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## **Words Effect of Gender Locale and School Types on the Academic Anxiety of Secondary School Students**

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**Abstract:** The extant study investigates the levels of academic anxiety across the gender, locale and school types and also explores whether gender, locale and school types obligate any effect on the academic anxiety of secondary school students. Data from secondary school students of Azamgarh District, Uttar Pradesh, India was collected by administering the Singh and Gupta's Academic Anxiety Scale for Children (AASC) through simple random sampling technique. In view of measuring the effects of gender, locale and school types on academic anxiety, 2X2 factorial design was used. The two way ANOVA along with t-test and descriptive statistical technique was performed. Results reveal that across all the selected demographic variables, considerable proportion of students was reported with high level of academic anxiety. The fetched results also confirm the effects of gender and school types on academic anxiety of school students. Present study implicates with many related studies wherein gender and school types reported to have significant effects on academic anxiety of the students.

**Keywords:** *academic anxiety; gender; locale; school types*

### **INTRODUCTION**

Academic anxiety has been considered as one of the critical menaces of the education system as significant number of students at different ladder or stages of education have been observed to be struggling with this phenomenon in compliance to academic activities. In academic domain, it is regarded as an inevitable issue needs to be addressed at priority basis as it is hampering the normal life of significant number of students at certain extent. Personal factors like poor study habits, low self-esteem, low achievement motivation, low intelligence, drug addiction, poor maladjustment, health disorders, physical deformities, self-efficacy, self-disclosure, emotional disorders and so on (Dutt S, 1989; Hasan, 2019; Hasan & Parvez, 2019; Herring, Kline, & O'Connor, 2015; Julius & Evans, 2015; Kaur & Simmi, 2015; Kumaravelan & Selvaraju, 2015; M.D, 2013; Talwar, 2006; Thilagavathi, 1990) : whereas, the family factors like divorced parents, broken and separated families, poor socio-economics status, sub graded family environment, parental support, authoritarian parents and so on (Barinder, 1985; Gautam S., 2011; Hasan, 2016, 2019; Mehrotra, 1986; Sabapathy, 2016; Yadav, 1989): similarly, the institutional factors- school type, locale, teachers' attitude towards students, learning environment, school administration and management, quality of teaching and learning process, academic assistance, content taught, curriculum and so on (Mahato & Jangir,

2012; Mattoo, 2012; Vazalwar, 2002): social factors- casteism, uneven distribution of resources, sectarianism, societal norms and rules and so on (A.R., G., & Kumar, 2009; Bhasin, S.K., Sharma, R., & Saini, 2010; Hemamalini, 2011; Lenka & Kant, 2012; Natrajan, 2015; Shamsuddin et al., 2013) have been identified as the potentials factors in inducing and aggravating academic anxiety among the students. Apart from the psychological or personality constructs, demographic factors are also found blighted to students as the significant factors of academic anxiety (Hasan, 2019).

(Raakhee, A., & Aparna, 2011) pointed out that 56.8% of the students had the experience of different types of academic disorder, 15% had panic disorder, 13 % found generalised anxiety disorder, 4% found with the separation anxiety, 15.6% with social anxiety and 9.2% confirmed with school avoidance anxiety.

(Deb, Chatterjee, & Walsh, 2010) reported in their study that 20.1% boys and 17.9% girls were reported with high anxiety. Students of poor socio-economic strata, rural migrants are found to be more vulnerable to the academic anxiety as well as mal adjustment at school (Rehman, 2016). After going through the existing literature on the academic anxiety which has necessitated the need of a different study that could see the effects of gender, locale and school types on the academic anxiety of secondary school students.

