iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 9 **Issue:** I **Month of publication:** January 2021

DOI: https://doi.org/10.22214/ijraset.2021.32810

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.429
Volume 9 Issue I Jan 2021- Available at www.ijraset.com

A Study on Adjustment and Examination Anxiety of Secondary School Students in Relation to Their Academic Achievement

Bani Bit
Researcher, Bishnupur, Bankura, W.B, India

Abstract: ***The purpose of the study was to compare adjustment and examination anxiety of secondary level school students in relation to their academic achievement. The present study was carried out with A sample of 200 students (100 high achiever students and 100 low achiever students) studying in various secondary schools in the district of Murshidabad of West Bengal state. The sample was selected by Disproportionate Stratified Random Sampling technique. A Bengali version standardized tool of adjustment of developed by "Adjustment Inventory for School Students (AISS)" developed by Dr. A.K.P. Sinha and Dr. R.P. Singh (Patna) and "Students' Examination Anxiety Test" (SEAT) developed by Dr. Madhu Agrawal and Miss Varsha Kaushal were used for collection of primary data. The data were analyzed with the help of Mean, SD and Critical Ratio to study adjustment and examination anxiety of secondary level school students. The result showed that there existed difference in the adjustment and examination anxiety of secondary level school students in relation to their academic achievement. It was evident from the result that mean adjustment score of low academic achievers is greater than that of high academic achievers The result also revealed that there was significant difference in educational anxiety of secondary school students in relation to achievement.***

Keywords: adjustment, anxiety, academic achievers

I. INTRODUCTION

The dictionary meaning of the word "adjustment" is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. According to the Shaffer, L.S. "Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs. In the words of Coleman, James C., "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.School adjustment is the process of adapting to the role of being a student and a various aspects of the school environment. Students face many adjustments in schools. From year to year, there are changes in teachers, classroom, school and class rules and procedures, performance and peers. Failure to negotiating these challenges can lead to mental health issues, retardation in educational achievements, school refusal or dropped out and many required school counselling.When children exhibit arrange of a social skills associated with cooperation, initiating Interactions or assertion, and self control, they are more likely to adjust easily to school. Difficulties are likely to arise when children are: no complaint; distractible; or when they are anti social and have difficulty considering the rights of others (Margetts,2002).Adjustment to schooling is influenced by a variety of personal and family characteristics, and societal trends. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjust to school (Margetts,2002).

A. Anxiety

The root meaning of the word anxiety is to fix or travel in either presence or absence of psychological stress. It is a psychological and psychological state characterised by emotional, Cognitive and behavioural components. It is the displacing feeling of fear, worry, uneasiness and concern. It is a failure to meet a standard or fear of not holding the appropriate standard. Psychologist believe that some anxiety is essential because it facilities change and help an individual to deal with demanding situation by prompting them to cope with it. But it has also been observed that high levels of anxiety me block recall ability and expression of individual's potentials.

B. Test Anxiety

In students great deal of anxiety is related to academic performance. Research has proved an optimal level of arousal is necessary to best complete a task such as an exam, performance, or competitive event. However, when the anxiety or level of arousal exceeds that optimum level, the result is a decline in performance.

©IJRASET: All Rights are Reserved

A special from of anxiety known as examination anxiety or test anxiety refers specifically to students; many workers share the same experience with regard to their career or profession. The fear to failing at a task and being negatively evaluated leads to reduced performance. Test anxiety is the uneasiness, apprehension, or nervousness felt by students who had a fear of failing an exam. It may be experienced as the association of grades with persona l worth; fear of embarrassment by a teacher; fear of alienation from parents or friends; time pressure; or feeling a loss of control. According to S Lali, examination anxiety is a factor that is far more harmful than general anxiety. Hence, when classroom tests are conducted, there must be provision/attempt for minimizing this form of anxiety.

C. *Rationale For the Study*

1) Psychologists, intellectuals and educationists emphasized the value of adjustment and anxiety for human beings.
2) Research has proved an optimal level of arousal is necessary to best complete a task such as an exam, performance and competitive event. However, when the anxiety or level of arousal exceeds that optimum level, there is a decline in performance.
3) Adjustment and anxiety are inversely related and together affect the performance and achievement.
4) High level of anxiety blocks recall ability and expression of individual potentialities.
5) Failure in exam or real life situation is one of the major causes of depression and suicide in young generation.
6) Ego centred instructions and circumstances are responsible for anxiety.
7) There is need of guidance and counselling for students as they face many adjustments in different school setup.
8) School environment and activities play important role in academic achievement and performance.

