

AN EXPLORATORY STUDY OF ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR INTELLIGENCE AND GENDER

Md Towhid Islam*

Rahed Razzak Sk**

Abstract:

The study explore the relationship between academic anxiety and intelligence among the secondary school students on the basis of gender. Survey and descriptive method of research have been used for this study. Population of the study consists of the secondary school students of Aligarh Muslim University (AMU) and random sampling has been used. The sample of the study consists of 100 students (50 boys and 50 girls). The investigator used “Academic Anxiety Scale” and “General mental Ability Test” for the purpose of data collection. Here the researcher found that high intelligence male secondary school students are more anxious than the high intelligence female secondary school students. The researcher also found that the low intelligence female secondary school students are more anxious than the low intelligence male secondary school students. The study also reveals that the male secondary school students are more intelligence but less anxious than the female secondary school students.

Keyword: Academic Anxiety, Secondary School Students, Intelligence, Gender.

*** Master of Education (M.Ed.), Department of Education, Aligarh Muslim University, Aligarh, U.P., India**

**** Research Scholar, Department of Education, Aligarh Muslim University, Aligarh, U.P., India**

1. Introduction:

Education is a process which helps the students to overcome the problems and obstacles that they might face in their life. The basic aim of education is to modify the dimension of life of the students according to the intelligence levels of the students. The world is becoming more and more competitive. Quality of performance has become the key factor for student's progress. Parents always expect that their children would reach the highest peak of success. This desire puts a lot of pressure on the students which ultimately lead them to utter anxiety, disappointment and frustration.

Any country may not be consider as a developed country until and unless it maintains the balance between the educational system and present need of the nation. The children learn a lot from all stages of their life. But, this is not an easy process. In a developing country like India, where there is lack of resources in almost every field, it becomes difficult for the students to fulfil most of their needs throughout their life. This difficulty in the fulfilment of their needs due to several personal, emotional and social reasons creates anxiety among the students. According to Anna Freud, adolescence is a period of internal conflict, psychic disequilibrium and erratic behaviour. They 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. Due to lack of motivation and poor performance the attention of the students diverted toward many unnecessary things that's leads them towards confusion. This confusion sometimes create anxious among the students.in this present time anxiety becomes a common phenomenon in everyday life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways.

Academic Anxiety: Concept and Meaning:

Anxiety is a psychological and physiological state of human behaviour. It is mainly characterized by somatic, emotional, cognitive and behavioural components. The root meaning of the word anxiety is trouble. David Barlow defines anxiety as "*a future oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events.*"

According to Cornell University, "*Academic anxiety is the result of biochemical processes in the body and the brain that make your attention level increase when they occur. The changes happen*

in response to exposure to a stressful academic situation, such as completing school assignments, presenting a project in class or taking a test. When the anxiety becomes too great, the body recoils as if threatened, which is a normal fight-or-flight reaction.”

Intelligence: Concept and Meaning:

The term intelligence is the composition of abilities that is required for survival and adjustment within a particular culture. Intelligence is one of the unique variables which affect schooling. Intelligence is the ability to acquire and apply knowledge. Successes in school and colleges and in one's own profession and in social adjustment, possession of general information etc. are all associated with the concept of “intelligence”. According to David Wechsler (1977), “*The global capacity to think rationally, act purposefully, and deal effectively with the environment.*”

2. Need and significance of the study:

It is surprising that in India, attention is paid more to academic achievement of the children than to their anxiety, which must be reduced for the growth of academic success. Therefore, the investigator feels that there is an urgent need for such study for taking out a measure as to how to cope with and overcome all these problems.

3. Objectives of the study:

- i. To find out the academic anxiety level among the male and female secondary school students in relation to their high intelligence.
- ii. To find out the academic anxiety level among the male and female secondary school students in relation to their low intelligence.
- iii. To find out the academic anxiety level among the male and female secondary school students.
- iv. To find out the intelligence level among the male and female secondary school students.

