



STUDY ON ANXIETY LEVEL AMONG SCHOOL STUDENTS UNDERGOING HIGHER SECONDARY EXAMINATION

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Abstract—Today anxiety is a common phenomenon of everyday life. It plays a crucial role in human life because all of us are victim of anxiety in different ways (Goodstein and Lanyon, 1975). The aim of this study was to assess the stress level of academic among the higher secondary school students. Sampling technique that was used for the selection of the sample in this case was convenience sampling based on inclusion and exclusion criteria with the sample size was 150. The research instruments are questionnaire method. Collected data were statistically analyzed through descriptive statistics and inferential statistics and also findings could be useful for the students to know their level of anxiety and they can take up necessary and sufficient practices to reduce their anxiety.

Keywords: Academic anxiety, higher secondary school

I. INTRODUCTION

Anxiety is an essential, physical response that communicates the needs to pay attention something in the environment. Anxiety is an emotional and behavioural disorder caused by the activation of sympathetic nervous system. Anxiety disorders are rising among students (Ieta, 2001). But keep feeling anxiety could be interrupt student performance.

The higher secondary level is a milestone in the academic life of any student. During this period, the student and his/her parents take the crucial decisions of future career selection. Adolescents worried about their academic performance. Many students are under great parental pressure to get high mark. Anxiety in this case plays the role of giving a powerful signal to the individual he/she is unprepared for the impending event. Coon & Mitterer (2008). While quoting a report by the National Institute of Mental Health (NIMH, (2006). Have stated that in any year, roughly 18% of the adult population suffers from anxiety disorder complications.

Wine (1971) presented an intentional model of test anxiety. According to this model, individual with test anxiety mostly focus on activities which are irrelevant to given test.

According to Cornell University. Academic anxiety is the result of bio chemical processes in the body and the brain that make your attention level increase when they occur. The chances happen in response to exposure to a stressful academic situation, such as completing school assignments, presenting a project in class or taking a test.

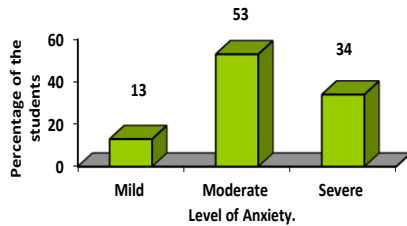
II. METHODOLOGY

This study followed quantitative non-experimental simple descriptive study. Design, assessing the level of anxiety among higher secondary school students. Also the investigator chosen Public schools at Namakkal (dist) for the survey method. The investigator used the study Hamilton Anxiety Rating Scale by Max Hamilton (1959). The sample for the present investigation is selected by using convenience sampling method. The sample consists of 150 higher secondary students (75 Male and 75 female). Questionnaire was administrated to students. Participants filled the questionnaire in the presence of researcher.

In statistical method, the data was analysed using SPSS package. The collected data were subjects to statistical analysis. Normality of the data was tested using Shapiro-wilk test and the data were followed normal distribution. The Mean and standard deviation (SD) for the variables academic stress scores were computed for the entire sample, based on which t-test was calculated. χ^2 -test was used for association between level of stress and personal profile. $P < 0.05$ consider as a statistically significant

III. RESULTS

Analysis of data means studying the organized material in order to discover inherent facts or phenomena. According to results Among 150 students gender was in equal proportion .Regarding type of family, 40% (60) of them were nuclear family and 60%(90) of them were joint family. Regarding Medium of study, 49 %(74) of them were belongs to Tamil whereas, 51(76) of them were English medium. However, residence showed majority 73% (110) of them were urban area whereas 27% (40) of them were rural area students. Regards private tuition, majority 87 %(130) of the students were going tuition whereas only 13% (20) of them not going special tuition. Regarding mode of stay, Majority 79% (101) of them were days scholar and 33 % (49) of them were hosteller. Academic level of anxiety data revealed that Majority 53% (79) having moderate level of anxiety and 34% (51) having severe level of anxiety, whereas, 13% (20) students having mild level of anxiety.



