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## Academic Anxiety of Adolescents in Relation to Their Vocational and Educational Interest

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### ABSTRACT

*This study was conducted to evaluate the academic anxiety of adolescents in relation to their vocational and educational interest. Descriptive survey method was used. The sample of this study included 200 adolescents selected by using simple random sampling from the two districts of Jammu and Kashmir namely Srinagar and Shopian. Objectives of the study were to study the difference in academic anxiety of adolescent boys and girls, to study the difference in academic anxiety of adolescent boys and girls in relation to their vocational interest and to study the difference in academic anxiety of adolescent boys and girls in relation to their educational interest. The three standardized tools were used by the investigator. For the purpose of drawing out the results the investigator used statistical techniques like t-tests, mean and standard deviation. The results of the study are that there exists significant difference in academic anxiety of adolescent boys and girls, there exists significant difference in academic anxiety of adolescent boys and girls having literary, scientific, persuasive, commercial, constructive, and artistic as area of vocational interest. There exists no significant difference in academic anxiety of adolescent boys and girls having executive, agriculture, social and household as area of vocational interest. There exists no significant difference in academic anxiety of adolescent boys and girls having agriculture, fine arts and science as area of educational interest. There exists significant difference in academic anxiety of adolescent boys and girls having commerce, home science, and humanities as area of educational interest.*

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### INTRODUCTION

A child has unique capabilities, attitudes, potentialities and interests and as such he reacts in a unique manner to the situation. The continuous pressure from outside world over the abilities and various aspects of human behaviour causes restless in the mind of the individual. While the search for excellence became a universal quest. Some found themselves unable to cope up with the challenges of time, which cause a state of restlessness in them. One among them is academic anxiety. Academic anxiety is feeling of being distressed, fearful, or stressed out as a result of school pressures. Academic anxiety is experienced most often during timed exercises to perform their best when the stakes are very high in front of others. The concept of academic anxiety is a new construct, and is proposed as a unifying representation for the various forms of specialized manifestation of anxiety in school settings. It is a stress or pressure that is experienced or based upon functions related with school. Anxiety is a multisystem to a perceived threat or danger. It reflects a combination of biochemical changes in the body, the patient's personal history and memory and the social situation. As far as we know anxiety is a unique human experience. Other animals clearly know fear, but human anxiety involves an ability, to use memory and imagination to move backward and forward in time, those animals do not appear to have. The anxiety that occurs in post-traumatic syndromes indicates that human memory is much more complicated mental function than animal memory.

Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of apprehension or fear. When the person is exposed to the cause of anxiety the next time, the conditioning effect causes a repeat response and the person will try to avoid the cause. All the responsibilities of being

an academic brings with it a state of mind referred to as "academic anxiety". This can be associated with almost all the tasks associated with academics i.e. starting from attendance to classes to the biggest cause of academic anxiety- exams! It doesn't stop there, though. Students can be anxious about everything from their reading speed to their performance. Reed (1960) established the relationship between anxiety and competent school work. He revealed that competent school work is the root cause of academic anxiety among the students. It leads decrease in attention span, concentration and memory among them.

Academic anxiety arises out of the apprehension of rebuke from teachers, parents and peers regarding the failures of performing the responsibilities of an academic properly. Developing a state of academic anxiety causes a decrease in attention span, concentration and memory which can result in having a negative effect on the performance of the individual.

Ma (2003) conducted the study on effects of early acceleration on students in mathematics and mathematics anxiety. American youth data indicated that for gifted and honour students, early acceleration did not necessarily confer negative emotional effects, while for regular students it had negative effects. It is now been learnt that some level of anxiety is required for the person to take up all the responsibilities seriously but both high levels of academic anxiety or too low level has deleterious effects on academic performance, which in turn may lead to more academic anxiety. When a person is suffering from academic anxiety, he/she may lose concentration on the task at hand and may end up undertaking some unproductive behaviour that further reduces the efficiency of the person.

Moreover a large portion of human anxiety is produced by anticipation of future events. Without a sense of personal continuity over time, people would not have the raw materials of anxiety. It is important to distinguish between anxiety as a feeling or experience and an anxiety disorder. Also a person facing a clear and present danger or a realistic fear is to usually consider being in a state of anxiety. In addition, anxiety frequently occurs as a symptom in other categories of psychiatric disturbance. Gender differences are observed amongst adolescents as far as academic anxiety is concerned. Boys are said to have more academic anxiety as compared to girls.

