A STUDY OF ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS IN RELATIONSHIP TO THEIR SOCIOECNOMIC BACKGROUND IN BALANGIR DISTRICT

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ABSTRACT

This research paper explores study of academic anxiety of Secondary School Student in relationship to their Socio-Economic Background in Balangir District survey & descriptive methods of research have been used for this study. Population of the study consists of the Secondary School Students of Balangir Public School and Panchayat High School Balangir and purposive sampling has been used. The sample of the study consists of 100 students (50 Boys & 50 Girls). The researcher used "Academic anxiety scale developed by A. K. Singh & Dr. A. Sen Gupta" and Socio-Economic Status Scale developed by Kupuswami for the purpose of the data collection. Here the researcher found that there is a significant difference between Male & Female Student, Government & Private School and the study has further revealed that Socio-Economic Status is an important variable which affects the Academic anxiety in a negative manner in occupation and education indicator.

KEYWORDS: Academic Anxiety, Socio-Economic Status, Secondary School.

INTRODUCTION

The word Education has its origin from the word 'Educatum' composed with two terms 'E' and 'Duco'. E means progress from inward to outward while 'Duco' means improving. So, education means becoming developed or progressing from inside to outside. So, education is the process of developing the inner abilities of an individuals. Every individual has an individual profile of characteristics, abilities and challenges that may be inherited and affect learning and development. Each person contributes his or her unique part to the world on the basis of his or her own abilities and capabilities. No two human beings, even identical twins on this world respond in the same way to the same stimulus. This uniqueness makes individuals different from one person to another. Due to these differences the people may depart from the accepted position as normal. But being different is not always bad but sometimes one individual is different from other individuals of the equal age because of one or more areas in different proportions. Anxiety is a state of nervous system by which sense of tension, worry & nervous, fear is being caused on individual. Academic anxiety is one type of anxiety that relates from the formal educational institutions surrounding admitting teachers and certain subjects like science, mathematics and English. Parent always expect that their children would reach the peak point of success, this put a lot of stress on the students which ultimately lead them to anxiety, frustration, disappointment. Today anxiety is a common matter of everyday life. Academic Anxiety is essential because it influence the academic mark of the students. Socioeconomic status is defined as of one's combined economic and social status that forces on the three common measures education, income, and occupation. Besides this Health, Gender discrimination etc are included. It includes mother education, father education, mother's income, father income, annual family income etc. Parents craving that their children climb the steps of presentation to as high as a level possible. This craving for a high level of success puts a lot of pressers on students that can be a cause of academic anxiety (Pandey & Ahmad 2008). This high parental expectation, social demands, and anxiety of social disapproval. Peer rising level of aspiration all these factors contribute in developing anxiety in academic situation, sometimes it may be situational such as in the ease of test or examination or else it may be exhibits during stage fear. In this way academic anxiety is experienced when the characteristics of anxiety are associated with academic or evaluative situation. Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Socioeconomic status (SES) is defined as a measure of one's combined economic and social status and tends to be positively associated with better health. This entry focuses on the three common measures of socioeconomic status; education, income, and occupation.

Objectives of study

(1) To study the socio-economic status of the secondary school students
(2) To assess the level of Academic Anxiety among secondary school students.
(3) To study the relationship between Academic anxiety of the secondary students with their socioeconomic status.
(4) To compare the academic anxiety of students of government and private secondary schools.
(5) To compare Academic Anxiety of secondary school students with respect to their Male and Female.

HYPOTHESES

Ho1: There is no significant relationship between Academic anxiety with socio-economic status among secondary school students.

Ho2: There exist no significant difference between secondary school students of government and private managed school with respect to academic anxiety.

Ho3: There are no significant differences in between male and female secondary school students withrespect to their academic anxiety.

Delimitations of the Study

1. The study will be limited to only students of secondary schools.
2. The study will be limited to secondary school students of Balangir public school (urban area) and Panchyat High school, Puintala (rural area).
3. The study will be restricted to class IX and X only.

REVIEW OF RELATED LITERATURE

Njue and Anand (2018) studied on Academic Anxiety and General wellbeing; A comparative study among High school students of Rohtak, India. The aim of this study was to study the relationship between academic anxiety and general wellbeing and compare the results of boys with girls, To do this PGI General wellbeing measure (PGIGWM) were administrated to a sample of 204 high school students Before that it had been hypothesized that the correlation between academic anxiety and general wellbeing would be negative in both boys and girls and there would be no significant difference between academic anxiety in boys as compared to girls and finally there would be no significant difference between general wellbeing of boys with girls. After the administration of the scales the data was analysed by computing pearson correlation, mean and t-values.