Variable	N	Mean±SD	T value	P value	
Gender	boys	75	12.4±7.3	1.66	0.098
	Girls	75	14.51±8.2		
Type of family	Nuclear	60	13.8±6.71	1.28	0.201
	Joint	90	12.3±7.21		
Medium of study	Tamil	74	17.7±7.7	1.29	0.198
	English	76	16.2±6.5		
Residence	Urban	110	14.6±11.01	0.55	0.582
	Rural	40	13.5±10.2		
Private tuition	Going	130	12.7±6.3	0.589	0.556
	Not going	20	13.6±6.7		
Mode of stay	Day scholar	101	10.5±9.8	0.66	0.505
	Hosteller	49	11.6±8.7		

Table1. Independent 't'-value of higher secondary school student's academic anxiety with regards to gender, type of family, Medium of study, Residence, Private tuition, mode of stay.

The above table inferred that average anxiety level among girls was 14.51 was higher than male (12.4) even though there was not significant difference between them with $t=1.66$, $p=0.098$. It has indicates anxiety was more or less same level when compared to genders.

Next the anxiety level between types of family was examined. It was found there was no significant difference between nuclear (13.8±6.71) and joint (12.3±7.21) with $t=1.28$, $p=0.201$. Regards medium of study, it showed there was no significant difference between Tamil (17.7±7.7) and English (16.2±6.5) with $t=1.29$, $p=0.198$. whereas, Regards Residence, it showed there was no significant difference between urban (14.6±11.01) and rural (13.5±10.2) with $t=0.55$, $p=0.582$. Regards private tuition, it showed there was no significant difference between going to tuition (12.7±6.3) and not going (13.6±6.7) with $t=0.589$, $p=0.556$. However, In mode of stay, it showed there was no significant difference between Day scholar (10.5±9.8) and not going (11.6±8.7) with $t=0.66$, $p=0.505$.

Regards association between level of Anxiety and selected personal profiles such as gender. Type of family, medium of study, residence, private tuition, and mode of stay.

The results showed there was no association between level of anxiety and gender ($\chi^2 = 3.90$, $p=0.142$), type of family ($\chi^2=0.98$, $p=0.612$). Whereas, medium of study ($\chi^2 = 3.07$, $p=0.215$).

And for residence ($\chi^2 = 3.18$, $p=0.181$), private tuition ($\chi^2 = 1.977$, $p=0.372$) and mode of stay ($\chi^2 = 5.16$, $p=0.076$).

IV. DISCUSSION OF THE RESULTS

Exam anxiety is experienced by almost every student before board exam. While mild anxiety is considered to be good for students to keep them task oriented, excess anxiety has been associated with poor performance (8).

In present study, the results obtained through statistical analysis of the data, it is concluded that, level of anxiety data revealed that Majority 53% (79) having moderate level of anxiety and 34% (51) having severe level of anxiety, whereas, 13% (20) students having mild level of anxiety due to higher secondary students is considered as a turning point in a student's life after they enter into university studies.

Anxiety of school students have an not impact on the academic anxiety level when compared each variables namely male/female, nuclear /joint, Tamil medium /English, Urban/Rural, going tuition/not and days scholar /Hosteller.

Regards association between level of Anxiety and selected personal profiles such as gender, Type of family, medium of study, residence, private tuition, and mode of stay. The results showed there was no association between level of anxiety and selected demographic profile.

V. CONCLUSION

The conclusion or final result based on analysis and interpretation of data may be stated as given below .The study concluded that majority of the students the anxiety level ranging from moderate to severe then followed by with small number of mild anxiety members in their examination. The results clearly indicates that anxiety level not differs among the gender, type of family, medium of study, residence, private Tuition, Mode of stay.

Therefore the higher secondary school students who are also the basic pillars of the education system of India need to be provided all kind of support from family and school.

VI. EDUCATIONAL IMPLICATION

The most outstanding characteristic of any research are that it contributes something new to the development of the area of concerned. On the basis of the above findings, we recommending to new investigator are inclined to have the following educational implications;

To reduce the anxiety level, revision classroom environment should be free and democratic.

Over burden may cause high academic anxiety .Thus Students not be loaded with extra burden.

Avoid cramming the night before examination.
Guidance services should be organized of school level.

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