

**RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND
ADJUSTMENT AMONG SECONDARY SCHOOL
STUDENTS**

**A
DISSERTATION**

SUBMITTED

To

BARKATULLAH UNIVERSITY, BHOPAL

In Partial fulfillment of the Requirement for the Degree of

MASTER OF EDUCATION (R.I.E.)

Session-2011-2012

विद्यया ऽ मृतमश्नुते



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DECLARATION

I hereby declare that the dissertation entitled “**Relationship between Academic Anxiety and Adjustment among Secondary School Students**” submitted to the Regional Institute of education, Bhopal, is a record of an original work done by me in the session 2011-2012, under the guidance of **Dr.S.K.Gupta** ,Associate Professor in Education, RIE, Bhopal.

This dissertation is submitted as a partial fulfillment of the requirements for the award of the degree of Master of Education (RIE). The results embodied in this thesis have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Bhopal

Date: *10.04.2012*



Investigator

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M.Ed (RIE),2011-2012

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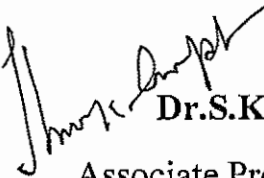
CERTIFICATE

This is to certify that that dissertation entitled “Relationship between Academic anxiety and Adjustment among the secondary school students “being submitted by Deepti Kavathekar ,a student of M.Ed.(RIE) during the session 2011-2012 of Regional Institute of Education (NCERT) ,Bhopal for the partial fulfillment of the requirements for the Degree of Masters in Education ,RIE from Barkatullah University ,Bhopal is a record of bonafide research work carried out by her under my guidance and dissertation is fit for submission.

This dissertation is original and fulfills all the requirements laid down in the ordinance of Barkatullah University, Bhopal relating to the M.Ed (RIE). The present study is the outcome of her sincere research efforts.

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I owe special gratitude to my family for their patience, unending loyal support and understanding. Finally, I dedicate this dissertation thesis to my parents from whom I have learned so much.

Place: Bhopal


Deepthi Kavathekar

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CHAPTER - I

INTRODUCTION

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION:

The twentieth century has been called "the age of anxiety".

W. H. Auden Anglo-American poet

The word 'anxiety' has been derived from the Latin word 'Anxietas' which commonly connotes on experience of varying blends of the uncertainty, agitation and dread.

Neither comprehension nor learning can take place in an atmosphere of anxiety.

Rose F.Kennedy

Peaceful and Healthy mind is a good recipient of knowledge. Therefore the Health of Mind defines the health of student. Constitution of India also provide for Framework of National Policy on Education. In addition to the constitution of India, International conventions and treaties to which is the India is also a part , guide the policy of the nation.

Constitution specifically provides under Part III for Fundamental Rights, Right to Life and Right to liberty under article 21 and Right to Free and Compulsory Education under the article 21(A),constitutes Basic Framework for Right to Education and Right to Mental Health.

According to WHO , Mental health is defined as "A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Adolescence is a critical stage and a difficult period in young person's life as they face many changes in this period like: Physical changes, emotional unrest, behavioral changes frustration, conflict etc. These conditions are the root cause of the Anxiety. Anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory, which are critical for academic success. Without any anxiety, however, most of the people would lack the motivation to study for exams, write papers, or do daily homework (especially in classes everyone find it boring). A moderate amount of anxiety actually helps academic performance by creating motivation. Anxiety has a profound role in the development of any individual not only the personality development but achievement is also affected by this behavior.

In the school setting, anxiety is experienced often by students when being evaluated, such as when taking a test or giving a public performance. When test anxiety is severe, it can have significant negative effects on a student's ability to perform at an optimal level. With increased competition, present schooling etc. had led to the psychological effect on the students leading to the arousal of Academic anxiety.

1.1.1 ANXIETY:

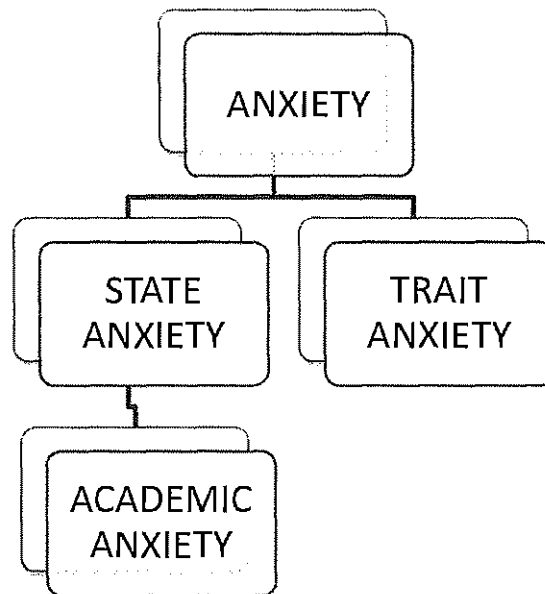
Spielberger (1983) defined "anxiety" as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." It can refer to not only a person's stable personality but also his transitory emotional state. Accordingly, two anxiety constructs have been developed: trait anxiety and state anxiety.

Trait anxiety:

Trait anxiety refers to a general level of stress that is characteristic of an individual, that is, a trait related to personality.

State anxiety:

State anxiety is characterized by a state of heightened emotions that develop in response to a fear or danger of a particular situation.



1.1.2 ACADEMIC ANXIETY:

Anxiety is a common phenomenon in people's learning process. It prevents learners from completing academic tasks successfully, and so it interrupts learning.

Academic anxiety then refers to the anxiety that occurs during the learning process (Garcia, 1998). High levels of academic anxiety have a debilitating effect on concept learning, academic performance, and environmental adaptation, and so leading lower learning efficiency (Clark & Schwartz, 1989). Thus, high levels of academic anxiety impede academic learning and achievement.

According to J.C.Cassady (personal communication, January 20, 2012) “Academic Anxiety is a specific form of anxiety that is relevant to the wide range of academic contexts – homework, class activities, school attendance, etc. Test anxiety serves as a more specific form of academic anxiety that is relevant to the learning-testing cycle —that is, only aspect of the academic process that involve preparing for or completing tests.”

According to Cornell University, there are many biochemical changes which 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. It became clear that many of the students experience academic anxiety that interferes with their functioning in the school setting.

There are different types of Academic Anxiety:

1. **Anxiety related to Test-** It means anxiety surrounding test taking and is situation-specific. The consequences of chronic test anxiety includes lowered self-esteem, reduced effort, and loss of motivation for school tasks
2. **Anxiety related to Mathematics-** It is a feeling of tension, helplessness ,mental disorganization and associated bodily symptoms that are evoked in the mathematical problem solving situation.
3. **Anxiety related to Foreign Language** –It occurs in varying degrees and is characterized by emotional feelings of worry, fear, and apprehension. In other words, a student may be afraid of “sounding weird” in their attempts to reproduce a foreign language.

4. **Anxiety related to Reading:** A type of specific phobia or having an anxiety producing reaction towards reading.
5. **Anxiety related to Science:** A feelings of tension and stress that interfere with the construction of science knowledge, the development of science skills and abilities, and the use of science knowledge, skills, and abilities in life and in academic situations.
6. **Anxiety related to Performance:** Performance anxiety is characterized by a dysfunctional response to situations in which the person is asked to perform some activity or task. Such activity or task can concern various fields, but we usually talk about performance anxiety in relation to examinations and sexual field. The relationship between anxiety and impaired academic performance has been well documented by a number of investigators (Sharma and Rao; 1984, Sud and Sharma, 1989; Sud, 1994; Sud and Sharma, 1990).

Issues Concerning Academic Anxiety (Presta,R.,& Lane,C.,)

There are four core ways in which academic anxiety can be manifested:

1. **Deficient study skills** – Students with anxiety may develop poor study skills, such as cramming before an exam, rather than actually learning the material.
2. **Interference with tasks** – Anxiety can derail a student’s progress, as they develop behaviors that interfere with the task at hand. For example, a student may watch the clock constantly during an exam rather than answer questions efficiently.
3. **Physical symptoms** – All of the physical symptoms of a fight or flight response – shaking, sweatiness, nausea, elevated heart rate and blood pressure, and increased pulse rate – can cause your child to do poorly in school, or begin avoiding it altogether.



4. **Worry** – Constant “doomsday” thinking, worrying, racing thoughts, and other destructive mental patterns can keep a child from doing well in school simply because it prevent the child from being able to focus.

1.1.3 ADJUSTMENT:

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990). It is used to emphasize the individual’s struggle to along or survive in his or her social and physical environment. Good (1959) sates that adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Emotional Adjustment is also called Personal Adjustment.

Social Adjustment: Adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment (from Campbell, Psychiatric dictionary, 1966) Adjusting with others in the society is also called social adjustment. The others are not family members, but people whom you meet in social situations.

Educational Adjustment: Adaptation to the school environment, scholastic and co-curricular activities etc in the school.

1.2. NEED OF THE STUDY

School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs.

Youth today are living in an increasingly anxiety ridden atmosphere. 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, the main being the academics.

In India, the main documented cause of anxiety as among school children and adolescents is parents' high educational expectations and pressure for academic achievement .The adjustment and problem areas of many adolescents in the school is due to the problems concentrated on academic anxiety followed by anxiety regarding their future.

Verma and Gupta (1990) explored the causes of basic academic pressure burdening the school going adolescents. Results revealed that academic stress was caused due to examination system, burden of homework and attitudes of parents and teachers.

This is a generation where everybody lives, breathes and eats competition. Due to high parental expectation, societal demands, anxiety of social disapproval, peer approval, uncertainty in the job market, ever rising level of aspirations, the feeling of students to become 'topper', setback to reputation, fear of failure, loss of the position psychologically and behavioral point of view this group is becoming highly vulnerable. Peer

pressure can be equally negative, when friends in groups continuously compare marks and discuss the extent of revisions done; the hype of board exam seems to have contributed to the largest number of teenage suicide cases reported.

Table: 1.2.1

Suicides (Failure in Examination) and their Share during 2008 - 2010 (All India)

| YEAR 2008 | | YEAR 2009 | | YEAR 2010 | | Variation in 2010 over 2009 |
|----------------|---------|----------------|---------|----------------|---------|-----------------------------|
| No.of Suicides | % share | No.of Suicides | % share | No.of Suicides | % Share | |
| 2189 | 1.8 | 2010 | 1.6 | 2479 | 1.8 | 2.3 |

National Crime Records Bureau .The latest edition of the report pertains to the year 2010.

Exams and exam related stress, peer pressure, entrance tests, etc have been the reasons for this rampant increase in the number of adolescents and young adults committing suicides. In the past few years, a student's life has changed significantly. Severe competition, extreme comparisons and fierce expectations from parents, teachers, family and friends has created an enormous amount of pressure on these young kids.

Thus, **Academic anxiety pervades a student's life to the point where he/she experiences almost constant dread about school, find academic works unbearably distasteful, and scarcely enjoys social activities.**

Ottens(1984) Also, it implies that the student is not able to face his/her own tensions, frustrations, and conflicts and also not able to strive for bringing harmony for the inner demands and those imposed upon by him/her by the world in which the student lives.This shows that they are not able to adjust to their school as well as environment in which the student is living.

Looking at the seriousness, to this type of the problem, an attempt was made by, **the Central Board of Secondary Education (CBSE)** to address examination-related anxieties of students and parents, it announces the first phase (pre exam) of counseling. This is the 15th consecutive year that CBSE of providing counseling services to students and parents during the entire period of examinations to overcome examination stress and common Problems

Recently **Mr. Kapil Sibal**, (Minister for Human Resource and Development) who announced as many as 40 legal, policy and administrative initiatives, made a strong pitch to “de-traumatize education” and said there was no need for a Class 10 board examination."Schools will evolve a system of assessment. Because of the marking system, there is a lot of pressure on children, parents, especially mother," he said and added that he would have the marking system changed to grading formula in Classes 9 and 10 in the Central Board for Secondary Education (CBSE) schools.

