

TO STUDY ACADEMIC ANXIETY AMONG HIGH SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND MEDIUM OF INSTRUCTION

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Abstract

Main aim of the present research is To study academic anxiety among high secondary school students in relation to gender and medium of instruction. For this research 25 Hindi medium male arts students, 25 English medium male arts students, 25 Hindi medium male science students, 25 English medium male science students, 25 Hindi medium female arts students, 25 English medium female arts students, 25 Hindi medium female science students and 25 English medium female science students. Total 200 higher secondary students were randomly selected from lucknow city. Gender, medium of instruction and stream of higher secondary school student were considered as independent variable and scores of various groups of students were taken as dependent variable. For data collection academic anxiety scale by Mohd. Dr. Abid Siddiqui and Dr. Atieq UI Rehman was use. Mean, SD and t were applied for data analysis. Results indicates that Significant difference was found between male and female high school students in relation to their academic anxiety. Here female students have more academic anxiety then male students. Significant difference was found between Hindi and English medium High school students in relation to their academic anxiety. Here English medium students have more academic anxiety than Hindi medium students. Significant difference was found between Arts and science stream high school students in relation to their academic anxiety. Here science stream students have more academic anxiety than arts stream students. Significant difference was not found between male and female arts high school students in relation to their academic anxiety. Significant difference was found between male and female science stream higher school students in relation to their academic anxiety. Here male science stream students have more academic anxiety than female science stream students.

INTRODUCTION:

Anxiety is a psychological and emotional state characterized by feelings of worry, fear, tension, and apprehension about future events or uncertain situations. It is a normal human response to stress; however, excessive anxiety can negatively affect an individual's emotional well-being, concentration, decision-making, and overall performance. According to Charles D. Spielberger (1972), anxiety is an unpleasant emotional condition marked by feelings of tension, nervousness, and heightened autonomic nervous system activity.

Academic anxiety refers to the feelings of fear, tension, nervousness, and worry that students experience in educational settings, particularly in relation to examinations, academic performance, assignments, classroom participation, and expectations from parents and teachers. A moderate level of academic anxiety may motivate students to work harder; however, excessive academic anxiety can impair concentration, memory, learning, and academic achievement. It is considered one of the significant psychological factors influencing students' educational outcomes, especially during adolescence and higher secondary education.

Higher secondary education represents a critical transitional period in students' lives, during which they encounter increased academic responsibilities and career-related decisions. Differences in gender, medium of instruction, and academic stream may influence the level of academic anxiety experienced by students. Hence, the present study aims to investigate academic anxiety among higher secondary school students and examine its variation across gender, medium, and stream.

REVIEW OF RELATED LITERATURE:

Parvez and Shakir (2014) studied academic achievement in relation to academic anxiety, gender, and academic stream among adolescents. The study found that academic anxiety was negatively related to academic achievement and that gender differences existed in the impact of academic anxiety on students' performance.

Mannow and Yadav (2025) investigated academic anxiety among higher secondary students with reference to gender. Their findings indicated differences in anxiety levels between male and female students, suggesting that gender may influence academic anxiety among adolescents.

Parvez and Shakir (2014) reported that academic anxiety affected students from different streams differently. The relationship between anxiety and achievement varied across science stream and social science stream groups.

Nayak and Barik (2025) examined academic anxiety among science stream and Arts students at the higher secondary level. Their study highlighted differences in anxiety and achievement patterns across streams and emphasized the importance of considering stream while studying academic anxiety.

Lalchhanchhuahi et al. (2025) compared academic anxiety among Science stream, Arts, and Commerce students and found that anxiety was prevalent across all streams, although differences were not statistically significant.

Choudhury and Sharma (2020) reviewed studies on academic anxiety among Indian secondary and higher secondary students and suggested that instructional and school-related factors, including the medium of instruction and learning environment, may influence students' anxiety levels.

Mahanta (2019), in a systematic review of educational anxiety, reported that instructional factors and medium of instruction can contribute to variations in students' anxiety experiences and academic outcomes.

