

Anxiety and Academic Achievement of Class Vi Students

Dr. Laxmidhar Dey

Assistant Professor, D.D, B. Ed College, West Bengal

ABSTRACT:

Study of anxiety and academic achievement of class VI students is the title of the study. To study the anxiety and academic achievement of class VI students is the objectives of the study. The sample of the study consists 100 (One Hundred) elementary students out of which 50 Boys and 50 Girls are class VI students academic anxiety test were used as tools of collection of data. The finding stats that 19%, 58%, 23% students of elementary school belong to low, average and high level of academic anxiety.

INTRODUCTION:

Education is the highest treasurer of the human civilization. It makes an individual creative good and noble for the National development and social reconstruction. It is a powerful instrument for MODERNISATION and SOCIAL CHANGE in the world. There are different stages of education like primary, secondary and higher education. The objects of primary education are the development of concepts of students various subjects like Mother tongue and English taught to the students keeping in view of the cognitive, affective, and psychomotor development of learner. All these qualities are interdependent and interrelated. Elementary education lays the foundation for total development of the child. It helps the child to realize him/her inner potential and also makes him/her open to new ideas. It instills values and helps bridging the gap between studies within the school and life outside the school.

It is designed to need the basic needs of an individual. It includes receiving basic knowledge, developing attitudes, imbibing values and acquiring skills on which to build upon later in life a self-satisfying and socially useful character. It focuses on the learner and his/her environment. The concept of elementary education implies effective delivery of communication skills, life skills and skills of earning their livelihood through formal, non- formal and alternative systems of education like open learning.

Effective elementary education contributes to increase the productivity and greater longevity by enhancing the health status of the society. It also plays a critical role for development by influencing Hindi individual to identify himself with the changing culture and to seek a constructive role in the society.

Quality of elementary education is yet another focus which has emerged especially in the Indian context. Gandhiji believed that true education thaws out and stimulates the physical, intellectual and spiritual faculties of children. Elementary education, therefore, has to be geared to all round development of the learner as a person and his development in the context of national goals and socio-cultural priorities with regard to the development of beliefs, habits and attitudes that have to do with physical wellbeing, emotional maturity and proper social orientation. The elementary education period is most impressionable and formative in the child's life. It has been observed that factors like worry, anxiety, fear and anger affect learning and create problem in the academic achievement of learners.

For the present research the investigator has undertaken a research problem on Elementary Students to study their levels of academic anxiety and achievement of the students.

OBJECTIVES:

1. To study the Anxiety of students of Class-VI.
2. To study the academy achievement of the students of class- VI.
3. To the find out significant difference correlation between the Anxiety and academy achievement of the study.

HYPOTHESIS:

1. There is no significant difference in academic Anxiety between boys & girls.
2. There-is no significant difference in academic achievement between of boys and girls.

SAMPLE OF THE STUDY:

Purposive sample method was used for the study. The sample of the study consists of 100 (One Hundred) elementary school class VI students in the District of Balasore, Odisha out of which 50 boys and 50 girls are elementary students.

TOOLS USED FOR THE STUDY:

In order to obtain the desired data for the present study tools are used.

1. Anxiety Tools
2. Achievement Tools

ANALYSIS AND INTERPRETATION:

INTRODUCTION:

The present chapter is devoted to the analysis of data and Interpretation of results. The data collected from the students on anxiety and academic achievement from school records have been analyzed and interpreted through tables.

The anxiety of the student is presented in the table.

TABLE-2 Anxiety of the students

Sl No.	C.I.	F	Total in each level	Percentage	Interpretation of Academic Anxiety
1	7-16 17-26	11 8	19	$\frac{19 \times 100}{100} = 19\%$	Low
2	27-36 37-46 47-56 57-66 67-76	8 12 15 11 12	58	$\frac{58 \times 100}{100} = 58\%$	Average
3	77-86 87-96	22 11	23	$\frac{23 \times 100}{100} = 23\%$	High

INTERPRETATION:

For the analysis of the levels of Academic Anxiety of the students, the manual of the Academic Anxiety scale constructed by the constructors was used. The norms of the manual of Academic Anxiety indicate that students who score above 75th percentile were considered as high level of Academic Anxiety, and who score below 25th percentile were considered low level of Academic Anxiety and students who score in between 75th and 25th percentile were considered as average level of Academic Anxiety. The Raw scores were converted to the percentile and the above Frequency Distribution has been prepared for the interpretation of results.

It was found from the table 2 that 19 students mean 19% student belong to low level of Academic Anxiety mean 58% students belong to average level of Academic Anxiety and 23% mean 23% students belong to high level of Academic Anxiety. So the hypothesis "All the Elementary students belong to similar levels of academic anxiety is rejected. In other words, the percentage of students in levels of Academic Anxiety are different.

ANALYSIS ANXIETY OF BOYS AND GIRLS OF ELEMENTARY SCHOOL

The second objective of the present investigation is "to study the Academic Anxiety of Boys and Girls of elementary school". The hypothesis corresponding to the objective is that "there is no significant difference in the Mean Academic Anxiety test scores of boys and girls of Elementary School". Keeping this hypothesis in mind, the Mean Academic Anxiety scale/test scores of Boys and Girls were analyzed with the help of t test. The results were given in Table-3.