Pramod (1996) concluded that boys manifest more future orientations than girls, therefore boys have more academic anxiety. Ojha (2005) revealed that 25% boys have extremely high anxiety whereas only 6.7% girls have high academic anxiety.

Traditionally it is the males who are supposed to be primary bread winners and so boys are more concerned about doing well in academics to ensure better jobs. Also masculine self-esteem is dependent on their ability to earn and provide for. Adolescent boys, who are establishing their identity and have reason to be worried about academics which is almost a ticket to their job aspirations.

Pramod (1996) concluded that boys manifest more future orientations than girls, therefore boys have more academic anxiety. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves.

Once out of elementary school, they find their teachers, parents, and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information.

Reddy (1989) conducted research to find out the adjustment and problem areas of many adolescents in the school and the results showed that most of the problems concentrated on academic anxiety followed by anxiety regarding their future.

Academics are the major source of tension amongst the youth nowadays. In today's competitive world, it is not uncommon to find academic achievement playing the most important role in a child's growing up. Being academically successful and making a place for oneself in the society is their priority. It is also true that youth today, often lacks academic motivation as their attention is diverted and divided among many things like peer group, heterogeneous relations, fashion and incessant entertainment. It appears that desiring and requiring academic achievement on one hand, and getting diverted from thorough academic efforts, creates a situation of continuous stress and anxiety for the adolescents.

Anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety at some phase of their lives. Adolescent live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves.

Verma and Gupta (1990) explored the causes of basic academic pressure burdening the school going adolescents. Results revealed that academic stress was caused due to examination system, burden of homework and attitudes of parents and teachers. Anxiety amongst adolescent boys and girls is very

common and natural. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety at some phase of their lives.

Although anxiety is a common place experience that everyone has from time to time. It is difficult to describe concretely because it has so many different potential causes degree of intensity. Doctors sometimes categorize anxiety as an emotion or an effect depending on whether it is being described by the person having it emotion or by an outside observer. The word emotion is generally used for the biochemical changes and feeling state that underline a person's internal sense of anxiety. Affect is used to describe the person's emotional state from an observer's perspective. If a doctor says that patient has an anxious affect, he or she means that the patient appears nervous and anxious, of responds to others in an anxious way. Although anxiety is related to fear, it is not the same thing. Fear is a direct, focused response to a specific event or object, and the person is consciously aware about it. Most people will feel fear if someone points a loaded gun at them if they see tornado forming on the horizon. They also will recognize that they are afraid

Academic anxiety has four components – worry, emotionality, task-generated interference, and study skills deficits. One of the component is related to worries. Worries are the thoughts that prevent you from focusing on and successfully completing academic work. For example predictions of failure, self-degrading thoughts, or preoccupation with the consequences of doing poorly. Some effective techniques for managing this component include: using positive mental imagery, disputing negative and self-defeating thoughts with more productive, realistic thoughts, and self-hypnosis. The second one is emotionality; emotionality is a biological symptom of anxiety. For example, fast heart-beat, sweaty palms, muscle tension. The most effective strategies for dealing with emotionality are muscle and breathing relaxation exercises. The third one is task generated interference, such behaviour is related to the task at hand, which is unproductive and prevent successful performance. For example, constantly checking the clock during an exam, or spending a lot of time on a test question you cannot answer. Since these behaviours can take on many forms, the best management technique is to work with a study skills instructor or a counsellor to identify the specific behaviours that cause problems and create a plan to reduce or change them. The last one is study skills deficit; It includes the problems of study methods which create anxiety. For example, last-minute cramming resulting in not knowing answers to test questions, or poor note-taking during lecture resulting in confusion about a major assignment. Many students experience the first three components of academic anxiety as a result of study skills deficits. If this is the case, then your grades will not improve unless study skills are addressed. A study skills instructor can help you with this.

