



Original Article

International Journal of Educational Research and Technology

P-ISSN 0976-4089; E-ISSN 2277-1557

IJERT: Volume 5 [2] June 2014: 74-79

© All Rights Reserved Society of Education, India

ISO 9001: 2008 Certified Organization

Website: www.soeagra.com/ijert.html

## An Interactional Study of Academic Anxiety in relation to Socio-Economic Status, Gender and School type among Secondary School Students.

Mohd Abid Siddiqui and Atieq UI Rehman

Department of Education, Aligarh Muslim University, Aligarh 202002.

E-mail: abidamu12@gmail.com, atiequlrehman489@gmail.com

### ABSTRACT

*Academic Anxiety is a common phenomenon prevalent among all the students studying at different levels of education. Moderate level of Anxiety is essential for success in academics. However, severe academic anxiety proves to be destructive for students, because it is negatively correlated with academic performance. Academic anxiety has attracted the attention of various researchers working in the field of education. It has been studied in relation to number of factors like personal, familial, social and educational as proved by review of related literature. Socio-economic factor as reported by many researchers is an important variable which influences aspirations, motivation, adjustment, anxiety levels and other aspects of education. Present study has been selected to find out the levels of academic anxiety with respect to school type, gender, socio-economic status of secondary school students. The study has revealed that low socio economic status school students and female students suffer more from academic anxiety, Interactional effects doesn't have significant difference on academic anxiety except socio-economic status.*

**Keywords:** Academic Anxiety, Socio Economic Status, School Type, Secondary School Students.

Received 12/04/2014 Accepted 26/05/2014

©2014 Society of Education, India

### How to cite this article:

Mohd Abid Siddiqui and Atieq UI Rehman. An Interactional Study of Academic Anxiety in relation to Socio-Economic Status, Gender and School type among Secondary School Students. *Inter. J. Edu. Res. Technol.* 5[2] 2014; 74-79. DOI: 10.15515/ijert.0976-4089.5.2.7479

### INTRODUCTION

Every individual has an individual profile of characteristics, abilities and challenges that may be inherited and/or consequence of learning and development. Each person contributes his or her unique part to the world on the basis of his or her own potentials and capabilities. No two human beings, even identical twins on this planet respond in the same way to the same stimulus. This uniqueness makes individuals different from one another. The differences among individuals may be with respect to their cognitive, behavioral, physical, psychological, sensory and many more areas of characteristics. Sometimes these differences are to such an extent that people may deviate from the status considered as normal. However being different is not always negative but sometimes individuals are different from other individuals of the same life age due to functional losses in one or more areas in different proportions; this may lead them to impairment which may result into disability. Severe/Mild academic anxiety is a disability in itself. Lazarus and Averill (1972) defined anxiety as "an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. Anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world". Anxiety may explain student feelings of helplessness following failure. According to Cole, Joan, Lachan, Seroczynski & Jonathan (1999) those who suffer from severe academic anxiety tend to avoid academic settings. Feelings of anxiety are not inherently abnormal, but can become severe enough to impair functioning in some individuals. When functioning is significantly impaired, one or more anxiety disorders may be diagnosed American Psychiatric Association (2000). There are many factors which are responsible in provoking academic anxiety like personal, familial, social and institutional. Personal factors include emotional disorders, health disorders, maladjustment, low self concept, low aspiration level, intelligence levels etc. Kaur (1991) Verma (1992) Dagur (1988) Gupta (1992) Joshi (1988) Thilagavathi (1990). Familial factors include low socio economic status, lack of guidance, indifferent attitude of parents and other family

problems. Gautam (2011) Sabapathy (1986) Vandana (1988) Barinder (1985) Yadav (1989). Social factors include irrational norms imposed on someone, castism, unequal distribution of resources, illiterate locality etc. Sridevi (2013) Pant, Bera, Shete & Udhhav (2013). Institutional Factors may be related to the school type (Government-Private School) school environment, curricular and co-curricular aspects, teacher taught relationship etc. Mohanty (1985) Mahtao & Jangir (2012) Mattoo & Nabi (2012) Singh & Jha (2013) Neel (2011) Deb (2010) Trivedi (2008) studied academic anxiety and found that girls on the whole had more incidences and intensity of academic anxiety than boys. Level of aspiration has negative correlation with anxiety Singh (1986).

