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Impact of Anxiety on Personality & Academic Achievement of Kashmiri Adolescent Students of Distt. Kupwara

Abstract

The present study was conducted to find the impact of anxiety on personality & academic achievement of kashmiri adolescent students. The study was conducted on 300 male & female kashmiri adolescent students in which 160 were male & 140 were female adolescent students. Survey method was adopted to conduct this study. Sinha's comprehensive anxiety test by Dr. A.K.P & Dr. L.N.K Sinha & Dimensional personality inventory by Dr. Mahesh Bhargava were used to collect the data. Also previous annual exam marks were used to assess the academic achievement. Stastical technique viz, mean, S.D, and "t" test, were used to interpret the data of the study. It was found that anxiety has a great impact on personality & academic achievement of Kashmiri adolescent students.

Keyword: Anxiety, personality & academic achievement.

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Introduction

Anxiety has a bad name. No one wants to be anxious, parents should try not to raise anxious children, teachers are warned against arousing anxiety, psychotherapist are well paid for their effort to alleviate irrational fear & millions of tranquilizers are consumed each day to reduce tension & anxiety. Yet, from an evolutionary view point, anxiety must have some functional value for it to have evolved as an inherent response potential in the human species. Anxiety disorder is a blanket term covering several different forms of abnormal & pathological fear & anxiety. Anxiety is a feeling of fear, worry, nervousness or unease. It is a psychological and physiological state characterized by somatic, emotional, cognitive & behavioral components. It is the displeasing feeling of fear & concern. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. "The effective response to threat, which occurs when the individual perceives his experience as contrary to or incongruent with his expectations, particularly when he is aware that his own thoughts, actions are not in keeping with his self concept". (Richard Hogan).

Anxiety is not a simple, isolated condition. It can manifest in different forms & cause hundred of symptoms both on physical & psychological level including irrational fears, compulsive worrying, felling of eminent doom, these are some examples of the destructive effects of the anxiety disorder. Anxiety is a multi system response to a perceived threat or danger. The term anxiety cover four aspects of experience an individual may have - mental apprehension, physical tension, physical systems & dissociate anxiety. From the above explanation related to anxiety the present study tries to find out the impact of anxiety on personality & academic achievement adolescent students.

Justification of the study

Anxiety is the burning problem of adolescents. This is the problem with gives birth to numerous serious psychological disorders among adolescents which inturn had a great impact on academic achievement as well as on the personality of adolescent students. Some questions arise in the mind of the researcher. Is anxiety becomes a hurdle in shaping the personality of adolescents? Is there any impact of anxiety on personality and academic achievement of adolescent students? How achievement is effected by anxious behavior of adolescent students? To get the answers of these questions researcher made up his mind to conduct research work on this area. For this purpose the researcher selected the following problem.

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Statement of the Problem

"Study on impact of anxiety on personality & academic achievement of Kashmiri adolescent students of Distt. Kupwara."

Objectives

The following objectives were formulated for the present investigation.

1. To study the impact of anxiety on personality of adolescent students of Distt.Kupwara of Kashmir.
2. To study the impact of anxiety on academic achievement of adolescent students of Distt. Kupwara of Kashmir

Hypotheses

The following hypotheses were formulated for the present investigation.

1. There is no significant difference in mean scores of personality of adolescent students having high and low anxiety level.
2. There is no significant difference in mean scores of personality of adolescent students having high and normal anxiety level.
3. There is no significant difference in mean scores of personality of adolescent students having normal and low anxiety level.
4. There is no significant difference in mean scores of academic achievement of adolescent students having high and low anxiety level.
5. There is no significant difference in mean scores of academic achievement of adolescent students having high and normal anxiety level.
6. There is no significant difference in mean scores of academic achievement of adolescent students having normal and low anxiety level.

Research design

Following research design has been adopted for the present study.

I. Method of the study

The present study has been completed by adopting descriptive survey method of research. This method has been the most suitable and widely used method of research in social science and in education.

II. Sample

The sample of the study consists of 300 Kashmiri adolescent students of distt Kupwara where 160 were male Kashmiri adolescents and 140 were female Kashmiri adolescent students.

III. Research tools

The following standardized tools were employed for the purpose of collecting relevant data from the selected sample.

a) Sinha's comprehensive anxiety test (1963)- by Dr. A.K.P & Dr. L.N.K Sinha
b) Dimensional personality inventory (2003)- by Dr. Mahesh Bhargava.
c) Academic achievement of the students is measure by obtaining the annual marks of the last examination passed by the students.

IV. Statistical treatment

Various Statistical techniques including mean, S.D, "t" test, been used to analyze the data & draw inferences as shown in the following tables.

Analysis and interpretation of data

Table 1

Mean comparison of high and low anxiety level of kashmiri adolescent students on personality.

Students	N	Mean	S.D	"t"	Levels of significane
High anxiety	201	67.96	11.37	6.11	Significant.
Low anxiety	27	81.85	11.13		

Table 2

Mean comparison of high and normal anxiety level of kashmiri adolescent students on personality.