Thus academic anxiety affects not only educational aspect but also emotions and social well being of the person.This leads to the great effect on the well being of the students mentally, physically ,emotionally ,educationally ,his/her relationship with the peer , family and so on.

Several studies have been reported in the area of social, educational, health and emotional adjustment of school students of both sexes. Some studies try to relate adjustment with variables like intelligence, achievement, age, sex, socio-economic status, needs, and security. Student's reaction to frustration has also been studied. A few studies focused on the nature, causes, and extent of indiscipline among students. The relation between indiscipline and variables like achievement, participation in co-curricular activities etc., were also examined. A review of the studies carried out in the field of adjustment as reported in the surveys of educational research edited by Mr. M.N. Buch (NCERT) reveals that only few studies related to the anxiety have been done .

But very few researches on academic anxiety of the secondary school students in relation with adjustment were found. Previous research on the socio demographic correlates of anxiety reveals well-established relationships with gender but little evidence of consideration of medium of instructions.

Since a very limited number of studies have addressed academic anxiety and adjustment among school-aged children and adolescents in India, and because of the seriousness of its adverse consequences, it was considered important to explore this issue further. This gap led the researcher to conduct a study discovering whether students are capable to adjust (emotionally ,socially and educationally) in presence of academic anxiety (generally catering educational, emotional and social areas) or not.

This study will provide the way to see that weather there really exists a correlation in them which could really affect the personality, future,

adjustment (educational, emotional and social)ability of the students in their family ,society, peers ,school etc.

1.3 STATEMENT OF THE PROBLEM:

The aims of the study are to understand adolescents' academic anxiety and adjustment dimensions across gender, and medium of instruction, in Bhopal city, thus the title came up to be

RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS.

1.4. OPERATIONAL DEFINITION:

Academic anxiety encompasses not only test anxiety, but also anxiety about certain education subjects in general. For instance, anxiety has been observed in students taking math, reading, science, and foreign language classes – not necessarily surrounding exams (Cassady, 2010).

In the present study the Academic Anxiety is taken as is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions such as fear, nervousness (emotional aspects), scolding's from parent, teacher, peer disapproval (social aspects) ,also fear from certain subjects (educational aspect)like Sanskrit, Mathematics, English etc

Adjustment:

Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. A feeling of impending danger that can be based on

objective, neurotic, or moral threats. (Freud) In the present study three dimensions of the adjustment are taken into consideration:

- Emotional Adjustment
- Social Adjustment
- Educational Adjustment

Educational adjustment term refers to curricular and co-curricular programs and interest in educational activity.

Social Adjustment terms refers to social behavior (like submissive, aggressive etc) Adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment (from Campbell, Psychiatric dictionary, 1966).

Emotional adjustment caters the emotional aspects of the life (like unstable emotions, emotional stability etc.).

Secondary School, means school preparing students for secondary school (class X) examination of the board.

Medium of Instruction-Hindi Medium and English Medium School.

1.5. OBJECTIVES OF THE STUDY

1. To study the relationship between Academic Anxiety and Adjustment of secondary school students
2. To study the difference of Academic Anxiety of secondary school students with respect to
 - Gender
 - Medium of Instruction.
3. To study the difference of Adjustment of secondary school students with respect to

- Gender
- Medium of Instruction

1.6. HYPOTHESES:

- H₀₁** There is no significant relationship between academic anxiety and adjustment of secondary school students.
- H₀₂** There is no significant difference in academic anxiety of secondary school boys and girls.
- H₀₃** There is no significant difference in the academic anxiety of English and Hindi medium secondary school students
- H₀₄** There is no significant difference in adjustment of secondary school boys and girls.
- H₀₅** There is no significant difference in the adjustment of English and Hindi medium secondary school students.
- H₀₆** There is no significant difference in emotional adjustment of secondary school boys and girls.
- H₀₇** There is no significant difference in social adjustment of secondary school boys and girls.
- H₀₈** There is no significant difference in educational adjustment of secondary school boys and girls
- H₀₉** There is no significant difference in the emotional adjustment of English and Hindi medium secondary school students.
- H₀₁₀** There is no significant difference in the social adjustment of English and Hindi medium secondary school students.
- H₀₁₁** There is no significant difference in the educational adjustment of English and Hindi medium secondary school students.



CHAPTER - II

REVIEW OF

RELATED

LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

A literature review is the effective evaluation of selected documents on a research topic. A review may form an essential part of the research process or may constitute a research project in itself.

In the context of a research thesis the literature review is a critical synthesis of previous research. The evaluation of the literature leads logically to the research question and hypotheses

In the context of a dissertation, the literature review provides a background to the study being proposed. The background may consider one or more of the following aspects depending on the research question being posed:

- Theoretical background – past, present or future
- Clinical practice – previous or contemporary
- Methodology and/or research methods
- Previous findings
- Rationale and/or relevance of the current study

In a broader context Hart (1998) lists the following purposes of a review:

1. Distinguishing what has been done from what needs to be done;
2. Discovering important variables relevant to the topic;
3. Synthesizing and gaining a new perspective;
4. Identifying relationships between ideas and practice;
5. Establishing the context of the topic or problem;

6. Rationalizing the significance of the problem;
7. Enhancing and acquiring the subject vocabulary;
8. Understanding the structure of the subject;
9. Relating ideas and theory to applications;
10. Identifying methodologies and techniques that have been used;
11. Placing the research in a historical context to show familiarity with state-of-the-art developments.

REVIEW OF THE RELATED LITERATURE:

In this section the reviews are categorized into parts:

- Studies related to Academic Anxiety
- Studies related to Adjustment



2.2 STUDIES RELATED TO THE ACADEMIC ANXIETY:

Kochgaway (1993) conducted a research to study the relationship between academic anxiety and adjustment among high school students. The researcher investigated the relationship between academic anxiety and adjustment among 200 female high school students (aged 14–27 yrs), using the Bell Adjustment Inventory and the Academic Anxiety Scale for Children. It was hypothesized that the greater the academic anxiety, the greater the maladjustment. Students were categorized into 2 groups (high anxiety group [A1] and low academic anxiety group [A2]). The mean values of different areas of adjustment (home, health, social, emotional) and overall adjustment were higher in group A1 as compared with group A2. Significant correlations were observed between academic anxiety and emotional adjustment.

Murthy & Kulshrestha (1999) investigated influence of academic anxiety on academic achievement .the sample of the study was199 pupils covering

100 boys and 99 girls studying in class IX belonging to government and public schools of south Delhi who were drawn randomly .The academic anxiety scale of A.K sinha was used .Mean, SD, One way ANOVA and Duncans Multiple range was used. Findings: Academic Anxiety was found to correlate negatively and significantly with academic achievement of the students belonging to different levels of academic anxiety differed significantly.

Khosravi (2005) conducted a comparative research study to explore the areas of self concept and anxiety. Objectives: (i) To find out the correlation between self concept and school anxiety among Iranian and Indian students. (ii) To compare the levels of self-concept and school anxiety across gender and cultures.(iii) To compare and analyze the variables like; test anxiety, lack of self- confidence, fear of self expression and psycho-physiological reactions, in relation to school anxiety across gender and cultures.(iv) To compare and analyze the variables like; behavioral problems, intellectual ability and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction in relation to self-concept across gender and cultures. The study has arrived at quite meaningful Findings: (i) In Indian Students as well as Iranian students (Boys and Girls), school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self-concept. (ii) In Indian Students as well as Iranian students (Boys and Girls) on school anxiety factors, girls were higher on test anxiety, fear of expression and psycho-physical reactions than boys. But girls were lower on lack of confidence than boys. (iii) Among Iranian students, both boys and girls on self-concept factors, boys were higher on anxiety than girls,

and girls were higher on happiness and satisfaction than boys.(iv) School anxiety was negatively correlated with self-concept in all the samples (Boys and Girls) from India and Iran.(v) Overall results of these two countries showed that, girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self concept. (vi) Overall results showed that, there was no significant difference between Iranian and Indian students on school anxiety. (vii) Overall results on school anxiety (across gender) showed, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys, but they were lower on lack of confidence than boys.(viii) Overall results on school anxiety (across nations) showed that Iranian students were higher on test anxiety and lack of confidence than Indian students.(ix) Overall results on self-concept (across gender) showed boys were higher on anxiety than girls.10. Overall results on self-concept (across nations) showed, Indian students were higher on anxiety than Iranian students.

Yagnik &Gunthey (2001) conducted a study to compare the academic anxiety level of rural and urban children. Three groups of Government school (Urban), Private school (Urban) and Government school (Rural) were taken. 65 male students of class V and VI standard were taken in each group. Academic Anxiety Scale (Singh & Gupta, 1971) and Anxiety Scale (Sinha, 1974) were used to measure anxiety level of child and parents respectively Significant difference is reported among all the groups, except Government and private schools of urban setup. Similarly parents of three groups differ significantly from each other.

Agrawal (2006)conducted a study to find out that Does Emotional Intelligence Affect Relationship between Deprivation and Academic

Anxiety? Objectives: (i) To find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence; (ii) to evaluate the relationship between the academic anxiety and different areas of deprivation. Method: The sample of 100 adolescent girls, age group 13-17 years were selected from different secondary schools of Varanasi city. The tools were used for data collection: (i) Deprivation Scale (D-Scale) by S.K Pal, K.S Misra and K. Pandey, (ii) Academic Anxiety Scale (A.A.S) by S.K. Pal, K.S. Misra and K . Pandey, (iii) Emotional Intelligence Test by K. Pandey. Findings: (i) The deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls. (ii) The social deprivation and academic anxiety are positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behaviour of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls is positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.

Jain & Jain (2007) conducted a study to assess the role of coaching on the adolescents .Sample of 400 (200 coaching attending and 200 self studying) adolescents from the age range of 16-18 years from Kota city in Rajasthan participated in this study. There were equal number of boys and girls in both the subgroups. The degree of encouragement which a child receives was assessed with the help of a verbal scale developed by Sharma (1988). A scale developed by Lal, Mishra, and Pandey (1985) was used to assess academic anxiety. The findings of the study were that the coaching attending boys experienced high level of academic anxiety than self-studying boys. Contrary to it, coaching attending girls tend to have less anxiety than self-studying girls. Similarly, coaching attending boys exhibit

more academic anxiety than the coaching attending girls and self studying boys show less anxiety than self studying girls.

Bhansali & Trivedi (2008) conducted a detailed study to find out the gender differences in incidences and intensity of Academic Anxiety amongst adolescents. Incidental purposive sampling technique was used in the selection of the sample. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. Self-constructed Adolescent Problem Inventory was pilot tested and applied on the chosen sample. The Results revealed that considerable amount of Academic Anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Rohen (2009) conducted a study to determine the relationship between academic anxiety and academic achievement. The objectives were: To study the academic anxiety level of class IX students of Gwalior city schools of M.P. state (i) To study the difference between the boys and girls students with respect to the academic anxiety and academic achievement (iv) To study the inter-relationship between the academic anxiety on academic achievement of the students. Major Findings of the Study: (i) There is no significant difference in anxiety score of Govt. school boys and Private School Boys. (ii) The academic anxiety level of the Govt. school Girls and Private School Girls differs significantly. Govt. school girls have lower academic anxiety than private school Girls. (iii) There is no significant difference in academic anxiety score of Govt. School Boys and Govt. School Girls

Singh (2009) investigated the level of academic anxiety: self confidence and their relation with academic achievement in secondary students

Objective of the Study : (i) To study the level of Academic Anxiety in Secondary Students. (ii) To study the relation between level of self confidence & level of Academic achievement of Secondary Students. (iii) To study the relation between level of Academic Anxiety & level of Academic achievement of Secondary Students. (iv) To study the difference between Academic Anxiety level of Male & Female students of Secondary Students. Findings: (i) Significant co-relation between Academic Anxiety& Academic Achievement. (ii) Significant Co-relation between Self Confidence & Academic Achievement.(iii) Significant difference between Academic Anxiety Level in Male & Female.

