



A study of anxiety among senior intermediate arts students and the effect on academic achievement

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ARTICLE INFO :

Received : 06.01.2018
Revised : 06.05.2018
Accepted : 21.05.2018

KEY WORDS :

Anxiety, Intermediate students, Academic achievement

HOW TO CITE THIS ARTICLE :

Devi, B. Jyotsna (2018). A study of anxiety among senior intermediate arts students and the effect on academic achievement. *Adv. Res. J. Soc. Sci.*, 9 (1) : 83-88, DOI: 10.15740/HAS/ARJSS/9.1/83-88.

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ABSTRACT

This paper focus on A study of Anxiety among Senior Intermediate arts students and the Effect on Academic achievement. Anxiety is natural human response to a threatening situation. Anxiety is a form of the fight or flight response the body and mind become aroused and alert to prepare for attack or to escape from a threat. Anxiety being a central concept in personality theories is extensively investigated among adults. The main objective of the present study was to find out the anxiety of the 12th grade students. The sample of 100 children 50 and 50 girls are selected from two colleges located in Tirupati the simple random sampling technique. A purpose sample of hundred (100) students studying IInd year Intermediate Arts group have selected from S.V. Junior College and S. P. W. Junior College were selected. The information was collected by questionnaire method. The information thus collected was scored pooled tabulated and suitable statistical method was used for analysis. It was concluded that Academic achievement is negatively related with general anxiety and test anxiety

INTRODUCTION

Anxiety, emotional state in which people feel uneasy, apprehensive or fearful. People usually experience anxiety about events they cannot control or predict or about events that seem threatening or dangerous. Students taking an important test may feel anxious because they cannot predict the test questions or feel certain of a good grade.

Most students experience some level of anxiety during an exam. However, when anxiety begins to affect exam performance it has become a problem.

Test anxiety is actually a type of performance anxiety a feeling someone might have in a situation where

performance really counts or when the pressures on to do well. Like other situations in which a person might feel performance anxiety, test anxiety can bring on “butterflies” a stomachache or a tension headache. A student with really strong test anxiety may even feel like he or she might pass out on throw up.

Many students experience some nervousness or apprehension before, during or after an examination. This kind of anxiety can be a powerful motivator. However, some student experience test-related anxiety to such a degree that it can lead to poor performance and interfere with their learning.

Need for the present study :

The test anxiety is common among the college students. There is a need for assessing test anxiety among English Medium and Telugu Medium students. Yamuna Subbaraju's study indicated significant influence of age, sex, economic states, caste in determining the anxiety. The present research attempts to find out the effect of the medium of instruction and immediate college environment on anxiety genesis and the problems the individual experiences in adjusting to the college student.

Yamuna (1995) studied was relationship to age sex economic a status and caste with anxiety was examined 300 elementary school children from Tirupati town participated in the study. The study revealed that the insignificant relationship between age sex economic status.

Parimala (1989) conducted to study on anxiety in children of working and non-working mother with parental handling. This total sample of the study consisted of 50 children of the age range 6 to 8 years. Among the mothers of children 25 mothers were employed while the others are unemployed. The children were selected from S.V.U. Campus School and S.V. public school. The tool of research are C.M.A.S and pathogenic parental interaction scale and main test role satisfaction scale. Their result showed Clearly that girls have high anxiety scores compared to boys.

Saraladevi (2001) studied gender differences about examination stress and manifest anxiety of 50 students. School children of the age group 15-16 years with an equal number of boys and girls (50 student 25 boys and 25 girls) were selected randomly from class X group for the present study. Result were analysed by using "t" test and "f" test finding show that examination stress and anxiety were related to each other. Girls were having more examination stress and anxiety. Then boys however these trends need to be verified with a larges sample because the sample studied in this research was very small.

Sarason *et al.* (1960) argued that correlate between social and anxiety would be expected to be positive but small, since test anxiety may occur in a family even when less stress was given to academic achievement.

Sarason (1972) found that HA children were more self-depreciator and less content with themselves the LA children. The study revealed that the difference between high anxiety children and low anxiety children.