Students	N	Mean	S.D	"t"	Levels of significane
High anxiety	201	67.96	11.37	6.18	Significant.
Normal anxiety	72	75.20	12.56		

Table 3

Mean comparison of normal and low anxiety level of kashmiri adolescent students on personality.

Students	N	Mean	S.D	"t"	Levels of significane.
Normal anxiety	72	75.20	12.56	2.41	Not significant.
Low anxiety	27	81.85	11.13		

Table 4

Mean comparison of high and low anxiety level of kashmiri adolescent students on academic achievement.

Students	N	Mean	S.D	"t"	Levels of significane
High anxiety	201	55.98	14.57	7.80	Significant.
Low anxiety	27	78.08	10.04		

Table 5

Mean comparison of high and normal anxiety level of kashmiri adolescent students on academic achievement.

Students	N	Mean	S.D	"t"	Levels of significane
High anxiety	201	55.98	14.57	8.80	Significant.
Normal anxiety	72	68.13	11.50		

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Table 6
Mean comparison of normal and low anxiety level of kashmiri adolescent students on academic achievement .

Students	N	Mean	S.D	"t"	Levels of significane
Normal anxiety	72	68.13	11.50	4.01	Significant .
Low anxiety	27	78.08	10.04		

Major findings

1. Findings of the table 1. represents the personality of kashmiri adolescent students having high and low anxiety level. This shows that there is significant difference in the personality of kashmiri adolescent students having high and low anxiety level. It is found in the study that low anxiety level kashmiri adolescent students are active, trusting, more enthusiastic as compared to high anxiety level kashmiri adolescent students.
2. Findings of the table 2. gives information regarding the personality of kashmiri adolescent students having high and normal anxiety level. The result of the table 2. reveals that there is significant difference in the personality of kashmiri adolescent students having high and normal anxiety level i.e, low anxiety level asdolsecent students are enthusiastic, emotionally stable, trusting and active in comparison with normal anxiety level kashmiri adolescent students.
3. Findings of the table 3. represents the personality of kashmiri adolsecents having normal and low anxiety level. This shows that there is no siginificant difference in personality of kashmiri adolescent students having normal and low anxiety level. It is found that kashmiri adolescent students having normal and low anxiety do not differ significantly, they are equal in their personality characteristics.
4. Findings of table 4. represents the academic achievement of kashmiri adolescent students having high and low anxiety level. Result shows that there is significant difference in academic achievement of kashmiri adolescent students having high and low anxiety level. The study found that low anxiety level kashmiri adolescent students are ahead in academic achievement as compared to high anxiety level adolescent students.
5. Result of the table 5. gives information regarding the academic achievement of kashmiri adolescent students having high and normal anxiety level. The findings of the table show that there is significant difference in academic achievement of kashmiri adolescent students having high and normal anxiety level. Study shows that normal anxiety level kashmiri adolescent students are ahead in academic achievement in comparison with high anxiety level Kashmiri adolescent students.
6. The examination of the table 6, gives the information regarding the academic achievement of kashmiri adolescent students having normal and low anxiety level. It is found in the study that there is significant difference in academic achievement of kashmiri adolescent students having normal and low anxiety level. The result found that normal anxiety level kashmiri adolescent students are lacking behind and are poor in academic achievement as compared to low anxiety level kashmiri adolescent students.

Conclusions

To conclude the result of the study shows that there is significant difference in the personality dimensions of kashmiri adolescent students having high and low as well as high and normal anxiety level, but it is found that there is no significant difference in the personality dimensions of kashmiri adolescent students having normal and low anxiety level. Result of the study also shows that there is significant difference in the academaic achievement of kashmiri adolescent students having high and low, high and normal as well as normal and low anxiety level. It is found that low anxiety level kashmiri adolescent students are more conscious about their personality traits and superior and ahead in academic achievement as compared to high anxiety level adolescents. Low anxiety level kashmiri adolescent students are found enthusiastic, active, trusting, emotionally stable, do their class work and excel in their examination as compared to high anxiety level. The present study reveals that as the level of anxiety in adolescent students increase their academic achievement and personality dimensions are greatly impacted. But on the other hand if the level of anxiety in adolescent students decreases their academic achievement will be high and personality will be sound.

Educational implications

It is the goal of every educator, scholar, psychologist or a teacher whether he is teaching a normal student or an anxious & aggressive one that techniques used should meet the need of the individual student. The findings of the present study stress the need of providing favorable educational environment and as far as possible counseling and treatment for profound level of anxious and aggressive students. Student's particularly adolescent students should not be put under the environmental stresses. Environmental stress leads towards depression, regression anxiety and aggression related problems and sometimes these are so strong that is difficult to come out of them .Thus the present study imply need to build an educational environment in schools and colleges which suits and help the anxiety related problems of adolescent students. It is necessary for every teacher and educated that they should decline the level of anxiety by providing suitable environment and if need emerges then there should be provision of counseling and treatment.

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