Deb,Chatterjee & Walshi (2010) conducted a research study to understand better anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across gender, school type, socio-economic background and mothers' employment status. The study also examined adolescents' perceptions of quality time with their parents. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the State-Trait Anxiety Inventory. Results show that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More boys were anxious than girls ($p < 0.01$). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools ($p < 0.01$). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low

socio-economic groups ($p < 0.01$). Adolescents with working mothers were found to be more anxious ($p < 0.01$).

Garg (2011) conducted a study to assess the relationship between life skills and academic anxiety of secondary school students in relation to their gender and type of the school. A sample of 120 students from VII, IX and X standard was randomly selected. It comprised of the 60 students from private and forms government school. The study revealed that there is significantly high negative relationship between life skill and academic anxiety.

D - 359

Sharma & Jaswal (2011) conducted a research work on the Parental Aspirations and Attitudes as Determinants of Academic Stress among Adolescents. A sample of 120, 12th standard students was drawn randomly for the present study. Also their 221 parents (110 mothers, 111 fathers) were contacted for recording of relevant information. Tools used: Academic Anxiety scale for children: Academic scale for children by Singh and Sengupta (1984) was used to assess academic stress of the students. Correlations were computed to ascertain the relationship of academic stress with parental aspirations and parental attitude.

Gupta .et. al (2011) examined the process of how some factors of academic stress effect to children academic achievement of secondary school's children. Tools: Academic stress inventory of Abha Rani Bist (1972) was used. Sample of 200 students was selected from various schools of Meerut. In which two groups were formed according to their gender. Statistics were used. Mean, S.D. & "t" . The findings shows girls were

found comparatively more anxious than their boys counterparts in their academic situation.

Layek (2012) conducted a study to examine the level of academic stress and overall adjustment among urban and rural high school students and also to see relationship between the two variables (academic stress and adjustment). For this purpose, 100 students of class X were selected randomly. Using stress scale and adjustment inventory it was found that the magnitude of academic stress was significantly higher among the urban school students, whereas rural school students were significantly better in terms of their level of adjustment. However, inverse but significant relationship between academic stress and adjustment were found for both the group of student.

Emerging Trends in Academic Anxiety:

The review of related literature in Academic Anxiety has revealed that the academic anxiety have negative correlation with academic achievement (**Murthy & Kulshrestha (1999)**) and Life skills **Garg (2011)** and positively correlated with deprivation, social deprivation with more emotionally intelligent girls **Aggarwal (2006)**. This provided a proper foundations for the research. Moreover the studies of **Bhansali & Trivedi (2008)** ; **(Singh (2009))** revealed significant findings in context of academic anxiety and girls (gender) .This initiated researcher to look into the role of gender aspects also, in relation to academic anxiety. The study conducted by **Kochgaway (1993)) & Layek (2012)** directed to investigate the relationship of Academic anxiety and Adjustment.



2.3 REVIEWS RELATED TO ADJUSTMENT:

Gehlawat (2009) conducted a study of find out adjustment among high school students in relation to their gender .The objectives of the study (i) To compare the emotional, social and educational adjustment of class X students with respect to their gender. (ii) To compare the total adjustment of class X students with respect to their gender. Methodology: The researcher employed descriptive survey method for the present study. In this study, adjustment is the dependent variable whereas the gender served as the independent variable. Tools: Adjustment Inventory for School Students (AISS) by A.K.P Sinha and R.P.Singh . Findings (i) No significant difference was found in the emotional adjustment of boys and girls of class X.(ii) There was no significant difference in the social adjustment of boys and girls of class X.(iii)No significant difference was found in the educational adjustment of boys and girls of class X. (iv). The boys and girls of class X don't differ significantly with respect to their total adjustment.

Hussain .et.al (2008) conducted a study to examine the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school. Sinha and Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha & Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students where as Government school

students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Prajapati (2012) conducted a study to examine the adjustment pattern of secondary and higher secondary school boys and girls. The sample consisted of 160 boys and girls. Equal number of boys and girls were selected from the secondary and higher secondary schools of Ahmedabad. The adjustment areas were measured by the High School Adjustment Inventory (HSAI) constructed by Singh and Sengupta. The collected data were analysed using 't' test. The results showed that the secondary school going boys are more adjusted in social area than secondary school girls. Secondary school girls are more adjusted in Educational area than higher secondary school girls.

Raju & Rahamtulla (2007) conducted a study to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class

in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

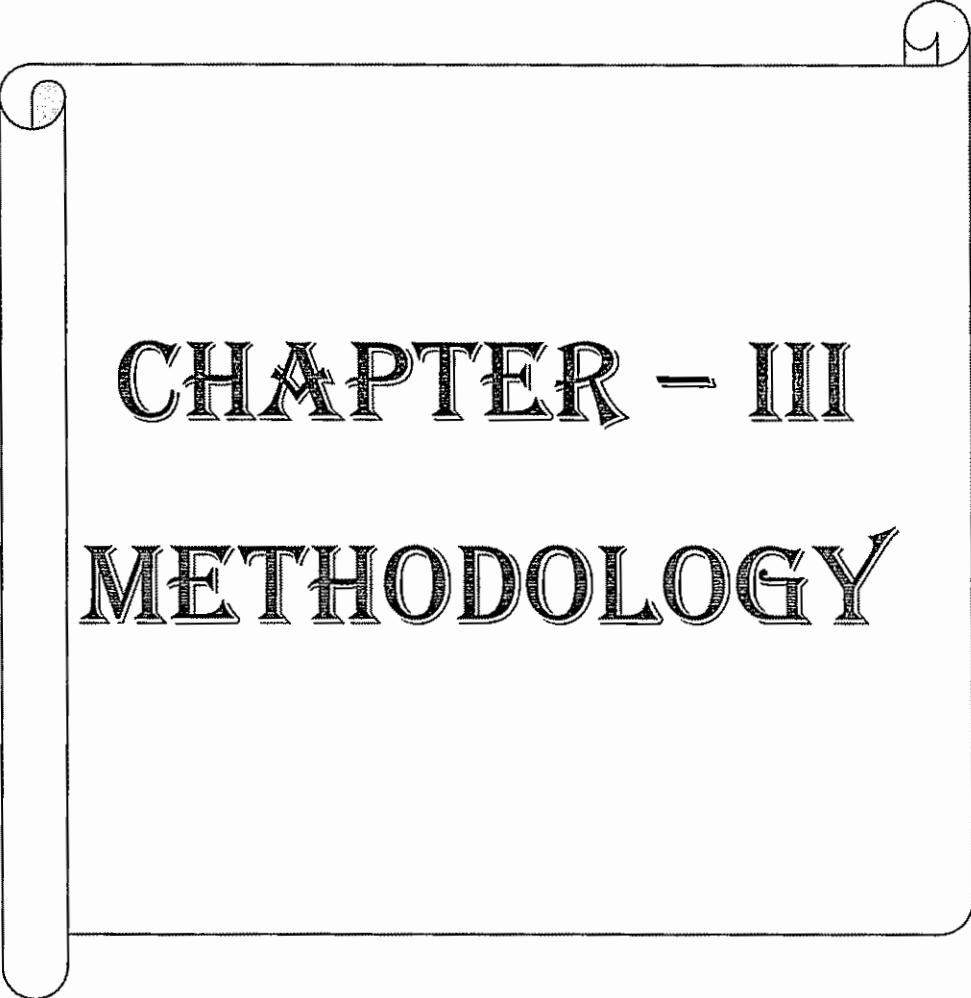
Swami (1989) conducted a study to examine the adjustment ,anxiety, self-concept and intelligence of orphan students in comparison with those of normal students. Tools Used : Adjustment inventory, Manifest Anxiety Scale , Self concept scale and Desai Bhatt –Group Intelligence. Statistic being used were Mean SD ,Correlation. Findings: Normal students were more adjusted than the orphan students. Orphan students are more anxious than Normal Students.

Emerging Trends from Adjustment:

The studies in the areas of adjustment along with other variables have revealed that adjustment is the most important for the proper development of the student's overall personality. In the studies it was found that there exists an inverse but significant relationships between academic stress and adjustment were found for girls and boys by **Hussain.et .al (2008)**. Also a study of **Raju & Rahamatullah (2007)** have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school. .This has helped the researcher to take medium of instruction as a variable in the study and in the formulation of the hypothesis in relation to adjustment. The study of **Prajapati(2012)** initiated that the areas of adjustment should be taken into considerations.

2.4 OVER ALL EMERGING TRENDS:

The Academic Anxiety is being a new emerging topic in the area of Educational Psychology. Since on this topic a very few research studies had been done along with Adjustment **Kochgaway (1993)**. More than two decades later researcher is trying to use it with modification in the present context of 2012 which is an age of high competition .Due to different types of the demographic variables could add to the content of knowledge.



CHAPTER - III
METHODOLOGY

CHAPTER-III

METHODOLOGY

3.1 INTRODUCTION:

Research Methodology is a way to systematically study the research problem.

The **research methodology** is an important part of the dissertation. This is the portion that deals with the presentation of all the methods implemented to gather data and how the actual research work has been conducted by the researcher. It consists of following sections: Design of the Study ,sampling and methods of data collection.

3.2 DESIGN OF THE STUDY

Research design provides the glue that holds the research project together.

A design is used to structure the research, to show how all of the major parts of the research project -- the samples or groups, measures, treatments or programs, and methods of assignment -- work together to try to address the central research problem.

For present investigation the Descriptive Survey method has been used because it involves data collection from direct survey of the subjects of the sample chosen in the study.

3.3 VARIABLE OF THE STUDY

“A Variable is a concept _ a noun that stands for variation within a class of the objects such as achievement ,motivation, running speed” (Fraenkel & Wallen,pp46)

In this present study the variables are:

- Gender
- Medium of Instruction
- Academic Anxiety
- Adjustment(educational,social,emotional)

The study conducted by **Deb,Chatterjee & Walshi(2010)** , **Raju & Rahamtulla (2007)** provided direction for the selection of **:Medium of Instruction as an demographic Variable in the study.** The study conducted by **Bhansali& Trivedi (2008).** And **Gehlawat (2009)** provided direction for the selection of **Gender as an demographic Variable in the study.**

After going through the entire researches, the research done by **Kochgaway (1993)** and **Hussain .et.al(2008)** guided / provided insight to select Academic anxiety and adjustment as dependent variable.

3.4 POPULATION:

The population of the present research is the students studying in **Secondary School students of Class IX of BHEL, Bhopal**

3.5 SAMPLING:

“Sampling means selecting a given number of subjects from a defined population as representative of that population” (Borg & Gall,pp241)

Sampling is the process of selecting units (e.g., people, organization) from a population of interest so that by studying the sample, researcher may fairly generalize the results back to the population from which they are chosen.

Design sampling is the process used for categorizing the samples available and can be either probability sampling or non probability sampling

The sampling technique used is **simple random sampling**.

In the present study 120 students of IX class are the participants.

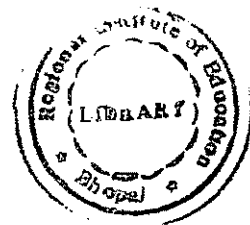


Table 3.5.1- Classification of the sample

| Medium | Of | Boys | Girls | Total |
|----------------|----|------|-------|-------|
| instructions | | | | |
| Hindi Medium | | 30 | 30 | 60 |
| English Medium | | 30 | 30 | 60 |

3.6 TOOLS:

Tools are the instruments used for investigating the various characteristics of the behavior .Selection of the tools is as important as the selection of the problem or the formulation of the hypothesis in an investigation .The tools should be accurate to yield the reliable results.

To measure the Adjustment , the tool used:

Name of the tool: Adjustment Inventory for School Students (AISS).

Author: A.K.P Sinha and R. P Singh.

Year: 1993.

Validity- In the item analysis validity coefficients were determined for each item by biserial correlation method with both the criteria i) Total Score ii) Area Score, significant level being .001.