Significant number of researchers have already been conducted their researches on academic anxiety of secondary school students in accordance with different psychosocial, personal and institutional constructs. (Das, Halder, & Mishra, 2014; Kumari, 2018; Rathee, 2017) reported significant difference in academic anxiety among boys and girls. No significance difference in the academic anxiety of boys and girls was claimed, while significant difference in terms of locale was found (B.V.Ramana Rao & Anjali Chaturvedi, 2017). No significance difference between male and female students in academic anxiety (Azeem, 2018; Banga, 2016a; Hasan, 2016; Njue & Anand, 2018; Panigrahi, 2017; Tina & Annayat, 2014). Whereas, 18.5% students had high, 75 % reported average and 6.5% found with low academic anxiety. Moreover, significant difference in academic anxiety was also reported in accordance with gender and school type (Khemka & Rathod, 2016). No significant difference in mean score was observed among boys and girls but school type reported mean significant difference in accordance with academic anxiety (Mahato & Jangir, 2012). Significant difference was observed in academic anxiety among boys and girls in reference to high and low levels of academic anxiety (Shakir, 2014). Gender difference in terms of academic anxiety was found (Sharma, 2017). Whereas, statistically significant difference among government and private university students were reported (Shahrouri, 2016). While,

(Banga, 2016a) Banga & Sharma (2016) reported significant difference in academic anxiety among boys and girls while no significant difference found in terms of locale. No significant mean difference was found in academic anxiety in terms of gender and locale. However, students of government and private school reported mean significant difference on academic anxiety (Bihari, 2014). No significant difference on academic anxiety was observed in accordance with gender and locale (Natrajan, 2015). (Thakur & Kumar, 2013) revealed that academic anxiety did not differ with respect to gender but differed significantly in terms of locale. Whilst, no significant difference was observed in academic anxiety among the students in accordance with gender, locale and school type (Ajay, 2016; Seeta, S., & Pant, 2015). Students (Boys and Girls) had different level of academic anxiety in terms of Private school (Banga, 2016b). Differential effect of gender, locale and school type was reported (Hasan, 2019).

Whereas the importance relationship between demographic variables and academic anxiety, researchers firstly investigated the effects of gender, locale and school types on the academic anxiety. Many researchers, conducted in different situations and locations, posited significant effects of gender and locale on academic anxiety but still issues were unresolved that what way these variables have effects on academic anxiety. In this study, it is hypothesised as research questions that what is the level of academic anxiety in relation to gender, locale and school types, and whether the gender, locale and school type have any effect on the academic anxiety of secondary school students.

## **METHODS**

The study carried out on a large population of secondary school students (class 9th and 10th) of Azamgarh, UP, India. Whereas, the sample consisted to the students mainly come from rural and urban; government and private secondary school including male and female students. Participants were 866 and were selected randomly by using simple random sampling method. Out of 866, 468 (54.04%) were male, 398 (45.95%) female, 416 (48.03%) rural, 450 (51.91%) urban, 411(47.45%) government school and 455 (52.54%) were private school students. To measure the academic anxiety, students were given the Academic Anxiety Scale for Children (AASC) developed by Sing & Gupta (2012). The scale has 20 items on which students were instructed to mark their degree of agreements against each item. The scale has considerable level of validity (.57) and reliability (.65). Before administering the scale, students were given the lucid instructions pertaining to marking their responses.

For the first research question, simple percentage (descriptive analysis) was calculated in terms of gender, locale and school types. For the second research question, researchers used 2x2 factorial design for measuring the effects of gender, locale and school types on academic anxiety. Thus, two way ANOVA was performed on the data and also only one model conducted followed by t-tests.

## **RESULTS AND DISCUSSION**

### *Results*

The perusal of table no.01 indicates that out of the total sample, 23.5% male students were reported high academic anxiety followed by 21.2% average and 55.3% low level of academic anxiety as compared to female counterparts. Whereas, 43.2% of the total female students were responded as to have high academic anxiety, 20.9% average and 39.9% low academic anxiety. While, the table no. 02 reveals the locale wise level of academic anxiety wherein it depicts that out of the total rural sample, 33.7% students claimed to have high academic anxiety and rest of them found as to have 24.3% average and 42.1% low level of academic anxiety while out of the total students come from urban sites, 31.6% students found with high academic anxiety, 18.0% average and 50.4 low level of academic anxiety. Similarly, table no.03 indicates level of academic anxiety based on school types. The table shows that the 40.4% of the total sample from government school students had high academic anxiety followed by 20.7% average and 38.9% low level of academic anxiety compared to 25.5% high, 21.3% average and 53.2% low level of academic anxiety of the total private school students.