Gautam,(2011) found that academic anxiety of adolescent female is affected by their socio-economic status and based on his research findings reported the vicinity was found an important factor for academic anxiety in female students. Yadav (1989) attempted to investigate the effects of socio-economic status and cultural settings on anxiety, frustration and neuroticism of students having different levels of achievement and found that rural high achievers had more anxiety and neuroticism, whereas urban failures had more frustration than their respective counterparts. Low achievers and failures belonging to and middle socio economic status had more frustration than those who belonged to high socio economic status. Barinder (1985) studied general anxiety and test anxiety with reference to environmental factors and extroversion-introversion and revealed that girls exhibited more anxiety than boys. Socio-economic status did not play any role in case of boys neither on their general anxiety nor on their test anxiety but there was a significant difference on general anxiety and test anxiety of very high socio economic status of girls and average socio economic status girls. Lower the socio economic status of girls the higher was their test anxiety. Sabapathy (1986) explored the relationship between manifest anxiety, emotional maturity and social maturity of standard X students to their academic achievement and reported that socio economic status was significantly and positively related with all areas of achievement. Mohanty (1985) studied the effects of state trait anxiety on classroom learning and personal adjustment of elementary school pupils and found that children at the school stage distinctly showed experience of state and trait anxiety at all levels. Children were higher in general anxiety score than trait anxiety score and both state and trait anxiety have negative relationship with adjustment at school level. Ghaderi, Kumar and Kumar (2009) in a comparative study of Indian and Iranian students found that depression, anxiety and stress level of Indian students are significantly than those of Iranian students. However, gender differences are not found significant. Deb, Chatterjee & Walsh (2010) studied anxiety among high school students of India and found that anxiety was more prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering more from high anxiety. Adolescents belonging to the middle class (socio- economic group). Bartwal and Singh (2011) investigated the prevalence of anxiety disorders among higher secondary students and revealed that 56.8% of the population experience one or other type of anxiety disorders and that females were found to have high score on generalized anxiety, separation anxiety and total anxiety. Bhasin, Sharma & Saini (2010) studied depression, anxiety and stress among adolescents students belonging to affluent families and reported that depression was significantly more among females than males. Depression, anxiety and stress levels were all significantly higher among board class students, i.e 10<sup>th</sup> and 12<sup>th</sup> as compared to the class 9<sup>th</sup> and 11<sup>th</sup>. Depression and stress were found to be significantly associated with the number of adverse events in the student's life that occurred in last one year. Kumar (2013) studied the relationship of academic anxiety among adolescents in relation to their home environment and found that the academic anxiety and home environment scores of adolescents correlated significantly. Joshi, Gumashta, Kasturva & Deshpande (2012) studied academic anxiety a growing concern among urban mid adolescent school children and found that mild, moderate and severe academic anxiety in majority of students shows high pressure for academic performance and therefore related anxiety level.

Review of researches presented above indicates that academic anxiety is related to a number of factors, i.e, Personal, Social, familial and institutional factors. Adolescents are more prone to anxiety because of their high aspiration and motivation level in order to fulfill their academic achievements in this competitive world. Keeping this in mind the researchers had selected the topic to evaluate the academic anxiety and its relationship with socio economic status as well as gender.

### **Objectives of the Study**

1. To study the relationship between dependent variable (Academic Anxiety) with independent variables (Socio-Economic Status) among Secondary School Students.
2. To know the level of Academic Anxiety among Secondary School Students.
3. To compare academic anxiety level in relation to School Type (Government-Private), Gender (Male-Female) and Socio-Economic Status.

