ACADEMIC ANXIETY AMONG ADOLESCENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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Abstract:

This study was conducted to find out the relationship between Academic Anxiety and Socio-Economic Status of adolescents. Academic Anxiety Scale (AASC) developed by Siddiqui. M and Rehman. A (2017) and Socio-Economic Status Scale developed by Sunil Kumar Upadhyay & Alka Saxena (2010) were used to collect the data. In the present study, the population was concerned only those adolescents who are studying in class 11th in Baksa district of Assam. Four hundred students, (200 were male and 200 were female) were selected as sample of the study. From the data it revealed that there is negative correlation between academic anxiety and socio-economic status of adolescents and 80.6% of the variation in the academic anxiety is explained by socio-economic Status along with its dimensions.

Keywords: Academic Anxiety, Socio-Economic Status, adolescents.

Introduction:

Human life consists different stages like infancy, childhood, adolescence and adulthood. Adolescence is the most important and transitional phase of growth and development of the human being between childhood and adulthood. Adolescence is a transition phase in physical and mental development which is generally limited to the period from puberty to legal maturity. It is also a time of multiple transitions involving education, training, employment and unemployment, as well as the development from one state of life to another. Students' entering in the adolescent period comes across various issues like academic anxiety, academic depression, academic stress due to the lack poor socio economic status, poor academic performance, lack of life management skills, law and order problems in a particular society so on and so forth. Academic anxiety may be caused by emotional disorders, health disorders, maladjustment, poor study habits, low self-esteem, low intelligence, low achievement motivation, loneliness, drug-addiction, lack of exercise, poor economic status, poor social status, separation from family, poor family environment etc.

According to Sarita and Sombeer (2015), the study sought to determine the relationship between academic anxiety and socioeconomic status among secondary school students. This was an empirical study involving 200 secondary school pupils from Rohtak, Haryana, who were chosen at random. The findings revealed a substantial negative relationship between academic anxiety and secondary school students' socioeconomic position. The study also discovered a substantial negative relationship between academic anxiety and socioeconomic level of secondary school males and girls. Mohd Abid Siddiqui and Atieq Ul Rehman (2014), an Interactional Study of Academic Anxiety in Secondary School Students in Relation to Socioeconomic Status, Gender, and School Type was tried. The correlation coefficient was found to be -.189, indicating a negative relationship between academic anxiety and socioeconomic status. The calculated value is significant at the.01 level of confidence. Gautam (2011) discovered that teenage female students' academic anxiety is influenced by their socioeconomic position, and that proximity was determined to be an essential factor for academic anxiety in female students based on his research findings. Kumar (2013) investigated the association between academic anxiety and adolescent home environments and discovered a substantial correlation between academic anxiety and adolescent home environments. Joshi, Gumashta, Kasturva, and Deshpande (2012) investigated academic anxiety, an

increasing problem among urban mid-adolescent schoolchildren, and discovered that the majority of pupils exhibit significant pressure for academic achievement and therefore anxiety level.

Academic anxiety appears to be linked to a variety of issues, according to the literature reviewed above. Adolescents are more prone to anxiety due to their high degree of desire and ambition to attain scholastic success in present competitive society. With this in mind, the researchers chose the issue to investigate academic anxiety and its link to socioeconomic factors.

Statement of the problem:

To find out the solution of the problem, the research title has been stated as "Academic Anxiety among Adolescents in relation to their Socio-Economic Status."

Research Questions:

1. What is the level of academic anxiety and socio-economic status of adolescents?
2. What is the difference between the academic anxiety of male and female adolescents?
3. What is the difference among the academic anxiety of adolescents from arts, science and commerce stream?
4. What is the relationship between Academic Anxiety and Socio-Economic Status of adolescents?

Objectives of the study:

1. To study the level of academic anxiety and socio-economic status of adolescents.
2. To compare the difference between the academic anxiety of male and female adolescents.

3. To compare the difference among the academic anxiety of adolescents from arts, science and commerce stream.
4. To find out the relationship between Academic Anxiety and Socio-Economic Status of adolescents.

Hypotheses:

1. There is no significance difference between the academic anxiety of male and female adolescents.
2. There is no significance difference among the academic anxiety of adolescents from arts, science and commerce stream.
3. There is no significance relationship between Academic Anxiety and Socio-Economic Status of adolescents.

Research Methodology:

The descriptive survey method is used to study the problem referring academic anxiety and socio-economic status of adolescents of Baksa district of Assam. The stratified random sampling method was used to draw the sample for the present study. In the present study, the population was concerned only those adolescents who are studying in class 11th. As sample researcher has selected 400 students where 200 were male and 200 were female. For the collection of data following tools used:

1. Academic Anxiety Scale (AASC) developed by Dr. Mohd. Abid Siddiqui and Dr. Atieq Ui Rehman (2017).
2. Socio-Economic Status Scale developed by Sunil Kumar Upadhyay & Alka Saxena (2010).