4. Hypotheses of the study:

- i. There is no significant difference between the academic anxiety level among the male and female secondary school students in relation to their high intelligence.

- ii. There is no significant difference between the academic anxiety level among the male and female secondary school students in relation to their low intelligence.
- iii. There is no significant difference between the academic anxiety level among the male and female secondary school students.
- iv. There is no significant difference between the intelligence level among the male and female secondary school students.

5. Methodology:

Survey and descriptive method of research have been used for this study.

Population and sampling:

Population of the study consists of the secondary school students of Aligarh Muslim University (AMU) and random sampling has been used for this study. The sample of the study consists of 100 students (50 boys and 50 girls). The subjects of the present study are secondary school students belonging to IX and X of AMU CITY HIGH SCHOOL and ABK GIRLS SCHOOL of AMU.

Data collection:

Selection of appropriate tool, 'ACADEMIC ANXIETY SCALE FOR CHILDREN' (AASC), for collecting data for this study, has been used to measure the level of anxiety level. This test was formulated by prof. A. K. Singh and Dr. A. Sen Gupta. This test consisted of 20 items. Another test which has been used in this study is 'GENERAL MENTAL ABILITY TEST' (GMAT). This is the verbal intelligence which is a point scale in omnibus form. It is meant for the children of age group 13 to 18 years. The test contains 70 items.

Statistical techniques used for data analysis:

In the Present Study the descriptive and inferential statistics have been used. After data collection for analysis and interpretation of results, Mean, S.D, t-test and Correlation have been used.

6. Analyse and Interpretation:

Table-1: Showing the comparison between anxiety level and high intelligence among male and female of secondary school Students.

GROUP	NO	MEAN	SD	T.CAL	CORR.	T.VALUE	df	L.SIGNIFICANT	HYPOTHESIS
MALE	13	29.53	3.281	9.639	0.024	2.06	24	0.5	REJECTED
FEMALE	13	10.23	1.423						

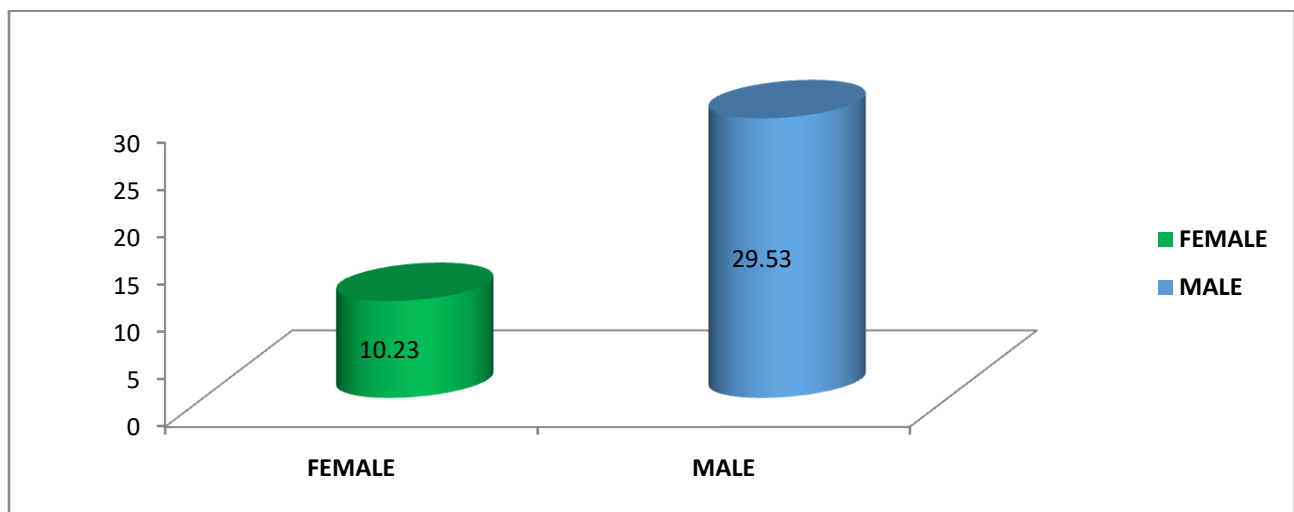


Figure-1: Difference between Academic Anxiety and high intelligence among male and female of secondary school students

Interpretation:

It is revealed from the table 3, that mean value of high intelligence and academic anxiety among male and female of secondary school students is 29.53 and 10.23 respectively. Calculated 't' value is 2.06 which is greater than tabulated value. So there is significant difference between two mean. So hypothesis is rejected.

