



A STUDY ON SCHOOL ANXIETY OF DIFFERENT CATEGORIES OF THE STUDENTS IN SECONDARY SCHOOLS IN TIRUVALLUR DISTRICT.

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ABSTRACT

This study examined the relationship between School Anxiety of Different Categories of the Students in Secondary Schools in Tiruvallur District. This study adopted normative survey method of research participants were 300 School Students randomly selected from various schools in Tiruvallur District. The Research Instruments used for data collection was The School Anxiety inventory constructed and standardized by Dr.Thukral Praveen, tested at 0.05 and 0.01 level of significance. It is found that there exists a positive relationship between the Boys and Girls secondary school students School Anxiety. It is inferred that the low level of secondary school students School Anxiety is 17.33%, High level is 24% and Moderate level is found to be 58.66%. Hence the secondary school students School Anxiety are Moderate in nature.

Keywords: School Anxiety, Gender, Sampling, Survey, Random Sampling Technique.

INTRODUCTION

Anxiety is one of the most studied phenomena in psychology. Although progress has been in the theoretical analysis of anxiety, the identification of conditions of its development, the construction of tools to diagnose anxiety as well as the invention of therapeutic techniques, the concept of anxiety has not been clearly defined and agreed upon. The perception of anxiety is differentiated from fear as it is described as a response to an unidentifiable danger or a predictable danger. Additionally, more, anxiety responses are over and over again more intense and frequent than is authorized by perceived threat the fear response is balanced to the objective danger. According to Spielberg (1983) "anxiety as the subjective feeling of tension, apprehension, nervousness, and worry related with an encouragement 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. Because they are more likely to interpret a wider range of situations as threatening; people with high trait anxiety tend to produce state anxiety more frequently than those with low trait anxiety (Head & Knight, 1988).

SCHOOL ANXIETY

School Anxiety is a complex syndrome that can be influenced by the child's temperament, the situation at school, and the family situation. Current thinking defines school phobia or school refusal as an anxiety disorder related to separation anxiety.

As a child, you may have had a few days when you didn't particularly want to go to school, maybe to avoid a particular classmate or a big homework assignment you failed to complete. This type of reluctance is different from school Anxiety, a condition wherein a child has a fear

of attending school. For these students, walking into a school can be a frightening feeling, and they might be overwhelmed by the school's size, of the number of people in it, or of feeling lost. This disorder was given its name in 1941 and may also be known as school refusal.

STATEMENT OF THE PROBLEM

A study on School Anxiety of different categories of the students in secondary Schools in Tiruvallur District.

OBJECTIVES OF THE STUDY

1. To find out the level of secondary school students School Anxiety.
2. To find out the level of secondary school Boys students School Anxiety.
3. To find out the level of secondary school Girls students School Anxiety.
4. To find out the level of secondary school Co-Education students School Anxiety.
5. To find out significant difference between the Male and Female secondary school students based on their School Anxiety.
6. To find out significant difference between the Tamil medium and English medium secondary school students in Boys schools based on their School Anxiety.
7. To find out significant difference between the Tamil medium and English medium secondary school students in Girls schools based on their School Anxiety.
8. To find out significant difference between the Rural and Urban area secondary school students in Boys schools based on their School Anxiety.

9. To find out significant difference between the Rural and Urban area secondary school students in Girls schools based on their School Anxiety.
10. To find out significant difference between the Rural and Urban area secondary school students in Co-Education schools based on their School Anxiety.
11. To find out significant difference between the Joint and Nuclear family secondary school students in Boys schools based on their School Anxiety.
12. To find out significant difference between the Joint and Nuclear family secondary school students in Girls schools based on their School Anxiety.
13. To find out significant difference between the Joint and Nuclear family secondary school students in Co-Education schools based on their School Anxiety.
14. To find out significant relationship between the Boys and Girls secondary school students based on their School Anxiety.
15. To find out significant relationship between the Boys and Co-Education secondary school students based on their School Anxiety.
16. To find out significant relationship between the Girls and Co-Education secondary school students based on their School Anxiety.

HYPOTHESIS OF THE STUDY

1. The level of secondary school students School Anxiety is Moderate in nature.
2. The level of secondary school Boys students School Anxiety is Moderate in nature.
3. The level of secondary school Girls students School Anxiety is Moderate in nature.
4. The level of secondary school Co-Education students School Anxiety is Moderate in nature.
5. There is no significant difference between the Male and Female secondary school students based on their School Anxiety.
6. There is no significant difference between the Tamil medium and English medium secondary school students in Boys schools based on their School Anxiety.
7. There is no significant difference between the Tamil medium and English medium secondary school students in Girls schools based on their School Anxiety.
8. There is no significant difference between the Rural and Urban area secondary school students in Boys schools based on their School Anxiety.
9. There is no significant difference between the Rural and Urban area secondary school students in Girls schools based on their School Anxiety.
10. There is no significant difference between the Rural and Urban area secondary school students in

Co-Education schools based on their School Anxiety.

11. There is no significant difference between the Joint and Nuclear family secondary school students in Boys schools based on their School Anxiety.
12. There is no significant difference between the Joint and Nuclear family secondary school students in Girls schools based on their School Anxiety.
13. There is no significant difference between the Joint and Nuclear family secondary school students in Co-Education schools based on their School Anxiety.
14. There is no significant relationship between the Boys and Girls secondary school students based on their School Anxiety.
15. There is no significant relationship between the Boys and Co-Education secondary school students based on their School Anxiety.
16. There is no significant relationship between the Girls and Co-Education secondary school students based on their School Anxiety.

