



Assessing Academic Anxiety and Impact of Syllabus in High School Students

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I. INTRODUCTION

Education is one of the best processes of development. In this century, everywhere in educational field, there is a race, a tuff competition. To survive in this competition, students always feel some pressure and tension in their academic field as the academic achievement is important for taking decision in future life. This type of pressure and tension in academic field create uncontrollable nervousness, stress, and fear among students, called academic anxiety (Encyclopaedia of Children's health). With other types of anxiety, a little quantity of academic anxiety is normal for the students but when it extreme, adrenal gland become more active and a biochemical change starts in body and mind (Jay D. Tarnow). As a result of academic anxiety in students create psycho-physiological situation such as headache, hypertension, insomnia and other conditions. A notable academic anxiety always creates negative environment for the students. So there will be some relation between academic anxiety and academic achievement.

ANXIETY

Anxiety is complicated psychological situations which have an effect on cognitive, behavioural and psychological states (Putnam 2010). Anxiety disorders are common mental health conditions among all children in almost every field of their life specially in the academic field. Anxiety can be classified into three sections in which academic anxiety is situation-specific form of anxiety related to academic circumstances (Tohill & Holyoak, 2000). Test anxiety, any particular subject's anxiety, and any type of institutional related anxiety, all are included to academic anxiety (Cassady, 2010). From very beginning of children's education, they are trained to acquire more knowledge and high scores in academic field. To achieve the target, students are bound to carry extra educational load compare to their age. This type of pressure creates psychological stress on them. As a result they feel anxious in academic field in the form of panic, helpless, hypertension and mental disorganization. Academic (test) anxiety leads to academic difficulties through irrelevant thoughts, preoccupation and reduce attention and concentration (Eysenck, 2001).

Samit Kumar Das, Ujjwal Kumar Halder and Bapi Mishr (2014) conducted a study on academic anxiety and academic achievement on secondary level school students, the researchers made an attempt to investigate the gender difference in relation to academic anxiety and academic achievement of the students of secondary level. The researchers also tried to find out the correlation between academic anxiety and academic achievement. A sample of 237 (128 boys and 109 girls) of secondary level students of class VIII were selected randomly. Analyzing the data, the result shows that girls students has more academic anxiety than boys. It was also found that there is a negative and significant correlation ($r = -0.10$) between academic anxiety and academic achievement.

Reena Bhansali and Kunjan Trivedi (2008) conducted a comparative study between boys and girls of 16-18 years was conducted to know the academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of Academic Anxiety amongst adolescents. Incidental purposive sampling technique was used in the selection of the sample. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. Self-constructed Adolescent Problem Inventory was pilot tested and applied on the chosen sample. The obtained results were statistically analysed. The Results revealed that considerable amount of Academic Anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

The study conducted by Thilak S, Sandra Paulson ,Sarada (2017)intended to assess the academic stress levels faced by the high school children and factors associated with it, to assess academic stress and its determinants among high school students in Thalassery educational block, Kerala. There was no association between gender and academic stress and also between class and academic stress, however it was significantly associated among rural schools compared to urban schools ($p =0.008$) and in private schools compared to government schools ($p= 0.0001$). Among the study population, half of the students face high academic stress and it was significantly associated among 10th standard students, rural students and private school students but there was no association between academic stress and gender. Time management lessons, counselling services and yoga classes may prove beneficial if added to curriculum.

Aim of the study

The aim of the present study to assess academic anxiety among high school students in State and ICSE syllabus.

METHODS

Hypothesis

- H1: There will be significant difference in academic anxiety among male and female students.
- H2: ICSE male students show higher level of anxiety than male students of state syllabus.
- H3: ICSE Female students show higher level of anxiety than female students of state syllabus.

Sample

The data was collected from 2 schools of Kottayam, Kerala. 50 students from State syllabus school(N = 50) and 50 students from ICSE syllabus school (N=50)were taken as sample of the study in which there were 25 boys(N=25) and 25 girls(N=25) from both schools.In order to ensure homogeneity, the students were matched in age and socioeconomic status.