Sharma (2017) Studied on Relationship between Academic Anxiety and mental health among adolescents. The objectives of the study were tried to explain the relationship between Academic anxiety and mental health among adolescents. Descriptive survey method of research was adopted for the study. A sample of 100 adolescents with equal number of boys and girls of 13 to 16 years of age was taken through purposive sampling technique. The tools for data collection were Academic Anxiety scale for children (AASC) and mental health Battery (MHB) developed by Dr. Arun kumar singh and Dr. Alpana Sengupta. The findings were Anxiety was significantly but negatively correlated with mental health for both male and female adolescents. Gender difference on academic Anxiety among adolescents was found significant. Gender difference on mental health among adolescents was not found significant.

Nadeem, et.al (2017) this paper was based on a study that was designed to study "the impact of Anxiety on the Academic achievement of students at University level in Bahawalpul, Pakistan. Being a Descriptive study, survey method was adopted for data collection to find out the results. For sample size out of 200 students 97 students were selected by stratified sampling. The researcher made three group of all the students and three groups of male and female students. In this research question is self-administering test of mental ability and anxiety measurement scale was selected as an instrument for the purpose of data collection. The findings obtained through this analyzed data revealed that anxiety had its impact on academic Achievement of students. The results show that when anxiety increases academic achievements decreases both in male and female students. It is also noteworthy in the results that there is more impact of anxiety on female students is compared to male students.

Numan and Hasan (2017) studied on effect of study Habits on Test Anxiety and academic achievement of undergraduate students. The current study was conducted to investigate the effect of study habits on test anxiety and academic achievement of undergraduate students. A purposive sample comprised of 180 undergraduate students (84 boys & 96 girls) was drawn from a public university. The findings revealed that students having effective study habit experience low level of test anxiety and perform better academically than students having ineffective study habits. It was also indicated that girls also experience higher level of test anxiety as compared to boys. The findings also highlighted that girl exhibit better study habits and excel more academically than boys. Correlation analysis indicated significant positive relationship between study habits and academic achievement and test anxiety was negatively correlated with academic achievement and study habits.

Das, et.al (2014) Studied on Academic anxiety and Academic Achievement on secondary level school students. The objectives of the study were the researchers made an attempt to investigate the gender difference in relation to academic anxiety and academic achievement of the students of secondary level. The researchers also tried to find out the correlation between academic anxiety and academic achievement. A sample of 237 (128 boys & 109 girls) of secondary level of students of class VIII were selected randomly. Analyzing the data, the result shows that girls' students has more academic anxiety than boys. It was also found that there is a negative and significant correlation (r=-0.10) between academic anxiety and academic achievement. In the present study researcher conducted their study on the secondary level students of Bengali medium secondary schools under WBBSE in Malda District of West Bengal. For broader and comprehensive perspective, the study could be extended in terms of Area of research, sample size, medium and number of schools, methodology and design of the study.

METHODOLOGY

Research Design

This study utilizes a descriptive survey research design which is useful for collecting data about a respondent's interests, beliefs, attitudes, and opinions and behaviors.

Population and Sample Size

The population of this research is the secondary school students in Balangir district. All the class IX and X students of Balangir district considered as population of the study. Purposive Sampling will be taken while selecting the schools. 100 students are selected for study. Out of 100 students 50 students male and 50 students female.

Table 3.1 sample size

Sl No	School Name	Class		RURAL	URBAN
		IX	X		
1	Balangir Public School, Balangir	50	50	0	50
2	Panchayat High school, Puintala	50	50	50	0

Research Instrument

This study used a questionnaire method research to generate data from the primary source which is the students who studied in class 9th and 10th from panchyat high school, puintala and Balangir public school, Balangir. Thus, the study was designed as questionnaire research. The researcher will personally visit these school for collection of data from the students by deploying the academic anxiety scale developed by Prof. A. K. Singh and Dr. A. Sen Gupta and socioeconomic status scale developed by Kuppuswamy.

Data Analysis

The researcher employed the statistical computer software by using Statistical Package for Social Science (SPSS) software version 20.0 for Windows and according to the statistical method as follows:

1.Descriptive statistic was used with general information. The researcher took the collected data to analyze by the using percentile distribution.

2.Inferential statistic was used to compare relationship between data variables with alpha value (α) of 0.05. Moreover, testing hypotheses by using t-test were employed.