D. *Objectives of the Study*

Following are the objectives of the study:-

1) To compare adjustment of high and low academic achievers.
2) To compare examination anxiety of high and low academic achievers.

E. *Hypotheses of the st#udy*

The following are the null hypotheses of this study:-

1) *Ho1:* There is no significant difference in adjustment of high and low academic achievers.
2) *Ho2.* There is no significant difference in examination anxiety of high and low academic achievers.

II. OPERATIONAL DEFINITION OF THE TERMS OF STUDY

A. *Adjustment*

In the present study, adjustment is defined as the scores obtained by the respondents on the "Adjustment inventory for school students (AISS) developed by Dr. A.K.P. Sinha and Dr. R.P. Singh.

B. *Examination Anxiety*

In this study, examination anxiety is defined as the scores obtained by the respondents on the "Students' examination anxiety test" (SEAT) developed by Dr. Madhu Agarwal and Miss Varsha Kaushal.

C. *Academic Achievement*

In this study, academic achievement is defined as the knowledge or skill developed in the school subjects usually determined by the scores assigned by the teachers. High and low academic achievers are categorized on their academic profile and records provided by the school.

D. *Delimitations of the Study*

Delimitations are the boundaries of the study. Due to time limit and available resources, this study is delimited as follows:-

E. *Area Delimitation*

This study was conducted at Murshidabad in West Bengal state only.

F. *Level Delimitation*

This study was limited to Secondary School students only.

©IJRASET: All Rights are Reserved

III. RESEARCH DESIGN

Research design is the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance.

The Research Design of this study is "TWO GROUP SIMPLE DESIGN"

A. Method of Research

Survey method was followed to carry on the present study with the help of standardized tools.

B. Sampling Technique

Sampling is taking any portion of a population or universe. The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population.
In this study, students were selected by Disproportionate Stratified Random Sampling technique.

C. Sample Size

In the present study, sample consists of 200 students.

D. Variables of the Study

Variables of this study are as follows:-

1) Independent Variables: Academic achievement
2) Dependent Variable: Adjustment, Examination anxiety

E. Tools of the Study

Following tools were used for the present study:-
"ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (AISS)" developed by Dr. A.K.P. Sinha and Dr. R.P. Singh (Patna).
This inventory has 60 items classified equally in three areas (Ka) Emotional adjustment, (Kha) Social adjustment & (Ga) Educational adjustment.
"STUDENTS'EXAMINATION ANXIETY TEST (SEAT) developed by Dr. Madhu Agrawal and Miss Varsha kaushal)" (Meerut).
The Bengali versions of the tools were adopted for the present stud. The Bengali versions of the tools were adopted for the present study

IV. RESULTS

Figure-1 shows the bar diagram of Adjustment Inventory scores of high and low achievers.

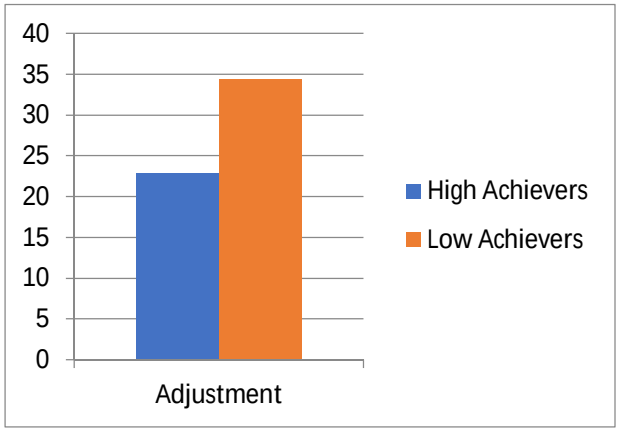


Figure-1: Bar Diagram of Means of Adjustment Inventory scores of high and low achievers

A. Mean score of high achievers was 22.95 and the mean score of low achievers was 34.38

It is evident from the bar graph that means adjustment score of low academic achievers is greater than that of high academic achievers i.e. There is difference in their adjustment. From general trend, it goes in favour of high academic achievers, i.e. adjustment of high academic achievers is better than that of low academic achievers.

©IJRASET: All Rights are Reserved

Figure-2 shows the bar diagram of Examination Anxiety scores of high and low achievers.

