A Comparative Study Level of Examination Anxiety and Academic Achievement of Children of Working and Nonworking Women Studying In Secondary School

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ABSTRACT:

The present study titled "A comparative study level of examination anxiety and academic achievement of children of working and nonworking women studying in secondary school". Descriptive survey method has been used to collect the data in this research. The researchers selected 120 Boys and 80 Girls of Allahabad city by stratified random sampling method. To measure the Examination anxiety the standardized test (I.P.A.T.) by Dr. S.D. Kapoor was used, it has 40 items of Examination anxiety. In order to know the Academic Achievement of students High School Mark award list has been used on the basis of marks. Academic achievement and Examination anxiety of each student has been .has been used to collect the data. Important findings of the study are as: The finding of the study shows Examination anxiety and Academic Achievement have a definite effect and they are negatively related as the Examination anxiety increases the Academic Achievement decreases. The boys possessing Low Examination anxiety so his Academic Achievement is high comparison to Girls. Girls are Anxious so her Academic Achievement is Low Comparison to boys. This is opinion when we keep Boys and Girls are mentally healthy then they better perform and motivated to work hard in order to Achieve more and more success in their lives.

INTRODUCTION:

School and examinations are an important aspect of children's lives in today's world in which academic stress and test anxiety are invariable problems. Because of the detrimental effects of test anxiety such as poor academic performance and achievement, this construct will continue to be researched by researchers and professionals who work with children and youth. Understanding the relationship among some contributing factors like study habits, achievement motivation, test anxiety, and also prediction of academic success in a different culture may contribute to the international knowledge base in this field. Everybody is under stress now-a-day for one reason or the other, Adolescent is a critical age and a difficult period in young person's life they face many changes in this period like developmental challenges, Physical and Psychological need, parental behaviour, Attitudes, Ambition Education, Career, frustration, conflict, stress and Anxiety has a profound role in the development of any individual not only the personality development but achievement is also affected by this behaviour. Today the women is becoming the earning member of the family but she is a mother first this study was delimited of Boys and Girls of educated nonworking women, Anxiety has posed serious problems for

children, parents, teachers, society and nation, it has got a direct bearing on the Academic Achievement of Adolescent when the Adolescent are Physically and mentally healthy they better perform in their Academic Achievement so this is the purpose of study. School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class.

OBJECTIVES OF STUDY:

1.   To find out level of examination anxiety of children of working and nonworking women studying in secondary school.
2.   To compare the academic achievement of children of working and nonworking women studying in secondary school.
3.   To find out High, Average and low examination anxiety of children of working and nonworking women studying in secondary school.

HYPOTHESES:

   In order to test objectives following Null hypothesis were formulated.
1.   There is no significant difference in level of examination anxiety of children of working and nonworking women studying in secondary school.
2.   There is no significant difference in the academic achievement of children of working and nonworking women studying in secondary school.
3.   There is no significant difference in High, Average and low examination anxiety of children of working and nonworking women studying in secondary school.

RESEARCH METHOD:

Descriptive survey method has been used to collect the data in this research.

Sample: The researchers selected 120 Boys and 80 Girls of Allahabad city by stratified random sampling method.

Tools: To measure the Examination anxiety the standardized test (I.P.A.T.) by Dr. S.D. Kapoor was used, it has 40 items of Examination anxiety. In order to know the Academic Achievement of students High School Mark award list has been used on the basis of marks. Academic achievement and Examination anxiety of each student has been calculated.

Analysis and Discussions: In order to achieve the first, second and third objective Analysis and interpretation of Examination anxiety and achievement of Boys and Girls of working mothers and verification of Hypothesis is describing in the following tables 1 to 3.

Objective 1 To find out level of examination anxiety of children of working and nonworking women studying in secondary school

Ho1: There is no significant difference in Examination anxiety of Boys and Girls studying in secondary school.

Table 1: Showing mean and SD of Examination anxiety of Boys and Girls studying in college of Allahabad

Variable	No. of students	Mean	S D	t-value	Result
Boys	120	34.23	11.12	1.49	No Significant Difference
Girls	80	36.35	9.93		