Table 1. Level of academic anxiety in relation to gender

Levels	Gender	
	Male (468)	Female (398)
High	110 (23.5%)	172 (43.2%)
Average	99 (21.2%)	83 (20.9%)
Low	259 (55.3%)	143 (39.9%)
Total	468 (100.0%)	398 (100.0%)

Table 2. Level of academic anxiety in relation to locale

Levels	Locale	
	Rural (416)	Urban (450)
High	140 (33.7%)	142 (31.6%)
Average	101 (24.3%)	81 (18.0%)
Low	175 (42.1%)	227 (50.4%)
Total	416 (100.0%)	450 (100.0%)

Table 3. Level of academic anxiety in relation to school types

Levels	School Types	
	Govt. School(411)	Private School (455)
High	166 (40.4%)	116 (25.5%)
Average	85 (20.7%)	97 (21.3%)
Low	160 (38.9%)	242 (53.2%)
Total	411 (100.0%)	455 (100.0%)

Table 4. Showing effect of gender, locale and school types on the academic anxiety of secondary school students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1017.729 <sup>a</sup>	6	169.622	17.779	.000
Intercept	122428.180	1	122428.180	12832.740	0.000
Gender	452.056	1	452.056	47.384	.000**
Locale	21.166	1	21.166	2.219	.137
School Types	321.712	1	321.712	33.721	.000**
Gender * Locale	2.926	1	2.926	.307	.580
Gender*School Types	97.108	1	97.108	10.179	.001**
Locale*School Types	58.788	1	58.788	6.162	.013*
Error	8195.117	859	9.540		
Total	132171.000	866			
Corrected Total	9212.846	865			

a. R Squared = .110 (Adjusted R Squared = .104)

Table 5. Mean comparison of gender and school types in relation to academic anxiety

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Std.</i>	<i>df.</i>	<i>t-test</i>	<i>Sig.</i>
Male	468	11.19	2.94	864	7.26	0.000**
Female	399	12.76	3.41			
Govt.	411	12.6	3.39	864	6.05	0.000**
Private	455	11.29	3.01			

\*\* Significant at 0.01 level

Table 6. Mean comparison of academic anxiety of male and female secondary school students in relation to school types

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Std.</i>	<i>df.</i>	<i>t-test</i>	<i>Sig.</i>
Male Private School Students	100	11.92	2.82	451	2.96	0.003**
Female Private School Students	353	10.92	2.99			
Female Private School Students	193	11.79	3.09	395	5.68	0.000**
Female Government School Students	204	13.66	3.45			
Male Private School Students	100	11.92	2.82	291	0.343	0.732
Male Government School Students	193	11.79	3.09			
Male Government School Students	353	10.92	2.99	555	9.831	0.000**
Female Government School Students	204	13.66	3.45			

\*\*Significant at 0.01 level

\*Significant at 0.05 level

Table 7. Mean comparison of academic anxiety of rural and urban secondary school students in relation to school types

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Std.</i>	<i>df.</i>	<i>t-test</i>	<i>Sig.</i>
Rural Private School Students	212	11.77	2.88	451	3.285	0.001**
Urban Private School Students	241	10.85	3.07			
Rural Government School Students	202	12.51	3.34	409	0.549	0.583
Urban Government School Students	209	12.69	3.43			
Rural Government School Students	202	12.51	3.34	412	2.42	0.016*
Rural Private School Students	212	11.77	2.88			
Urban Government School Students	202	12.51	3.34	441	5.454	0.000**
Urban Private School Students	241	10.85	3.07			

