A Study of Anxiety of Arts Stream Students at Higher Secondary Level

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1.Introduction

The anxiety level of senior secondary school students having arts stream is low as compared to senior secondary school students having commerce and science streams. But senior secondary school students having commerce and arts streams have the same anxiety level. Hence the research hypothesis which states that there is significant difference in anxiety of senior secondary school students having arts, commerce and science streams is accepted in the arts and science, arts and commerce streams but rejected only between the senior secondary school students having science and commerce streams.

The above situations affect senior secondary students with science stream. Present age is of competition. Each parent wants that their child prove to be best and children also try to fulfill desires of their parents. Generally senior secondary level is a period of adolescence in which major changes are found in thought process of the students. Besides this, this is an important stage for career building and here, direction of future career is decided. If proper remedial steps are conducted after knowing the anxiety level of students at this stage better result can be obtained.

2. Statement of the problem

A Study of Anxiety of Arts Stream Students at Higher Secondary Level

3. Objectives of the study

The objectives of the present study are as under.
  1. To study the Anxiety of Arts stream students
  2. To find out the levels of anxiety among higher secondary school students of Arts stream.
  3. To know the anxiety of Arts stream students in context to Educational Achievement.
  4. To know the anxiety of Arts stream students in context to Board of the School.

4.Variables of the study

In present study the following variables were selected

Table 1:Table showing types of variable and its level

Sr. No.	Types of variables	Variables	Level
1	Dependent	Anxiety	---
2	Independent	Educational Achievement	1.Higher 2.Lower
3	Independent	Board of the School	1 CBSE 2 GSEB

5. Hypotheses of the study

The null hypotheses formed by researcher are as follows
  Ho$_1$ There is no significant difference between mean score of students having Higher and Lower Achievement on Anxiety Scale

Ho$_2$ There is no significant difference between mean score of students of CBSE and GSEB board on Anxiety Scale.

6. Importance of the Research
This study will enable the student to familiarize themselves with effect of anxiety on study students, parents, teachers and principals are come aware of various effect of anxiety. The parents are aware of their child's problem and are able to take remedial steps and are able to find solution on the basis of the outcomes drawn by the psychologists.

Educational achievement is almost essential for students by way of which they can get correct information. It helps in knowing various effects of anxiety on students which is the main objective of the present research. It will free the students from mental tension, anxiety, pressure and stress. This research is helpful in knowing problem and difficulties of students and conducting remedial work. This research is useful in facing the stress related to examinations and developing and understanding true approach towards the examinations.

The present study is useful to educate students, teachers and principals is to take important decisions based on the findings of this research.

7. Limitations of the study
Present study was delimited as below:
1. Present study was limited to students of 2018-2019
2. Present study was limited for English medium and Gujarati medium Arts stream students only.
3. Limitations of information hidden by higher secondary students had become the limitation of the present study.
4. Present study was limited to GSEB and CBSE school boards only.

8. Population of Study
In the present study all the higher secondary school students of Arts stream studying in English medium schools and Gujarati medium affiliated to CBSE and GSEB of Anand city are the population of study.

9. Sampling
To constitute the sample the researcher has got the list of CBSE and GSEB board. Next the researcher selected 2 CBSE and 2 GSEB board schools randomly by lottery method. All the students present on the day of data collection were the sample of the present research. Thus the researcher used stratified random sampling technique to select the sample. Researcher selected 210 higher secondary school students in sample.

10. Research Methodology
In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

11. Tools of the Study
In present research researcher has used self made Anxiety scale in association with Guide and Experts of the field to know the anxiety of science stream students at higher secondary level.

12. Data Collection of the Study
In the present study the researcher used self made Anxiety scale. Researcher first took the permission of Principals from selected schools and personally went to the schools. Then she gave information

about her research work and necessary instruction about Anxiety scale filling. Researcher also took the help of School teachers. She collected all the data and gratitude her thanks to the students, teachers and principal for their cooperation in data collection.

13. Statistical Techniques Used
In order to analyze and interpret the data obtained by the administering the students Anxiety. The following statically techniques are used with the help of computer aid

1. Mean
2. Standard deviation
3. t value

The test of the significance of the difference between two mean is known as t value. In the present study, researcher used t value because there is comparison between two variables.

14. Testing of Hypothesis
Ho$_1$: Standard Error of Mean, t-value and significant level of scores of Anxiety Scale of students having Higher and Lower Achievement
The standard error of mean, t-value and the significant level of score on Anxiety Scale of students having higher and Lower Achievement are computed for testing of null hypothesis. This detail is given in below Table-2.

Table 2: Statistics of students having Higher and Lower Achievement on Anxiety Scale

Achievement	Nos.	Mean	Standard Deviation	Standard Error of Mean	t value	Significant level
Higher	161	37.51	8.69	2.57	2.19	0.05
Lower	49	31.87	8.12			

In above table 2 we can see that mean values of higher and lower achievement students are 37.51 and 31.87 respectively. The S.D. value is 8.69 and 8.12. SED is 2.57. with the help of all these values computed t is 2.19 which is higher than the tabulated value 1.96 at 0.05 level so null hypothesis.

