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## **A study of academic anxiety among secondary school students in relation to their Mental Health Status and Social Competence**

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**Keywords -** *cultural transmission, healthier children etc.*

### **Abstract**

*The present study aims to determine the academic anxiety, mental health & social competence of secondary school students. The research was carried out on random sample of 800 students of rural & urban area. The research use standardized tools for the study statistical technique of percentage, t-test & correlation was used to analyze the academic anxiety, mental health & social competence of secondary school students. The result shows that secondary school students have very high level of academic anxiety. There exist significant correlation & social competence of secondary school students*

### **Introduction**

Education is a part of wider part of human development strategy because it has strong spill-over benefits to mortality rates, income and even social cohesion. Educated people can make better informed choices among alternatives in all their activities. Educated women have fewer and healthier children and education provides women with greater opportunities of employment and income. Education is also a catalyst of social change and it plays significant role in cultural transmission too. It is a powerful tool for introducing members of a society to the system of Government. It eradicates voicelessness, powerlessness and vulnerability by empowerment and enhances the feeling of security, particularly for poor people. (Jean Dreze and Amartya Sen, 1995). This

is the reason why the strategies aimed at promoting human development have simultaneously emphasized on investments in education and health as these vital inputs are considered to be the two pillars of development and mobilizing individual agency by productive capacity.

### **Academic Anxiety**

Academic anxiety means education related anxiety. It can be in every situation otherwise feel stress. Academic anxiety is the main sources of anxiety faced by young people. Some students often feel high academic burden fewer contentment related their scholastic achievement. Many factors contribute to the heightened risk for anxiety among school students. For example sleep disruption caused by drinking excess caffeine & pulling all nighters is associated with increased anxiety among students. Loneliness also predicts mental health problems, including anxiety. This invisible disability can greatly affect academic performance as well. Anxiety impacts a students working memory, making it difficult to learn & retain information. the anxiety student works & thinks less efficiently, which significantly affects the students learning capacity.

### **Mental Health**

Mental health is defined as a state of well being in which every individual realizes his or her own potential, can cope with the normal stress of life can work productively & fruitfully & is able to make a contribution to her or his community. (WHO 2014)

Concept of mental health include subjective well being perceived self efficacy autonomy, competence of the ability to realize one's inter generation dependence & recognition of the ability to realize one's intellectual and emotional potential.

### **Social Competence**

Social competence refers to the social, emotional & cognitive skills & behaviors that children need for successful social adaptation social competence is an elusive concept, because the skills & behaviors required for really social development vary with the age of the child & with the demands of particular situations. A socially competent preschool child behaves in a much different manner than a socially competent adolescent,

conversely, the same behaviors (e.g. aggression, shyness) have different implications for social adaptation depending upon the age of the child & the particulars of the social content. A child's social competence depends upon a number of factors including the child's social skills, social awareness & self confidence. Social skill is a term used to describe the child's knowledge of ability to use, a variety of social behaviors that are appropriate to a given interpersonal situations & that are pleasing to others in each situation. The capacity to inhibit egocentric, impulsive or negative social behaviors is also a reflection of a child's social skills.

### **Statement of the Problem**

A study of academic anxiety among secondary school students in relation to their Mental Health Status and Social Competence

### **Objectives of the Study**

1. To study the existence of academic anxiety among secondary school students.
2. To study the variation of academic anxiety among secondary school students across gender variation.
3. To study the variation of academic anxiety among secondary school students across locality variation.

### **Hypothesis of the Study**

1. There exists significant academic anxiety among the secondary school students.
2. There exists no significance difference in respect of gender variation as far as level of academic anxiety among secondary school students is concerned.
3. There exists no significance in respect of locality variations as far as level of academic anxiety among secondary school students is concerned.