Reliability-

Table: 3.6.1- Reliability of the Adjustment Inventory for School Students (AISS).

| Method Used | Emotional | Social | Educational | Total |
|------------------|-----------|--------|-------------|-------|
| Split-Half | .94 | .93 | .96 | .95 |
| Test-Retest | .96 | .90 | .93 | .93 |
| KR formula 20 | .92 | .92 | .96 | .94 |

Time is not fixed but ordinarily pupil takes 10-15 min.

Scoring:

Inventory can be scored by hand only. For any answer indicative of adjustment ZERO is given, otherwise a score of ONE is awarded. The responses are indicative of lack of adjustment. (Higher scores, less adjustment) The areas of Emotional, Social and Educational Adjustment, are specifically differentiated to measure each area. The total score indicates the general adjustment status.

The scores

To measure the Academic Anxiety of the children, the tool used:

Name of the tool: Academic Anxiety Scale for Children

AUTHOR: Dr. A.K Singh and Dr. (Km.) A. Sengupta

YEAR: 1984

Validity- The present test (AASC) has been validated against the Sinha anxiety test, Neuroticism scale MPI and CAAT having .31, 0.41 and 0.57 respectively

Reliability: Test –Retest reliability--0.60, Spilt half method--0.65

Time: Ordinarily 10-15 min

Scoring:

The maximum possible score of the test is 20. There are two types of the items-Positive and negative. All the positive items which are endorsed by the subject as 'Yes' and all the negative item numbers 4, 8, 16 and 18 which are endorsed by the subjects as 'NO' is given scores +1. A score of 0 is awarded to all other answers. Thus, HIGH score on the test indicates HIGH academic Anxiety and LOW scores on the test indicates Low academic anxiety.

3.7 ADMINISTRATION OF THE TOOL

The major step of the research is to collect the data.

The schools which were identified by the random sampling method were :

- Sri Satya Sai H.S. School.
- D.A.V. Public School.
- Vikram Higher Secondary School.
- Vivekanand Vidyapeeth.

After taking approval of the respected heads of the institutions the researcher entered the school. After making the children sit comfortably, instructions were read out and made very clear to them. After that the administration of the tools had been done in class IX.

3.8 STATISTICAL TECHNIQUES USED:

The statistical techniques which will be used for the data analysis:

- Pearson's Product Moment Correlation "r".
- "t" test.

CHAPTER - IV

DATA

ANALYSIS

AND

INTERPRETATION

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION:

Analyzing research data is an important step in the dissertation process. It is the time that a researcher may reach important facts about the data collected, uncover facts that one might not otherwise have known, facts to support the hypothesis and the study. By doing in-depth data comparisons, one can begin to identify relationships between various data that will help to understand more about the respondents, and guide researcher towards better decisions. In analysis, relationships or differences that support or conflict the original hypothesis are subjected to tests of significance to determine the validity with which conclusions can be made. Assuming the need to analyze the data collected from the survey, the process begins with a quick review of the results, followed by , analysis, and reporting.

4.2 STATISTICAL TECHNIQUES USED

In the present study, the following statistics have been used to check the hypotheses:

- Descriptive statistics (mean, ; standard deviation)
- Relational statistics (correlation)
- For significant differences (“ t”-tests)

4.3. Testing of Hypotheses:

Relation between Academic Anxiety and Adjustment.

H₀1 There is no significant relationship between academic anxiety and adjustment of secondary school students

The collected data is analyzed with the help of Pearson's Product Moment Correlation (r).

The results are presented in the Table-4.3.1.

Table-4.3.1: Relationship between Academic Anxiety and Adjustment

| VARIABLES | N | df | 'r' | SIGNIFICANCE |
|--------------------------------|-----|-----|-------|--------------|
| ACADEMIC ANXIETY ADJUSTMENT | 120 | 118 | 0.219 | 0.05 |

The calculated value of "r" (0.219) is greater than the "r" table value (0.174).

The Hypothesis "There is no significant relationship between academic anxiety and adjustment of secondary school students" is thus being **rejected**.

Findings: The table shows that there exists **significant relation between academic anxiety and adjustment**. Thus, the result certainly shows that there exists a relationship between the Academic Anxiety and Adjustment. The present findings shows that as the academic anxiety increases the adjustment problems rises.

Gender and Academic Anxiety

H₀2 There is no significant difference in academic anxiety of secondary school boys and girls.

Table-4.3.2: Academic Anxiety Scores of Secondary School students: Comparison between Secondary School Boys and Girls.

| GENDER | N | MEAN | SD | df | “t” value | SIGNIFICANCE |
|--------|----|-------|------|-----|-----------|--------------|
| GIRLS | 60 | 14.42 | 2.42 | 118 | 5.10 | 0.01 |
| BOYS | 60 | 11.58 | 3.46 | | | |

From Table- 4.3.2 it’s found that the calculated value of “t” (5.10) is greater than the tabulated “t” value (2.26) at 0.01 level. So the hypothesis, “ There is no significant difference in academic anxiety of secondary school boys and girls.” is certainly **rejected**.

Findings: The result shows **significant difference** between academic anxiety scores of girls and boys (df=118,t =5.10) more specifically ,girl students scores significantly higher (M=14.42,SD=2.42)than boys (M=11.58,SD=3.46).Hence the results shows that the girls suffer more with academic anxiety than boys.

Mean scores of Academic Anxiety of Secondary school Boys and Girls is depicted in Graph-I (pg.36)

Gender and Adjustment

H03 There is no significant difference in adjustment of secondary school boys and girls.

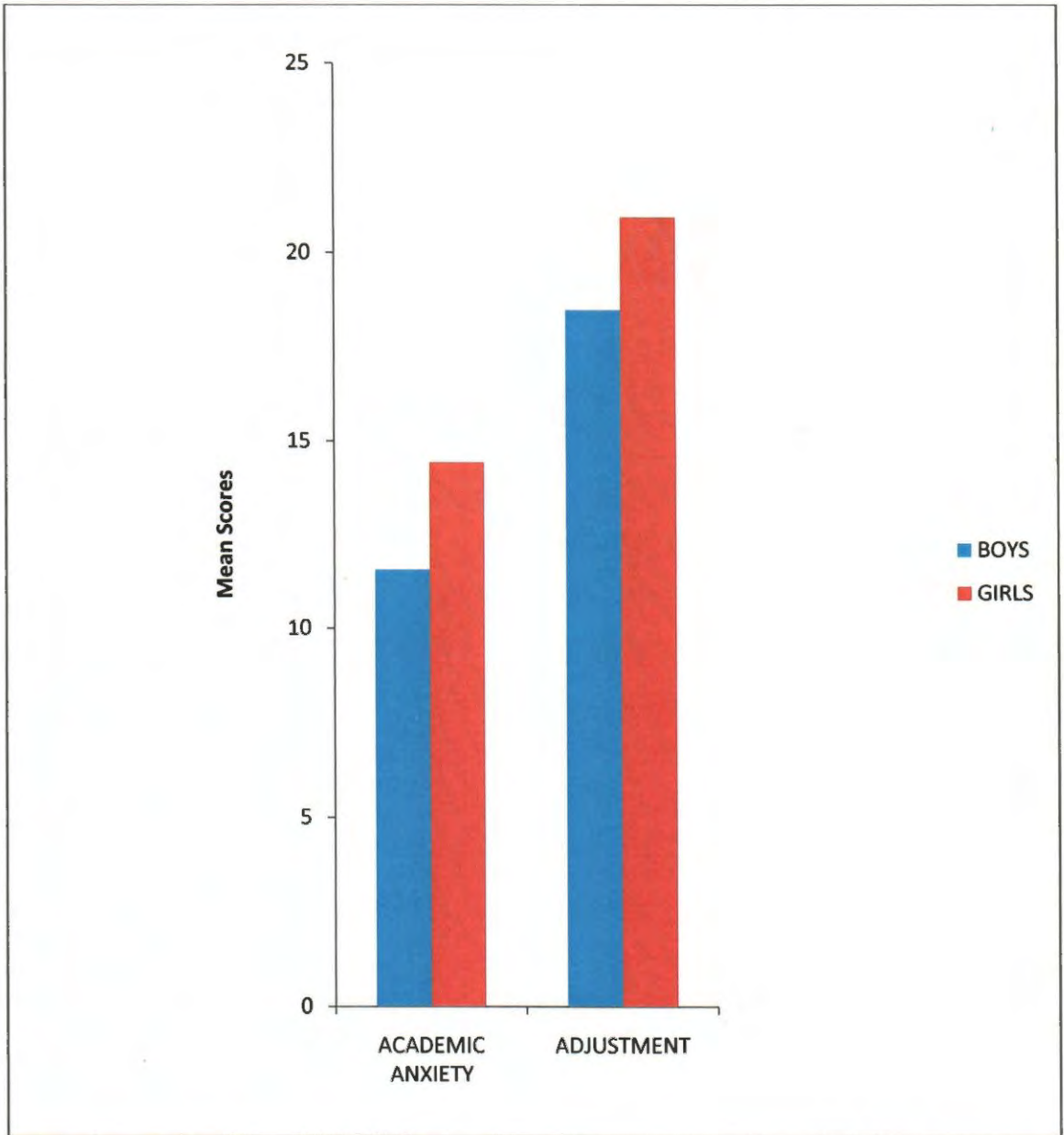
Table-4.3.3: Adjustment Scores of Secondary School Students: Comparison between Secondary School Boys and Girls.

| GENDER | N | MEAN | SD | df | "t" value | SIGNIFICANCE |
|--------|----|-------|------|-----|-----------|--------------|
| GIRLS | 60 | 20.93 | 6.88 | 118 | 2.11 | 0.05 |
| BOYS | 60 | 18.48 | 5.82 | | | |

From Table- 4.3.3 it's found that the calculated "t" value (2.11) is greater than table "t" value (1.98) at 0.05 level. So the hypothesis, "There is no significant difference in adjustment of secondary school boys and girls." is certainly **rejected**.

Findings: The result shows **significant difference** between adjustment scores of girls and boys (df=118,t =2.11).more specifically ,girl students scores significantly higher (M=20.93,SD=6.88)than boys (M=18.48,SD=5.82) Hence the results shows that the girls have low level of adjustment than boys.

Mean scores of Adjustment of Secondary school Boys and Girls is depicted in Graph-I (pg.36)



Graph -I:

Mean scores of Academic Anxiety and Adjustment of Secondary school Boys and Girls.

Medium of Instruction and Academic Anxiety

H04 There is no significant difference in the academic anxiety of English and Hindi Medium Secondary School Students

Table-4.3.4: Academic Anxiety Scores of Secondary School Students: Comparison between English and Hindi Medium Secondary School Students.

| MEDIUM OF INSTRUCTION | N | MEAN | SD | dF | “t” value | SIGNIFICANCE |
|-----------------------|----|-------|------|-----|-----------|--------------|
| HINDI | 60 | 14.73 | 2.56 | 118 | 6.75 | 0.01 |
| ENGLISH | 60 | 11.27 | 3.04 | | | |

Table 4.3.4 The calculated “t” (6.75) value is greater than the table value of “t”(0.228) So the hypothesis, “There is no significant difference in academic anxiety of English and Hindi Medium Secondary School Students.” is certainly **rejected**.

Findings: The result shows significant difference between academic anxiety scores of Hindi Medium and English Medium Students (df=118, t=6.75). more specifically, Hindi Medium Students scores significantly higher (M=14.73, SD=2.56) than English Medium Students (M=11.27, SD=3.04) Hence the results shows that the Hindi Medium Students suffer more with academic anxiety than English medium Students.

Mean scores of Academic Anxiety of English and Hindi Medium Students is depicted in Graph- II.(pg.39)

Medium of Instruction and Adjustment

H₀5 There is no significant difference in the adjustment of English and Hindi medium secondary school students.

