

IMPACT OF ACADEMIC ANXIETY ON MENTAL HEALTH OF SECONDARY SCHOOL STUDENTS

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ABSTRACT: The present study is a preliminary attempt towards the study of Academic Anxiety in relation to Mental Health of secondary school students of District Ludhiana. For this endeavor, Descriptive Survey was conducted on a sample of 160 Secondary school students. The value of the sample was assessed using standardized tests namely Educational Anxiety Inventory by A. K. Singh and A. Segupta (2009) and Mental Health Battery by Arun Kumar Singh & Alpna Sen Gupta (2008). The objective of the study was to find out the relationship between Academic Anxiety and Mental Health of secondary school students. The obtained data were analyzed by using descriptive and inferential statistics. The findings revealed that there is no significant relationship between Academic Anxiety and Mental Health of Adolescent Boys and Girls of secondary schools at 0.01 and 0.05 levels of significance and they are negatively correlated.

Key Words: Academic Achievement, Mental Health and secondary school students

INTRODUCTION

Education is one of the best process of devolution In this Century everywhere in education field there is a rare a tuff competition .To survive in this era of competition students always feel foreseer and tension in their academic field as the academic achievement is important for taking decision in future life. This type of pressure and tension in academic field create uncontrollable nervousness, stress and fear among students, called academic anxiety (Encyclopedia of children's health), with other types of anxiety, a little quantity of academic anxiety is normal for the students but when it extreme, adrenal gland become more active and biochemical change starts in body and mind (Jay Tarnow) As a result of academic anxiety in students Create. Psychobiological situations such as headache, hypertension, insomnia and other conditions. On the other hand academic achievement could be defined as cap ability of reading writing and mathematical functioning. So for good academic achievements stress free learning is necessary. Both parents and teachers agree that there is lot of pressure on students in the way (standardized. Testing) of their academic achievement. A notable academic anxiety always creates negative environment for the students. So there will be some relation between academic. Anxiety and academic achievement.

According to Sarason (1984) anxiety is defined as a conditioned response to a perceived threatening stimulus which could be learned or inherited. In a similar way, **May (1977)** viewed anxiety as a maladjusted behaviour. **Benjamin (1987 .p.78)** noted that anxiety can interface with attention, learning and testing. **Gottfried, Fleming, and Gottfried (1998)** also observed that home environment had a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater emphasis on learning opportunities and activities were more academically intrinsically motivated. **Bansal, Thind and Jaswal (2006)** based on 100 eleventh grade students drawn from 10 senior secondary schools in Ludhiana City of India showed that good quality of home environment had significant positive correlation with "high" level of achievement motivation among high achievers.

According to **Anand (1989)** mental health of students their academic achievement and educational and occupational status of parents were positively related. **Kirby Winston el al.(2005)** focused on student's impatience his time discount behaviours that influences his own academic performance. **P. Lavanya Kumari (2012)** studied the Influencing factors of Mental Health of Adolescents at School Level. Given the evidence presented above, it is likely that there are various factors impacting mental health, academic anxiety being one of them. It is also seen that the factors influencing mental health vary between populations, national/cultural contexts, age groups, different aspects of social class/educational achievement, etc. Further studies are, therefore, warranted.

SIGNIFICANCE OF THE STUDY

In the developing country like ours we see economic difference in the society. Some are rich and some are poor, they have different life styles according to their income. All the parents want to provide better

educational facilities to the children. Parents who can not to afford expensive private school education for their children send them to government which is comparatively cheap. Most of the private schools in India are better than government. This difference affects some personality traits of the children like self-concept, academic achievement and academic anxiety. This thinking of researcher motivated him for present investigation.

One of the most important in a life of child is the academic achievement. It is more important to understand the factors that influence the achievement of children. The abilities of students, types of school, and their locality parent's encouragement of students' interaction are the main factors. It is surprising that in India, much attention is given on academic achievement of the children rather than on their academic anxiety, which must be reduced for the growth of academic success.

Therefore, the investigator felt that an urgent need for such study due to their practical and immediate application. With this in view, the investigator undertook this study.

OBJECTIVES OF THE STUDY

1. To study the academic anxiety of secondary school students studying in government and private schools.
2. To compare the academic anxiety of secondary school students with regard to gender differences.
3. To study the mental health of secondary school students studying in government and private schools.
4. To compare the mental health of secondary school students with regard to gender differences.
5. To study the relationship between Academic anxiety and Mental Health of secondary school students.

HYPOTHESES

1. There will be no significant difference in academic anxiety of secondary school students studying in government and private schools.
2. There will be no significant difference in academic anxiety of secondary school students with regard to gender differences.
3. There will be no significant difference in mental health of secondary school students studying in government and private schools.
4. There will be no significant difference in mental health of secondary school students with regard to gender differences.
5. There will be no significant relationship between academic anxiety and mental health of the secondary school students.

SAMPLE

In present study, a random sampling technique was employed for the selection of sample. Ninth class students studying in the government and private secondary schools situated in the Ludhiana District constituted the sample of the present study. The sample consisted of 160 ninth class students, out of which 80 were drawn from government secondary schools and 80 from private secondary schools. The sample was further comprised of 40 boys and 40 girls in each category of schools

METHODOLOGY

Keeping in mind the nature of the present research, the researcher has been used Descriptive Survey Method to conduct this study

TOOLS & TECHNIQUES

In, the present study, for the collection of necessary data the following tools were used :

- **Mental Health Battery** by Dr. AlpanaSen Gupta and Dr. Arun Kumar Singh (2008).
- **Academic Anxiety Scale:** Academic Anxiety Scale for children (AASC) by A. K. Singh and A. Segupta (2009).