\*\*Significant at 0.01 level

\*Significant at 0.05 level

### **Discussion**

A close perusal of table 4 shows the F ratio of gender, locale and school types as (1.866) =47.384, (p>01), (1.866) =2.219, (p<0.05) and (1.866) =33.721, (p<0.01) respectively. The model confirms that gender and school types have significant effects on the academic anxiety whereas locale does not have any effect. Similarly, table is also showing the F ratio for gender and locale, gender and school types, locale and school types as (1.866) =.307, (p<0.05), (1.866)=10.179,(p>0.01) and (1.866)=6.162,(p>0.05) respectively. It suggests that gender and school types, locale and school types have significant interactive effects on the academic anxiety respectively at 0.01 and 0.05 level

of significance. Whilst, t-tests conducted on gender and school types show that female students and students come from government schools have more academic anxiety as compared to their counterparts (Table 5)

Moreover, table 6 reveals the mean comparison of interactive effect wherein the mean score 11.92 of male students of private school is greater as compared to 10.92 of female students of private school, while female private school students have reported the mean score as 13.66 that is greater to female government school students and a mean score 13.66 of female government school students is also found greater than male government school students which concludes that male students of private school have more academic anxiety as compared to their female counterparts. Similarly, female government school students have shown to have more academic anxiety as compared to female private and male government school students. Likewise, table 7 may be explained as the mean score 11.77 for rural private school students is greater to the urban private school students, mean score 12.51 for rural government school students is also found slightly greater than rural private students, lastly the mean score 12.51 for urban government school students is observed to be greater than urban private school students. It concludes that students of rural private, rural government and urban government school have reported more academic anxiety as compared to their counterparts.

Results show the significant proportions of students were found with high level of academic anxiety in respect to gender, locale and school types that also supported by Raakhee & Aparna, 2011 and Deb & Walsh, 2010 (Deb et al., 2010; Raakhee, A., & Aparna, 2011). Findings of the present study are consistent with the different studies like. Mahato & Jangir, 2012; Mattoo & Nabi, 2012 and Vazalwar, 2002. (Mahato & Jangir, 2012; Mattoo, 2012; Vazalwar, 2002) wherein pointed out that the demographic aspects of the students play significant role in inducing the academic anxiety among the students. However, results showing the significant different effect of gender are found similar to the researches of Das, Halder & Mishra 2014; Thakur & Kumar, 2013; Kumari, 2018, Rathee, 2017; Banga, 2015; Banga & Sharma, 2016; Sharma, 2017 and Shakir, 2014 (Banga, 2016b; Das et al., 2014; Kumari, 2018; Rathee, 2017; Shakir, 2014; Sharma, 2017; Thakur & Kumar, 2013), and also to the studies on effect of school types carried out by Mahato & Jangir, 2012; Shahroui, 2016; Bihari, 2014 and Hasan, 2019 (Bihari, 2014; Hasan, 2019; Mahato & Jangir, 2012; Shahroui, 2016) on the academic anxiety of secondary school students. As the findings of present study posit that female are more susceptible to the academic anxiety as compared to male counterparts, similarly students come from rural government school were observed with high level of academic anxiety. Whilst the t-tests establish the fact that the government school students as well as female students have reported with more academic anxiety.

## CONCLUSION

Academic anxiety has been considered as the troublesome to the students and is given due cognizance by the educationists around the world. Seeing the gravity of the students' academic anxiety, several studies have already been conducted on it. Similarly the present study is also the part of the same chain that finds the considerable numbers of students were found with high to average level of academic anxiety across the gender, locale and school types. Moreover, gender and school types have the significant effects on the academic anxiety. The study opens the discussion by posting that female student and the students of government school were reported with high academic anxiety. Thus,

attempts should be made to overcome the problems of academic anxiety and its ramifications by introducing the viable and working strategies, approaches, mechanism and tools across the different school levels particularly with the emphasis of gender, locale and school types and to all the students of universe in general.

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