Research Findings

This section provides the profile of the 100 students from secondary school students who responded to the questionnaires. The data collected were descriptively summarized by percentage as presented in table below.

TABLE -1(CASTE-WISE DISTRIBUTION OF SAMPLE)		
CASTE	NO. OF STUDENT	% OF STUDENTS
SC	11	11
ST	20	20
OBC	39	39
GENERAL	30	30
TOTAL	100	100%

From the table 1 caste is considered to be most focused socio-economic indicators which decide anxiety of the student. The study showed only 11% students from groups SC students, 20% from ST, 39% from OBC students and 30% from GENERAL STUDENTS.

TABLE -2 (AREA-WISE DISTRIBUTION OF SAMPLE)

AREA	NO. OF STUDENTS	% OF STUDENTS
RURAL	50	50
URBAN	50	50
TOTAL	100	100%

From the table 2 Locality is considered to be most focused socio-economic indicators which decide anxiety of the student. The study showed only 50% students from Ruralarea and 0% fromUrban area.

TABLE -3 (OCCUPATION OF THE HEAD OF THE FAMILY OF THE SAMPLE)

OCCUPATION	NO. OF STUDENT	% OF STUDENTS
1	2	2
2	19	19
3	11	11
4	4	4
5	17	17
6	17	17
7	4	4
8	2	2
9	24	24
TOTAL	100	100%

From the table 3 OCCUPATION is key determinate of socioeconomic status. The Occupation was selected from the head of the family. The study showed that maximum occupation was elementary occupation having 24%. Minimum Occupation was senior official and manager having 2%.

TABLE -4.(EDUCATION OF THE HEAD OF THE FAMILY)

OCCUPATION	NO. OF STUDENTS	% OF STUDENTS
1	10	10
2	31	31
3	6	6
4	20	20
5	7	7
6	22	22
7	4	4
TOTAL	100	100%

From the table 4 EDUCATION is key determinate of socioeconomic status. The Education was selected from the head of the family. The study showed that maximum Education from head of the family was graduate having 31%. Minimum Education of head of the family was illiterate having4%.

TABLE -5 (MONTHLY INCOME OF THE FAMILY)

MONTHLY INCOME	NO. OF STUDENTS	% OF STUDENTS
1	8	8
2	5	5
3	9	9
4	12	12
5	19	19

6	23	23
7	24	24
TOTAL	100	100%

From the table 5 Monthly income is key determinate of socioeconomic status. The Monthly income was selected from the head of the family in the year 2018. The study showed that maximum Monthly income from head of the family was less than 6323 having 24%. Minimum Monthly income of head of the family was from 63182-126,356 having 5%.

TABLE - 6 (HOUSING CONDITION OF THE FAMILY)

TYPE OF HOUSE	NO. OF STUDENTS	% OF STUDENTS
KUTCHA	16	16
SEMI-PUCCA	22	22
PUCCA	62	62
TOTAL	100	100%

From the table 4.9 Housing condition of the family is key determinate of socioeconomic status. The Kutcha house having 16%, semi pucca having 22% and pucca houses having 62%.

TABLE – 7 (KUPPUSWAMY SOCIO-ECONOMIC STATUS SCALE 2018)

SR. NO	SCORE	SOCIO-ECONOMIC CLASS
1	< 5	LOWER
2	5-10	UPPER LOWER
3	11 - 15	LOWER MIDDLE
4	16-25	UPPER MIDDLE
5	26-29	UPPER

From the above table the researcher found that according to Kuppuswamy socioeconomic status scale 2018 whose total score is less than 5 the family is placed in lower economic class and whose total score is between 5-10 the family is placed in upper lower socioeconomic class. whose total score is between 11-15 the family is placed in lower economic class, whose total score is between 16-25 the family is placed in upper middle class and whose total score is between 26-29 the family is placed in upper class. The total score is calculated by adding up all the four scores namely education, occupation, total family income and housing condition of the family.

TABLE – 8 (ACADEMIC ANXIETY OF SCHOOL)

SCHOOL	MEAN	MEAN DIFFERENCE	SED	t VALUE	d f
GOVT.	12.22	1.38	0.60	2.28	98
PRIVATE	10.84				

In the above table the academic anxiety of Govt. School mean is 12.22 and private school mean 10.84 and the mean difference is 1.38 and SED 0.605. The t-value of this table is 2.28 with df 98.