STATISTICAL TECHNIQUES USED

For the present study 1. Mean 2. Standard Deviation 3. t test 4. Pearson product moment correlation were used by the investigator for quantitatively analyzing the data.

ANALYSIS AND INTERPRETATION

In the present chapter analysis and interpretation has been presented in the following manner:

Table 1 :Mean comparison between secondary school students from government and private schoolson the variable of Academic Anxiety

S. No.	Group	N	M	S.D	SE _M	t-value
1.	Private School Students	80	12.05	2.09	0.23	2.71**
2.	Govt. School Students	80	13.14	2.91	0.32	

The result showed that the mean scores of Academic Anxiety of Adolescents studying in government and private schoolsas 12.05 and 13.14 respectively and their standard deviation as 2.09 and 2.91 respectively. The t-ratio is 2.71 with d_f=158 which is significant at 0.05 level of confidence The result revealed that significant difference exists between mean scores of Academic Anxiety of Private and Government school students in favor of Government school students.

Therefore the hypothesis 1 stating that ‘There will be no significant difference in Academic Anxiety of secondary school studentsstudying in government and private schools’ stands rejected.

Table 2 :Mean comparison of Academic Anxiety of Boys and Girls secondary school students

S. No.	Group	N	M	S.D	SE _M	t-value
1.	Boys Students	80	12.42	2.67	0.29	-0.82
2.	Girls Students	80	12.76	2.50	0.28	

Result of the study revealed that the mean scores of Academic Anxiety of boys and Girls Adolescents as 12.42 and 12.76 respectively and their standard deviation as 2.67 and 2.50 respectively. The t-ratio is - 0.82 with d_f=158 which is not significant at 0.05 level of confidence. This showed that no significant difference exists between mean scores of Academic Anxiety of boys and Girls Adolescents.

Therefore the hypothesis 2 stating that ‘There will be no significant difference in Academic Anxiety of secondary school students with regard to gender differences’ stands accepted.

Table 3: Mean comparison of Mental Healthof Adolescents studying in government and private schools

S. No.	Group	N	M	S.D	SE _M	t-value
1.	Private School Students	80	72.04	10.21	1.41	0.34
2.	Govt. School Students	80	71.56	6.73	0.75	

The resultrevealed that the mean scores of Mental Health of secondary school students studying in government and private schools as 72.04 and 71.56 respectively and their standard deviation as 10.21 and 6.73 respectively. The t-ratio is 0.34 with d_f=158 which is not significant at 0.05 level of confidence. This showed that no significant difference exists between mean scores of Mental Health of secondary school students studying in government and private schools.

Therefore the hypothesis 3 stating that ‘There will be no significant difference in Mental Health of secondary school studentsstudying in government and private schools’ stands accepted.

Table 4 :Mean comparison between Mental Health of Boys and Girls secondary school students

S. No.	Group	N	M	S.D	SE _M	t-value
1.	Boys Students	80	71.49	8.74	0.978	-0.45
2.	Girls Students	80	72.11	8.54	0.956	

The resultshowed that the mean scores of Mental Health of boys and Girls secondary school students as 71.49 and 72.11 respectively and their standard deviation as 8.74 and 8.56 respectively. The t-ratio is 0.45 with d_f=158 which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of Mental Health of boys and Girls from secondary school students.

Therefore the hypothesis 4stating that ‘There will be no significant difference in Mental Health of secondary school studentswith regard to gender differences’ stands accepted.

Table 5: Relationship between Academic Anxiety and Mental Health Variables among adolescent students (N=160)

Variables	Correlation	Level of Significance
1.Academic Anxiety	r = -0.19	Significant at 0.05 level
2.Mental Health		

It could be observed from the result that obtained coefficient of Pearson's Product Moment Correlation of Academic Anxiety and Mental Health of secondary school students is -0.19 which is greater than the tabled value at 0.05.

Therefore hypothesis 5 stating that **"There will be no significant relationship between Academic Anxiety and Mental Health of secondary school students"** is rejected.

MAIN FINDINGS

On the basis of the statistical analysis of data, the study revealed the following findings

1. Significant difference was found in Academic Anxiety of secondary school students studying in government and private schools in favor of government schools
2. There is no significant difference between mean scores of Adolescent Boys and Girls of secondary schools on Academic Anxiety at 0.05 levels of significance. This indicates that Academic Anxiety of secondary school students does not depend on gender.
3. There is no significant difference between mean scores of Mental Health of secondary school students studying in government and private schools.
4. There is no significant difference between mean scores of Adolescent Boys and Girls of secondary schools on Academic Anxiety at 0.05 levels of significance. This indicates that Mental Health of secondary school students do not differ on the basis of their gender.
5. There is significant relationship between Academic Anxiety and Mental Health of Adolescent Boys and Girls of secondary schools at 0.05 level of significance. But they are negatively correlated.

CONCLUSION

The results of this study indicated that there is no difference between adolescent girls and boys in terms of academic anxiety and mental health. The result also revealed that adolescents studying in government schools are more academically anxious than adolescents studying in private schools and there is no difference in terms of mental health of these students. Other findings showed that Mental Health and Academic Anxiety are negatively correlated. Therefore, it is important to focus more on the Mental Health of the adolescent students for reducing their Academic Anxiety.

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