Thilagavanti (1990) conducted the study on academic achievement in relation to intelligence, creativity and anxiety. Research showed that anxiety had only a negative influence on academic achievement. The high achievers belonged to low level anxiety group and low achievers belonged to high level anxiety group. Anxiety could be in response to academic stress, pressure of studies and ongoing presentations and exams where the person is not able to cope. In such situations when the person's demands from the academic environment exceeds his capacities, a person experience stress and pressure from outside which gets reflected through various physical, cognitive, emotional and behaviour symptoms. This in turn could lead to a state in which a person gets overburdened and could at times lead to a state of helplessness in which he stops taking interest in academic activities. He may strive initially, but if he is not able to overcome the problem, his inner resources get exhausted and takes a new role in which he does not show interest in academics.

Verma and Gupta (1990) explored the causes of basic academic pressure burdening the school going adolescents. Results revealed that academic stress was caused due to examination system, burden of homework and attitudes of parents and teachers.

Even in a recent research 40% of the students surveyed in Delhi felt that they are overwhelmed by examinations and want guidance. Those aspiring to get into professional college prepare for over a dozen entrance examinations apart from tuitions in the major subjects. Gender differences are observed amongst adolescents as far as academic anxiety is concerned. Boys are said to have more academic anxiety as compared to girls.

Anxiety, on the other hand, is often unfocused, vague, and hard to pin down to a specific cause. In this form it is called free floating anxiety. Sometimes anxiety being experienced in the present may stem from an event or person that produced pain and fear in the past, but the anxious individual is not consciously aware of the original source of the feeling. It is anxiety's aspect of remoteness that makes it hard for people to compare their experience of it. Whereas most people will be fearful in physically dangerous situations, and can agree that fear is an appropriate response in the presence of danger, anxiety is often triggered by

objects or events that are unique and specific to an individual. An individual might be anxious because of a unique meaning or memory being stimulated by present circumstances, not because of some immediate danger. Another individual looking at the anxious person from the outside may be truly puzzled as to the reason for the person's anxiety.

A child's genetics, biochemistry; environment, history and psychological profile all seem to contribute to the development of anxiety disorders. Most children with these disorders seem to a biological vulnerability to stress, making them more susceptible to environmental stimuli than the rest of the population. Emotional and behavioural symptoms of anxiety disorders include tension; self-consciousness; new or recurring fears such as fear of the dark, fear of being alone or fear of strangers, self-doubt and questioning; crying and whining; worries; constant need for reassurance for clinging to parent and unwilling to let the parent out of sight distractibility; decreased appetite or other change in eating habits; inability to control emotions; feeling as if one is about to have a heart attack, die or go insane; nightmares; irritability, stubbornness and anger; regression to behaviours that are typical of an earlier developmental stage; and unwillingness to participate in family and school activities. Physical symptoms include rapid heartbeat; sweating; trembling; muscle aches from tension dry mouth; headaches; stomach distress; diarrhoea; constipation; frequent urination; new or recurrent bedwetting; stuttering; hot flashes or chills; throat constriction lump in the throat, sleep disturbances; and fatigue. Many of these anxiety symptoms are very similar to those of depression; and as many as 50 percent of children with anxiety also suffer from depression. Generally, physiological hyper arousal excited ness, shortness of breath, the flight and fight response characterizes depression. Other signs of anxiety problems are poor school performance, loss of interest in previously enjoyed activities, obsession about appearance or weight, social phobias e.g. fear of walking into a room full of people, and the persistence of imaginary fears after ages six to eight.

Children with anxiety disorders are often perfectionists and are concerned about getting everything right, but rarely feel that their work is satisfactory. In contrast to fear, which is a realistic reaction to actual danger, anxiety is generally related to an unconscious threat. Physiological symptoms of anxiety include increase in pulse rate and blood pressure, accelerated breathing rates, perspiration, muscular tension, dryness of the mouth, and diarrhoea. Freud postulated that anxiety was a result of repressed, pent up sexual energy, but later came to view it as a danger signal alerting the ego to excessive stimulation and causing repression.

Yan (2006) explored the factors affecting the state of anxiety among higher education students in Macaum. As per the result, of the path analysis, students general state anxiety level might be affected by their general state of anxiety and their self-esteem, the educational context of higher education might be better understood.

Waines (1994) established relationship between social support, anxiety and academic achievement. Results indicated a positive correlation between the two, stress and academic achievement.