### Hypotheses of the Study

**H<sub>1</sub>:** There would be no significant relationship between dependent variable (Academic Anxiety) with independent variables (Socio-Economic Status) among Secondary School Students.

**H<sub>2</sub>:** There would be no significant difference between government and private schools,, male and female samples on the measure of academic anxiety among secondary school students.

**H<sub>3</sub>:** There would be no significant difference between different socio economic status groups on the measure of academic anxiety among secondary school students.

**H<sub>4</sub>:** There would be no significant difference between real mean and assumed mean in their level of academic anxiety among secondary school students.

## METHODOLOGY AND DESIGN OF THE STUDY

### Sample

In order to carry out the present study researcher selected a sample of 222 students studying in 10<sup>th</sup> grade of government and private schools of Aligarh City (Uttar Pradesh, India)

### Tools Used

The data was collected with the help of standardized tools. Following tools were used on the basis of reliability and validity: *Academic Anxiety Scale for Children developed by Dr. A.K. Singh and Dr. (Km) A. Sen Gupta* and *Socio-Economic Status Scale (Rural & Urban) developed by Dr. A. K. Kalia and Dr. S. Sahu.*

### Statistical Techniques Used:

The data was analyzed by one sample t-test, three-way ANOVA and Pearson Co-efficient of Correlation.

## RESULTS AND INTERPRETATION

**Table 1: Relationship of dependent variable (Academic Anxiety) with independent variable (Socio-Economic Status) among Secondary School Students.**

Variables	N	Mean	S.D	Correlation Value	Level of Sig
Academic Anxiety	222	11.07	3.49	-.18**	0.01
Socio Economic Status		68.21	68.21		

\*\*Correlation is significant at 0.01 level.

It is revealed from table that value of mean for academic anxiety at secondary school level turned out to be 11.07 whereas for socio economic status it is 68.2. The value of S.D for academic anxiety is 3.49 at secondary school level and the S.D of socio economic status is 14.16. After calculating the mean and S.D, the coefficient of correlation was calculated to find the relationship between variables. The value of correlation turned out to be -.189 which means there is negative correlation between academic anxiety and socio economic status, calculated value is significant at .01 level of confidence. This makes clear that lower class socio-economic status students at secondary school level have more academic anxiety than upper class socio economic status. Thus hypothesis, "there is no significant relationship between dependent variable (Academic Anxiety) with independent variable (socio-economic status) of Secondary School Students" is rejected.

**Table 2: Level of Academic Anxiety among Secondary School Students.**

Sample	N	Real Mean	Assumed Mean	S.D	Df	't'	Level of Sig.
Secondary School Students	222	11.07	10	3.49	221	4.57	0.01

It is clear from the table that the calculated 't' value (4.57) is significant at 0.01 level of confidence on the measure of academic anxiety scale, which means that there is significant difference between real mean (11.07) and assumed mean (10) indicating the difference in favour of real mean. Thus the hypothesis, "there is no significant difference between the real mean and assumed mean in their level of academic anxiety among secondary school student" is rejected.

**Table 3: Differences of Academic Anxiety in relation to School Type (Government-Private), Gender (Male-Female) and Socio-Economic Status.**

Source	Sum of Squares	Degree of Freedom	Mean Square	F-Value	Level of Sig.
School Type	1.54	1	1.54	.131	.71
Gender	50.60	1	50.60	4.29	0.03*
Socio Economic Status	143.12	2	71.56	6.07	0.03*
School Type * Gender	1.10	1	1.10	.093	.76
Gender * Socio Economic Status	6.55	2	3.27	.27	.75
School Type * Socio Economic Status	9.99	2	4.99	.42	.65
School Type * Gender * Socio Economic Status	24.72	2	12.36	1.04	.35

\*Significant at 0.05 level.

