Abstract

Sound mental health is for a fully functioning individual. An unhealthy person finds great difficulty in executing behaviour necessary to reach the goal. It is well said that sound mind reside in sound body. The state of anxiety is the most significant and pervasive state of apprehension and fears, which affect student’s achievement. In its severity it renders individuals completely helpless and ill equipped to face their problems. This study attempts to assess the anxiety among male and female secondary school students in relation to their academic achievement. A sample of 200 (100 male & 100 female) was randomly selected from different type of Government & Private institutes of Kurukshetra District. The data was collected with help of Sinha’s Comprehensive Anxiety Test. Results showed that there is a significant difference in anxiety of male and female group. Female group has more anxiety than male group.

1 Introduction

The world is not a world as it used to be thousand years ago. Things are running very fast leaving behind. Man today has become materialistic, selfish and oriented. He has no worries about his fellow citizens. This responsibility towards nation is only confined to books and schools hours. We say that human behaviour varies at every stage according to his developmental process i.e. age, experience, company, education, occupation etc. During the stages of development a man faces several types of situations or problems. There may be many ups and downs in his life. If a man crosses these barriers successfully, he is happy and prosperous, but if he is unable to cross those barriers, it makes him unhappy and put him to some mental or physical stress. He looks differently. He lacks the capacity of
adjustment. This indicates that something is wrong in him or we say that he is deviating from the normal behaviour. This stage we ordinary call behaviour disorder. From the discussion we may conclude that abnormality in human being is a state of mental illness ranging from maladjustment to extreme cases of mental illness.

In the modern age man becomes self-oriented. Man has forgotten his responsibilities towards society as well as nature. Consequently man is facing a lot of problems and complexities for which he himself is responsible. They are frustration, isolation, anxiety, disillusionment, a state of confusion etc. Man today feels a lot of burden on his shoulders. He is anxious even about performing his day-today routine work. When the significance of the task is increased, the degree of his consciousness automatically increases. And this state of anxiety is most significant and pervasive which affects the life of an individual. Anxiety in its severe state makes an individual completely helpless and ill equipped to face the problems. Before discussing about the various aspects of anxiety the question arises what is anxiety? The age today is the age of competition, rapid pace and complexities, in coping with which one-face difficulties. Due to this day-to-day pressures and difficulties, constant state of worry, tension, uneasiness, and depression exists in today’s society. That is exactly what is named as anxiety. There is no man without anxiety, though the degree varies from person to person.

2 Related Studies

- Basozitz et. Al., (1955). Defined anxiety is a conscious and reportable experience of intense dread and foreboding conceptualized to external threat.
- Fisher (1947) “Anxiety is a reaction to the unapproachable inner or subjective difficulties, of which the individual have no idea”
- Nagaraju (2002). conducted a study on 224 X Class students in Anantapur district of Andhra Pradesh and found a correlation between anxiety and achievement which was negative and significant; the correlation between intelligence and achievement was positive and significant.

3 Objectives Of The Study

The following are the broad objectives of the study.

- To study the difference in anxiety among the students of the Govt. Secondary School in relation to their gender.
- To study the difference in anxiety among the students of Private Secondary School in relation to their gender.
- To study the difference in anxiety among the students of Govt. Secondary School in relation to their academic achievement
- To study the difference in anxiety among the students of Private Secondary School in relation to their academic achievement

4 Hypothesis

- There exists no significance difference in mean anxiety scores of male & female students study at Govt. Secondary Schools.
- There exists no significant difference in mean anxiety scores of male & female students study at Private Secondary Schools.
- There exists no significance difference in anxiety among students of Govt. Secondary School in relation to their academic achievement.
There exists no significant difference in anxiety among students of Private Secondary School in relation to their academic achievement.

5 Research Methodology
Descriptive survey method has been used to conduct the present study.

Sample
For the present study a sample of 200 students enrolled in Govt. And Private Schools of Kurukshetra district were selected on the basis of random sampling. These students were selected on the basis of academic achievement and gender.