Table-2: Showing the comparison between academic anxiety level and low intelligence among male and female of secondary school Students.

GROUP	NO	MEAN	SD	T.CAL	CORR.	T.VALUE	df	L.SIGNIFICANT	HYPOTHESIS
FEMALE	13	16.23	2.241	9.50	-0.049	2.06	24	0.05	REJECTED
MALE	13	10.62	2.142						

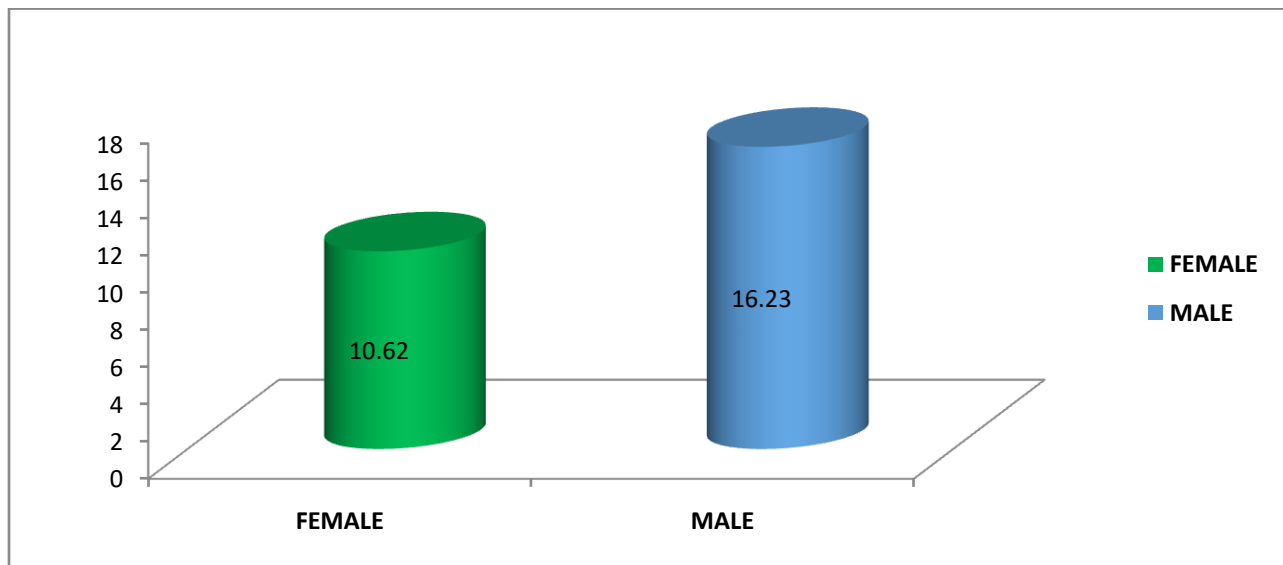


Figure-2: Difference between academic anxiety and low intelligence among male and female of secondary school students.

Interpretation:

It is revealed from the table 4 that mean value of low intelligence and academic anxiety of female secondary school students is 16.23 and 10.62 respectively. Calculated 't' value is 9.50 which is greater than tabulated value. So there is significant difference between two mean. So hypothesis is rejected.

Table-3: Showing the comparison between academic anxiety level of male and female secondary school Students.