Saxena (1988) conducted the study on the impact of family relationship on adjustment, anxiety, achievement motivation, self-concept and academic achievements of high school students. The study showed that anxiety and achievement motivation were not significantly influenced by family relationship. Girls were more anxious than boys.

Anxiety is your body's way of telling you that there is something in the environment in need of your attention. It is basically a series of biochemical changes in your brain and body, such as an increase in adrenaline and a decrease in dopamine (a brain chemical that helps to block pain). These changes result in a state of heightened attention to the source of anxiety. High levels of anxiety cause your body to prepare to fight or run away from the perceived threat- commonly called the "fight or flight response". Anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers, or do daily home work. Academic anxiety has four components- worry, emotionality, task- generated interference, and study skills deficits. The method of reducing your anxiety depends upon which of these you are experiencing. Choosing the right vocation in the life is the ultimate challenge faced by today's youth in an increasingly competitive world. The choice of career should not be taken in isolation to academic success alone. Very careful consideration should be given not only to scholastic achievement but also to the individual's personality and interest. It is very essential to conserve and utilize the man power in a country like India - is on the developing stage where economic, social, educational and occupational set up are changing very fast, vocational availability is limited but at the same time huge human resources with varied ability, aptitude, and interest are available in abundance. There is lack of proper guidance at every educational field. The large percentage of failures in different jobs and dropouts is an immeasurable waste of money and energy. The life of misfits in a vocation is tragic resulting in heavy

loss to individual and to the society. Hence to overcome this problem it is essential to give due weightage to the adolescents interest factor.

Chaudhry (1971) examined the extent of relationship between achievement motivation and anxiety, intelligence, sex, social class and vocational aspiration, in which one of his hypotheses was that achievement and test anxiety would be negatively correlated and he found that correlation between achievement and test anxiety scores was negative and not significant.

Namarta (1992) investigated the relationship between personality traits, academic stress and anxiety factors to the student's achievement. The study showed that the lower level of anxiety tender to score higher in school examination. Higher achievers tended to be outgoing intellectually superior, emotionally stable, enthusiastic and unrestricted whereas low achiever tendered to be resumed intellectually inferior, assertive tendered and frustrated

Hussain (1977) investigated academic attainment in relation to level of aspiration and anxiety. The major aim of the study was to study the academic attainment of university students in relation to the level of aspiration and anxiety. The major findings of the study were the academic performance of the group with moderate anxiety was significantly better than of high and low anxiety groups, the academic performance of the group showing moderate goal discrepancy was better than that of groups showing either high or low discrepancy.

Vocational interest of adolescents should be deeply understood in order to minimize the maladjustments in their vocational spheres because life satisfaction and happiness to a large extent depend upon work satisfaction which is the outcome of interest which one takes in one's vocation in addition with their creativity. Therefore supporting young in achieving their full potential means improving prospects for young- and their society's and ultimately countries' - wellbeing. Vocational interests may help marginalized youth connect disparate phases of their work lives. Vocational interests are one of the most enduring and compelling areas of individual differences. Crites defined the vocational interest as the individual's overall liking/disliking for the type of work he or she is trained for and qualified, not just the specific job or position he/she holds at a particular time. Thus a person might want to change his/her job or position but not his/her vocation.

Lubinski & Dawis (1995) the most popular means for characterizing, comparing, and matching persons and environments. Interests have been studied from a situational and a dispositional point of view. Situational interests are transitory and context specific and are connected to emotional states aroused by specific features of an activity. Interests are often associated with needs and values within the family of motivational constructs. Vocational interests constitute a major determinant of career choice and entry, they influence the range and type of roles a person undertakes and the social interactions entailed therein. As individuals encounter their work roles, they respond to environmental contingencies that are in place, watch the actions of others around them, reflect on their own actions, and receive feedback from their peers. There are two aspects of vocational interest one is expressed and the other one is measured. A conceptual look at the distinction between expressed and measured interests is undertaken. Instead of denoting two different aspects of "vocational interests," expressed and measured interests refer to distinct psychological constructs. Expressed interests are specific intentions and measured interests are what people conventionally mean by "vocational interests." Expressed interests are often defined as responses to direct question such as "Which occupation do you intend to enter when you leave school?"