 The first objective of the study was to find out the difference in Examination anxiety of boys and girls of non working mothers .Observation of the table1 shows that mean of Examination anxiety of boys and girls are 34.23 and 36.35 and standard deviation is 11.12 1nd 9.93. The calculated t-value is 1.49 which is less than the table value at .01 for 198 degree of freedom which indicates that there is no significant difference in the Examination anxiety score of boys and girls of working mother. Thus hypothesis is accepted. Same is described in fig. 1.
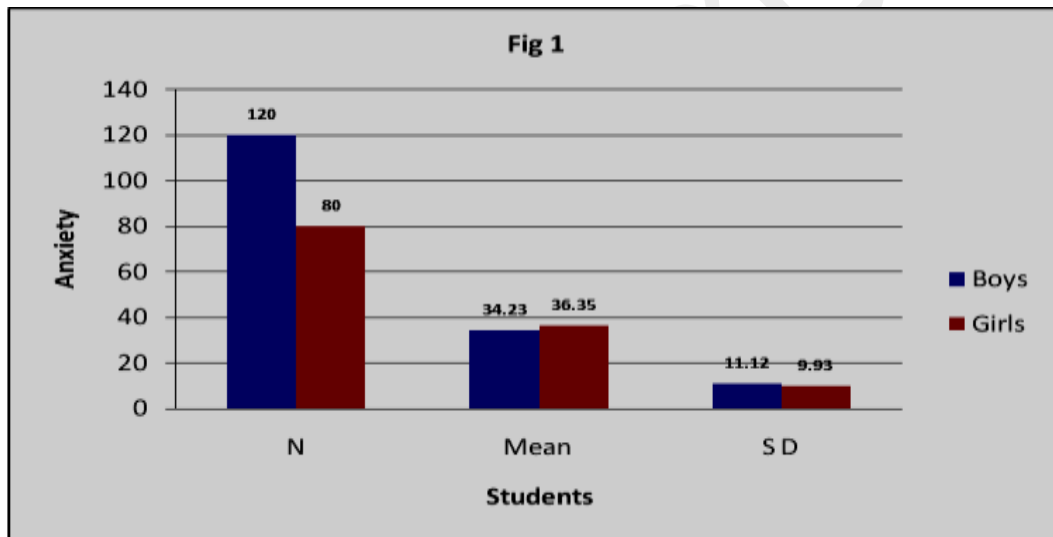
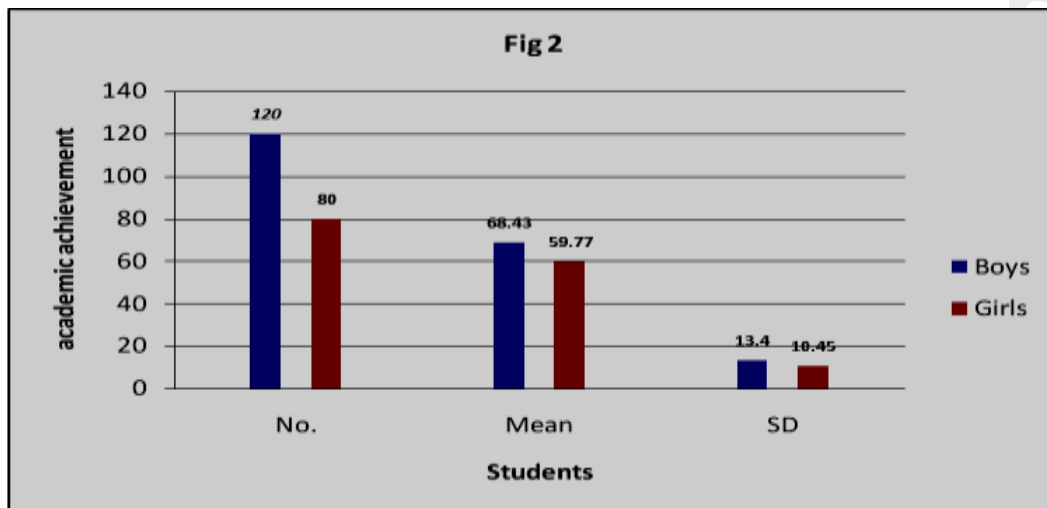**Objective 2** To compare the academic achievement of Boys and girls studying in secondary school.

Ho2: There is no significant difference in Academic Achievement of Boys and Girls studying in secondary school.

Table 2: Academic achievement of Boys and girls studying in secondary school

Variable	N	Mean	S D	t-value
Boys	120	68.43	13.40	
Girls	80	59.77	10.45	4.22**

   ** **Significant at .01 level**

The second objective of the study was to find out the difference in academic achievement of boys and girls of working mothers .Observation of the table1 shows that mean of academic achievement of boys and girls are 68.43 and 59.77 and standard deviation is 13.40 1nd 10.45. The calculated t-value is 4.22 which is less than the table value at .01 for 198 degree of freedom which indicates that there is no significant difference in the in academic achievement of boys and girls of working mother. Thus hypothesis is rejected. It indicates that there is significant difference in academic achievements in favour of boys of working mothers. Same is describing in fig 2.

Graph 1: Showing total No., Mean and SD of academic achievement of students

Objective 3 To find out academic achievement on the basis of High, Average and low Examination anxiety level of Boys and girls studying in college.
HO3: There is no significant difference in Academic Achievement of Boys and Girls studying in college with respect to High, Average and Low Examination anxiety.

