

# **RELATION BETWEEN COMPREHENSIVE ANXIETY AND ACADEMIC ACHIEVEMENT IN SCIENCE AMONG THE STUDENTS OF MORARJI DESAI RESIDENTIAL SCHOOLS**

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## **ABSTRACT**

The present investigation is an attempt to study the academic achievement of morarji desai secondary stage students in relations to their Anxiety. A total of 120 students studying in Morarji Desai Redential schools in Bhadravathi Taluk, Karnataka were taken for the study. Purposive sampling was done for the collection of the data. Scales used were Comprehensive Anxiety Test developed by Sinha and Sinha and Academic Achievement test in science developed by investigator. Results revealed that comprehensive anxiety and academic achievement are negatively related at the low but definite level of correlation. Indicating that higher the anxiety, lower would be the academic achievement of the students.

Key Words : Anxiety , Academic Achievement and Morarji Desai Redential schools

## **Introduction:**

Education is as old as human race. Its importance has been realized since times immemorial and it continues right upon this day. It has been accepted as one of the primary

needs of every civilized person. 'Diogenes' is of the opinion that "Education is a controlling to the young, consolation to the old wealth to the poor and ornament to the rich". In modern times also education is a great irresistible force which has taken the entire world in its fold. In every year upon the education of the rising generation with a view to equip children fully for taking their rightful place in the civilized world.

Academic achievement has always been the center of educational research and is continues to be the primary and most important goal of education of all educational institutions established by the society to promote a whole some scholastic development During of a child.

Past three decades or so, the concept of anxiety has figured prominently in the psychological literature. Man is ambitious by nature. He has so many aspirations and desires to be fulfilled. He plans and strives hard for his realization but it may be possible that despite his best planning and efforts he may not get the desired success. At times he finds himself in the state of utter confusion and be wilderment. All the paths for going ahead sum to be blocked. This creates some sort of fear in an individual the fear of failure in a particular task makes him inactive this puts into a 'state' or 'condition' that can be termed as Anxiety.

A state of restlessness and agitation, often with general indisposition and a distressing sense of oppression at the epigastria. A vague unpleasant emotion that is experienced in anticipation of some (usually ill-defined) misfortune, a relatively permanent state of anxiety occurring in a variety of mental disorders.

Whoever has above mentioned anxiety they are always in some despair. They do not do any work properly. Always they are thinking deeply something they are in fear and ambiguity mind inferior complex. They do not sit or stand properly in any place sometimes they do not listen the other's words properly. Because of these reason they may face the problem of comprehensiveness in any object. Hence lack of comprehensiveness by anxiety is called 'comprehensive anxiety'. They do not listen lectures, Instructions in proper way because of these they forgets each and everything they may lose their presence of mind.

In the modern days Education system anxiety plays a very important role in every individual learner. The achievement of student work is mainly depends how student control and maintains the anxiety in every situation. Anxiety is some type of disorder now-a day's most of

the students facing different type of anxiety. Some has anxiety about their health their studies, their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about films, some dialogues, they thinking about some scenes which they seen in films, thinking about unnecessary things. Because of their anxiety. They do not concentrate in any work properly, it will effect on their academic achievement and failure in their life.

The concept of achievement refers to the fact that the subject is not merely executing task without assistance but is trying to perform well with the aim of chatting positive reinforcement for his demonstrated competence in the task. Academic achievement means, the achievement a student makes in school or college or university namely his marks in the examination which is the criterion for the performance of the student.

The Morarji Desai residential schools are purely residential and rural background, selection of the students on the merit basis. The investigator made an attempt to see the relation between comprehensive anxiety and academic achievement among students of Morarji Desai residential schools.

### **Significance Of The Study:**

One particular phase of applied psychology that is of major importance to all students regardless of their special interest is study efficiency. Too frequently students finish their schooling without having learned how to use their study time well. To complete one's assignment in a minimum amount of time with a high degree of success, permitting sufficient time for leisure reading, sports, relaxation and various extra-curricular activities is one important mark of a successful adjustment.

The impetus for the present study came from the belief that schools vary considerably in their functions and set up. Since Morarji Desai Schools are residential in nature the atmosphere in those schools may influence positively the students study habits, Motivation, Anxiety, Adjustment and the academic achievement. The Morarji Desai residential schools are purely residential and rural background, selection of the students on the merit basis. The investigator made an attempt to see the relation between comprehensive anxiety and

academic achievement among students of Morarji Desai residential schools.

Numbers of researches have been conducted to see the relationship between Comprehensive Anxiety and academic achievement. However there are no researches related Morarji Desai Schools.

Morarji Desai Residential Schools were started in 20 districts during 1995-96 there is a provision for 50 students in each class from standard VI to X (250 students per school) The Education Department of Karnataka government came up with the concept of Morarji Desai Government Model Residential schools in 1995. They were modeled on the lines of the Navodaya schools run by the Union Government. The Morarji Desai Residential schools primarily cater to rural talented children, these are residential coeducational schools fully funded by the Government of India.

Even though there are many factors which may influence an individual's academic achievement, in this study it has been decided to find out relationship of Anxiety of students of Morarji Desai schools with their academic achievement.

Since Morarji Desai Schools are unique in its approach with residential facilities, but it is natural that these schools have to improve the academic achievement of students by promoting intellectual, physical, mental and spiritual aspects.

This is precisely the reason why the present study is undertaken to find out the academic achievement of Morarji Desai Schools students in relation to their Anxiety. The results of the study will have far-reaching use for teachers in general and guidance counselors in particular.