Measures

Academic anxiety

Academic anxiety is a kind of state and anxiety which relate to the impending danger from the environments of the academic institutions. This type of pressure and tension in academic field create uncontrollable nervousness, stress, and fear among students, called academic anxiety (Encyclopaediaof Children's health). With other types of anxiety, a little quantity of academic anxiety is normal for the students but when it extreme, adrenal gland become more active and a biochemical change starts in body and mind. Academic anxiety scale for children (AASC) developed by Prof. A K Singh and Dr. A. Sen Gupta. The scale is used in school students of class X, XI, and XII (age range of 13 to 16). It consist of 20 questions. The maximum possible score of this test is 20. In AASC, each item of the test is scored as either +1 or 0. There are 2 types of items- positive and negative. All positive items which are endorsed by the subject as 'yes' and all negative items; 4, 9, 16 and 18 which are endorsed by the subject as 'no' are given a score of +1. A score of 0 is awarded to all other answers. Thus, high score on the test indicates high academic anxiety and low score on the test indicates low academic anxiety.

Method of data collection

Academic anxiety among State syllabus and ICSE syllabus students were collected by using the above mentioned instruments. For the purpose of filling up the questionnaire, the students were asked to mark 'yes' or 'no' for each questions. Before that, verbal instructions were provided to the students and any doubts regarding the questions were clarified.

II. Result And Discussion

Table 1

Table shows the Academic anxiety of boys and girls

Variable	Group	N	Mean	Std. Deviation	t value
Academic anxiety	Male	50	10.50	3.524	.523 ^{ns}
	Female	50	10.94	3.334	

ns: not significant

Table 1 shows the academic anxiety of boys and girls. The mean value of male students is 10.50 and the mean value of female students is 10.94. The standard deviation of the male students is 3.52 and standard

deviation of female students is 3.33. the t- value obtained is .523. Hence the data is not significant. Therefore, the hypothesis is rejected.

From the above table the mean value of male and female students is identified. The data shows that mean value of female is greater than that of male. It indicates that females have slightly higher academic anxiety than males. Since the t value is .5, the data is not significant. Hence the obtained result is not valid. A study on academic anxiety and academic achievement on secondary level school students tried to identify gender differences in academic anxiety. Although there were some differences in mean scores between boys and girls students in respect to academic anxiety and achievement, but the difference was not statistically significant.