When data was analyses on the basis of level of Examination anxiety to see the difference of academic achievement in boys and girls following tables shows data description and discussion

Table 3: Academic achievement on the basis of High, Average and low Examination anxiety level of Boys and girls studying in college

Level of Examination anxiety	Variable	Number	Mean	S. D	t-value
Low	**Boys**	30	44.5	5.65	3.43**
	Girls	29	49.13	4.67	
Average	**Boys**	41	32.4	4.14	2.25*
	Girls	41	34.5	4.41	
High	**Boys**	29	20.80	4.82	0.47
	Girls	30	21.50	4.58	

** Significant at .01 level

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The third objective of the study was to find out academic achievement on the basis of High, Average and low Examination anxiety level of Boys and girls studying in college. Observation of the table 3 shows that mean of academic achievement of boys and girls of low Examination anxiety are 44.5and 49.13 and standard deviation is 5.65 and 4.67. The calculated t-value is 3.43 which are greater than the table value at .01 for 57 degree of freedom which indicates that there is no significant difference in the in academic achievement of high Examination anxiety boys and girls studying in secondary school. Thus hypothesis is rejected. It indicates that there is significant difference in academic achievements in favour of boys studying in college.

It also indicates that mean of academic achievement of average Examination anxiety boys and girls are 32.4and 34.5 and standard deviation is 4.14 1nd 4.41. The calculated t-value is 2.25 which are greater than the table value at .05 for 80 degree of freedom which indicates that there is significant difference in the in academic achievement of average Examination anxiety level boys and girls studying in secondary school. Thus hypothesis is rejected. It indicates that there is significant difference in academic achievements in favour of average level Examination anxiety boys studying in secondary school.

It also indicates that mean of academic achievement of low Examination anxiety boys and girls are 20.80 and 21.50 and standard deviation is 4.82 and 4.58. The calculated t-value is .47 which is less than the table value at .01 for 57 degree of freedom which indicates that there is significant difference in the in academic achievement of high Examination anxiety boys and girls studying in secondary school. Thus hypothesis is rejected. It indicates that there is significant difference in academic achievements in favour of average boys studying in secondary school. Same is describing in fig 3.
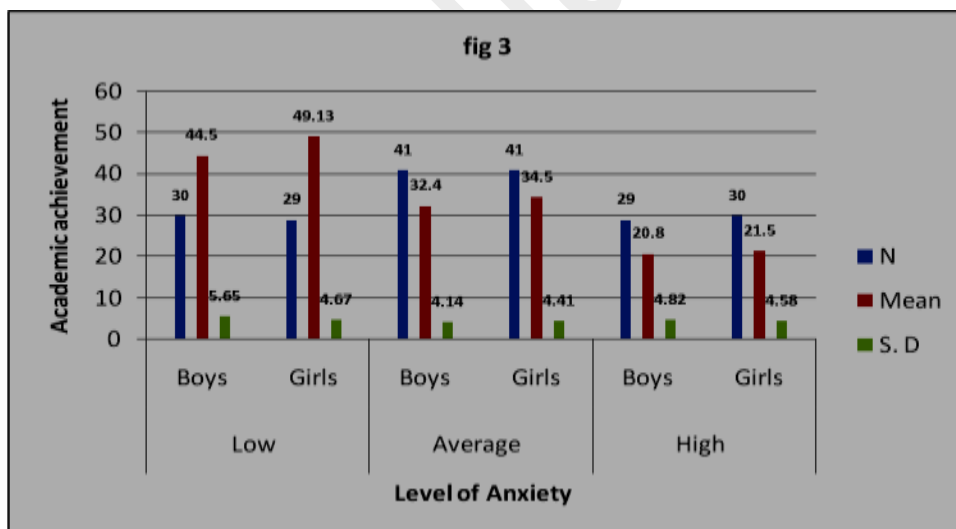
RESULT:

1. There is no significant difference in Examination anxiety between Boys and Girls studying in secondary school.
2. There is significant difference in Academic Achievement of secondary school Boys are better compare to Girls in academic Achievement.
3. There is significant difference in academic achievement in High Examination anxiety level between Boys and Girls studying in secondary school, Girls have high score in High Examination anxiety level compare to Boys.
4. Average Examination anxiety level Girls have high score in Average Examination anxiety level compare to Boys.
5. There is no significant difference in Low Examination anxiety level between Boys and Girls of nonworking women.

CONCLUSION:

The finding of the study shows Examination anxiety and Academic Achievement have a definite effect and they are negatively related as the Examination anxiety increases the Academic Achievement decreases. The boys possessing Low Examination anxiety so his Academic Achievement is high comparison to Girls. Girls are Anxious so her Academic Achievement is Low Comparison to boys. This is opinion when we keep Boys and Girls are mentally healthy then they better perform and motivated to work hard in order to Achieve more and more success in their lives.

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