GROUP	NO	MEAN	SD	T.CAL	CORR.	T.VALUE	df	L.SIGNIFICANT	HYPOTHESIS
MALE	50	8.23	2.570	0.967	0.0001	2.02	48	0.05	ACCEPTED
FEMALE	50	10.404	2.709						

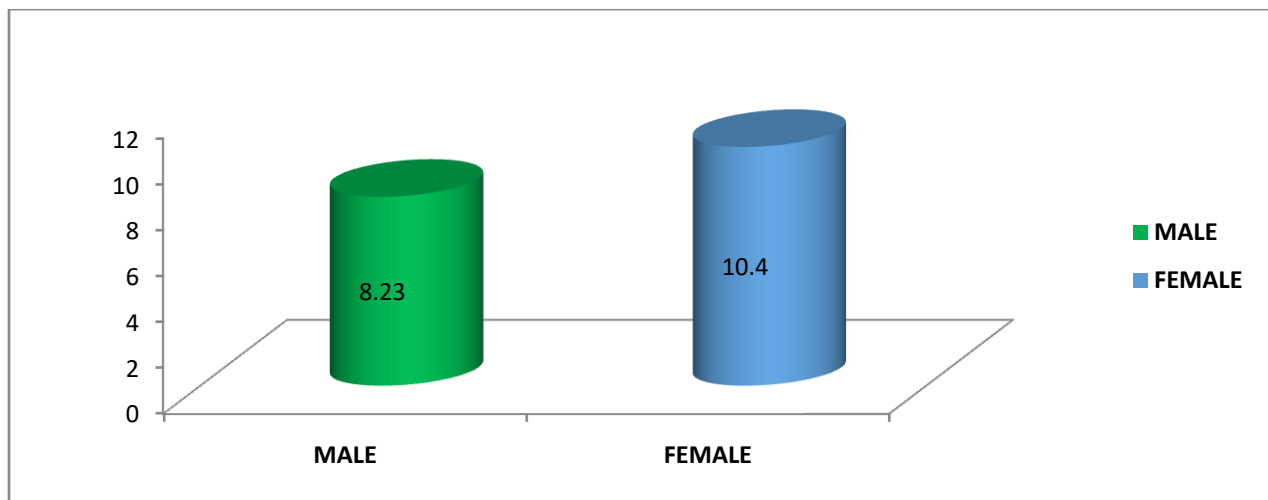


Figure-3: Difference between academic anxiety level among male and female of secondary school students.

Interpretation:

It is revealed from the table 5 that mean value of academic anxiety level among the male and female of secondary school students is 8.23 and 10.40 respectively. Calculated 't' value is 0.967 which is less than tabulated value. So there is no significant difference between two mean. So hypothesis is accepted.

Table-4: Showing the comparison between intelligence level among male and female of secondary school Students.

GROUP	NO	MEAN	SD	T.CAL	CORR.	T.VALUE	df	L.SIGNIFICANT	HYPOTHESIS
MALE	50	26.26	6.83	0.0046	0.91	2.02	48	0.05	ACCEPTED
FEMALE	50	22.64	5.32						