Ho$_1$There is no significant difference between mean score of students having Higher and Lower Achievement on Anxiety Scale" is not accepted. Therefore we can say that there is significant difference between the average score of students having higher and lower achievement on Anxiety scale. Anxiety of higher achiever students is higher than that of lower achiever students. It means there is an effect of achievement on Anxiety.

Ho$_2$: Standard Error of Mean, t-value and significant level of scores of Anxiety Scale of CBSE and GSEB students
The standard error of Mean, t-value and the significant level of score on Anxiety Scale of CBSE and GSEB students are computed for testing of null hypothesis. This detail is given in below Table-3

Table 3: Statistics of CBSE and GSEB students on Anxiety scale

Educational Board	Nos.	Mean	Standard Deviation	Standard Error of Mean	t value	Significant level
CBSE	105	39.14	6.85	1.18	0.13	NS
GSEB	105	38.99	7.59			

In above table 3 we can see that mean values of students of CBSE and GSEB are 39.14 and 38.99 respectively. The S.D. value is 6.85 and 7.59. SED is 1.18. with the help of all these values computed t is 0.13 which is lower than the tabulated value 1.96 at 0.05 level so null hypothesis.

Ho$_2$: There is no significant difference between mean score of students of CBSE and GSEB board on Anxiety Scale**"** is accepted. Therefore we can say that there is no significant difference between the average score of students CBSE and GSEB on Anxiety scale. Anxieties of CBSE and GSEB students are equal. It means there is no effect of Educational board on Anxiety.

15. Findings
The findings of the present study is
1. There is significant effect of Educational Achievement on Anxiety. The Anxiety of higher achiever students is higher than lower achiever students.
2. There is no significant effect of Educational board on Anxiety. The Anxiety of students of CBSE and GSEB board are same.

16.Educational Implications
Following are the educational implications for present research.
1. Explain the students to make timetable for their due work
2. Do not force on the children for result because capacities of every child are different.
3. The teacher should explain students about basic concepts.
4. Friendly attitude should be developed with students so that they do not have the fear of presenting themselves.
5. The students should be kept active and encouraged by keeping continuously in contact with teachers and principal by checking their notebooks and results.
6. To know abilities and limitation of students and to make them aware of these.
7. To know traits of anxiety among students and show positive approach towards students.
8. Students' difficulties should be understood and attempts should be made to solve them.

17. Suggestions for future Research
17.1 Teachers related suggestion
1. To organize various activities, competitions and programs in classroom, school and society for overall development of students.
2. To provide guidance to students to use their abilities without the fear of failure.
3. To organize tours, tracking camps, NCC camps etc. for development students' physical mental leadership and entrepreneurial abilities.
4. Attempt should be made to remove students' dislikes by using various co curricular activities.
5. Teaches should remain in contact with parents and show the feeling of acceptance towards students.
6. To be helpful in students' career development by knowing their problems and providing educational and vocational guidance.
7. To know about students' inconveniences about their studies and to know their responses on "Inconvenience and response Box" should be installed in the school.
8. To help economically back-ward students in availing timely benefits of scholarship and various.

17.2 Parents related suggestions
1. Parents should have full faint in students. They should provide freedom for their progress and should show interest in their work.
2. Parents should treat them as their friends and should spent time with them.
3. Parents should always be in contact with teachers.
4. Students should always be encouraged and their acts should never be neglected.
5. Students' should be given due respect and their responses should be counted in events, festivals and whenever required.

17.3 Students Related Suggestions

1. Students should study regularly so that the anxiety resulting from inability to work or more work in less time can be reduced.
2. Students should control their emotions and should make attempts for their emotional development.
3. Students should take part in sports and other co-curricular activities along with their studies and should keep themselves adjusted.
4. Preparations for examination should be done regularly according to time table.
5. Students should discuss with parents, elder siblings, teachers and friends if symptoms of anxiety are detected.
6. Students should keep positive attitude towards everyone.

18. Recommendations for future Researches :

The following are the directives for future researchers.

1. A study of effects of anxiety on secondary school students.
2. A comparative study of effect of anxiety on first, second and third year students of colleges.
3. A comparative study of effects of anxiety on B.Ed. and M.Ed. students.
4. A comparative study of effects of anxiety on students studying in general and science stream in higher secondary schools.
5. A comparative study of effects of anxiety on PTC and B.Ed. trainees.
6. A comparative study of anxiety among high achievers and low achievers in std. 10.
7. A comparative study of anxiety among students studying in Gujarati medium and English medium secondary schools.
8. A study on effects of anxiety on primary school teachers.
9. A study of effects of anxiety on educational achievement of students of urban and rural areas in terms of certain variables.

19. Conclusion

Every research work provides a new direction for future researches, and reveals limitations of the completed work. During research work, many experiences and difficulties given new issues which are important but an investigator does not get enough time to consider them. However, these issues must be noticed in order to get benefits from them. Keeping this mind, the present study is a humble attempt to find out anxiety among higher secondary school students. The inferences of the study were drawn from the scores of the higher secondary school students.

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