Crites (1999) they are essentially idiosyncratic, non-scaled, and idiographic responses. Measured interests, in contrast, are represented by responses to a comprehensive interest inventory; they are occasionally called "inventoried interests." Such responses are thus normative, scaled, with regard to the scores of other respondents.

Gustard (1954) designed a study titled 'vocational interests and socio-economic status' to know whether various interest groups differed in terms of socio-economic status and also to find out the relationship among various status measures. He found no significant correlation among three status measures studied. Only the occupational level differentiated significantly among interest groups.

Educational interest is defined as one's own pattern of preferences, likes and dislikes preferred in any matter, wisely or unwisely by self, or by another source for a given educational area or subject. It reflects choices of the students for subjects of study. Educational interests are of considerable importance in exploiting the human resources, potential for national development and in the development of an individual as study of subjects compatible with one's interests leads to satisfaction and happiness in life. Educational interests play important role in educational guidance. Vocational interest is the 'individuals' overall liking/disliking for the type of work he or she has been trained for employed in. "Education in India is marching ahead in all sectors of education due to the effective efforts of governments and the

diversified educational interests of the students. A large number of students study different educational courses according to their interests, though there are other aspirations and pressures from their parents, peers and public. Educational interests of students play a crucial role in selecting and studying suitable courses.

Arora (1955) studied the vocational and co-curricular activities of adolescents of Delhi. He found liking of students for science, constructive and aesthetic activities. Some students also showed their liking to study domestic sciences as a subject at high school level.

Singh (1959) in his investigation studied the interest patterns of high school and higher secondary school adolescent of Rajasthan. He found that occupations interests of urban and rural adolescents differed significantly in aesthetic, literary and agriculture areas.

### **Significance of the problem**

In the present competitive world there is a considerable amount of academic anxiety among the young generation. Anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety at some phase of their lives. Adolescents live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. They are not able to cope up with academic work, which results in chaos and confusion in their minds. On the other hand each parent want that their ward should get the best education and must perform well in academics. As all individuals are not alike; some adolescents create unnecessary pressure on their minds to perform well in academics and vocation which leads to stress, anxiety and other psychological and emotional problems. Academic anxiety is sometimes also created by vocational and educational interest. Sometimes adolescents are interested in particular vocation but their abilities do not favour which lead towards academic anxiety. Keeping all these factors in view investigator has decided to find out the cause of academic anxiety of the adolescents in relation to their vocational and educational interest.

### **Statement of the problem**

The study will investigate that how the academic anxiety is affected by the vocational and educational interest of adolescents. The problem is stated as **Academic anxiety of adolescents in relation to their vocational and educational interest**. Academic anxiety is the feeling of being distressed, fearful, or stressed out as a result of school pressures. Academic anxiety is experienced most often during timed exercises to perform their best when the stakes are very high in front of others. Educational interest is defined as one's own pattern of preferences, likes and dislikes preferred in any matter, wisely or unwisely by self, or by another source for a given educational area or subject. It reflects choices of the students for subjects of study. Vocational interest is the 'individuals' overall liking/disliking for the type of work he or she has been trained for employed in.

### **Objectives of the study**

1. To study the difference in academic anxiety of adolescent boys and girls.
2. To study the difference in academic anxiety of adolescent boys and girls in relation to their vocational interest.
3. To study the difference in academic anxiety of adolescent boys and girls in relation to their educational interest.

### **Hypotheses of the study**

1. There exists no significant difference in academic anxiety of adolescent boys and girls.
2. There exists no significant difference in academic anxiety of adolescent boys and girls having different vocational interest.
3. There exists no significant difference in academic anxiety of adolescent boys and girls having different educational interest.

## **MATERIALS AND METHOD**

### **Sample**

The investigator employed simple random sampling technique to collect the data for the study. In the present study, Descriptive method of research was followed. The investigator had taken the sample of 200 adolescents comprising of 100 boys and 100 girls. Sample had been collected from Srinagar and Shopian districts (Jammu and Kashmir).

### **Tools used**

In the present study the investigator had used following tools:

1. Academic anxiety scale for children by A.K Singh and A.Sengupta (1920).
2. Vocational Interest Record by Dr. S.P.Kulshrestha (1965).