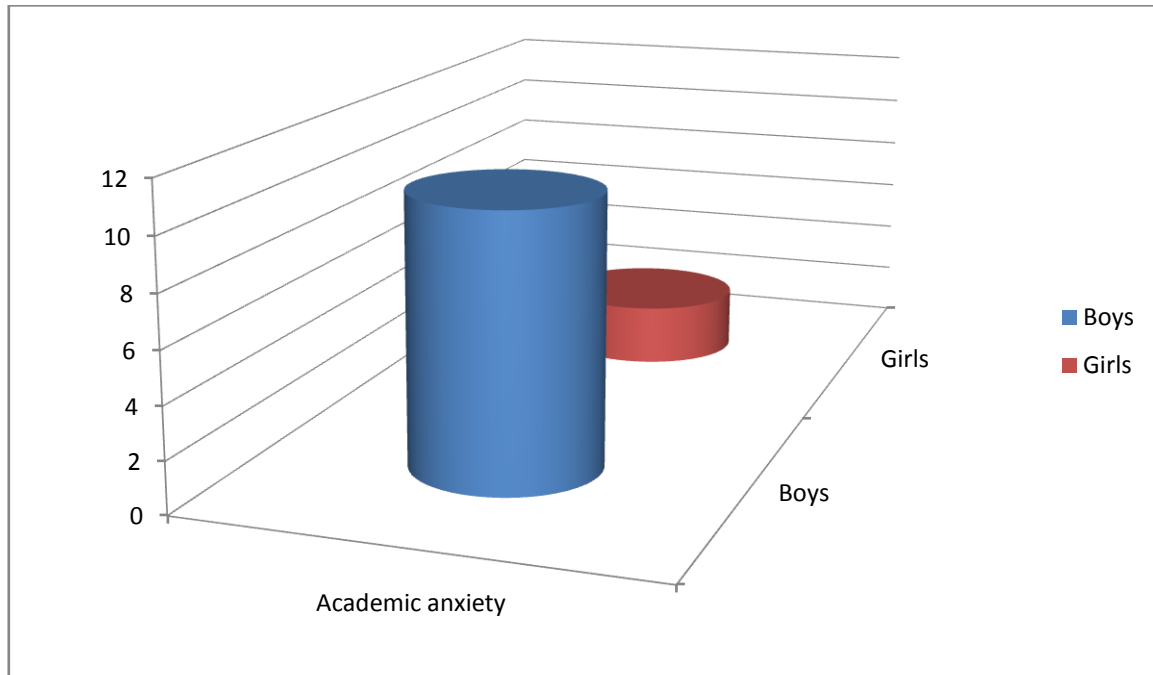


Fig. 1. Shows the academic anxiety of boys and girls.

Table 2

Table 2 shows the academic anxiety of boys in state syllabus and ICSE syllabus

Variable	Group	N	Mean	Std. Deviation	t value
Academic anxiety Boys	State syllabus	25	8.80	3.149	-3.815**
	ICSE syllabus	25	12.16	3.078	

Table 2 shows the academic anxiety of state syllabus boys and ICSE syllabus boys. The mean value of state syllabus boys is 8.80 and the mean value of ICSE syllabus boys is 12.36. The standard deviation of state syllabus boys is 3.149 and the standard deviation of ICSE syllabus boys is 3.07. The t value is -3.815. The data indicates that the values obtained are significant. Therefore, the hypothesis is accepted.

When analysing the above table, it is found that the mean value of ICSE syllabus boys are greater than that of state syllabus boys. The value obtained from the data is significant. Hence it is found that ICSE syllabus boys have more academic anxiety when compared to state syllabus boys.

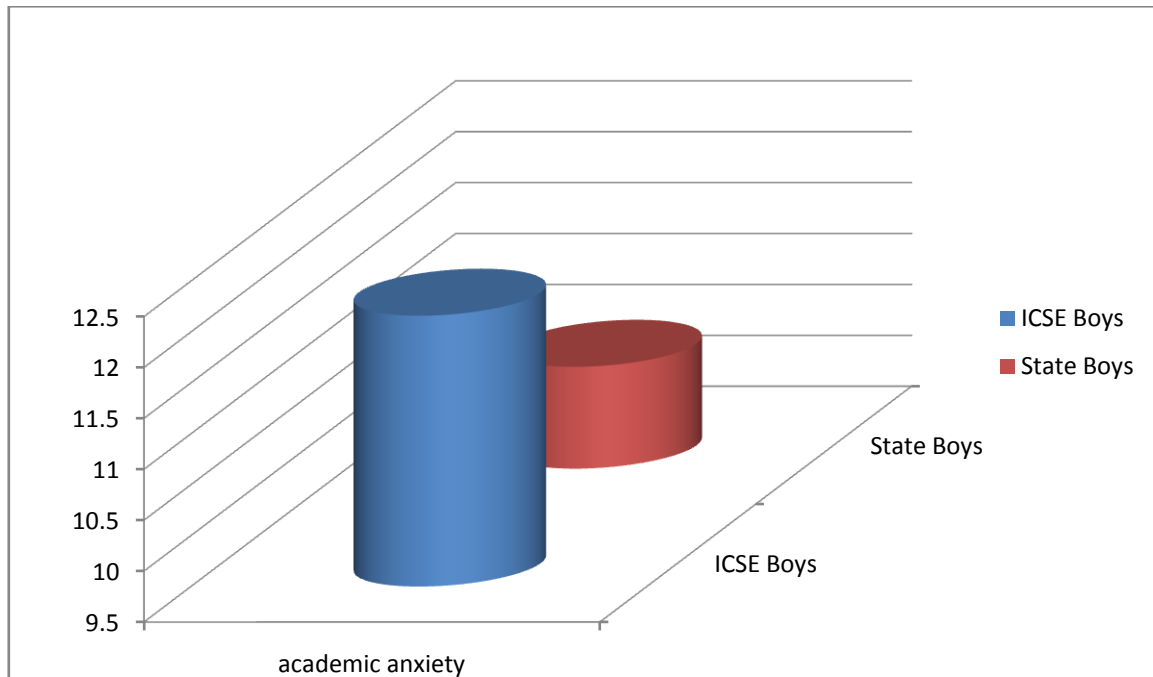


Fig 2. Shows the academic anxiety of ICSE syllabus boys and State Syllabus boys

Table 3

Table 3 shows the academic anxiety of girls in state syllabus and ICSE syllabus

	Group	N	Mean	Std. Deviation	t value
Academic anxiety Girls	State syllabus	25	9.40	3.028	-3.654**
	ICSE syllabus	25	12.48	2.931	