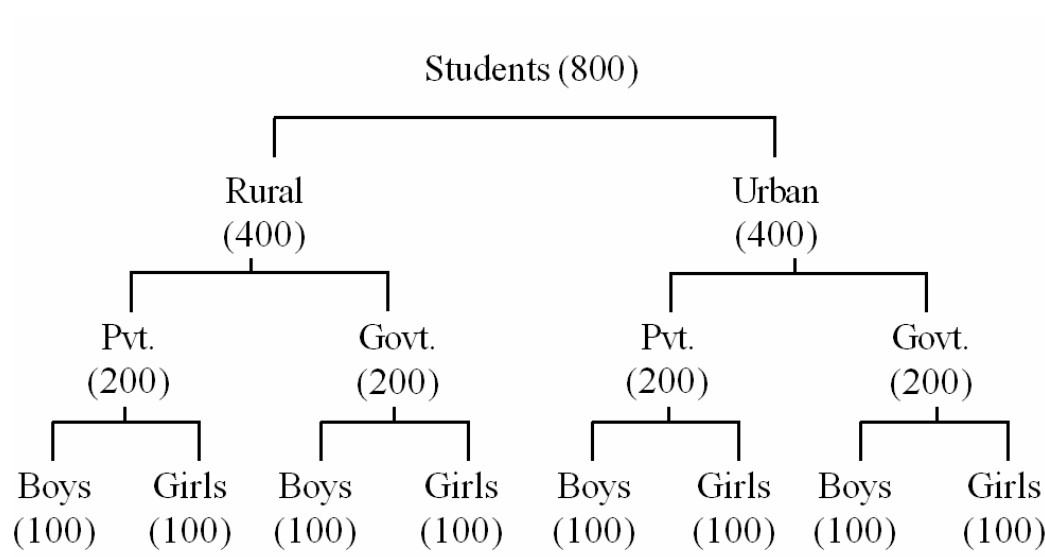
### **Tools Used in the Study**

1. Academic anxiety scale for children by Dr. A.K. Singh & Dr. A. Sen Gupta.
2. Mental Health Battery by Dr. Arun Kumar Singh & Alpana Sen Gupta.
3. Social Competence Scale by Dr. Prabha Shukla & Dr. Kiran Shukla.

### **Statistics Used in the Study**

1. Percentage
2. Mean
3. S.D.
4. T - Test
5. Correlation
6. Graphical representation of Data.

### Sampling in the Present Study



### Analysis & Interpretation

#### Hypothesis No. 1

“There exists significant academic anxiety among the secondary school students”.

Table No. 4.1

Total Students	Very High Academic Anxiety	High Anxiety	Average Anxiety	Low Anxiety	Very Low Anxiety
800	382	257	47	100	14
Percentage	47.75%	32.12%	5.87%	12.5%	1.75%

#### Hypothesis No. 2

“There exist no significance difference in respect of gender variation as for as level of academic anxiety among secondary school students”.

Table No. 4.2

Students	No. of Students	Mean	S.D.	T-Value	0.05	0.01
Boys	400	13.1	2.24	3.14	Reject	Reject
Girls	400	13.6	2.28			

### Hypothesis No. 3

“There exists no significance in respect of locality variation as for as level of academic anxiety among secondary school students is concerned”.

3.1 “There exists no. significance difference in academic anxiety of rural & urban students”.

Table 4.3.1

Students	Total	Mean	S.D.	T-Value	0.05	0.01
Rural	400	13.165	2.28	0.422	Accepted	Accepted
Urban	400	13.1	2.24			

### Hypothesis 3.2

“There exist no significance difference in academic anxiety of rural boys & rural girls of secondary school students”.

Table No. 4.3.2

Students	Total	Mean	S.D.	T-Value	0.05	0.01
Rural Boys	200	12.09	2.32	7.87	Reject	Reject
Rural Girls	200	13.09	2.71			

### Educational Significance

1. It is beneficial for policy makers to formulate policies according to the academic anxiety, social competence and mental health of the students.
2. It is beneficial for students and management.

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