Statement of the problem and hypothesis :

A study on the 12th grade children anxiety about their studies was taken up children hard work but the fear of examination subjects them to a lot of anxiety in reaching their expected goal. In modern societies education is the basic ingredient of social economical demographic development. Because of this children have anxiety about their studies.

The present study aims to through either an the following questions

- Anxiety influence variables like age, sex, family type, family size.
- Family variables *i.e.*, family type and family size effect their anxiety of children.
- Income group influence their anxiety of children.
- Academic achievement influence their anxiety of children.

The following hypothesis are framed for investigator

- The variable like age, sex, birth order, income of the family, family type and family size influence children anxiety scores.
- Anxiety levels of children in presence their academic achievement.

MATERIAL AND METHODS

Sample:

The total sample selected for the study consists of 100 students studying intermediate. Among these students 50 are boys while the other 50 are girls.

Sample selection:

Purposive sampling technique is used for sample selection.

Tools of research :

- General information schedule (Researcher)
- The general anxiety for children (Nijhawan, 1972)
- Test anxiety scale for children (Davidson and Sarason, 1961).

General information schedule :

The researcher prepared a schedule to get general information of the parents are collected from children. The major aspects regarding the general information are age, gender, family size, family type, birth order, socio-economic status.

The general anxiety scale for children (GASC) :

Indian adoption of GASC which was originally developed by Sarason *et al.* (1960). Generally adopted by Nijhawan (1972) was used a tool for a data collection. Anxiety scale consisted of 45 items. Each item is answered “Yes” or “No”. The GASC measures general anxiety which could be used to find out or measure the level of anxiety in (college students) the age of 16 to 19.

Description of the tool :

General anxiety scale was administered to all the students chosen the test is given in an informal fashion to the individual student. There was a set of 45 questions with “Yes” or “No” response.

Procedure for sample selection :

A purpose sample of hundred (100) students studying IInd year Intermediate Arts group have selected from S.V. Junior College and S.P.W. Junior College were selected.

Procedure for data collection :

The researcher visited the college to establish rapport. After obtaining necessary information from the head of the institute all the students were given the general information schedule. Students were categorized into 2 groups based on medium of instruction. The time taken to collect the information was as an average, 60 minutes and it 15 days to collect the data. The data thus collected was pooled scored later subjected to relevant statistical analysis, the results and other details are described in the next chapter.

Anxiety being a central concept in personality theories is extensively investigated among adults. The main objective of the present study was to find out the anxiety of the 12th grade students.

The study was conducted in S.V. Junior College (boys) and S.P.W Junior college (girls) in Tirupati town. The sample selected considered of hundred (100) students fifty (50) boys and fifty (50) girls.

In the present research the hypothesis influence of age, gender, birth order, family type, family size, socio-economic status of the family, academic achievement were taken up to see their effect on anxiety of the children.

OBSERVATIONS AND ANALYSIS

Anxiety is a unique human beings. Among all human

beings anxiety may be considered as an emotional feelings. Children anxiety depends on various factors of which age, gender, birth order, income levels, type of family size of family etc.

The sample characteristics sample composition according to different variables were described and percentage were presented. The tabulated data was subjected analysis and discussed.

Sample characteristics

The sample selected for investigation was college going boys (50) and girls (50) who were studying senior Intermediate S.V. Junior Arts College boys and S.P.W. Junior college girls. The total sample consisted 100 senior inter arts students.

Age:

Age wise distribution of the sample was shown in Table 2. The data revealed that 60% of the sample were in younger age group (16-17 years). The remaining 40% were from older age group (17 years above) this included both boys and girls.

When we considered the whole sample of 100 children 60% were in the younger age group.

Birth order:

Table 1 showed the number and percentages of distribution of the children according to birth order. It is clear that 27% of both boys and girls were first born and 40% of boys and girls were second born and remaining 33% of boys and girls were third born.

Income level:

The present sample was categorized into high, middle and low income groups based on general information schedule high income Rs. 8000-15000 per month middle income Rs. 4000 to 8000 per month low income Rs. 3000 per month.