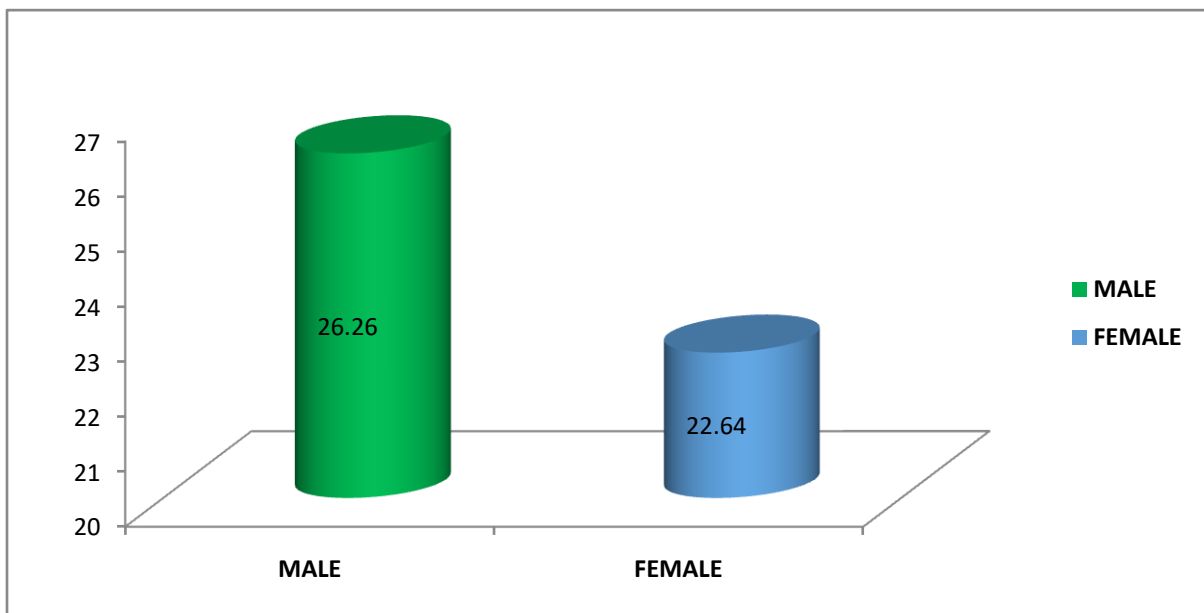


Figure-4: Difference between Intelligence level among male and female of secondary school students.

Interpretation:

It is revealed from the table 6 that mean value of intelligence level among male and female of secondary school students is 26.26 and 22.64 respectively. Calculated 't' value is 0.91 which is less than tabulated value. So there is insignificant difference between two mean. So hypothesis is accepted.

7. Findings: The researcher collected data and analysed statistically and gave its findings which lead to the purpose of the study.

- i. There is significant difference between the academic anxiety level and high intelligence among male and female secondary school students.
- ii. There is significant difference between the academic anxiety level and low intelligence among male and female secondary school students.
- iii. There is no significant difference between the academic anxiety level among the male and female secondary school students.
- iv. There is no significant difference between the intelligence level of male and female secondary school students.

8. Conclusion:

The researcher analysed the data in order to find out the academic anxiety level among male and female secondary school students of AMU in relation to their high and low intelligence. Here the researcher found that high intelligence male students are more anxious than the high intelligence female secondary school students. The researcher also found that the low intelligence female secondary school students are more anxious than the low intelligence male secondary school students. The researcher found that the academic anxiety level of male and female secondary school students insignificantly correlated. The data showed that female secondary school students are more anxious than male. The researcher found after analysing the data that the male secondary school students are slightly more intelligence than female.

References:

- Ajoy kumar (2013): Relationship of academic anxiety among adolescens in relation to their home environment: *International Journal for Research in Education*. (2013)
- Goodstein, L.D. and Layon, R.I.(1975), *Adjustment, Behaviour and personality*, Addison weekly Publishing Company, INC.
- Khan. R. (2012), A study of anxiety among senior secondary school students in relation to gender ,academic streams and types of school. *Research journal*. Vol 11 and No 1.

- Minnalkodi, B. (1997), "A study of higher secondary school student's achievements in Zoology in relation to anxiety , achievement motivation and self-concept "Ph.D. Edu., Annamalai University.
- Nanda, Ashok Kumar (January, 2000) "Mental health of Adolescents" Indian Journal of Psychometry and Education", Vol.31, No, 1, p 17-20.
- Prabha and Gupta (January 2000), "Effect of sex, intelligence and socio-economic status on the achievement of students in computer Education" Indian Journal of Psychometry and Education, Vol.31 No.1, p 35-37.
- Shukla, S.K. and Agarwal, Archana, 1997, "A study of socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of scheduled castes and non-scheduled castes students" Indian Journal of Educational Research, Vol. 16 (2) p 15-19.
- Tandon, Uma, 1994, "A comparative study of self-concept among high and normal IQ adolescent in relation to creativity, SES and academic achievement", Ph.D. Edu. Kanpur University.