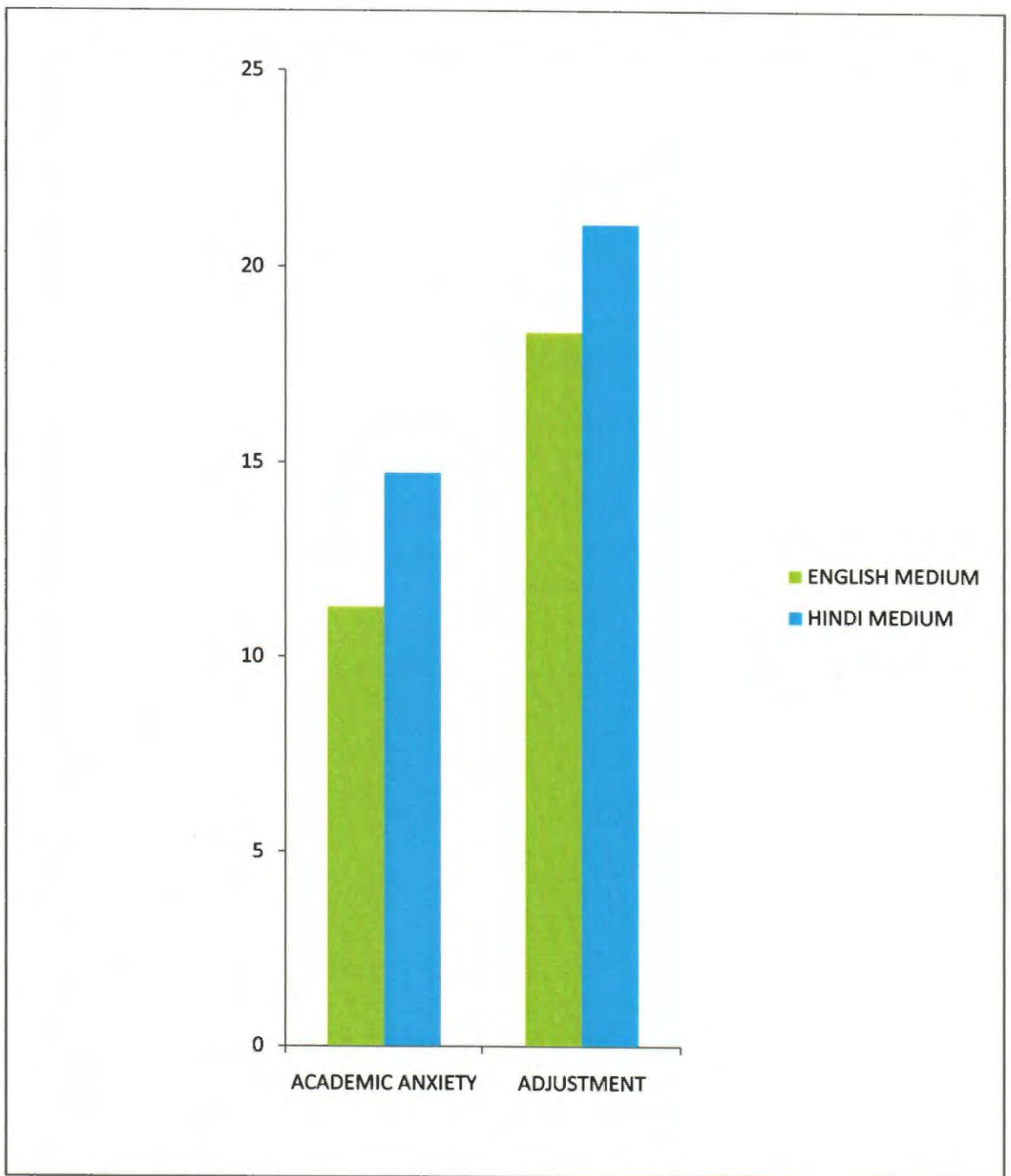
Table-4.3.5: Adjustment Scores of Secondary School Students: Comparison between English and Hindi Medium Secondary School Students.

| MEDIUM OF INSTRUCTIONS | N | MEAN | SD | df | "t" | SIGNIFICANCE |
|------------------------|----|-------|------|-----|------|--------------|
| HINDI MEDIUM | 60 | 21.07 | 7.48 | 118 | 2.34 | 0.05 |
| ENGLISH MEDIUM | 60 | 18.35 | 4.96 | | | |

Table- 4.5 The calculated "t" value(2.34) is greater than table value of "t"(1.98) at 0.05 level. So the hypothesis," There is no significant difference in adjustment of English and Hindi Medium Secondary School Students." is certainly **rejected**.

Findings: The result shows significant difference between adjustment scores of Hindi medium and English medium (df=118,t =2.34) more specifically ,Hindi medium students scores significantly higher (M=21.07,SD=7.48)than English Medium Students(M=18.35,SD=4.96) Hence the results shows that the Hindi Medium Students have low level of adjustment than English medium Students.

Mean scores of Adjustment of English and Hindi medium Students is depicted in Graph-II (pg.39)



Graph-II :

Mean scores of Academic Anxiety and Adjustment of English and Hindi medium Students

Gender and Emotional Adjustment

H₀₆ There is no significant difference in Emotional adjustment of secondary school boys and girls.

Table-4.3.6: Emotional Adjustment Scores of Secondary School Students: Comparison between Secondary School Boys and Girl

| GENDER | N | MEAN | SD | df | "t" value | SIGNIFICANCE |
|--------|----|------|------|-----|-----------|-----------------|
| GIRLS | 60 | 6.85 | 2.28 | 118 | 1.2 | Not Significant |
| BOYS | 60 | 5.5 | 3.2 | | | |

Table- 4.3.6 further depicts that t-value (1.190) for the mean scores of boys and girls with respect to their Emotional adjustment is not significant at 0.05 level. Thus hypothesis, "There is no significant difference in the Emotional adjustment of secondary school boys and girls " is **accepted**.

Findings: However, in the context of the mean scores it was found that the mean score of Emotional Adjustment of girls(M=6.85,SD=2.28) is higher than that of the boys (M=5.5,SD=3.208) which indicates low level of emotional adjustment among the girls.

Mean scores of Emotional Adjustment of Secondary School Boys and Girls is depicted in Graph-III (pg.43)

4.3.7 Gender and Social Adjustment

H₀7 There is no significant difference in Social adjustment of secondary school boys and girls.

Table-4.3.7: Social Adjustment Scores of Secondary School Students: Comparison between Secondary School Boys and Girls.

| GENDER | N | MEAN | SD | df | "t" value | SIGNIFICANCE |
|--------|----|------|------|-----|-----------|--------------|
| GIRLS | 60 | 8.68 | 4.25 | 118 | 4.1 | 0.01 |
| BOYS | 60 | 7.07 | 2.37 | | | |

It is evident from the Table-4.3.7 that the t-value (4.10) is greater than table "t" value(2.62),for the mean scores of boys and girls with respect to their social adjustment is significant at both 0.05 &0.01 levels. Thus hypothesis, "There is no significant difference in the social adjustment of secondary school boys and girls " is **rejected**.

Findings:

However, in the context of the mean scores it was found that the mean score of social adjustment of girls(M=8.68,SD=4.25) is higher than that of the boys(M=7.07,SD=2.37). It reveals that the social adjustment of the girls is less than the boys as high scores indicate low level of social adjustment

Mean scores of Social Adjustment of Secondary School Boys and Girls is depicted in Graph-III.(pg.43)

Gender and Educational Adjustment

H₀₈ There is no significant difference in Educational adjustment of secondary school boys and girls.

Table-4.3.8: Educational Adjustment Scores of Secondary School Students: Comparison between Secondary School Boys and Girls.

| GENDER | N | MEAN | SD | df | "t" value | SIGNIFICANCE |
|--------|----|------|------|-----|-----------|-----------------|
| GIRLS | 60 | 5.6 | 2.48 | 118 | 0.81 | Not Significant |
| BOYS | 60 | 5.18 | 3.14 | | | |

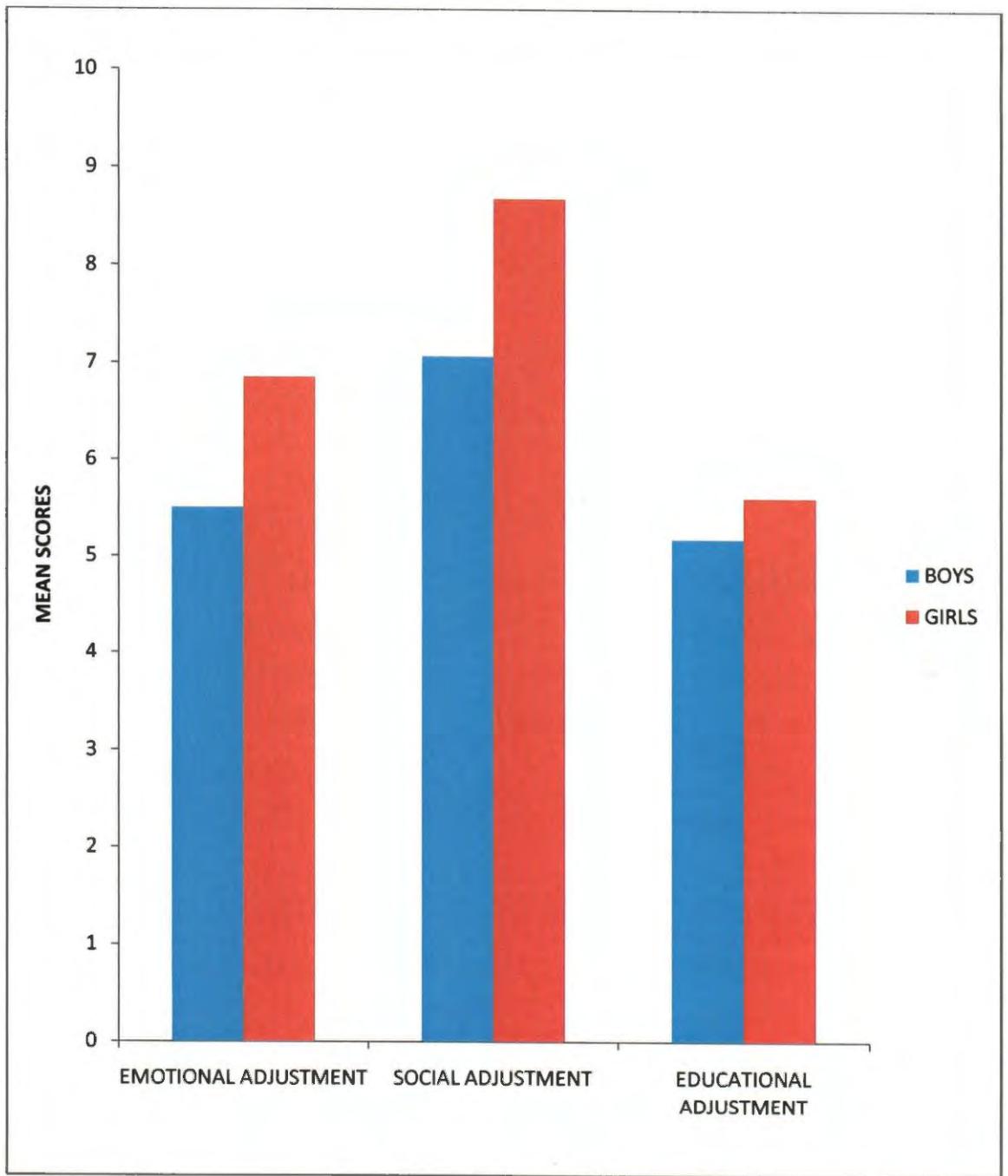
The results shows that the t-value (0.81) for the mean scores of boys and girls with respect to their educational adjustment is not significant at 0.05. Thus hypothesis, "There is no significant difference between educational adjustment of secondary school boys and girls" is **accepted**

Findings:

However, in the context of the mean scores it was found that the mean score of educational adjustment of girls (M=5.6,SD =5.18) is higher than that of the boys(M=2.48,SD=3.14). It reveals that the educational adjustment of the girls is less than the boys as high scores indicate low level of educational adjustment.