Table 1 shows distribution of the percentages and number of children according to income levels, 19% of both boys and girls in the sample were from high income group and 35% of both boys and girls in the percent sample were from middle income group, 46% of both boys and girls were from low income group.

When we consider the whole sample of 100 members 23 members *i.e.* 46% were in the low income group.

Type of family:

The importance of family as a dynamic variable need to be over emphasized. The family type also effect is on the anxiety. A majority of nuclear families.

58% of both boys and girls were from nuclear family and 42% of boys and girls were from joint family. When we consider the whole sample a majority of the children were from nuclear families.

Family size:

Family size affects the activities of each number of the family and the families with more than 5 members were classified as larger families. As the size of the family seemed to increase the tendency of anxiety among the children.

58% of both boys and girls were from small families and 42% of boys and girls were from large families. When we considered the whole sample, a majority of the children were from small families. This may be due to

the small family norm propagated by the government of India.

Table 2 showed that older age group of children were less anxious when compared to younger age group younger age group mean (20.58) and standard deviation (7.39) after age group mean (17.3) and standard deviation (5.37). From the table it is evident that there was difference in the means of general anxiety score between younger age group and older age group of both boys and girls.

The test anxiety score of younger age group children mean (13.45) and standard deviation (5.88) when compared the older age group children mean (11.15) and S.D. (5.89) from the table it is evident that there was difference in the means of test anxiety scores between younger age group and older age group of both boys and girls. Co-efficient of correlation was calculated to find out the relationship between age and GASC scores (-0.1065) and age and TASC scores (-0.1754). Showing a

Table 1 : Description of anxiety in different variable

Sr. No.	Characteristics	Gender				Whole sample %	
		Boys		Girls			
		No	%	No	%		
1.	Age	16-17 years (Younger age group)	22	44	38	76	60
		17 years above (Older age group)	28	56	12	24	40
		Total	50	100	50	100	100
2.	Birth order	1 st Born	15	30	12	24	27
		2 nd Born	18	36	22	44	40
		3 rd Born	17	34	16	32	33
		Total	50	100	50	100	100
3.	Income level	H.I.G.	8	16	11	22	19
		M.I.G.	16	32	19	38	35
		L.I.G.	26	52	20	40	46
		Total	50	100	50	100	100
4.	Type of family	Nuclear family	26	52	32	64	58
		Joint family	24	48	18	36	42
		Total	50	100	50	100	100
5.	Family size	Small family (4 members)	26	52	32	64	58
		Large family (5 above members)	24	48	18	36	42
		Total	50	100	50	100	100

Table 2 : Showing distribution GASC, TASC means and standard deviation r values according to age

Sr. No.	Age	GASC		TASC	
		Mean \bar{X}	S.D	Mean \bar{X}	S.D
1.	16-17 years (Younger age group) n=60	20.58	7.39	13.45	5.88
2.	17 years above (Older age group) n=40	17.3	5.37	11.15	5.89
3.	Age Vs GASC	r value = -0.1065			
4.	Age Vs TASC	r value = -0.1754			

negatively relationship.

The relationship negatively showing negative relationship between age and anxiety.

The reason may be explained by the fact that it may be difficult to adjust to the development of anxiety among children of younger age group is greater.

The result of the present study was supported by Nijhawan (1972), which was shown that an anxiety decreased with age.

The trend for boys is higher the anxiety TASC academic achievement is low than to be low anxiety is boys. High anxiety boys GASC mean 20.83 marks mean 230.4 test anxiety \bar{X} 21.1 marks \bar{X} 234.6. There as low anxiety boys more in number but then academic achievement more than in H.A. boys GASC mean 20.83 marks mean 230.4 L.A. GASC mean 12.68 and marks mean 234.2.

Coming to girls majority H.A. group they had high GASC. TASC score than boys marks also be high. This may be due to the fact by nature expected to stay at home help them parents and read study material. H.A. GASC mean score 25.46 marks \bar{X} 282.8.

