall of India Pvt. Limited, 4thEdition New Delhi, 1977.
5. Buch MB. A Survey of Educational Research 4th Survey NCERT.N.D.
6. Buch MB. A Survey of Educational Research 5th Survey NCERT.N.D.
7. Carter V. Good Dictionary of Education, 5th Education, Prentice Hall if India, New Delhi, 1959.