## **Statement Of The Problem**

“Relation between comprehensive anxiety and Academic Achievement in Science among the Students of Morarji Desai schools of Bhadravathi taluk”

## **Operational Definitions Of Technical Terms**

❖ **Anxiety:** According to Kaplan.H and Sadock.B “Anxiety is characterized by a diffuse, unpleasant, vague sense of apprehension, often accompanied by automatic symptoms, such as

headache, perspiration, palpitations, tightness in the chest and mild stomach discomfort”. A feeling of painful or apprehensive uneasiness accompanied by various forms of physiological arousal. It is experience of tension that results from real or imaginary threats to one’s security.

- ❖ **Comprehensive Anxiety:** “It is defined as the lack in comprehending anything due to Anxiety”.
- ❖ **Academic Achievement:** It is means that the achievement a student makes in a school or a college or a university namely his marks in the examination, which is the criterion for the performance of the student.
- ❖ **Morarji Desai Residential schools:** The government of Karnataka has approved setting up of Residential School in rural areas for the welfare of minorities. These residential school were started based on the model of Jawahar Navodaya schools run by Central Government Education from 6th standard to 10th standard is being provided in these residential schools. In every class 50 students are admitted out of which 50% seats will be reserved for girls. The Department runs several Morarji Desai Residential Schools for Minorities to provide free Residential Education from Standards VI to X on a co-education basis. The Schools are run through the Karnataka Residential Education Institute Society and the Zilla Panchayats.

### **Objectives Of The Study:**

The present study was undertaken with following objectives:

1. To study the Relationship between comprehensive anxiety and Academic achievement.
2. To study the difference in Academic Achievement of boys and girls.
3. To study the difference in Comprehensive Anxiety of boys and girls.

### **Research Hypothesis Of The Study:**

Research Hypothesis formulated for the present study is as follows:-

1. There is no significant relationship between comprehensive anxiety and academic achievement among the students of IX standard studying in Morarji Desai Schools.
2. There is no significant difference in academic achievement between boys and girls of IX standard students.

3. There is no significant difference in comprehensive anxiety between boys and girls of IX standard students.

### **Methodology:**

The study has been carried out to find out the nature of correlation that exists between Academic Achievement and comprehensive Anxiety of secondary school students in science subject.

### **Variables Of The Study:**

The present study constitutes the following variables;

1. Comprehensive anxiety
2. Academic achievement
3. Gender (Boys and Girls)

### **Sampling Design:**

The sample drawn for the present study consists of the students of IX standard studying in Morarji Desai schools in Bhadravathi Taluk. A purposive sample of 120 students was drawn from three schools. Out of 120 students 56 were boys and 64 were girls.

### **Tools Used In The Study:**

The following tools were used in the present study for the purpose of collecting the data

#### **A) Sinha and Sinha's Comprehensive Anxiety Test:**

Comprehensive anxiety of secondary school students was measured with the help of a Comprehensive Anxiety Test developed by A.K.P. Sinha and L.N.K. Sinha. The test consist of 90 'Yes' or 'No' questions. The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicate, as 'Yes' the test should be awarded the score of 'one' and 'zero' for 'No'. The sum of the entire positive or yes responses would be the

total anxiety score of the individual.

### **B) Achievement test in Science:**

It was constructed by the investigator. In this test there are 50 items. All the items are multiple choice types. These are scored by awarding one mark for each correct/right answer and zero mark for wrong answer. There is no negative scoring for wrong answers.

### **Data Analysis**

All analyses were conducted using Statistical Software (SPSS) 16.0 version. Pearson r correlation coefficients and t test were used to determine the association among the variables and the groups.

### **Results And Discussion:**

1. There is a significant relationship between comprehensive anxiety and academic achievement among the students of IX standard studying in Morarji Desai Schools ( $r = -0.453, P < 0.05$ ). Thus it is concluded that comprehensive anxiety and academic achievement are negatively related at the low but definite level of correlation. Indicating that higher the anxiety, lower would be the academic achievement of the students.

Studies by Indoo Singh & Ajeya Jha(2013), Dinesh Kumar(2013) and K V Sridevi(2012) clearly support the findings showing that anxiety had a significant negative relationship with academic achievement.

2. There is no significant difference in Academic achievement between boys and girls of IX standard Students ( $t=1.508, P > 0.05$ ).
3. There is a significant difference in comprehensive anxiety between boys and girls of IX standard students ( $t= 2.840, P < 0.05$ ). The results of the study indicate that Girls are more anxious than Boys.

### Educational Implications:

1. The present study helps the teacher to identify high and low level anxiety students.
2. This study helps to teacher in giving guidance and counseling to the high and low level anxiety students.
3. It helps the teachers to conduct some personality development programmes.
4. It helps the teacher to prepare a class for students like Yoga, Meditation, Music and Dance to come over the anxiety and read well.
5. It helps the students to know about their goals of life and achieve.
6. Conduct remedial programmes in schools in order to decrease the anxiety and develop the personality among students.
7. Opportunities for arguments through discussions, debates and other literary activities should be provided in schools and colleges in such a manner that almost all students get chance to express their views. This will help in utilizing their vital energy in a proper way.
8. Counseling to help the adolescents to cope with their problems.
9. The study gives the information about the gender difference in relation to Anxiety.
10. It is also important for the management and authorities of the institutions to take care of the good academic Achievement of the students as it is one of the major factors in building the reputation of a school.

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