TABLE-3 't' test between Boys and Girls of Elementary School Students in the Mean Anxiety Test scores.

Category of students	mean	SD	N	't' value	Results
Boys	55.1	23.41	50	.21	Not significant
Girls	56.1	23.51	50		

INTERPRETATION:

From the table 3 it is observed that the 't' value .21 not significant. It indicates that the Mean Anxiety test scores of Boys and Girls do not differ significantly from each other. So, the null hypothesis "there is no significant difference in the Mean Anxiety that scores of Boys and Girls" is not rejected. It was concluded that both the Boys and Girls have similar levels of Academic Anxiety.

ANALYSIS ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

The third objective of present investigation is to study the levels of achievement of the elementary school students. The hypothesis corresponding to this objective is that, "All the elementary school students belong to similar levels of Academic Achievement". Keeping this hypothesis in mind the Raw scores of Academic Achievement of the 100 Elementary school students were arranged in the form Frequency. Distribution considering the different levels of Academic achievement of the students according to the norms of interpretation stated in the manual of Academic Achievement.

The frequency distribution is presented below in the table 3.1 for interpretation of different levels of Academic Achievement of the students.

TABLE -3.1 Percentage achievement of the student

Sl No.	Level	Range of the scale	F	Total in each level	Percentage	Interpretation of Academic Achievement
1	Very low level	01% to 32 %	8	8	$\frac{8 \times 100}{100} = 8\%$	Very low level of Academic Achievement
2	low level	33 % to 44 %	22	22	$\frac{22 \times 100}{100} = 22\%$	Low level of Academic Achievement
3	Average level	45 % to 59 %	45	45	$\frac{45 \times 100}{100} = 45\%$	Average level of Academic Achievement
4	High level	60 % to above 60 %	25	25	$\frac{25 \times 100}{100} = 25\%$	High level of Academic Achievement
	TOTAL		100		100%	

INTERPRETATION:

The table 3.1 indicates the analysis of the levels of Academic achievement of the students stated in the Annual Examination. The norms of the achievement scores indicate that the students who score 1% to 32% considered as very low level of Academic Achievement who score 33% to 44% considered as low level of Academic Achievement, students who score 45% to 59% considered as high level of Academic Achievement.

The Raw scores of different levels of Academic Achievement of the students were arranged in the form of frequency distribution. For identifying the students of different levels of Academic Achievement.

It was found from the Table 3.1 that 8students means 8% students have 22 very low level of Academic Achievement, 48'students means 22% students have low level of Academic Achievement, students mean 45% students have average level of Academic Achievement, 25 students means 25% students have high level of Academic Achievement. So the null hypothesis "The levels of Academic Anxiety that scores of all categories of students are similar" is rejected. In other words the class-VI students of elementary school students belong to different level of Academic Achievement.

ANALYSIS OF ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS:

TABLE 3.2

Category of students	Mean	SD	N	't' value	Result
Boys	52.3	24.7	50	.12	Not significant
Girls	52.9	24.14	50		

INTERPRETATION:

From the table 3.2 it is observed that the 't' value. 12 is not significant. It indicates that the Mean Achievement that scores of boys and girls do not differ significantly.

FINDINGS OF THE STUDY:

1. 19% 58%, 23% students of elementary school belong to low average and high levels of academic anxiety.
2. The boys and girls of elementary schools face common anxiety problems like psychological, social and educational.
3. 8%, 22%, 45% and 25% students of elementary schools belong to very low average and high level of academic achievement.
4. The boys and girls of elementary school do not differ in achievement.
5. There is high correlation between academic achievement and low anxiety.

SUGGESTION:

1. The study was conducted on the sample of elementary school students in Balasore District. Similar study may be taken up in other districts of Odisha.
2. The present study is confined to elementary schools. Similar study may be taken up at primary level.
3. Purposively sampling is used in the present study. Random sampling method may be used for further research.

REFERENCE:

1. Dwivedi, N. And Gunthey, R. (2005): Influence of medium of instruction on levels of academic anxiety among school students. *Edutracks*, Vol. 5(4), December, 31-32.
2. Vozaiwar, C. And Yadav, R. (2005) Training out the relationship of reading comprehension in English with respect to anxiety, Socio-Economic status and school environment.
3. *Ram-Fesh Journal of Education*, Vol. 2 (1), 27-31.
4. Wani, Ciulshan (2005): Personality characteristics, Vocational Preferences, Study Habits and Academic achievement of Kashmiri, Dogri and Ladakhi adolescent girls A cross cultural study.
5. Ph.D, Education, Kashmir University.
6. Agrawal, M. (2006): Does emotional intelligence affect relationship between deprivation and academic anxiety. *Journal of Education Studies*, Vol.4.No. 1, 82pp, 1 7-20.
7. Bansibihari, P and Surwade, L. (2006): The effect of emotional maturity on teacher effectiveness. *Educational Trachs*, Vol. 6, No. 1.47