Analysis and Interpretation of Data:

Mean, Median, Standard Deviation, Skewness and Kurtosis Scores of Adolescents obtained from academic anxiety Scale

	Mean	Median	Mode	Skewness	Kurtosis
Academic Anxiety	71.67	68	60	-0.52	-1.22

The above table shows that the mean, median and mode scores for the Adolescents obtained from academic anxiety Scale are 71.67, 68 and 60 respectively. The value of skewness was found negative (-0.52). Here, the negatively skewed value indicates that there are many students with their scores higher than the average academic anxiety score. Again, from the statistical calculation of kurtosis score of Adolescents obtained from academic anxiety Scale Negative value (-1.22) was found which is less than .263. So, the distribution of scores of academic anxiety is leptokurtic which means peaked distribution.

Mean, Median, Standard Deviation, Skewness and Kurtosis Scores of Adolescents obtained from Socio-Economic Status Scale

	Mean	Median	Mode	Skewness	Kurtosis
Socio-economic status	112.92	113	114	0.20	-1.09

The above table reveals that the mean, median and mode scores for the adolescents obtained from socio-economic status scale are 112.92, 113 and 114 respectively. The value of skewness was found positive (0.20). Here, the positively skewed value indicates that there are less students with their scores higher than the average socio-economic status score. Again, from the statistical calculation of kurtosis score of adolescents obtained from socio-economic status scale negative value (-1.09) was found which is less than .263. So, the distribution of scores of socio-economic status is leptokurtic which means peaked distribution.

T value of male and female adolescents obtained from academic anxiety Scale

Academic anxiety	Mean	SD	t-value	0.05 level of significance
Male	72.82	8.4	1.81	
Female	74.54	8.57		

The table observes that the mean value of male for academic anxiety is 72.82 and the standard deviation is 8.4. The mean and standard deviation of female are 74.54, 8.57 respectively and the computed t value is 1.81 which does not reach the critical value (1.96) at 0.05 level of confidence interval. Hence it is not significant and the null hypothesis that "There is no significant difference between the academic anxiety of male and female adolescents." is accepted

F value of adolescents from arts, science and commerce stream obtained from academic anxiety Scale

Sum of variation	Sum of squares	df	Mean square variance	F	0.05 level of significance
Between Groups	32.11	2	16.05	0.097	
Within Groups	2478.83	15	165.25		

The table show that the value of F was found .097 which does not reach the critical value (19.43) at 0.05 level of confidence interval. Hence it is not significant and the null hypothesis cannot be rejected. So it found that there is no significant difference among the academic anxiety of adolescents from arts, science and commerce stream.

Coefficient of Correlation for Academic Anxiety and Socio-Economic Status of adolescents

	Mean	SD	Person's correlation	Result
Academic anxiety	71.67	11.45	-0.898	Negative correlation
Socio-economic status	112.92	10.08		

The above table shows that mean and standard deviation of the academic anxiety of adolescents are 71.67 and 11.45 respectively, mean and standard deviation of adolescents regarding socio-economic status are 112.92 and 10.08 respectively. Coefficient correlation between Academic Anxiety and Socio-Economic Status is -0.898 which is negative correlation.

Regression Analysis for Academic Anxiety and Socio-Economic Status of adolescents

Model	Regression	Regression Square	Adjusted Regression Square	Standard Error
1	0.898	0.806	0.797	5.498

Above the table reveals that the coefficient of correlation between academic anxiety and socio-economic status was found 0.898 which means significant and positive correlation and the R Square value was 806, it means 80.6 % common variance found between academic anxiety and socio-economic status. So it can say that 80.6% of the variation in the academic anxiety is explained by socio-economic status along with its dimensions. The remaining 18.94% can be explained by other dimensions that are absent in the model.

The study has following major findings. The scores of adolescents regarding academic anxiety was found negative value of skewness (-.52) which indicates that there are many students with their academic anxiety scores higher than the average score. The scores of adolescents regarding socio-economic status also were found positive value of skewness (0.20). The study therefore reveals that the score of less students are more inclined to be distributed in the higher level of the distribution. There is no significant difference between the academic anxiety of male and female adolescents. There is no significant difference among the academic anxiety of adolescents from arts, science and commerce stream. There is high negative relationship between Academic Anxiety and Socio-Economic Status of adolescents 80.6% of the variation in the academic anxiety is explained by socio-economic status along with its dimensions.

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