

# 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 11<sup>th</sup> 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 51.4 % 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 the academic anxiety of male and female adolescents?
5. 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.

#### Methodology of the Study

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:

Academic Anxiety Scale (AASC) developed by Dr. Mohd. Abid Siddiqui and Dr. Atieq Ui Rehman (2017). 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	58.76	58	58	0.08	-.557

The above table reveals that the mean and median scores for the adolescents obtained from socio-economic status scale are 58.76 and 58 respectively. The value of skewness was found positive (0.08). 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 (-.557) 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	Not significant
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	Not significant
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	8.30	-0.717	Negative correlation
Socio-economic status	58.76	10.89		

The above table shows that mean and standard deviation of the academic anxiety of adolescents are 71.67 and 8.30 respectively, mean and standard deviation of adolescents regarding socio-economic status are 58.76 and

10.89 respectively. Coefficient correlation between Academic Anxiety and Socio-Economic Status is -0.717 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	0.717	0.514	0.513	8.93238

Above the table reveals that the coefficient of correlation between academic anxiety and socio-economic status was found 0.717 which means significant correlation and the R Square value was .514, it means 51.4 % common variance found between academic

anxiety and socio-economic status. So it can say that 51.4% of the variation in the academic anxiety is explained by socio-economic status along with its dimensions. The remaining 48.6% can be explained by other dimensions that are absent in the model

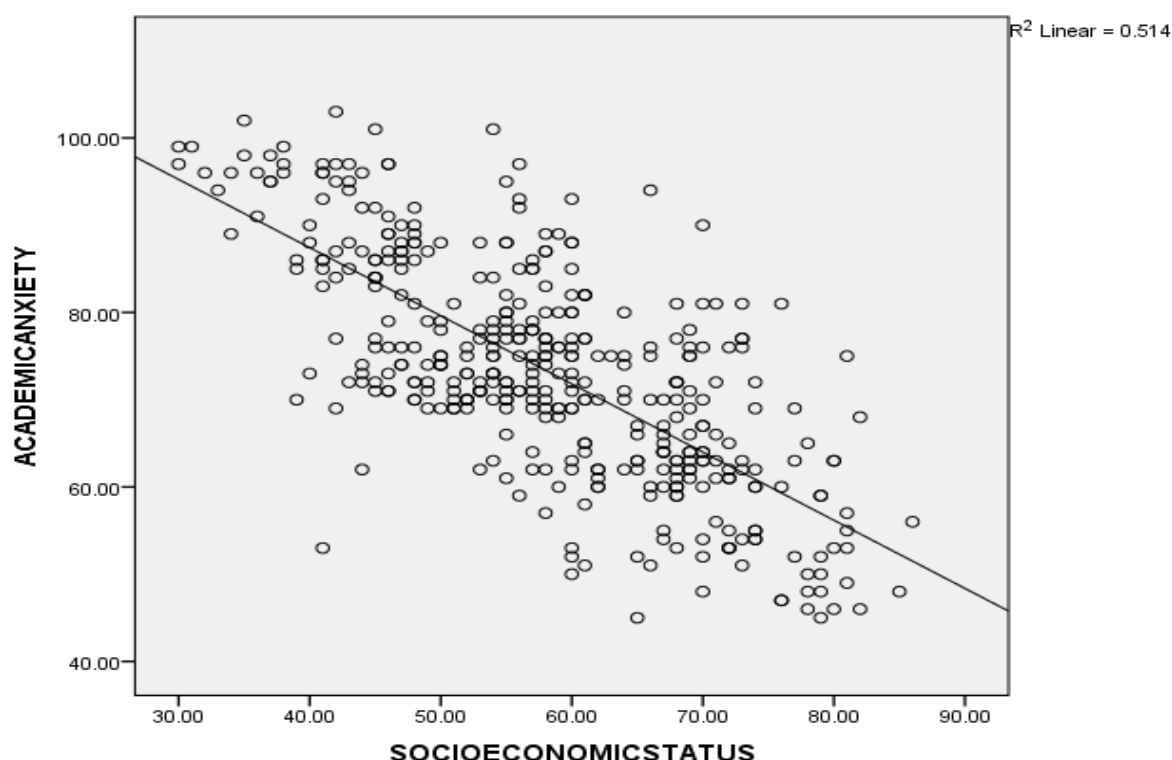
***Coefficients***

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	118679	2.256	-.717	52.616	.000
Socio-economic status	-.781	.038		-20.533	.000

a. Dependent variable: Academic Anxiety

In the above table it is shown that the t values of B-coefficients are significant at 0.05 level. This clearly represents that socio-economic status has negative impact on the academic anxiety of adolescents.

***Scatter diagram depicting Regression Analysis between the Academic anxiety and socio-economic status***



### Discussions of the Findings

The present research observed that 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 which is similar to Hasan, M. (2018) who studied on A Study of Academic Anxiety in Relation to Self-Disclosure, Self-Efficacy and Parental Support of Secondary School Students. Descriptive survey design and 1305 secondary school students from 42 government and private (CBCE Affiliated) schools were selected from the District Azamgarh (U.P.) Skewness and kurtosis score of Academic Anxiety are 0.074, -1.05 respectively.

The study also revealed that there is no significant difference between the academic anxiety of male and female adolescents. This result same with Kumara, A. who investigated on relationship of Academic Anxiety among Adolescents in relation to their Home Environment. 120 students were randomly selected as a sample, 60 from the urban region and 60 from the rural area. Boys and girls ranging in age from 16 to 18 years old were included in both groups. The pupils were chosen at random from Gohana Tehsil's senior

secondary school. Private/government senior secondary schools were chosen for study based on convenience and availability. Home Environment Inventory by Karuna Shankar Misra (1989) and Academic Anxiety Scale (AASC) by A.K Singh and A. Gupta (1984) were used for data collection. The analysis and interpretation of the data was done by calculating the mean, SD, t value and r value. This study indicates that the mean scores of Anxiety scores of boys and girls of Senior Secondary Schools do not differ significantly on the basis of Academic Anxiety

The present research measured the relationship between Academic Anxiety and Socio-Economic Status of adolescents. The finding of these research revealed that high negative relationship exist between Academic Anxiety and Socio-Economic Status of adolescents. The study has further discovered that socio economic status is an important variable which affects the academic anxiety in a negative manner. The objective of the study was to determine the link between academic anxiety and socioeconomic level among secondary school pupils. The research was conducted was an empirical study involving 200 secondary school pupils from Rohtak, Haryana, who were chosen at random. The survey was carried out using the descriptive survey approach. Academic Anxiety Scale for

Children (AASC) developed by Singh, A.K and Gupta, A.S. (1986) and Socio-Economic Status Scale developed by Kalia, A.K and Sahu S, (2011) was used for the collection of data. To determine the significance of the difference in means, the t test was used. The findings revealed a strong negative relationship between academic anxiety and secondary school students' socioeconomic level. The study also discovered a strong negative link between academic anxiety and socioeconomic level of secondary school males and girls. The finding also agree with Siddiqui, M. & Rehman, A. (2014) who studied an Interactional Study of Academic Anxiety in relation to Socio-Economic Status, Gender and School type among Secondary School Students. This study tried to study the relationship between dependent variable (Academic Anxiety) with independent variables (Socio-Economic Status) among Secondary School Students.

#### Suggestions for Further Research:

- Studies can be conducted on the other variables which are related with academic anxiety and socio-economic status like career aspiration, school environment, parental encouragement etc.
- Studies may be conducted different variables which are influence on academic anxiety.
- A study should be conducted covering broad area of India.

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