

Level of Academic Anxiety Among Hindi and English Medium Students

Dr Arpita Kackar
Assistant Professor
Department of Psychology
J.N.V.U. JODHPUR.

Received Oct 08, 2014

Accepted Nov. 25, 2014

ABSTRACT

The role of academic anxiety cannot be underestimated among the predictors of academic achievement. Education and language are well connected and are inseparable components of each other. The former is not possible without the latter. The present study was planned to study the level of academic anxiety among Hindi and English medium students. A sample of 40 students were taken which were divided into category of 20 each i.e. Hindi and English medium. The result indicates that there is no effect of medium of instruction on academic anxiety.

Key Words: *Anxiety, Academic Anxiety, Medium of Instruction.*

Introduction

Anxiety is an unpleasant state of inner turmoil, often accompanied by nervous behaviour, such as pacing back and forth, somatic complaints and rumination. It is subjectively unpleasant feelings of dread over something unlikely to happen, such as the feelings of imminent death. Anxiety is not the same as fear, which is felt about something realistically intimidating or dangerous and is an appropriate response to a perceived threat. Anxiety is a feeling of fear, worry and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by restlessness, fatigue, problems in concentration and muscular tension. Anxiety is not considered to be normal reaction to a perceived stressor although may feel occasionally.

Anxiety is not a bad thing. It is true that 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 homework. A moderate amount of anxiety actually helps academic performance by creating motivation. High anxiety is a kind of state anxiety, which relates to the impending danger from the environment of the academic institutions including teacher and certain subjects e.g. mathematics, English (Singh and Gupta, 1986). Other reasons behind anxiety are not understanding the subject, Teacher's behaviour, motivation in classroom, lack or total absence of interest in studies. The cause of lack of interest in learning lies anywhere with the parents, environment, peer group, the teacher and the teaching method.

Academic Anxiety has four components

- 1) Worry: Thoughts that prevent from focusing on and successfully completing academic work.
- 2) Emotionality: Biological symptoms of anxiety for example, fast heart beat, sweaty palms, muscle tension.
- 3) Task generated interference: Behaviours related to the task at hand, but which are unproductive and prevent successful performance.
- 4) Study Skills deficits: Problems with your current study methods which create anxiety for example, last minute cramming.

Sources of Academic Anxiety

- 1) Genetic Disposition
- 2) Family History
- 3) Educational History
- 4) Developmental Issues
- 5) Situational Variables and personality variables.

Review of Research Literature

A research was done by Navita Arora (2013) to study the level of frustration and anxiety among English and Hindi medium students of B.ED. The result reveal that there is no significant relationship between the frustration level of both the sexes (boys and girls) studying through English and Hindi medium.

In a study by Satish Gill, Pramod Sharma (2010) it was concluded that aggravation and anxiety among D.ED students in relation to medium of instructions is not co related. Amit kumar Tripathi (2013) found that medium of instructions clearly indicate higher level of self efficacy among English instructed students as compared to hindi medium students.

Research was conducted by Bharti Rathore (2013) to study the effect of medium of instructions on students anxiety at college of education. It was found that medium of

instruction makes the learning pattern simple or complex. Sandhya singh (2010) did a research to study the effects of medium of instructions on scholastic achievement of adolescents. The results indicate that medium of instructions has a significant effect on the scholastic achievement of the adolescent students. The scholastic achievement of the English medium students was found to be better than hindi medium counterparts.

Method

Hypothesis: In order to study the effect of medium of instructions on academic anxiety certain expected formulations are made. For the present research process the following hypothesis are formulated:

- a) Academic anxiety will be lesser among hindi medium students.
- b) Academic anxiety among English medium will be higher.

Research Design

Medium of instructions for students is the independent variable and the level of anxiety among students is the dependent variable.

Controls

- 1) The administration of the test was done on all subjects under similar conditions to control the situational relevant variables.
- 2) The same sequence of the test was followed for all subjects of different groups to control sequence relevant variables.
- 3) The socio-economic status was similar for both the groups.
- 4) The age range (13- 16 years) and classroom environment of different Categories of subjects was also maintained similar.

Sample

The sample consisted of 40 students which were further divided into two categories of 20 each in Hindi medium and English medium students. Random purposive sampling technique was used. The purposive selection of participating subjects was based on academics. All the subjects were academically above average.

Tools used: Academic anxiety scale for children (AASC) by Dr A.K Singh and Dr A. Sen . Academic anxiety scale consist of 20 questions. The maximum possible score for this test is 20. Academic anxiety scale for children contains negative items and positive items.

Statistical Analysis

The score from each sample of 20 is added and mean is calculated for the data and then the standard deviation for the same sample is calculated. Same calculation is done for other sample of 20. With the SDs of both samples SEM is calculated and then student 't' is calculated to evaluate the results and interpret the research.

It was found that hindi medium students scored a mean score of 11.05 and SD of 4.12 whereas english medium students scored mean value of 17.4 and SD of 7.53. Calculated 't' value is 3.32 which is insignificant on df of 19.

Interpretation

Language plays a vital role to present content as it brings confidence and makes content presentation effective From the above result table it is clear that there is no significance difference between the two groups of hindi and English medium of instructions of students regarding the academic anxiety. Reasons may be the more use of electronic media as it has given equal exposure to all. The pressure of studies has

lower down for all. Hindi medium students do have low language or communication problems then English medium but school and home environment are changing so there is no significance difference between the level of academic anxiety of the two groups. Both the groups are anxious at same level. They are apprehensive about their career and are equally stressed to achieve their goals and aims of life.

References

1. Arora, N (2013). Aggravation and Anxiety among D.ED students in relation to medium of instruction . Journal of Educational & Psychological Research. Volume, 5, No.1.
2. Gill, S., Sharma. P(2010) .Effect of medium of instruction on self efficacy: A study of PMT/PET course aspirants. Journal of Global. In.
3. Tripathi, A.K (2013) Frustration Level in English and Hindi medium students of B.ED . Journal of Psychology and Behavioural Sciences 1, (1) 36-41.
4. Rathore, B. (2013). A study on the effect of medium of instruction on student's anxiety at colleges of education. Voice of Research 2(3), 9-11.
5. Singh, S. (2010). A study of effect of medium of instruction on Scholastic achievement of adolescents. Researchers organisation, Bilaspur ,112.
6. Con, F.N (1960) . Correlates of General and the t test Anxiety children. Journal of Australian Psychology, 12, 164-308.
7. Davis, M.(1992). The role of amygdala in fear and anxiety. Annual Review of Neuroscience, 353-375.
8. Bipin, A.(2007). Measurements and Evolution in Psychology and Education, Agra vinod Pustak Mandir.

9. T.F.Foldhusen (1963). Anxiety Intelligence and achievement in children of low average and high intelligence. *Children development*, 33: 403-409.
10. Kerlinger, F.N (2006). *Foundation of Behavioural Research*, 603.
11. Le Doux, J.E (1995). Emotion: clues from the brain. *Annual review of Psychology*, 209-235.