Table 3 shows the academic anxiety of state syllabus girls and ICSE syllabus girls. The mean value of state syllabus girls is 9.40 and the mean value of ICSE syllabus groups is 12.48. The standard deviation of state syllabus girls is 3.02 and the standard deviation of ICSE syllabus girls is 2.93. the t-value obtained is -3.654. the data indicates that the values are significant.

When analysing above table, I t is found that the mean value of state syllabus girls is less than that of ICSE syllabus girls. The value obtained from the data is significant. Hence it is found that ICSE girls have more academic anxiety when compared to state syllabus girls. Therefore, the hypothesis is accepted.

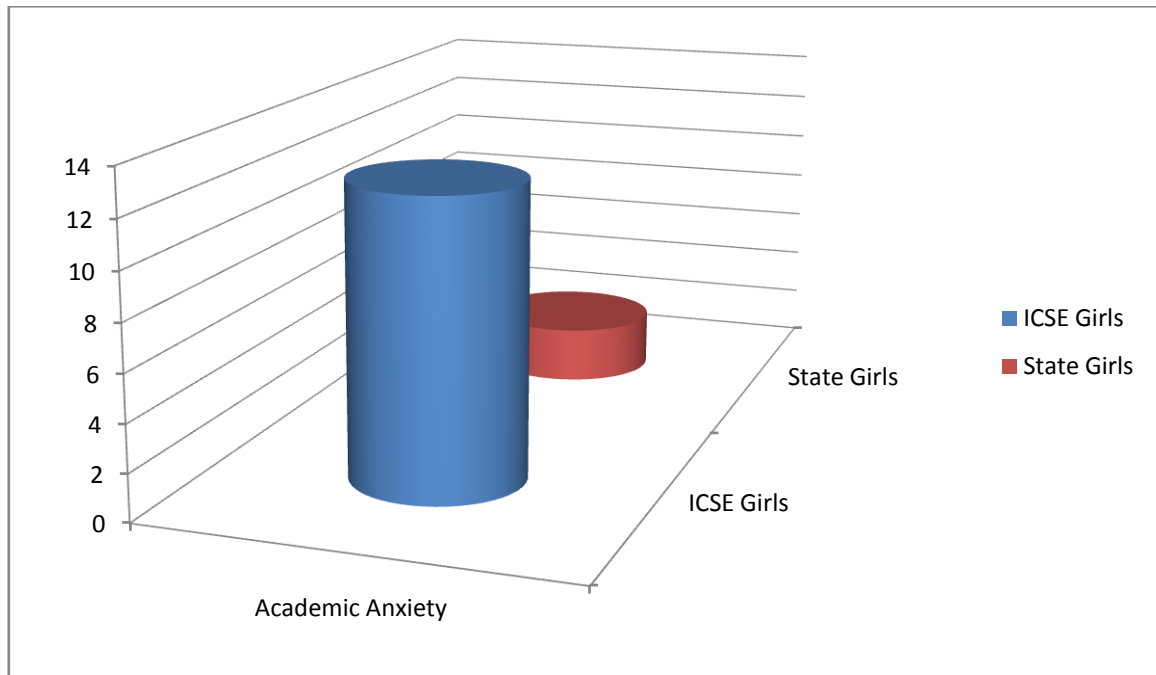


Fig 3. Shows the academic anxiety of ICSE syllabus girls and State syllabus girls.

III. Conclusion

There are no gender differences in academic anxiety. ICSE male students have more academic anxiety than state syllabus male students. ICSE female students have more academic anxiety than state syllabus students.

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