It is interpreted from the table that there is no difference in academic anxiety according to school type as the calculated value of 'f' (.13) is not significant even at 0.05 level of confidence. In other words the type of school (Government and Private) does not affect the level of academic anxiety among secondary school students. The table also revealed that the value of 'f' (4.29) for male and female groups is significant 0.05 level of confidence. It can be inferred that a significant difference exists between male and female students in regard to academic anxiety. The mean value for male student is (10.65) whereas for female student it is (11.45) which indicates female have more academic anxiety than male as shown in table below.

**Table 4: Shows mean differences between Male and Female respondents in regard to Academic Anxiety.**

Variables	N	Sum	Mean	S.D
Male Students	106	11.29	10.65	3.24
Female Students	116	1329.00	11.45	3.67

However it is further evident from main table: 4 that there is a significant difference in academic anxiety belonging to different socio-economic groups on the measure of academic anxiety. For further clarification Scheffetechnique was applied. Results are shown in table-5: below.

**Table 5: Multiple Comparisons between Dependent Variable (Academic Anxiety) with Independent Variable (Socio-Economic Status)**

SES Groups (1= High SES, 2= Middle SES & 3=Low SES)	Mean Differences	Level of Sig.
High SES Middle SES Low SES	-.40	.77
	-1.67*	.01*
Middle SES Low SES	-1.27	.08

\*The mean difference is significant at the 0.05 level

Table-5: revealed that the difference between high SES academic anxiety and low SES academic anxiety is significant at 0.05 level in respect to their academic anxiety as shown below.

**Table 6: Shows mean differences between High SES & low SES in regard to Anxiety.**

SES Groups	N	Mean
High SES	77	10.38
Middle SES	72	10.79
Low SES	73	12.06

The interactive influence of School Type, gender on the measure of academic anxiety is insignificant. The 'f' value (0.27) for the interactive effect of gender and Socio Economic Status on the measure of academic anxiety is also insignificant. Moreover, the interactive influence of school type, gender & socio economic status on dependent variable is also not found significant. Thus the hypothesis, "there is no significant difference in the level of academic anxiety in relation to School Type (Government Private), Gender (Male-Female) and Socio-Economic Status (Low SES-Middle SES and High SES) of Secondary School Students." was rejected.

### CONCLUSION & SUGGESTIONS

On the basis of the findings discussed above we may conclude that academic anxiety is a general problem of secondary school students. However, it is more severe among girls as compared to boys. The study has further revealed that socio economic status is an important variable which affects the academic anxiety in a negative manner. The study also indicated that academic anxiety is not influenced by the type of school i.e government and private schools. The study was carried out on lower secondary school students and researches can be conducted on lower secondary/senior secondary school students academic anxiety in relation to other variables like intelligence, academic achievement, study habits, home environment etc. Following are the educational implications of present study:

- Academic anxiety is a severe problem of adolescence studying in secondary schools. Concerted efforts are needed to create an environment in schools free from anxiety by providing counseling to students for choosing appropriate stream (science/non-science) according to the abilities, interest & potential of students.
- Teachers must create an environment in classroom free from anxiety by providing extra attention to those who are from lower sections of society (SCs, STs, OBCs) and lower socio economic status because they suffer more from academic anxiety.
- Girls are more prone to anxiety as compared to boys. It may be because of family obligations, gender biasness etc. They must be given appropriate attention inside the school so that they can get relieve from academic anxiety disorder.
- Parents and Teachers must play an active role in minimizing the academic anxiety of students by expecting academic performance from students that is not beyond their abilities, interest, potentials etc because over expectations from parents and teachers also lead students towards more academic anxiety. Singh (1986)