3. Educational Interest Record by Dr. S.P.Kulshrestha (1967).

#### Statistical techniques

1. t-test was used to find out the difference in
2. Academic anxiety of adolescent boys and girls.
3. Academic anxiety of adolescent boys and girls in relation to their vocational interest.
4. Academic anxiety of adolescent boys and girls in relation to their educational interest.

## RESULT AND DISCUSSION

Results pertaining to the variable academic anxiety.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls.**

**Showing results of t-test on significant difference in academic anxiety of adolescent boys and girls**

Gender	Number	Mean	SD	t'ratio
Boys	100	13	3.24	6.25
Girls	100	10	3.52	

After the collection of data t-test was applied and the value came out to be 6.25 which is significant at 0.01 level. It means the hypothesis that there exists no significance difference in academic anxiety of adolescent boys and girls is not accepted. It shows that there exists a significant difference in academic anxiety of adolescent boys and girls. If we look at the mean score of boys and girls, it is more in case of boys. In current era the competition is getting harder day by day. Boys and girls have to perform hard and especially in case of boys, when the whole family is dependent upon their earnings. That is why they are having more academic anxiety. The study of Ojha (2005) support this fact. He revealed that 25% boys have extremely high anxiety whereas only 6.7% girls have academic anxiety, even in a recent research 40 % of the students surveyed in Delhi, and gender differences are observed amongst adolescents as far as academic anxiety is concerned. Boys are said to have more academic anxiety as compared to girls.

**Result pertaining to the variables academic anxiety and vocational interest.**

**Results of t-test on significant difference in academic anxiety of adolescent boys and girls having different vocational interest**

Vocational interest	Sex	Mean	Variance	t-test
Literary	Boys	12.5	9.61	2.15
	Girls	9.4	11.15	
Scientific	Boys	12.72	9.62	2.48
	Girls	10.4	12.25	
Executive	Boys	13.33	9.69	0.96
	Girls	12.08	10.26	
Commercial	Boys	14	4	4.08
	Girls	9.5	7.16	
Constructive	Boys	13.72	24.21	2.33
	Girls	9.33	12.25	
Artistic	Boys	14.12	2.12	3.16
	Girls	9.12	17.83	
Agriculture	Boys	9.5	0.5	0.83
	Girls	8	9	
Persuasive	Boys	13.18	13.76	2.17
	Girls	9.61	18.58	
Social	Boys	10.5	9.42	0.37
	Girls	9.87	13.26	
Household	Boys	15.33	9.66	2.56
	Girls	4.33	10.33	

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having literary as area of vocational interest.**

After applying the t'test, the t'value came out to be 2.15 which is higher than the table value 2.10 at 0.05 level of significance and lower than table value 2.88 at 0.01 level. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having literary as area of vocational interest is not accepted at 0.05 level and accepted at 0.01 level. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Investigator assumes that the reasons for high academic anxiety among boys as compared to girls may be that the future life of boys is very much challengeable in Kashmir, boys are more worried about their education and employment, as compared to girls as the whole house depends upon their earning.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having scientific area as their vocational interest.**

After applying the t'test the t'value came out to be 2.48 which is higher than the table value 2.01 at 0.05 level of significance and lower than table value 2.68 at 0.01 level. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having scientific area as their vocational interest is not accepted at 0.05 level. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Investigator assumes that the reasons for high academic anxiety among boys as compared to girls in scientific area may be because scientific area requires lot of hard work on the part of child and money on the part of parents. Boys have to do good because whole family rely on them after spending huge amount so these may be some of the reasons assumed by the investigator.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having executive area as their vocational interest.**

After the collection of data t'test was applied and t'value came out to be 0.96 which is lower than the table value 2.07 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having executive area as vocational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean scores of academic anxiety. Investigator assumes that the two groups do not differ in their academic anxiety as this area includes the jobs like police, army officer, president, politician etc both the groups are interested to work for the betterment of the society and for which they have to perform better in academics.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having commercial area as their vocational interest.**

After the collection of data t'ratio came out to be 4.08 which is higher than the table value 2.92 at 0.01 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having commercial area as their vocational interest is not accepted. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Academic anxiety of boys is more than girls. Investigator assumes that the reasons for high academic anxiety among boys as compared to girls in commercial area is because boys are more sociable as compared to girls and prefer to be out from their homes most of the times. Boys prefer to work outside and at public places and wants to get job of salesman, collector, industry manager which may be the reason of their high academic anxiety as these jobs require lot of hard work on the part of boys because these fields are full of competition these days.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having constructive area as their vocational interest.**