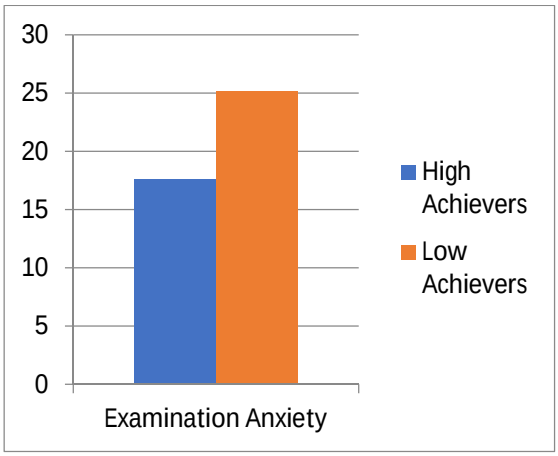


Figure-2: Bar Diagram of Means of Examination Anxiety scores of high and low achievers

B. Mean score of high achievers was 17.58 and the mean score of low achievers was 25.20

It is evident from the bar graph that means examination anxiety score of low academic achievers is greater than that of high academic achievers i.e., they differ in examination anxiety score. From the general trend point of view, it goes in favour of low academic achievers which indicate their high examination anxiety.

V. TESTING OF THE HYPOTHESES

A. Testing of the Hypothesis Ho1

Ho1: There shall be no significant difference in adjustment of high and low academic achievers.

Table 1 Statistical description of Adjustment scores for high and low academic achievers

Group	N	Mean	S.D.	CR	*Df*	Remark
High Academic Achievers	100	22.95	3.48	21.57	198	Significant at 0.01 level
Low Academic Achievers	100	34.38	3.71			

Since the calculated/ obtained CR is greater than the table value (2.60) at 0.01 level of significance, so, it proves to be significant. Therefore, the null hypothesis that there shall be no significant difference in adjustment of high and low academic achievers is rejected.

B. Testing of the hypothesis Ho2

Ho2. There is no significant difference in examination anxiety of high and low academic achievers.

Table 2 Statistical description of Adjustment scores for high and low academic achievers

Group	N	Mean	S.D.	CR	*Df*	Remark
High Academic Achievers	100	17.58	2.47	22.45	198	Significant at 0.01 level
Low Academic Achievers	100	25.20	2.32			

Since the calculated / obtained CR is greater than the table value (2.60) at 0.01 level of significant, therefore, it proves to be significant and the null hypothesis is rejected.

©IJRASET: All Rights are Reserved

VI. CONCLUSION

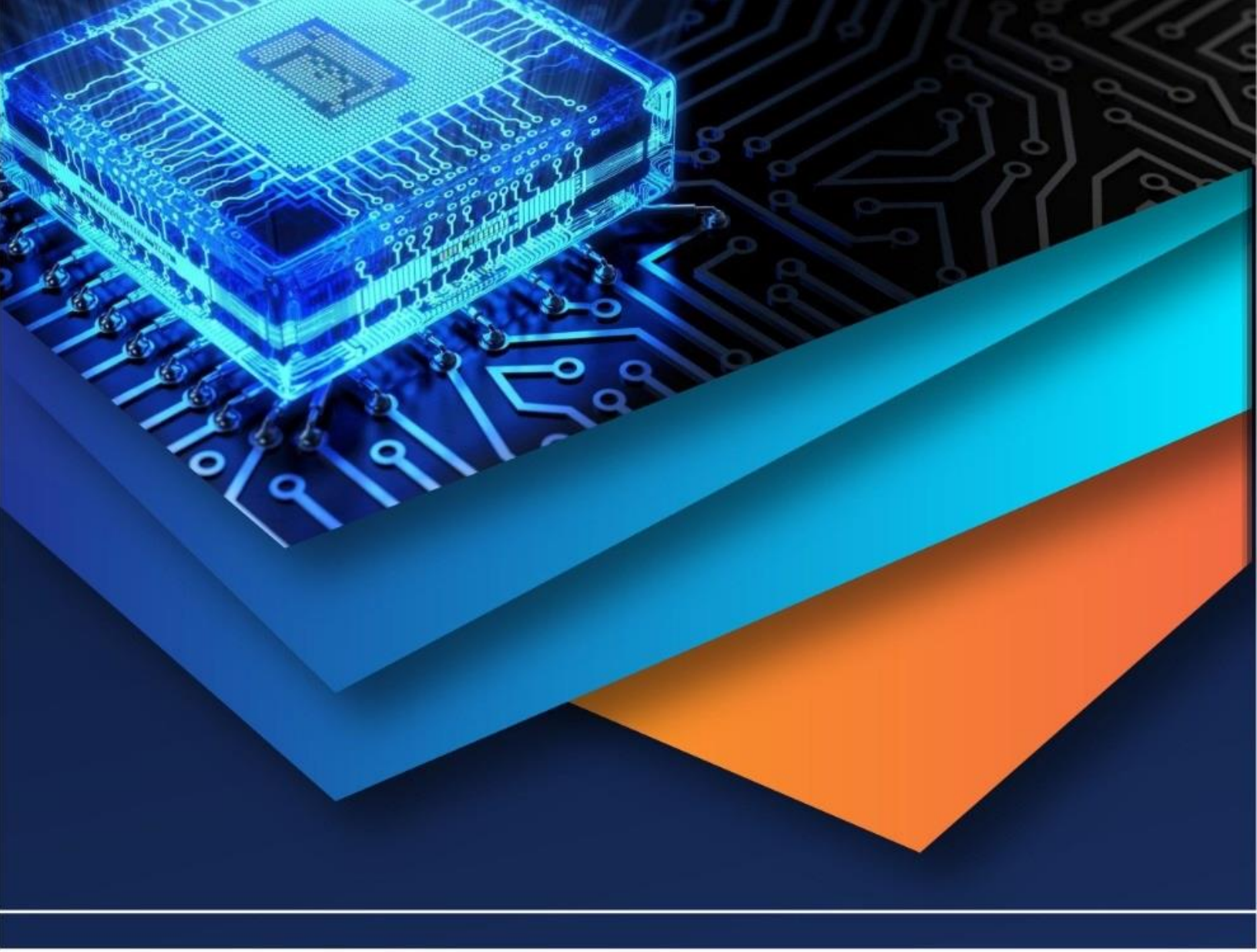
It is inferred from this study that the high and low achievers significantly differ in adjustment. This may be because of their lack of emotional, social and educational adjustment. Low academic achievers may be emotionally unstable, aggressive in behaviour and poorly adjusted with their curricular and co-curricular school programmes.