TABLE –9 (ACADEMIC ANXIETY OF GENDER)

SEX	MEAN	MEAN DIFFERENCE	SED	t VALUE	df
MALE	11.12	-0.82	0.373	-2.27	98
FEMALE	11.94				

In the above table the academic anxiety of male students mean is 11.12 and female student mean is 11.94 and the mean difference is -0.82 and SED 0.373. The t-value of this table is -2.27 with df 98.

TABLE – 10 (RELATIONSHIP BETWEEN ACADEMIC ANXIETY WITH TH SOCIO ECONOMIC STATUS)	
SOCIAL RELATION	r VALUE
GENDER	0.523
CASTE	0.063
AREA	0.374
OCCUPATION	-0.058
EDUCATION	0.487
INCOME	-0.492
HOUSE	0.054

From the above table the relation between academic anxieties with their socioeconomic status for different social relation. The r value of different social relation like gender, caste, area, occupation, education, income and house 0.523, 0.063, 0.374, -0.058, 0.487, -0.492, 0.054 respectively.

Results summary of the hypotheses
Testing From statistical analysis, hypotheses testing results can be summarized as follows:

- Hypothesis 1, which predicts a significant relationship between the academic anxiety and socioeconomic status there is a negative correlation value was observed for income and occupation indicator. But Education and House have seen positive correlation value.

- For Hypothesis 2, predicts there is significant difference between secondary school student of govt and private managed school with respect to academic anxiety having t-value- 2.25 with SED=0.605 with 98df so null hypothesis will rejected.

- Hypothesis 3 predict there is significant difference between male and female secondary school student with respect to their academic anxiety having t-value -2.27 with SED=0.373 with 98df so nullhypothesis will be rejected.

Educational implications
The most outstanding characteristics of any research are that it contributes something new to the development of the area of concerned
1. The study will be helpful in orienting counseling and guidance programme in secondary schools to improve academic performance by lowering academic anxiety.
2. Parents can be guided to encourage and appreciate their view helps their child to get motivated and to perform well in academic and faceless anxiety.
3. Teachers should help students in overcoming the anxiety caused by academic activities in variety of ways like educate students about anxiety, provide an open-communication in classroom, teach and discuss positive coping skills with students, allow students opportunities to practice and apply copingstrategies etc.
4. Over burden may cause high academic anxiety. Thus, students not be loaded with extra burden.
5. Academic anxiety is a severe problem of adolescence studying in secondary schools.
6. Teachers must create an environment in classroom free from anxiety by providing extra attention to those who are from lower sections of society (SCs, STs, OBCs) and lower socioeconomic status because they suffer more from academic anxiety
7. Girls are more prone to anxiety as compared to boys. It may be because of family obligations, genderbiasness etc. They must be given appropriate attention inside the school so that they can get relieve from academic anxiety disorder.
8. Parents and Teachers must play an active role in minimizing the academic anxiety of students by expecting academic performance from students that is not beyond their abilities, interest, potentials etc because over expectations from parents and teachers also lead students towards more academic anxiety. and appreciate their view helps their child to get motivated and to perform well in academic and faceless anxiety.

CONCLUSIONS
This research study sought to better understood the association among academic anxiety in relation to socioeconomic background. The Researcher gathered data through a questionnaire method, collectinginformation on the students' academic anxiety by adopting standardized tool by Academic anxiety scale for children by Dr. A. K. Singh & Dr. (Ms.) A. Sen Gupta and Modified Kuppuswamy Socioeconomic Scale Updated for January 2018 for socioeconomic status scale. Analysing the data, it was found that there is significant difference between male and female students and there is significant difference between government and private school. The t value of academic anxiety of school is 2.28 and the t value academic anxiety of gender is -2.27. and it was also observed

that the students whose head of the family occupation was good they will have low academic anxiety and whose head of the family education was good they will have low academic anxiety. The basis of the findings discussed above we may conclude that academic anxiety is a general problem of secondary school students.

However, it is more severe among girls as compared to boys. The study has further revealed that socio economic status is an important variable which affects the academic anxiety ina negative manner in occupation and education indicator. The study also indicated that academic anxiety is not influenced by the type of school government and private schools. The study was carried out on lower secondaryschool students and researches.

RECOMMNEDATIONS FOR FURTHER STUDY

- An investigation of Academic Anxiety in relation to verbal intelligence may be conducted among high and senior secondary school students.
- The similar study may be designated at senior secondary level, college level and universitylevel
- Survey studies may be conducted learner to assess the impact of academic anxiety and level of socioeconomic status.
- Comparative studies may be undertaken to study the difference in anxiety level of student atdifferent level of education.

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