EFFECT OF ACADEMIC ANXIETY AND INTELLIGENCE ON THE ACADEMIC ACHIEVEMENT OF THE STUDENTS AT ELEMENTARY LEVEL

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ABSTRACT

It is observed in general that Pupils find English Language very difficult and try to avoid it as much as possible, which ultimately results in low academic achievement. A large number of failures and low achievers in English motivate the researcher, to find the causes underlying this evil. There are a number of factors: some are in the individual himself and some are external to him. Amongst various causes the investigator proposed to study the effects of the factors namely - Intelligence and Academic Anxiety.

INTRODUCTION

Education is planned activity of the society to ensure conservation, promotion and transmission of culture and supply of good citizens. In a democratic set up good citizenship pertains to the acquisition of social values and necessary skills to enable one to contribute his share to economic, social, political growth.

Besides many changes in the aims and practices of education it still stresses the significance of academic achievements. Each and every student aspires for high academic achievement. In the prevailing system of examination by and large student's performance is measure on the basis of the information he has absorbed from lectures and texts. Guilford (1950) pointed out that the tests concentrate upon 'convergent thinking' and neglect 'divergent thinking'.

The census of India, 1991, reported 216 mother tongues and 114 languages. In the eight schedule of the Indian Constitution it has been specified that there are 18 modern Indian Languages of these. Hindi has been accorded the status of the official language of India. English has been accorded the status of an associate language of the union. So we cannot deny the importance of English Language.

There is a general feeling that is found in most of the pupils that English is a very difficult subject. They generally avoid studying this subject. In their light reading also they prefer to read the books written either in Hindi or in their mother tongue. A large number of failures and low achievers in English motivate the researcher, to find the causes underlying this evil. There are a
number of factors: Some are in the individual himself and some are external to him. As far as the individual himself is concerned the factors responsible are his low intelligence, personality maladjustment, socio-economic status etc. In the case of the institution the factors of failure or low achievement may be found in curriculum, in the teaching learning situations, in material of instructions etc. English is the first causality in all the faculties of Arts and Science claiming a high percentage of failures. From amongst the various causes the investigator proposed to study the effects of the factors namely - Intelligence and Academic Anxiety of elementary school students on their academic achievement in English.

OBJECTIVES

1. To study the relationship among academic anxiety, intelligence and academic achievement of the students.

2. To study the effect of gender on academic anxiety, intelligence and academic achievement.

HYPOTHESES

1. There is no significant relationship among academic anxiety, intelligence and academic achievement of the students studying in VIII grade.

2. There is no significant difference between academic anxiety of the boys and girls studying in VIII grade.

3. There is no significant difference between academic achievement of the boys and girls studying in VIII grade.

4. There is no significant difference between intelligence of the boys and girls studying in VIII grade.

METHODOLOGY

VARIABLES

The following variables were selected as independent for the present study.

i. Anxiety

ii. Intelligence

iii. Gender

and the dependent variables is

i. Academic achievement
TOOLS

The following tools were used to collect data for the present study:

a. Academic Anxiety scale for children (AASC) by Dr. A.K. Singh and Dr. A. Sen. Gupta.

b. Samoohik maansik yogyata Pariksha by Dr. R.K. Tandon.

c. Reading Comprehension test by Dr. Pramila Ahuja and Dr. G.C. Ahuja.

SAMPLE

For this study the sample of 128 students (91 boys and 37 girls) of class VIII was selected by using non-probability sampling technique. These students belonged to 4 schools. All of these schools were following NCERT syllabus.

STATISTICAL TECHNIQUES USED

The statistical techniques used in the analysis of data were as

1. Mean
2. Standard Deviation
3. t-test
4. Correlation

RESULTS AND DISCUSSION

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>ANXIETY</th>
<th>INTELLIGENCE</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Anxiety</td>
<td>1.000</td>
<td>-0.033*</td>
<td>-0.068*</td>
</tr>
<tr>
<td>Intelligence</td>
<td>-0.033</td>
<td>1.000</td>
<td>0.326</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>-0.068*</td>
<td>0.326</td>
<td>1.000</td>
</tr>
</tbody>
</table>

From the table it may be inferred that there is moderate positive correlation between intelligence and academic achievement while academic anxiety is negligibly negatively correlated with intelligence and academic achievement.
Hence, the may hypothesis is rejected i.e. there is no significant relationship among academic anxiety, intelligence and academic achievement.

**TABLE 2 : ACADEMIC ANXIETY OF BOYS AND GIRLS STUDYING IN VIII GRADE**

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>91</td>
<td>10.450</td>
<td>2.539</td>
<td>1.269</td>
</tr>
<tr>
<td>Girls</td>
<td>37</td>
<td>11.162</td>
<td>3.013</td>
<td></td>
</tr>
</tbody>
</table>

The mean difference between academic anxiety of boys and girls studying in VIII grade is found to be 0.712 and t-value is found to be 1.269 which is not significant at 0.01 level of significance.

Hence there is no significant difference between academic anxiety of boys and girls studying in VIII grade.

Thus, the null hypothesis is accepted i.e. there is no significant difference between academic anxiety of boys and girls studying in VIII grade.

**TABLE 3 : ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS STUDYING IN VIII GRADE**

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>91</td>
<td>17.934</td>
<td>9.308</td>
<td>0.130</td>
</tr>
<tr>
<td>Girls</td>
<td>37</td>
<td>17.702</td>
<td>8.993</td>
<td></td>
</tr>
</tbody>
</table>

The mean difference between academic anxiety of boys and girls studying in VIII grade is found to be 0.232 and t-value is found to be 0.130 which is not significant at 0.01 level of significance.

Hence there is no significant difference between academic achievement of boys and girls studying in VIII grade.

Thus, the null hypothesis is accepted i.e. there is no significant difference between academic achievement of boys and girls studying in VIII grade.
TABLE 4: INTELLIGENCE OF BOYS AND GIRLS STUDYING IN VIII GRADE

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>91</td>
<td>60.208</td>
<td>16.116</td>
<td>0.736</td>
</tr>
<tr>
<td>Girls</td>
<td>37</td>
<td>62.216</td>
<td>13.017</td>
<td></td>
</tr>
</tbody>
</table>

The mean difference between intelligence of boys and girls studying in VIII grade is found to be 2.008 and t-value is found to be 0.736 which is not significant at 0.01 level of significance.

Hence there is no significant difference between intelligence of boys and girls studying in VIII grade.

Thus, the null hypothesis is accepted i.e. there is no significant difference between Intelligence of boys and girls studying in VIII grade.

FINDINGS

1. There is moderate positive correlation between intelligence and academic achievement while academic anxiety is negligibly negatively correlated with intelligence and academic achievement.

2. There is no significant difference between academic anxiety of the boys and girls studying in VIII grade.

3. There is no significant difference between academic achievement of boys and girls studying in VIII grade.

4. There is no significant difference between intelligence of the boys and girls studying in VIII grade.

CONCLUSION

On the basis of above study we may conclude that Academic anxiety is negligibly negatively correlated with Intelligence as well as Academic Achievement. At the same time it should be kept in mind that complete absence of Academic anxiety may also lead to low achievement. So in order to get better results moderate anxiety should be maintained amongst the students. The positive moderate correlation is found between Intelligence and Academic Achievement of the students. Significant difference between the Academic Anxiety, Intelligence and Academic Achievement of boys and girls of VIII grade is found.
REFERENCES


