Academic Anxiety Higher Secondary School Students: Urban and Ruler Areas

Alok Singh Yadav[1], Nang Anusity Mannow[2]

[1]Asst. Prof., Vivekananda Kendra College of Techer Education. Nirjuli, Arunachal Pradesh.
[2]Asst. Prof, Mahabodhi Lord Buddha College, Namsai Arunachal Pradesh.

Abstract

It is natural to go through anxiety at various points in our everyday lives. It is essential for people in many aspects of life. It is widely understood that anxiety includes emotional, cognitive, somatic and behavioral features. Academic anxiety is centered on feeling anxious about possible danger from the school surroundings, teachers and subjects like Mathematics, English, science and others. The investigator focused on exploring the academic anxiety among students in secondary schools located in the district of Murshidabad, West Bengal, India. Researchers have used the 'Academic Anxiety Scale designed by M. Abid Siddique and Atieq UI Rehman to gather their data. A quantitative descriptive research design has been used and applied in this study. According to the study, there is no real difference in academic anxiety between male and female secondary school students.

Keywords: Anxiety, Academic Anxiety, Gender, Secondary School.

INTRODUCTION

Anxiety helps us become aware of important things that need our attention in the environment. Thanks to this reaction, human beings can survive in the world. The first step is when adrenalin is released by the brain and body to trigger the process. The term describes a condition in which emotional, mental, physical and behavioral aspects come together. The word „Anxiety" is related to experience discomfort or distress. physiological stress is not always necessary; it can also be caused by lack of stress and can make a person fearful, worried, uneasy and full of dread. Most of the time, it pushes individuals to adapt to tough situations, but if it becomes very intense, it can turn into an anxiety disorder. In David Barlow's view, anxiety is a state where a person gets ready for challenges that might happen in the future. cope with upcoming negative events."

REVIEW OF RELATED LITERATURE:

Looking into the literature helps the researcher find out what others already know about the study. It decreases the chances of doing the same thing more than once. It allows researchers to outline both the boundaries of a problem and the kind of variables involved in the research area. It helps the researcher understand that the problem comes from published research and should be further studied. It allows the researcher to see what other investigators have found. It allows the researcher to learn about the connexons between the variables and to review findings from similar studies on the investigated issue**.**
Among the various research studies, the following look at academic anxiety and its connexon to academic achievement:'

Rehman (2016) performed a study on academic anxiety in higher education students and tried to discover what could be done to prevent it. It clearly emerged from the study that students face several potential threats such as personal, familial, institutional, social and political, so anxiety can be managed using both clinical and non-clinical methods. We should try to raise awareness among students, parents and teachers. In the paper (Yusuph**, 2016**), the author studied what causes anxiety in secondary students and how it affects their school work. Anxiety among students is mostly affected by corporal punishment, followed by the environment and how capable the students are. In addition, plenty of students have experienced anxiety and there was a clear link between it and poor academic results. Girls may experience more anxiety than boys.

Banga(2016) conducted a study to study whether or not anxiety was present among 400 senior secondary boys and girls in Himachal Pradesh. Results of the study highlighted that girls were more likely to suffer from anxiety than boys. No difference in academic anxiety was reported by **Mahajan (2015)** between male and female students in secondary schools, although a difference was discovered between government and private students. He found that if students felt academic pressure, they felt less encouraged by their parents. According to Singh, having moderate or low-level anxiety improves students' performance in school **(Singh(2015).** The level of anxiety was inversely related to how connected someone felt. Anxiety was found to be higher in girls than boys among the students.

Shakir (2014) undertook a correlation study of academic anxiety with academic achievement, focusing on differences based on gender. Clear results indicated a negative relationship existing between academic and achievement. There was a higher level of anxiety reported by females than by males.

In their study **(Kumar& Kumar, 2014),** on seniors in secondary school, they found that there is a significant and adverse relationship between academic anxiety and academic achievement. Furthermore, it was found that anxiety affected girls more often than boys.

SIGNIFICANCE OF THE STUDY

Nowadays, our lives are changing rapidly which means our education system is also changing. Because of this flexible shift, individuals face strong competition with one another. If you want to take part as a best fit, you have to address the issues raised. Recent requirements mean students need to demonstrate a high degree of academic achievement to be considered successful. Students face such strong pressure to do well, it can very often make them feel anxious, get sick and if continued, it can have an effect on their personality. For that reason, the researcher felt it was important to conduct a study about academic anxiety and academic achievement.

0BJECTIVE

To study the academic anxiety of higher secondary school students studying in rural and urban schools.

HYPOTHESIS OF THE STUDY

No significant difference in academic anxiety of higher secondary school students studying in rural and urban schools.

METHOD

For conducting the present study, the investigator has used descriptive survey method.

SAMPLE OF THE STUDY

In the present study, the total size of the sample selected is 100 students from the 5 higher secondary schools in Arunachal Pradesh in which, the investigator has used 'Random Sampling Technique'.

Table 1: List of School and the number of students.