After applying the t-test the value came out to be 2.33 which is higher than the table value 2.10 at 0.05 level of significance and lower than 2.88 at 0.01 level. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having constructive area as their vocational interest is rejected at 0.05 level and accepted at 0.01 level. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Constructive area includes the interest in vocations of goldsmith, ironsmith, dyers, bookbinder, and toy makers. So lots of hand skill is needed in these vocations. So boys have to sharpen their skills which sometimes create anxiety.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having artistic area as their vocational interest.**

After applying the t'test the value came out to be 3.16 which is higher than the table value 2.26 at 0.05 level of significance and lower than table value 3.25 at 0.01 level. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having artistic area as their vocational interest is rejected at 0.05 level and accepted at 0.01 level. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Academic



anxiety of boys is more than girls. Investigator assumes that the reasons for high academic anxiety among boys as compared to girls in artistic area is because girls are familiar with events like dance music, painting etc and boys have to go in deep detail for acquainting themselves with these areas.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having agriculture area as their vocational interest.**

After applying the t-test the value of the t came out to be 0.83 which is lower than the table value 4.30 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having agriculture as their vocational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean score of academic anxiety. Investigator assumes that the reasons for high academic anxiety among boys as compared to girls in agriculture as their vocational interest are because the boys of Kashmir are superior in agriculture practices as compared to their counterparts. The other reason may be that agriculture interest needs lot of efforts which is possible only in case of boys. In order to remain at same level of performance is one of the challenges for them which creates anxiety among boys. Females are kept within four walls of the house and are supposed to do household work that is why boys are more interested in agriculture.

**Hypotheses: There exists no significant difference in academic anxiety of adolescent boys and girls having persuasive as their vocational interest.**

After applying the t-test the value of the t came out to be 2.17 which is higher than the table value 2.07 at 0.05 level of significance and lower than 2.82 at 0.01 level. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having persuasive as their vocational interest is rejected at 0.05 level and accepted at 0.01 level. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Investigator assumes that the reasons for high academic anxiety among girls as compared to boys in persuasive as their vocational interest is because the girls of Kashmir wants to be active participant in political affairs and are staunch follower of religion and wants to carry out the profession of M.P, M.L.A, religious preachers etc This may be the reason of high academic anxiety of girls in persuasive as their vocational interest because in Kashmir girls are not given as much importance to carry out these vocations. So first of all they have to prove themselves only then they can join these and this creates anxiety among girls.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having social area as their vocational interest.**

After applying the t-test the value came out to be 0.37 which is lower than the table value 2.14 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having social area as their vocational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean score of academic anxiety. Result shows no difference in academic anxiety of adolescent boys and girls. Now a days both boys and girls wants to be equal participants in each and every sphere of life. They want to carry out different social services equally. Both acts as connecting link to one another.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having household as their vocational interest.**

After applying the t-test the value came out to be 2.56 which is lower than the table value 2.78 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having household as their vocational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean score of academic anxiety. Result shows no difference in academic anxiety of adolescent boys and girls. Days are gone when woman was treated as owner of household work, she was supposed to do all the household work. Now a days both males and females are equally participating in house hold work. In current era even boys are joining the household vocation and getting mastery.

**Result pertaining to the variables academic anxiety and educational interest.**

**Results of t-test on significant difference in academic anxiety of adolescent boys and girls having different educational interest**

Educational Interest	Sex	Mean	Variance	t-test
Agriculture	Boys	9.58	10.99	1.75
	Girls	12	11.81	
Commerce	Boys	9.66	15.64	

	Girls	12.88	10.22	2.68
Fine Arts	Boys	12.8	11.2	0.01
	Girls	12.77	9.94	
Home Science	Boys	9.46	15.40	3.00
	Girls	13.93	17.78	
Humanities	Boys	10	7.63	3.65
	Girls	14.08	7.35	
Science	Boys	10	11.14	1.87
	Girls	12.11	9.39	

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having agriculture as area of educational interest.**