Mean scores of Educational Adjustment of Secondary School Boys and Girls is depicted in Graph-III. (pg.43)





Graph-III:

Mean scores of Emotional Adjustment, Social Adjustment and Educational Adjustment of Secondary School Boys and Girls

Medium of Instruction and Emotional Adjustment

H₀9 There is no significant difference in Emotional adjustment of English and Hindi medium secondary school students.

Table-4.3.9: Emotional Adjustment Scores of Secondary School Students: Comparison between English and Hindi medium secondary school students.

| MEDIUM OF INSTRUCTIONS | N | MEAN | SD | df | "t" | SIGNIFICANCE |
|------------------------|----|------|------|-----|------|-----------------|
| HINDI MEDIUM | 60 | 6.12 | 3.17 | 118 | 0.22 | Not Significant |
| ENGLISH MEDIUM | 60 | 6.23 | 2.51 | | | |

Table- 4.3.9 further depicts that t-value (0.22) of English Medium Students and Hindi Medium Students with respect to their Emotional adjustment is not significant at 0.05 levels. Thus hypothesis, "There is no significant difference in the Emotional adjustment of English Medium and Hindi Medium Secondary School Students" is **accepted**.

Findings:

However, in the context of the mean scores it was found that the mean scores of Emotional Adjustment of Hindi Medium Students (M=6.12, SD=3.17) is less than that of the English Medium Students (M=6.23, SD=2.51) which indicates low level of emotional adjustment among the English Medium Students.

Mean scores of Emotional Adjustment of English and Hindi medium Secondary School Students is depicted in Graph-IV. (pg.47)

Medium of Instruction and Social Adjustment

H010 There is no significant difference in Social adjustment of English and Hindi medium secondary school students.

Table-4.3.10: Social Adjustment Scores of Secondary School Students: Comparison between English and Hindi medium secondary school students.

| MEDIUM OF INSTRUCTIONS | N | MEAN | SD | df | "t" | SIGNIFICANCE |
|------------------------|----|------|-----|-----|-----|--------------|
| HINDI MEDIUM | 60 | 9.5 | 3.5 | 118 | 5.7 | 0.01 |
| ENGLISH MEDIUM | 60 | 6.25 | 2.7 | | | |

Table-4.3.10 further depicts that calculated t-value (5.7) is greater than table "t" value (2.62) is significant at 0.01 levels. Thus hypothesis, "There is no significant difference in the Social adjustment of English Medium and Hindi Medium Secondary School Students" is **rejected**

Findings:

However, in the context of the mean scores it was found that the mean score of social adjustment of Hindi Medium Students is higher (M=9.5, SD=3.53) than that of the English Medium Students (M=6.25, SD=2.66). It reveals that the social adjustment of Hindi medium Students is less than the English medium Students as high scores indicate low level of social adjustment.

Mean scores of Social Adjustment of English and Hindi medium Secondary School Students depicted in Graph-IV.(pg.47)

Medium of Instruction and Educational Adjustment

H011 There is no significant difference in Educational adjustment of English and Hindi medium secondary school students.

Table-4.3.11: Educational Adjustment Scores of Secondary School Students: Comparison between English and Hindi medium secondary school students

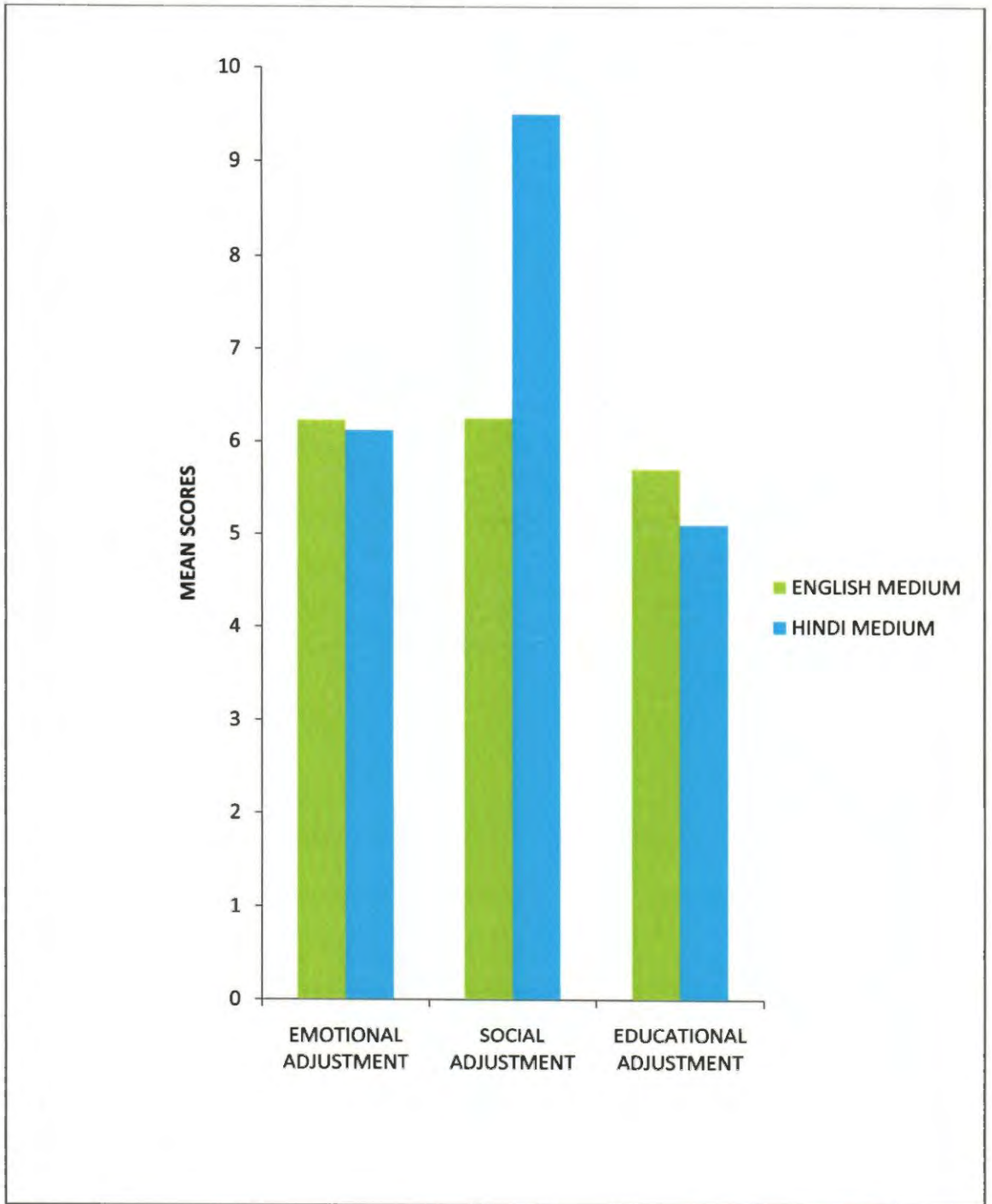
| MEDIUM OF INSTRUCTIONS | N | MEAN | SD | df | "t" | SIGNIFICANCE |
|------------------------|----|------|------|-----|-----|-----------------|
| HINDI MEDIUM | 60 | 5.1 | 3.13 | 118 | 1.2 | Not Significant |
| ENGLISH MEDIUM | 60 | 5.7 | 2.5 | | | |

At last the results shows that the t-value (1.2) of English Medium and Hindi Medium Students with respect to their Educational adjustment is **not significant**. Thus hypothesis, "There is no significant difference in the social adjustment of secondary school boys and girls " is **accepted**.

Findings:

However, in the context of the mean scores it was found that the mean score of educational adjustment of Hindi Medium Students (M=5.08,SD=3.13) is lower than that of the English medium Students (M=5.7,SD=2.5). It reveals that the educational adjustment of the English medium Students is less than the Hindi Medium Students as high scores indicate low level of educational adjustment.

Mean scores of Educational Adjustment of English and Hindi medium Secondary School Students depicted in Graph-IV. (pg.47)



Graph-IV:

Mean scores of Emotional Adjustment, Social Adjustment and Educational Adjustment of English and Hindi medium Secondary School Students

DISCUSSION

The present research reported (Table-4.3.1) that there exists significant relationship between Academic Anxiety and Adjustment which have the support of the findings of **Kochgaway (1993)**.

In the Present research it is revealed (Table 4.3.2) that girls suffer significantly more with Academic Anxiety than boys. This result finds ample support from the results obtained by **Gupta .et.al (2011)**, **Khosravi (2005)**, **Bhansali& Trivedi (2008)** and **Singh (2009)**.

Secondary School students from Hindi medium schools were slightly more anxious than their English medium counterparts (Table-4.3.4). There was a significant difference observed. This result is supported by the findings of **Deb,Chatterjee & Walshi (2010)** & **Yagnik & Gunthey (2001)**.

The result shows significant difference between adjustment scores of girls and boys (Table-4.3.3). Contradictory results are reported in a study by **Gehlawat (2009)** where it was found that the boys and girls do not differ significantly with respect to their total adjustment. In the research it was found (Table-4.3.6) that there is no significant difference in the mean scores of boys and girls with respect to their Emotional adjustment. This result is in accordance with the research findings of **Gehlawat (2009)**. The present study reveals that the social adjustment of the girls is less than the boys as high scores indicate low level of social adjustment (Table-4.3.7). Thus the result have ample support of the findings of **Prajapati (2012)**. The present research shows no significant difference between educational adjustment of secondary school boys and girls

(Table-4.3.8). This result is in accordance to **Gehlawat (2009)**.The research also reveals that the educational adjustment of the girls is less than the boys as high scores indicate low level of educational adjustment. This has an ample support of **Prajapati (2012)**.

The present research findings shows significant difference between adjustment scores of Hindi medium and English medium Secondary School Students (Table-4.3.5) .This is in accordance with the findings of **Raju & Rahamtulla (2007)**

CONCLUSIONS:

In a nutshell, results of this study of 120 secondary school students in BHEL Areas of Bhopal, show that academic anxiety was prevalent in the sample with the girls registering high academic anxiety. The findings of the study, although modest, speak in favor of anxiety prevention efforts for Secondary School student and catering adjustment problems. The secondary school students (entering from pre-adolescence to adolescence) find difficulty in making adjustment in stress full academic situations leading to academic anxiety. If certain psychological as well as academic issues are handled properly at secondary schools, then these students will face the coming school life with more confidence and positive attitude.



CHAPTER - V

SUMMARY

CONCLUSIONS

AND

SUGGESTIONS

CHAPTER-V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION:

School is one the most important foundation pillars on which the child's personality develops. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. In modern time the school is 'a major cause of Academic anxiety among children along with Parents' high educational expectations and pressure for academic achievement. The adjustment and problem areas of many adolescents in the school is due to the problems concentrated on academic anxiety followed by anxiety regarding their future. Thus, the constant dread about the school, and also school subjects has certainly affected the students. This study aims to find out the relationship between Academic Anxiety and Adjustment among Secondary School students along with the Academic Anxiety prevailing among the Gender and Medium of Instructions as well as Adjustment. The present study is **Descriptive Survey Research**. Population is **Secondary School Students of IX standard**. **Simple Random Sampling** was used for the selection of the sample of 120 students (60 were boys and 60 were girls). **Tools** used in the this study is **Adjustment Inventory for School Students (AISS)** by Sinha & Singh(1993) and **Academic Anxiety Scale for Children** by Singh & Sengupta (1984). The Statistical Techniques used are **Pearson's Product Moment Correlation and "t" Test** to check the hypotheses statistically. Karl Pearson correlation co-efficient was used to know the relationship between Academic Anxiety and Adjustment.

OBJECTIVES OF THE STUDY

- To study the relationship between Academic Anxiety and Adjustment of secondary school students

- To study the difference of Academic Anxiety of secondary school students with respect to :
 - Gender
 - Medium of Instruction.

- To study the difference of Adjustment of secondary school students with respect to :
 - Gender
 - Medium of Instruction

HYPOTHESES:

- There is no significant relationship between academic anxiety and adjustment of secondary school students.

- There is no significant difference in academic anxiety of secondary school boys and girls.