Tools of the study
- Sinha’s Comprehensive Anxiety Test
- Academic Achievement Record

Techniques of Statistical Analysis
- Mean and Standard Deviation.
- T-ratio was worked out to find out significant difference in the level of anxiety.

Results and Discussion
To find out the significance of difference between male & female students studying in Govt. Secondary School in their level of anxiety, mean, SD & t-test was used.

6 Analysis & Interpretation Based on Descriptive Statistics
This section deals with the analysis and interpretation based on total scores of spiritual intelligence and social intelligence of students studying in secondary level teacher training course-descriptive statistics computed. The detail has been pretended below in table 1.

Table 6.1: Mean, Standard Deviation And ‘t’ Value Of Male And Female Students Studying At Govt. Schools

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>46.38</td>
<td>8.85</td>
<td>3.98</td>
<td>1.80</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>39.22</td>
<td>9.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 level = 1.96 & at 0.05 level = 2.58

It implies that there exists no significant difference between the male & female students of Govt. Sec. School in their level of anxiety.

Table 6.2: Mean, Standard Deviation And ‘t’ Value Of Male And Female Students Studying At Private Schools

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>44.55</td>
<td>8.85</td>
<td>4.38</td>
<td>1.87</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>36.35</td>
<td>9.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It implies that there exists no significant difference between the male & female students of Private Sr. School in their level of anxiety.
Table 6.3: Mean, Standard Deviation And ‘t’ Value Of High And Low Academic Achievement Groups Studying At Govt. Schools

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>44.60</td>
<td>8.77</td>
<td>1.78</td>
<td>4.66</td>
<td>0.01</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>36.30</td>
<td>8.91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 = 1.96 & at 0.01 = 2.58

It implies that there exists significant difference between the students of high and low academic status group studying in the Govt. Sec. Schools in their level of anxiety. This shows that the academic achievement is effected by their degree of anxiousness. It means that students with high academic have low anxiety than the students with academic achievement.

Table 6.4: Mean, Standard Deviation And ‘t’ Value Of High And Low Academic Achievement Groups Studying At Private Schools

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High academic achievement</td>
<td>50</td>
<td>45.89</td>
<td>8.77</td>
<td>1.90</td>
<td>4.71</td>
<td>0.01</td>
</tr>
<tr>
<td>Low academic achievement</td>
<td>50</td>
<td>36.93</td>
<td>8.91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 level = 1.96 & at 0.01 level = 2.58

It implies that there exists significance difference between the students of high and low academic status group studying in Private Sec. Schools in their level of anxiety. This shows that the academic achievement is effected by their degree of anxiousness. It means that students with high achievement have low anxiety than the students with low academic achievement.

7 Findings And Conclusions

The following conclusion emerged out of the present study.

a) There exists no significant difference in anxiety of male & female students studying at Govt. Sec. Schools.

b) There exists no significant difference in anxiety of male & female students studying at Private Sec. Schools.

c) There exists significant difference in Anxiety of students having high and low academic achievement studying at Govt. Sec. Schools.

d) There exists significant difference in Anxiety among students having high and low academic achievement studying at Private Sec. Schools.

8 Educational Implication

The following educational implications are presented on the basis of findings of the study. The conclusion related to anxiety problems shows that there is significant difference in anxiety of male and female groups. This means that anxiety of students is affected by their sex. Female group has more anxiety than female group. Some implications are for teachers & teacher educators are:
a) They should provide guidance for females.
b) Females should be prepared for self-dependence.
c) Emotional stability should be developed in females.
d) They should make female group aware of their potentialities and try to develop them to maximum.
e) They should be provided with necessary guidance at the appropriate time by qualified personnel.
f) Learning by earning should be made an integral part of curriculum.
g) The teacher educator should employ different methods of teaching, e.g. project method, discussion method, lecture method and problem solving method.
h) Proper guidance and counselling should be provided at proper time.

References