After applying the t-test the value came out to be 1.75 which is lower than the table value 2.07 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having agriculture as area of educational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean score of academic anxiety. Investigator assumes that girls in Kashmir want to have an independent living, they want to have their own agriculture fields, which will suffice them to have an independent living. For this they work as hard as boys are doing. That is the reason why significant difference is not there.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having commerce as area of educational interest.**

After applying the t-test the value came out to be 2.68 which is higher than the table value at 2.03 at 0.05 level of significance but lower than table value 2.72 at 0.01 level. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having commerce as area of educational interest is rejected at 0.05 level and accepted at 0.01 level. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. From the table we can see that academic anxiety of girls is more than boys in commerce. Investigator assumes that as freedom given to girls in Kashmir is less than boys and commerce is such a field in which more and more exposure is required on the part of the students. Commerce is basically trade and aids to trade. Trade sector requires knowledge about business world and exposure is less on the part of Kashmiri girls. So the academic anxiety is more in their case.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having fine arts as area of educational interest.**

After applying the t-test the value came out to be 0.01 which is lower than the table value 2.18 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having fine arts as area of educational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean score of academic anxiety. In these days in fine arts area not only girls but boys are coming forward. Both of them excel in this area. When people participate in fine arts they became better equipped to look the world from many different vantage points. The arts also innately provide a spiritual component and help in keeping the anxiety at appropriate level.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having home science as area of educational interest.**

After applying the t-test the value of the t came out to be 3.00 which is higher than the table value 2.76 at 0.01 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having home science as area of educational interest is rejected. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. Academic anxiety of girls is more than boys. Investigator assumes that the reasons for high academic anxiety among girls as compared to boys may be as this area belongs to their own interest and they expect it will help them in future course of time to deal with various house hold work.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having humanities as area of educational interest.**

After the collection of data t'test was applied and t'value came out to be 3.65 which is higher than the table value at 2.82 at 0.01 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having humanities as area of educational interest is rejected. It is interpreted from the above result that the two groups differ significantly at their mean score of academic anxiety. From the table it can be seen that academic anxiety of girls is more than boys. Investigator assumes that the reasons for high academic anxiety among girls as compared to boys may be girls love to read literature and languages .They have got the passions to read and learn new things and wants to explore in new fields of art and literature and this exploration sometimes may be the reason of high academic anxiety.

**Hypothesis: There exists no significant difference in academic anxiety of adolescent boys and girls having science as area of educational interest.**

After applying the t'test the value came out to be 1.87 which is lower than the table value 2.03 at 0.05 level of significance. Therefore the hypothesis that there exists no significant difference in academic anxiety of adolescent boys and girls having science as area of educational interest is accepted. It is interpreted from the above result that the two groups do not differ significantly at their mean score of academic anxiety. From the beginning science is the part of curriculum for boys and girls. Both are having basic knowledge about science. It is not a complete new area for them. And not only boys but girls are also contributing in this area in current era.

## CONCLUSIONS

Conclusion is very essential aspect of any investigation. It provides a finishing touch and review to the whole of critical work. This part of the study plays an important role in any research work. Results show acceptance and rejection of the hypothesis.

1. There exists a significant difference in academic anxiety of adolescent boys and girls.
2. There exists significant difference in academic anxiety of adolescent boys and girls having literary, scientific, persuasive, commercial, constructive, and artistic as area of vocational interest. There no exists significant difference in academic anxiety of adolescent boys and girls having executive, agriculture, social and household as area of vocational interest.
3. There exists no significant difference in academic anxiety of adolescent boys and girls having agriculture, fine arts and science as area of educational interest. There exists significant difference in academic anxiety of adolescent boys and girls having commerce, home science, and humanities as area of educational interest.

## Suggestions

1. The study can be conducted at university level.
2. Comparison of different stream students can be done.
3. Parents opinion can also be considered.

## Recommendations

Parents should be given guidance and counselling, so that they allow the children to choose the vocation as well as area of education as per their interest. Parents and children can be asked to visit guidance bureaus for the selection of their educational and vocational area. In order to overcome the problem of academic anxiety, different co-curricular programmes should be arranged in the schools. Meditation or yoga clubs can be opened. Recreational activities can be made the part of the curriculum

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