- There is no significant difference in the academic anxiety of English and Hindi medium secondary school students

- There is no significant difference in adjustment of secondary school boys and girls.

- There is no significant difference in the adjustment of English and Hindi medium secondary school students.

MAJOR FINDINGS OF THE STUDY

- There is a significant relationship between academic anxiety and adjustment of secondary school students.
- There is a significant difference in academic anxiety of secondary school boys and girls.
- There is a significant difference in the academic anxiety of English and Hindi medium secondary school students
- There is a significant difference in adjustment of secondary school boys and girls.
- There is a significant difference in the adjustment of English and Hindi medium secondary school students.

DISCUSSION:

The study reveals that there is a significant relationship between Academic anxiety and Adjustment (Table-4.3.1). The present findings aroused since the lives of children and adolescents are full of stress, tension, and apprehension due to current education system, 'extra tuition', coaching classes, competitive exams, different subjects such as Mathematics, English, Sanskrit admission processes, parental attitude etc which affects the mental health of the students. This affects the relationship between the individual and the environment, which leads to the development of adjustment problems.

It was found that there is a significant difference in academic anxiety of secondary school boys and girls (Table-4.3.2) since right from early childhood differential environment provided to girls and boys is reflected in

their personality. Boys in general have better self – esteem. Girls are more prone to depression, and have low self – esteem since today’s girls are getting involved in the frenzy of competitions and career worries. As a result even for girls, the emerging source of depression is the increasing dreams and aspirations regarding their independence and career. All these make them more vulnerable to emotional pressures and problems one of which is found to be the high academic anxiety.

Significant difference in the academic anxiety in English and Hindi Medium Students was found in the study (Table-4.3.3). This may be explained by the growing trend to view Hindi medium schools as inferior to English medium schools. The mother tongue for most children in Bhopal is Hindi, with English being the most widely-used second language. Parents, and indeed, students themselves, may presume that education in Hindi medium schools is a disadvantage in that it segregates them from the English-dominated world of knowledge and future employment opportunities in English-speaking countries (Annamalai, 2004). Also the Socio-Economic status affects the anxiousness of the students studying in the Hindi medium schools since their family belongs to lower income groups and more over girls are mostly deprived of many amenities too.

Significant difference is adjustment in Secondary school Boys and Girls was found (Table-4.3.4). Society generally does not define a distinctively definite role for adolescents. And hence, they are caught in the ambiguous overlap between the categorically defined roles of childhood and adulthood. This at times generates among them aggressive and reactionary behavior which many a time is socially disapproved. Girls are still now under the bondages of the family rules and regulations in India. Mostly they suffer

gender biasness at every corner of their life. Their psychological needs also are not appreciated in proper perspective by the society.

Significant difference was observed in the adjustment in English and Hindi Medium Secondary School Students was observed (Table-4.3.5). It may be due to the family background or the socio -economic status of the students. Students from middle socio- economic status (English medium schools) have normal adjustment level in comparison to their counterparts in Hindi medium schools. This reveals that all the students of middle socio-economic status have lower adjustment problems due to their background and surrounding.

5.2 DELIMITATIONS OF THE STUDY:

The present study is limited to Secondary School Students belonging to IX class of BHEL Area, Bhopal.

120 Students are taken as a sample.

The variables taken in this study are:

- Academic Anxiety
- Adjustment (Educational , Emotional and Social).

5.3 EDUCATIONAL IMPLICATION:

The present study revealed the presence of Academic Anxiety among students so , it should be dealt with care from the very stage so that after years the individual do not develop into the maladjusted individuals leading to various psychological disorders. Academic anxiety can negatively affect the achievement and performance as well as social and psychological development among children and adolescents. The road to recovery is a team effort.

For Teachers:

- Teachers must be aware of academic anxiety and how it may affect their students. Students can experience academic and social success , when need based support is provided in place, whether in schools or at home or both.
- Keeping the individual differences in view the teacher should insist on the different types of learning styles to overcome the fear in difficult subjects. Such as the concept mapping is significantly more effective than the traditional/expository teaching strategy in enhancing learning in biology. In addition, it apparently reduces students' anxiety towards the learning of biology. visualization is an effective, non disruptive method that can be used in the typical public speaking class to help reduce speech anxiety(Ayres & Hopf 1985)
- Provide a classroom climate that permits students to feel free to express themselves, even their difficulties and put forth their best efforts as individuals and as a member of groups.
- Accept that that every pupil is different and because he/she is different and need his/her pace to achieve the tasks.
- Teacher should make students aware of Time Management Techniques so that they could deal each subjects with appropriate concentration.
- The misconception that some subjects are more important than others should not be there, but all subjects should be treated with equal significance. Students should be counseled so that they do not develop a notion that some subjects are more difficult and important

than others. Strategies for relieving students' anxiety, such as in-class demonstrations of the technology.

- Teachers should develop specific relaxation techniques that best suit their particular students .e.g. .Yoga(Pranayam, Kapalbhathi etc)since the role of yoga in not only causing reduction in basal anxiety level but also attenuating the increase in anxiety score in stressful state such as exams Malathi & Damodaran(1999).

Teachers can be a part of the healing process, and students with academic anxiety can not only perform better academically but also socially, physically, and mentally.

For Administrators:

The following recommendations could be made at this level:

- It is essential to develop a curriculum that is inclusive of strategies of coping with different types of anxiety and also develop guidebooks to help students deal with different type of anxiety such as test anxiety.
- Schools should offer the same and equal opportunities to both boys and girls.

For Parents:

- Parents should avoid the comparison of their child with others.
- Due to high parental expectation the academic anxiety increases so its necessary to accept that each child is unique and need his/her own pace to perform.
- Parents should appreciate achievements of the students and motivate even the achievements are small this increase their self esteem and confidence and enable them to adjust.

- They should also have adequate rest before examinations and avoid last minute rush revision.
- Parents should encourage muscle relaxation techniques and listening to music. Stoudenmire (1975).

For Students:

Peer pressure can be equally negative, when friends in groups continuously compare marks and discuss the extent of revisions done, so it becomes important to avoid the negative remarks. Students should seek the help of father/mother during crises are better adjusted Unnisa (2011).

It is absolutely crucial that teachers, parents, guardian, counselors, social workers, and health professionals are knowledgeable about academic anxiety, it further influence on adjustment and be prepared to help students who suffer from them overcome their challenges, adjust to the situation and live happily.

SUGGESTIONS FOR FURTHER RESEARCH

The present study deals with the academic anxiety, which deals with the adjustment aspects of the personality of the secondary school students.

There are many dimensions of the personality, which are affected by the academic anxiety and adjustment. Further research with adjustment and its effects on the mental hygiene of the pupil are still to be pursued.

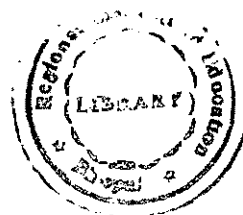
- The study such as “Comparative Study of Socio-Personal Adjustment and Mental Health among School Students”.
- Influence of home environment on mental health and adjustment of adolescents.

- Influence of educational system on mental health and adjustment of 8th, 9th and 10th grade students.
- Comparison of mental health and adjustment of adolescents studying in residential and non-residential schools.
- Math's Anxiety and Mental Health among Higher Secondary School Students.

CONCLUSIONS:

The major finding of this research indicates that the academic anxiety is leading to maladjustments among students. Also it insists that there is a serious academic anxiety and maladjustment problems in the girls as compared to boys.

These provide supportive evidence for quick measures in the area of academic anxiety, since it may lead to adjustment disorders leading to severe mental health problems. Students' mental health is an important issue since suicidal rate among students is increasing along with increasing rate of anxiety, depression etc. Latest findings indicate that anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide as well as in India. In India every day 6.23 students commit suicide because of academic failure (Deb 2012). All the above factors either singularly or in combination affect mental health of the students. In the given situation, there is an urgent need to come out with a comprehensive policy and school-based intervention program for addressing mental, physical and social health of school students for optimum utilisation of their creative talent for making a better nation





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APPENDICES

LIST OF THE TOOLS:

ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (AISS):

- **ENGLISH VERSION**
- **HINDI VERSION**

ACADEMIC ANXIETY SCALE FOR CHILDREN (AASC)

- **HINDI VERSION**
- **ENGLISH VERSION**

D - 359



| प्रश्न | हाँ | नहीं |
|--|--------------------------|--------------------------|
| 01. (क) क्या तुमको स्कूल में हमेशा किसी बात का डर लगा रहता है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 02. (ख) क्या तुम अपने सहपाठियों से मिलने से भागते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 03. (ग) पढ़ी हुई चीज को क्या तुम जल्दी ही भूल जाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 04. (क) किसी सहपाठी से कुछ अनुचित बात अनजाने में बोल दी जाती है तो क्या तुम तुरन्त क्रुद्ध हो जाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 05. (ख) क्या तुम दयालु स्वभाव के हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 06. (ग) क्या तुमको परीक्षा से डर लगता है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 07. (क) किसी शिक्षक द्वारा किसी गलती के लिए डाँटे जाने पर क्या तुम चिन्तित रहते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 08. (ख) क्या तुम कक्षा में किसी चीज को नहीं समझने पर शिक्षक से उठकर प्रश्न पूछने में हिचकिचाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 09. (ग) क्या कक्षा की पढ़ाई को समझने में तुम्हें कठिनाई होती है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. (क) क्या तुम अपने उन सहपाठियों से जिन्हें शिक्षक अधिक मानते हैं, ईर्ष्या करते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. (ख) क्या तुम शिक्षकों के बीच बेखटके चले जाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. (ग) क्या कक्षा की पढ़ाई को तुम ठीक से नोट कर लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. (क) क्या तुम, यह देखकर कि तुम्हारे बहुत से सहपाठी तुमसे अच्छे हैं, द्वेष करने लगते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. (ख) क्या स्कूल में तुम्हें कभी-कभी ऐसा लगता है कि तुम्हारा कोई मित्र नहीं है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. (ग) क्या कक्षा में पढ़ाई के समय तुम प्रायः ऊँघते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. (क) कुछ विद्यार्थियों को आपस में बात करते देखकर क्या तुम्हें लगता है कि वे शायद तुम्हारी निन्दा कर रहे हैं ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. (ख) क्या तुम आसानी से दोस्ती कर लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. (ग) क्या तुम इस स्कूल के शिक्षकों की पढ़ाई से सन्तुष्ट रहते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. (क) क्या तुम इस स्कूल के किसी कार्यक्रम में आगे नहीं आने पर दूसरों पर अपना क्रोध प्रकट करने लगते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. (ख) जब कुछ लड़के इकट्ठे होकर बात करते हैं तो क्या तुम भी बेखटके उनमें शामिल हो जाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |

22. (क) क्या तुम स्कूल में प्रायः उदास आकर रहते हो ?
23. (ख) क्या तुम सहपाठियों से मिलकर एक साथ काम करना चाहते हो ?
24. (ग) क्या तुम अपनी पढ़ाई की प्रगति से सन्तुष्ट हो ?
25. (क) क्या तुमको ऐसा लगता है कि शिक्षक तुम्हारी अवहेलना करते हैं ?
26. (ख) क्या तुम कक्षा में शिक्षक का ध्यान अपनी ओर आकर्षित करने की चेष्टा करते हो ?
27. (ग) क्या पढ़ना तुम्हें अपने लिए भार मालूम पड़ता है ?
28. (क) क्या जब कोई विद्यार्थी शिक्षक से तुम्हारी साधारण शिकायत की बात करता है तो तुम आवेश में आकर उसको हानि पहुँचाने का प्रयत्न करते रहते हो ?
29. (ख) क्या तुम प्रायः एकान्त में रहना पसन्द करते हो ?
30. (ग) क्या तुम्हारे शिक्षक पठन सम्बन्धी तुम्हारी कठिनाई को दूर करने के लिए हमेशा तत्पर रहते हैं ?
31. (क) क्या तुम अपने स्कूल से प्रायः असन्तुष्ट रहते हो ?
32. (ख) क्या तुम अपने स्कूल के विद्यार्थियों से मेलजोल बढ़ाते रहते हो ?
33. (ग) क्या तुम्हारे स्कूल के शिक्षक तुम्हारी प्रशंसा करते हैं ?
34. (क) क्या तुम गलती करने पर भी सीनाजोरी करने पर तुल जाते हो ?
35. (ख) क्या तुम कक्षा में आगे की सीटों पर बैठना पसन्द नहीं करते हो ?
36. (ग) क्या परीक्षा में प्रायः तुम कम अंक पाते हो ?
37. (क) क्या जब शिक्षक तुमसे कोई प्रश्न पूछते हैं तो तुम्हारे मन में उनके प्रति द्वेष-भाव उत्पन्न हो जाता है ?
38. (ख) क्या तुम्हारा अपने सहपाठियों से मेलजोल रहता है ?
39. (ग) क्या तुम यह चाहते हो कि स्कूल में और अधिक छुट्टियाँ रहें ?
40. (क) क्या तुम अपने सहपाठियों द्वारा किए गए कुछ हँसी-मजाक की बात पर भी तुरन्त तमतमा जाते हो ?