Sl. no.	Name of the Schools	No. of Students
1.	Government Higher Secondary School, Namsai town	60
2.	Government Higher Secondary School, Mahadevpur	40
3.	Government Higher Secondary School, Lathao village	30
4.	Government Higher Secondary School, Chongkham	40
5.	Zenith Child School, Namsai	30
	Total No. of students	200

Table 2- Showing the number of male and female students, science and arts students, urban and rural students from the total sample.

Categories	No.of students
Urbn	**100**
Rurl	**100**
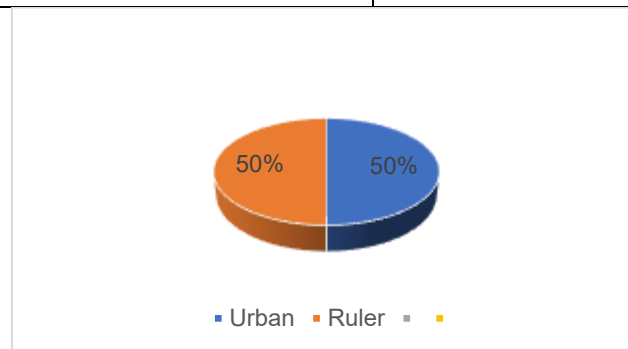
Graph 1: Graph showing the number of students based on locality.

From the above graph 1, the comparison between urban and rural locality is seen. The total number of samples are 100 students where the urban and rural locality is been distributed. The urban locality student is 50% of 100 student which is 50. The rural locality student is 50% of 100 student which is 50.

RESEARCH TOOLS

For the present study, the tool used is Academic Anxiety Scale by M. Abid siddique and Atieq UI Rehman (Academic Anxiety Symptoms, Anxiety from poor study habits, Anxiety from subject, Anxiety from School Environment, Anxiety from teachers and Anxiety from examination- from class 9- 12).

STATISTICAL TECHNIQUE

The following statistical techniques has been used during the investigation such as Mean (M), Standard Deviation (S.D), t- test to accept or reject the hypothesis.

RESULT AND INTERPRETATION

Objective : To study the academic anxiety of higher secondary school student studying in rural and urban area.

Ho: There is no significant difference between the academic anxiety of higher secondary school student residing at urban and rural localities.

TABLE- 3: Showing Mean, Standard Deviation (SD) and t- value of academic anxiety of higher secondary school student residing at urban and rural localities.

Locality	No.	Total Score	Mean	Standard deviation	Degree of freedom	T-Test	Hypothesis
URBAN	100	7702	79.375	11.66			
RURAL	100	8257	80.14	10.06	198	0.617	ACCEPTED

At 0.05 confidence level = 1.97,

From the above TABLE 3, the result interpreted that the anxiety level varies at different locality. The urban locality (mean=79.375, SD=11.66) is less than the rural locality (Mean=80.14, SD=10.06). The calculated t-value (0.617) is less than all the tabulated t-value (1.97) at 0.05 confidence level. Since the calculated t-value is less than the tabulated t-value at various confidence levels the researcher has to accept the Hypothesis Ho, "There is no significant difference between the academic anxiety of higher secondary school residing at urban and rural localities." is accepted.

DISCUSSION

Anxiety is a common term these days but the reason behind this is unknown. It is a life-threatening situation to some and due to which many feel isolated and left out in the society. In the educational field, the students from different background have different type of anxiety. The one reason behind such type of anxiety is also because of locality such as urban and rural areas. The reason behind such anxiety is depend on various factors such as places, transportation, facilities, infrastructure, inferiority complex, etc. The students of rural areas are very deprived from the basic needs which automatically leads to anxiety. The students do not get proper exposure in compare to the urban area's students. They feel inferior to follow their passion because passion of rural areas students doesn't fit in. It is a big deal to follow or fulfil their passion which is a basic facility in the urban area's schools. The infrastructure of the schools are also very worse than the imagination which worsened the mental health. Due to such reason the student feels the inferiority complex. To remove such barriers between the urban and rural school students, basic facilities need to be installed in all the schools. Finally conclude that Urban and Ruler areas student anxiety level have been found same.

Conflict of Interest

The author affirmed that they have no conflict of interest.

Acknowledgement

References

1. Akeela, P., & Ashok, H.S. (2018).A Comparative Study on Academic Stress among Government and Private Higher Secondary Students. Journal of Advances and Scholarly Researches in Allied Education (JASRAE), 14(2), 53-56.
2. Banga, C.L., & Sharma, S.K. (2016).A Study of Academic Anxiety of Secondary School Students of Kangra District in Relation to Gender, Locale and Social Category. International Multidisciplinary E-Journal, V(IV), 46-55.
3. Bihari, S. (2014). Academic Anxiety among Secondary School Students with reference to Gender, Habitat and Types of School. International Journal of Education and Psychological Research (IJEPR), 3(4), 30-32.
4. Channawar, S. (2018).A Comparative Study of Stress among Adolescent of Government and Private School Students of Raipur. Aayushi International Interdisciplinary Research Journal (AIIRJ), V(I), 79-83.
5. Chauhan, A. (2016). An Achievement Motivation and Academic Anxiety of School Going Students. Psychology and Behavioral Science International Journal, 1(4), 1-12.
6. Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd edition). New York: Academic Press. Retrieved from http://www.psy.gla.ac.uk/~steve/best/effect.html