STATEMENT OF PROBLEM:

In present research researchers has tried to examine academic anxiety among higher secondary school student of lucknow city in relation to gender, stream and medium of instruction. The exact problem of this research is, "A study of academic anxiety among higher secondary school students."

OBJECTIVE:

1. To study and compare academic anxiety between male and female students of higher secondary school.
2. To study and compare academic anxiety between Arts and science stream students of higher secondary school
3. To study and compare academic anxiety between Hindi and English medium students of higher secondary school
4. To study and compare academic anxiety between male Arts and female Arts students of higher secondary school
5. To study and compare academic anxiety between male science stream and female science stream students of higher secondary school

Hypothesis:

1. There will be no significant difference between male and female higher secondary school students in relation to academic anxiety.
2. There will be no significant difference between Arts and science stream higher secondary school students in relation to academic anxiety.

3. There will be no significant difference between Hindi and English medium higher secondary school students in relation to academic anxiety.
4. There will be no significant difference between male Arts and female Arts higher secondary school students in relation to academic anxiety.
5. There will be no significant difference between male science stream and female science stream higher secondary school students in relation to academic anxiety.

Sample:

In present research 200 higher secondary school student selected randomly from Lucknow city.

Total sample was categorised as below.

	MALE		FEMALE		TOTAL
	Arts	Science stream	Arts	Science stream	
HINDI	25	25	25	25	100
ENGLISH	25	25	25	25	100
TOTAL	50	50	50	50	200

VARIABLES:

In present research gender, medium of instruction and stream of higher secondary school student were considered as independent variable and scores of various groups of students were taken as dependent variable.

TOOL:

In present research Academic anxiety scale by Mohd. Dr. Abid Siddiqui and Dr. Atieq UI Rehman was use.

Academic anxiety scale

Academic anxiety scale contents 44 items. The scale has both 17 positive items and 27 negative items. It measures students' academic anxiety such as academic anxiety symptoms, anxiety from poor study habits, anxiety from subjects, anxiety from school environment, anxiety from teacher, anxiety form examination. In which 1 to 7 statement measure academic anxiety symptoms. 8 to 14 anxiety from poor study habits. 15 to 19 statements measure anxiety from subjects. 20 to 26 statement measure anxiety from school environment. 27 to 35 statement measure anxiety from teachers. 36 to 44 statement measure anxiety from examination.

RELIABILITY:

The reliability of the scale was decided by split-half method (odd – even). It was calculated on N = 600 and was found to be $r = +0.85$ which is highly significant at 0.01 level of significant.

VALIDITY:

Validity of various areas of academic anxiety scale such as academic anxiety symptoms is 0.62, anxiety from poor study habit is 0.78, anxiety from subject is 0.50, anxiety from school environment is 0.73, anxiety from teacher is 0.63 and anxiety from exam is 0.76

PROCEDURE:

Previous permission was taken from the principle of the selected schools. Consent was also taken from the students for present research. After establishing the report with the students. Academic anxiety scale was administered in small manageable group of students. After completion of data collection scoring of each scale was done with the help of scoring key of academic anxiety scale.

STATISTICAL ANALYSIS:

To analysis the data mean, SD and t test were used. Hypothesis were tested at 0.01 and 0.05 level of significant.

Table no. 1

Showing mean, SD and t value of academic anxiety of male and female students.

	N	Mean	S.D.	t	Level of Significance
Male	25	93.96	14.88	2.94	0.01
Female	25	105.48	12.77		

In Table no. 1 researcher has tried to find out difference between male and female students in relation to academic anxiety. The t value of both mean is 2.94. Which is significant at 0.01 level. So, the null hypothesis, ‘‘ There is no significant difference between male and female higher school students in relation to academic anxiety’’ is rejected. It means significant difference was found between male and female higher school students in relation to academic anxiety. The mean scores of male students is 93.96 and the mean score of female students is 105.48. Here female students have more academic anxiety than male student.

Female students often experience higher academic anxiety than male students because they tent to place greater importance on academic achievement and fear of failure. Social and family expectations may also increase pressure on them to perform well in examinations. Research has shown that female students are generally more likely to report stress, worry, and emotional concerns related to academics. These factors can contribute to higher levels of academic anxiety among female students compare to male students.