| प्रश्न | हाँ | नहीं |
|--|--------------------------|--------------------------|
| 41. (रु) क्या स्कूल की गोष्ठियों में तुम खुलकर भाग लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. (ग) क्या तुम छुट्टी के पहले ही कभी-कभी स्कूल से चले जाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. (क) क्या तुम अपने सहपाठियों से प्रायः झगड़ लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. (ख) क्या तुम स्कूल के खेलकूदों में भाग लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. (ग) क्या तुम्हारे कुछ शिक्षक तुम्हें प्रायः पढ़ाई के लिए डाँटते हैं ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. (क) क्या तुमको प्रायः स्कूल में दूसरों के प्रति शक बना रहता है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. (ख) क्या तुम अपने से ऊँचे कक्षा के छात्रों से बातचीत करने में लजाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. (ग) क्या तुम अपने शिक्षक को आदर की दृष्टि से देखते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. (क) जिस साथी से तुम्हारी पटती नहीं है उसके द्वारा कही गई अच्छी बात पर भी क्या तुम उद्वेगता दिखाते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. (ख) क्या इस स्कूल में तुम्हारे कुछ घनिष्ठ मित्र हैं ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. (ग) क्या कक्षा में तुम्हारा ध्यान पढ़ाई की ओर लगा रहता है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. (क) क्या परीक्षा में कम अंक आने पर तुम में शिक्षक के प्रति द्वेष-भाव उत्पन्न हो जाता है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. (ख) क्या तुम अपने सहपाठियों की हर प्रकार की सहायता करने को तत्पर रहते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. (ग) क्या तुम स्कूल के पुस्तकालय से किताबें तथा पत्र-पत्रिकाएँ लेकर पढ़ते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. (क) क्या तुम अपने से ऊपर कक्षा के छात्रों से मिलने में प्रायः डरते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. (ख) क्या तुम स्कूल के अन्य विद्यार्थियों को चिढ़ाकर मजा लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. (ग) क्या तुम स्कूल की वाद-विवाद प्रतियोगिताओं में भाग लेते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. (क) क्या अपने से नीचे की कक्षा के छात्रों से मिलने में तुम्हें ग्लानि होती है ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. (ख) क्या तुम अपनी नोट-बुक या पुस्तक अपने सहपाठियों के माँगने पर सहर्ष दे देते हो ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. (ग) क्या तुम्हें शिक्षा सम्बन्धी बातों में दिलचस्पी रहती है ? | <input type="checkbox"/> | <input type="checkbox"/> |

1. (a) Are you always afraid of something in your school ?
2. (b) Do you avoid meeting your classmates ?
3. (c) Do you forget soon what you have read ?
4. (a) Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them ?
5. (b) Are you of a shy nature ?
6. (c) Are you afraid of examinations ?
7. (a) Do you worry your teacher scolding you for your mistakes ?
8. (b) Do you hesitate in asking a question when you don't understand something ?
9. (c) Is it difficult for you to understand the lessons taught in the class ?
10. (a) Are you jealous of those friends whom teachers appreciate very much ?
11. (b) When some of your teachers are together, do you go there without any complex ?
12. (c) Can you note down the lessons taught in class correctly ?
13. (a) Do you envy those classmates whom you think better than you ?
14. (b) Do you feel sometimes, as if you have no friend in your school ?
15. (c) Do you yawn when lesson is taught in your class ?
16. (a) When you see, some students talking themselves, do you think they are gossiping about you ?
17. (b) Are you able to get friendly with everyone easily ?
18. (c) Are you satisfied with the method of teaching of your teachers of this school ?
19. (a) Do you express your anger to others when you are not asked to come forward in any programme in your school ?
20. (b) When some students are talking together, do you join them freely.

Do you often feel that your school is not doing enough to solve the problems related to your problems ?

22. (a) Are you often sad and distressed in the school ?
23. (b) Do you like to join your classmates working together ?
24. (c) Are you satisfied with the progress in your studies ?
25. (a) Do you feel the teachers neglect you ?
26. (b) Do you try to attract the attention of your teacher to yourself in the class ?
27. (c) Is it a burden for you to study something ?
28. (a) Do you get yourself worked up and try to harm a student when he complains against you ?
29. (b) Do you often like to be alone ?
30. (c) Are your teachers always ready to solve your problems concerning your studies ?
31. (a) Are you often dissatisfied with your school ?
32. (b) Do you establish a friendly relationship with the students in the school ?
33. (c) Do your teachers in the school praise you ?
34. (a) Do you try to rationalise your mistake ?
35. (b) Do you like to sit in the front seats in the class ?
36. (c) Do you often get less marks in examination ?
37. (a) Do you resent it when your teachers ask you a question in the class ?
38. (b) Do you have a friendly association with your fellow students ?
39. (c) Do you like the idea of having more holidays in the school ?
40. (a) Do you get wild when one of your classmates jokes with you ?
41. (b) Do you openly take part in the school assemblies ?

43. (a) Do you sometimes get a headache in school ?
44. (b) Do you take part in the school sports ?
45. (c) Do some of your teachers often keep on scolding you for the studies ?
46. (a) Do you often have doubt on others in the school ?
47. (b) Are you shy of talking to the senior students in school ?
48. (c) Do you look at your teachers respectfully ?
49. (a) Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well ?
50. (b) Do you have some intimate friends in this school ?
51. (c) Do you pay attention to the lesson being taught in class ?
52. (a) Do you develop resentful feelings towards your teachers when you get less marks ?
53. (b) Are you always ready to help your classmates in everyway ?
54. (c) Do you borrow books and magazines from the school library and read them ?
55. (a) Are you often afraid of meeting the senior students ?
56. (b) Do you enjoy irritating other students in the school ?
57. (c) Do you take part in the debates ?
58. (a) Do you feel mentally depressed when you meet the senior students ?
59. (b) Do you lend your books or note-books gladly when your classmates ask for it ?
60. (c) Are you interested in the things regarding education ?

कथन

1. स्कूल के प्रधानाचार्य द्वारा बुलाये जाने पर मुझे बहुत घबराहट महसूस होती है। हाँ नहीं
2. परीक्षा का समय नजदीक आते ही मैं मानसिक तनाव (Mental tension) से ग्रस्त हो जाता हूँ। हाँ नहीं
3. अचानक कक्षा-अध्यापक (Class Teacher) द्वारा स्टाफ-रूम में बुलाये जाने पर मुझे बहुत डर लगता है। हाँ नहीं
4. देर हो जाने पर भी मुझे कक्षा में जाने से कोई संकोच नहीं होता है। हाँ नहीं
5. गणित शिक्षक के आते ही मैं ऐसा महसूस करता हूँ कि मुझे कुछ नहीं आता है और सब कुछ भूल गया हूँ। हाँ नहीं
6. अचानक अगर किसी कार्य वश भी स्कूल के कार्यालय में जाना पड़ा तो मुझे डर लगता है। हाँ नहीं
7. अगर मेरे माता-पिता के साथ शिक्षकों का वार्तालाप होता है तो वे मेरे बारे में क्या कह रहे होंगे, इसकी मुझे चिन्ता होती है। हाँ नहीं
8. मैं हमेशा अच्छे परीक्षाफल के लिए सोचता हूँ। हाँ नहीं
9. गृह-कार्य (Home work) नहीं करके जाने पर भी कक्षा में जाने से मुझे डर नहीं लगता है। हाँ नहीं
10. किसी भी विषय में निम्न प्राप्तांक (Low marks) आने पर मैं उसे दोस्ती एवं घर वालों को दिखाने में लज्जा का अनुभव करता हूँ। हाँ नहीं
11. कक्षा अध्यापक (Class Teacher) अगर खड़ा करके कोई प्रश्न पूछें तो मुझे डर लगने लगता है। हाँ नहीं
12. इंग्लिश के शिक्षक द्वारा अचानक क्लास में कुछ पूछे जाने पर मुझे घबड़ाहट महसूस होती है। हाँ नहीं
13. अगर मुझे यह पता चलता है कि किसी छात्र या मेरे दोस्त को अनुशासित न होने के कारण बड़ी सजा मिलने वाली है तो मैं काफी तनावग्रस्त हो जाता हूँ। हाँ नहीं
14. परीक्षा के समय अक्सर मैं यह स्वप्न देखता हूँ कि प्रश्न-पत्र मिलने पर भी मुझे कुछ याद नहीं आ रहा है। हाँ नहीं
15. पढ़ाते समय यदि कक्षा अध्यापक मेरे सामने आकर खड़े हो जाते हैं तो मैं भी सचेत हो जाता हूँ। हाँ नहीं
16. प्रधानाचार्य से बात करने में मुझे कोई घबराहट नहीं होती है। हाँ नहीं
17. परीक्षा शुरू होने के समय से कुछ पूर्व अगर मैं स्कूल नहीं जा पाता हूँ तो मुझे चिन्ता होती है। हाँ नहीं
18. कक्षा में पहली बेंच पर मैं कभी नहीं बैठता हूँ। हाँ नहीं
19. परीक्षा कब शुरू होगी इसकी उत्सुकता मुझे हमेशा बनी रहती है। हाँ नहीं
20. संस्कृत का अध्ययन मेरे लिए मानसिक तनाव का कारण बन जाता है क्योंकि मुझे संस्कृत का उच्चारण बहुत ही कठिन लगता है। हाँ नहीं



ACADEMIC ANXIETY SCALE FOR CHILDREN (AASC) (ENGLISH VERSION)

YES NO

1. When called by the school principal I feel very nervous. YES NO
2. When examination time comes close I suffer with mental tension. YES NO
3. Suddenly called by the class teacher in the staffroom I feel great fear YES NO
4. Being late, I do not feel any hesitation in going in the class room YES NO
5. When Mathematics' teacher arrives I feel that I don't know anything and have forgotten everything. YES NO
6. Suddenly for any piece of work I fear to go to school office YES NO
7. If there is any conversation between my parents and teacher then I feel tensed of what he/she might be telling to them. YES NO
8. I always think about good results. YES NO
9. Without doing the Homework also I do not feel any fear in going to class YES NO
10. On securing low marks in any of the subjects I feel shame in showing them to friends and family members. YES NO
11. When class teacher ask any question by making the students to stand up I start feeling fearsome. YES NO

- 12.Sudden asking of questions by the English teacher makes me feel nervous .
- 13.If I come to know that any student or my friend is punished due to indiscipline behavior I feel very much tensed.
- 14.During exam time I dream that after getting the question paper I do not remember anything.
- 15.While teaching the teacher comes near me stand in my front I feel conscious.
- 16.I do not fear while talking to the principal.
- 17.Before starting the examination if I am not able to reach the school then I worry.
- 18.I do not sit on the front bench of the class.
- 19.I am very much eager about when the examination will begin.
- 20.Sanskrit studies leads to mental tension for me because I feel the pronunciations of Sanskrit to very difficult.