RESEARCH DESIGN

METHODOLOGY

The study was through normative survey method of research and it is most suitable for the present study.

POPULATION

A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. (Best, 2003). The population of this study includes the student those who are studying in Secondary schools in Tiruvallur district.

SAMPLE

A stratified random sampling technique was adopted for the selections of Sample 300 Students were taken for the present study.

TOOLS AND TECHNIQUES

To verify the hypothesis formulated in the study, the following Tools have been used.

- The School Anxiety inventory constructed and standardized by **Dr.Thukral Praveen**.

STATISTICAL TECHNIQUES USED

Suitable descriptive and inferential techniques were used in the interpretation of the data to draw out a meaningful picture of results from the collected data. In the present study, the following statistical measures were used.

1. **Arithmetic Mean (x)**
2. **Standard Deviation**
3. **'t' Test.**
4. **Karl Pearson's Correlation Coefficient**

TABLE - 1

Table shows the significant difference between the Male and Female secondary school students based on their School Anxiety using mean scores.

VARIABLE	Gender	N	MEAN	SD	t-value	L.S
School Anxiety	Male	150	27.06	10.689	1.173	NS
	Female	150	25.71	9.241		

TABLE - 2

Table shows the significant difference between the Tamil medium and English medium secondary school students in Girls schools based on their School Anxiety using mean scores.

VARIABLE	Medium of Instruction	N	MEAN	SD	t-value	L.S
School Anxiety	Tamil	50	23.74	6.764	8.185	0.01
	English	50	34.22	6.018		

TABLE- 3

Showing the relationship between the Girls and Co-Education secondary school students based on their School Anxiety.

Variable	Number	Correlation
Girl's Vs Co-Education	200	0.502

MAJOR FINDINGS

1. It is inferred that the low level of secondary school students School Anxiety is 17.33%, High level is 24% and Moderate level is found to be 58.66%. Hence the secondary school students School Anxiety are Moderate in nature.
2. It is inferred that the low level of secondary school Boy's students School Anxiety is 15%, High level is 24% and Moderate level is found to be 61%. Hence the secondary school Boys students School Anxiety is Moderate in nature.
3. It is inferred that the low level of secondary school Girls students School Anxiety is 20%, High level is 23% and Moderate level is found to be 57%. Hence the secondary school Girls students School Anxiety is Moderate in nature.
4. It is inferred that the low level of secondary school Co-Education students School Anxiety is 8%, High

level is 14% and Moderate level is found to be 78%. Hence the secondary school studying Co-Education students School Anxiety are Moderate in nature.

5. There exists no significant difference between the Male and Female secondary school students School Anxiety mean scores.
6. There exists no significance difference between the Tamil medium and English medium secondary school students in Boys schools School Anxiety mean scores.
7. There exists no significant difference between the Tamil medium and English medium secondary school students in Girls schools School Anxiety mean scores.
8. There exists no significant difference between the Rural and Urban area secondary school students in Boys schools School Anxiety mean scores.
9. There exists no significant difference between the Rural and Urban area secondary school students in Girls schools School Anxiety mean scores.
10. There exists no significant difference between the Rural and Urban area secondary school students in Co-Education schools School Anxiety mean scores.
11. There exist a significant difference between the Joint and Nuclear family secondary school students in Boys schools School Anxiety mean scores.
12. There exists a significant difference between the Joint and Nuclear family secondary school students in Girls schools School Anxiety mean scores.
13. There exists no significant difference between the Joint and Nuclear family secondary school students in Co-Education schools School Anxiety mean scores.
14. There exists a positive relationship between the Boys and Girls secondary school students School Anxiety.
15. It is found that there is a positive relationship between significant relationship between the Boy's and Co-Education secondary school students School Anxiety.
16. It is found that there is a positive relationship between significant relationship between the Girl's and Co-Education secondary school students School Anxiety.

EDUCATIONAL IMPLICATIONS

School Anxiety is one of the most studied phenomena in psychology. Although progress has been in the theoretical analysis of School anxiety, the identification of conditions of its development, the construction of tools to diagnose anxiety as well as the invention of therapeutic techniques, the concept of School anxiety has not been clearly defined and agreed upon. The perception of School anxiety is differentiated from fear as it is described as a response to an unidentifiable danger or a predictable danger.

Additional more, School anxiety responses are over and over again more intense and frequent than is authorized by perceived threat the fear response is balanced to the objective danger.

It is observed that there exist a positive relationship between the Boys and Girls secondary school students School Anxiety. And overall moderate school anxiety is found among the secondary school students. Hence the teachers must psychologically deal the students to cope with these types of instant problems. The anxiety level of male students is found to be higher than the female students; hence parents must socially help the male students to avoid over anxiety of their ward towards school.

CONCLUSION

The findings of the present study are exhaustive enough to contribute the conclusion that school anxiety prevails in students of secondary Standard. The study has indicated that the secondary students show significant measures of anxiety. An attempt is made to suggest a few measures for the reduction of anxiety based on the existing literature. It is needless to state that to differentiate the level of anxiety among students. Anxiety is some level of distress caused by a fear of some future state of affairs and a feeling of apprehension, uncertainty and fear without apparent stimulus, and associate with physiological changes. It is a generalized feeling of dread or apprehension that is not focused on or directed toward any particular object or event. Hence the present study will surely help teachers, researchers and parents to know about school anxiety and should take some necessary actions to decrease anxiety to shine in the future competitive world.

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