Table 4 showed the means and standard deviation of general anxiety scores and test anxiety scores of different income level wise.

The data revealed that middle income group children

were obtained greater mean (19.74) and standard deviation (6.73) when compared to other low income groups means and standard deviations. High income group mean (19.57) and standard deviation (7.04) remaining low income group mean (18.78) and standard deviation (6.84) from the table it is evident there is difference in the means and standard deviation of general anxiety score between of high income and middle income and low income.

Coming the test anxiety children from high income group obtained greater mean and standard deviation (13.84 and 5.99) middle income group \bar{X} 13.14 and SD 5.57 and low income group children \bar{X} 11.52 and SD 5.57.

Table 5 showed the means and standard deviation of general anxiety and test anxiety scores.

From the data differences between the both boys and girl general anxiety and test anxiety scores means and standard deviations.

From the data general anxiety children from nuclear families obtained greater mean and standard deviations scores 19.84 and 6.64 when compared to general anxiety children joint family mean and standard deviation. Reason may be were more stress, the family members and about their studies.

The r values of family type versus GASC and family

Table 3 : Showing distribution of boys and girls GASC and TASC anxiety mean scores according to academic achievement

Sr. No.	Gender	H.A (17 above) \bar{X}	A.A.	L.A. (0-16) \bar{X}	A.A.
1.	Boys	GASC 20.83 (N=18)	230.4	12.68	235.2
		TASC 21.1 (N=10)	234.6	8.57 (N=40)	232.2
2.	Girls	GASC 25.46 (N=39)	282.8	13.90 (N=11)	279.4
		TASC 19.9 (N=36)	278.02	11.66 (N=14)	273.5

Table 4 : Showing distribution of GASC and TASC mean and standard deviation according to "Income Level"

Sr. No.	Group	GASC		TASC	
		Mean \bar{X}	S.D.	Mean \bar{X}	S.D.
1.	H.I.G	19.57 (N=19)	7.04 (N=19)	13.84 (N=19)	5.99 (N=19)
2.	M.I.G.	19.74 (N=35)	6.73 (N=35)	13.14 (N=35)	5.57 (N=35)
3.	L.I.G.	18.78 (N=46)	6.84 (N=46)	11.52 (N=46)	6.13 (N=46)

Table 5 : Showing distribution of GASC and TASC mean and SD scores r values according to type of family

Sr. No.	Type of family	GASC		TASC	
		Mean \bar{X}	S.D.	Mean \bar{X}	S.D.
1.	Nuclear family	19.84 (N=58)	6.64 (N=58)	13.5 (N=58)	5.86 (N=58)
2.	Joint family	18.47 (N=42)	7.08 (n=42)	11.19 (n=42)	5.91 (n= 42)
3.	Family type vs GASC	r value = 0.557			
4.	Family type vs TASC	r value = 0.459			

type versus TASC showed a positive relationship between family type.

The reason for this variation in scores among boys and girls is might may be explained as follows. The present days families, family members are now separated as nuclear families in cities. In nuclear family parents have special care towards children.

The following conclusions are made from the analysis of results and discussion with in the scope of present study.

- General anxiety and test anxiety are negatively related with age.
- General anxiety and test anxiety negatively related with gender.
- The mean scores of TASC and GASC were more for high income group.
- There is a relationship between family type, size and general anxiety and test anxiety.
- Academic achievement is negatively related with general anxiety and test anxiety.

Limitation of research :

- Due to the storage of time and the research has taken small sample.
- Only GASC and TASC scores were considered other behaviour variables were considered due to shortage of time.

Suggestions for the further study :

The following areas of research may be explored for more information in the field of anxiety of children for 12th grade.

- A study of GASC and TASC of 12th grade taken up with large sample.
- A study of general anxiety and test anxiety of children along with other variable like study hours and family environment of the students may be taken up.
- A comparative study between the rural and urban

children may be under taken.

Implications :

The results of present study is very useful developing on good study habit on children. Anxiety affects academic achievement in children. Anxiety effect family environment. It is always develops help the children to adjustment and developing of coping strategies for children.

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