It is evident from the result that high and low academic achievers significantly differ in examination anxiety. This may be due to lack of understanding, practice, adjustment, conductive environment, methods of teaching, lack of interest in curricular and co-curricular school programmes and guidance and counselling.

REFERENCES

[1] Bapinder, M. (1985). "A study of general anxiety and test anxiety with reference to the environmental factors and extroversion - introversion of Delhi students" Fourth Survey of Research in Education (1983- 1988). Vol - 1, Page - 337.
[2] Best, John W. and Kahn, James V. (2003). Research in Education. New Delhi : Prentice Hall of India Pvt. Ltd. Page. 13,107,137, 208.
[3] Dandpani, S. (2005). A text book of Advanced Educational Psychology. New Delhi : Anmol Publications pvt. Ltd.
[4] Garrett, Henry E. (2008). Statistics in psychology and Education New Delhi : Surjeet Publications.
[5] Goswami, P. K. (1978). A study of the self-concept of the adolescents and its relationship with scholastic achievement and adjustment. Third survey of Research in Education (1978- 1983) Vol-I Page 695.
[6] Gupta, P. (1984). "Self concept dependency and adjustment pattern of abandoned institutionalized preadolescents". Fourth Survey of Research in Educations (1983-1988) Vol - 1, Page 396.
[7] Hussain, M. Q. (1977). A study of academic attainment in relation to level of aspiration and anxiety. Third survey of Research Education (1978-1983) Vol - 1, Page 667.
[8] Kerlinger, Fred N. (2004). Foundation of Behavioural Resaeach. New Delhi : Surjeet Publications, Page. 35.
[9] Lata (1985).Parental attitude towards emotional and educational adjustment of normal and handicapped children" Fourth survey of Research in Education, Vol - 1, Page 941.
[10] Pandit, I. (1985). A study of the psychological needs and self-concept of adolescents and their bearing on adjustment"Fourth Survey of Research in Education Vol-I, Page 443.
[11] Ravinder (1977). The effect of state trait anxiety, psychological stress and intelligence on learning and academic achievement"Third survey of research in Education (1978-1983) Vol-I, page 683.
[12] Sarswat, R. (1982). A study of self-concept in relation to adjustment, values, academic achievement, socio-economic status and sex of high school students of Delhi" Fourth Survey of Research in Education (1983-1988) Vol-I Page 427.
[13] Srivastava, K. K. (1978). The effect of Family anxiety on Educational achievement of adolescent girl students (13 to 18) of the District of Basti" Third survey of Research in Education (1978-1983) Vol-I, p.694.
[14] Vats, A. (1980). Biochemical co-relates of scholastic achievement, achievement motivation, creative functioning and anxiety" Third survey of Research in Education (1978-1983) Vol-1, p. 969
[15] http://www.google.com

©IJRASET: All Rights are Reserved



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)