### REFERENCES

1. Ajay Kumar (2013). *Relationship of Academic Anxiety among Adolescents in relation to their Home Environment*. International Journal for Research in Education. Vol 2<sup>nd</sup>.
2. Barinder. M (1985). *A study of General Anxiety and Test Anxiety with referenced to the Environmental factors and Extraversion-Introversion of Delhi Students*. Ph.D Education, Delhi University in M.B.Buch 5<sup>th</sup> Survey of Educational Research. Vol 2<sup>nd</sup>: NCERT New Delhi
3. Cole, D. A, Joan M. M, Lachan A. P, Seroczynski. A. D, and Jonathan F. (1999) *Children's Over- and Underestimation of Academic Competence: A longitudinal study of gender differences, depression, and anxiety in Child Development*.
4. Davey S. G, Blane. D, & Hawthorne, V. (1997). *Lifetime Socioeconomic Position and Mortality: Prospective Observational Study*. British Medical Journal.
5. Gautam. S (2011) *Academic anxiety of Urban and Rural adolescent female in relation to their Socio economic Status*. International Referred Research Journal. Vol 3<sup>rd</sup> Issue-33.
6. Ghadari, A.R, Veknatesh. K.G & Sampath. K (2009) *Depression, Anxiety and Stress among Indian and Iranian Students*. Journal of Indian Academy of Applied Psychology. Vol. 33.
7. Katie. A. McLaughlin A, Joshua B, Jennifer. G. G. C, Mathew. D, Lakoma. D, Nancy. A, Sampson E, Alan, M. Zaslavsky. E, Ronald. C, Kessler (2011) *Childhood Socio economic status and the onset, Persistence and Severity of DSM- IV Mental disorders in a US National Sample*. Journal of Social Science and Medicine.
8. Lazarus R S and James R. A. (1972). *Emotion and Cognition, with special reference to anxiety*. In *Anxiety, Current Trends in Theory and Research*. Vol. 2<sup>nd</sup>, New York: Academic Press.
9. Mattoo, N. H. & Nabi. R. (2012). *A Study on Academic Anxiety among Adolescents (14 –16 years)*. International Journal of Social Science Tomorrow Vol. 1 No. 3.
10. Mohanty. C (1985) *Effects of State Trait Anxiety on classroom learning and personal adjustment of Elementary school pupils*. Ph.D Education Utkal University in M. B. Buch 5<sup>th</sup> Survey of Educational Research. Vol 2<sup>nd</sup>: NCERT New Delhi
11. Rakhee, A & Aparna (2011) *A study on the prevalence on anxiety disorders among higher secondary students*. GESJ: Education Science and Psychology. Vol-1.
12. Ramesh. S, B. and Ramonder, S (2011) *Academic Stress of School Going*. Journal of Education Science and Psychology.

13. Sabapathy, T (1986) *A study of relationship of manifest anxiety, emotional maturity and social maturity of standard X students to their Academic Achievement*. Ph.D Education. Bagalore University in M. B. Buch 5<sup>th</sup> Survey of Educational Research. Vol 2<sup>nd</sup> NCERT New Delhi
14. Anxiety. (2000) Encyclopedia of Psychology. American Psychological Association. Retrieved from: <http://www.apa.org/topics/anxiety/>
15. Sibnath D, Pooja C & Kerryann W (2010) *Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents*. Australian Journal of Educational & Developmental Psychology. Vol 10, 2010,
16. Singh (1986) *Achievement Motivation, level of aspiration and Anxiety as correlates of creativity in denotified Tribal children* in M. B. Buch 5<sup>th</sup> Survey of Educational Research. Vol 2<sup>nd</sup> NCERT New Delhi.
17. Sanjiv K B, Rahul S and Saini, N.K. (2010) *Depression, Anxiety and Stress among adolescent students belonging to affluent families: a school-based study*. Indian Journal of Pediatrics. Vol 2<sup>nd</sup>.
18. Joshi (1988) *Effects of test anxiety and intelligence on the performance of high school student*, in M. B. Buch 5<sup>th</sup> Survey of Educational Research. Vol. 2<sup>nd</sup> NCERT New Delhi.