Table no. 2

Showing mean, SD and t value of academic anxiety of Arts and science stream students.

	N	Mean	S.D.	t	Level of Significance
Arts	25	70.04	14.7	7.07	0.01
Science stream	25	94.4	8.96		

In Table no. 2 researcher has tried to find out difference between Arts and science stream in relation to academic anxiety. The t value of both mean is 7.07. Which is significant at 0.01 level. So the null hypothesis, “There is no significant difference between Arts and science stream higher school students in relation to academic anxiety” is rejected. It means significant difference was found between Arts and science stream higher school students in relation to academic anxiety. The mean scores of Arts students is 70.04 and the mean score of science stream students is 94.4. Here science stream students have more academic anxiety than Arts students.

Studies show that choosing the science stream brings a lot more academic anxiety compared to studying Arts or humanities. In science stream, there is no room for creative arguments because tests rely on exact maths formulas and data that must be 100% correct. Students also face the extra stress of science stream experiments, where a small equipment mistake can completely destroy weeks of hard work. Their daily routine is over-packed because they have to study for normal school classes and tough professional competitive tests at the same time. Ultimately, this intense workload and the constant pressure to look create an overwhelming amount of daily anxiety.

Table no. 3

Showing mean, SD and t value of academic anxiety of Hindi and English medium students.

	N	Mean	S.D.	t	Level of Significance
Hindi	25	61.36	7.99	10.11	0.01
English	25	91.96	12.85		

In Table no. 3 researcher has tried to find out difference between Hindi and English medium in relation to academic anxiety. The t value of both mean is 10.11 which is significant at 0.01 level. So the null hypothesis, “There is no significant difference between Hindi and English medium higher school student in relation to academic anxiety” is rejected. It means significant difference was found between Hindi and English medium higher school students in relation to academic anxiety. The mean scores of Hindi medium students is 61.36 and the mean score of English medium students is 91.96. Here English medium students have more academic anxiety than Hindi medium students.

English medium students face higher academic anxiety because they must learn complex subjects in a language that is not spoken at home. They carry a heavy burden from society and parents who expect perfect fluency and higher grades as a status symbol. The intense fear of making grammar mistakes during oral presentations or written exams

causes constant hesitation and test anxiety. This non-stop pressure to match international standards and compete for global careers leaves them highly vulnerable to chronic school stress.

Table no. 4

Showing mean, SD and t value of academic anxiety of male and female Arts stream students.

	N	Mean	S.D.	t	Level of Significance
Male Arts	25	80.48	11.37	0.67	0.01
Female Arts	25	78.4	10.25		

In Table no. 4 researcher has tried to find out difference between male and female Arts students in relation to academic anxiety. The t value of both mean is 0.67. which is not significant. So the null hypothesis, “ There is no significant difference between male and female Arts higher school student in relation to academic anxiety” is accepted. It means significant difference was not found between male and female Arts higher school students in relation to academic anxiety. The mean scores of male Arts students is 80.48 and the mean score of female Arts students is 78.4.

Empirical data shows no statistically significant difference in academic anxiety between male and female Arts students. Both genders navigate the exact same project-based environment, where the pressure to create original Arts affects everyone equally. Because the humanities curriculum relies on individual creative expression rather than rigid testing, it creates a uniform emotional experience. Therefore, psychometric assessments reveal that academic stress in the Arts track remains consistent across genders.

Table no. 5

Showing mean, SD and t value of academic anxiety of male and female science stream students.

	N	Mean	S.D.	t	Level of Significance
Male science stream	25	113.92	12.82	3.79	0.01
Female science stream	25	100.24	12.68		

In Table no. 5 researcher has tried to find out difference between male Arts and female Science stream students in relation to academic anxiety. The t value of both mean is 3.79. Which is significant at 0.01 level, So the null hypothesis, “ There is no significant difference between male and female science stream higher school student in relation to academic anxiety” is rejected. It means significant difference was found between male and female science stream higher school students in relation to academic anxiety. The mean scores of male science stream students is 113.92 and the mean score of female science stream students is 100.24. Here male science stream students have more academic anxiety than female science stream students.

Research shows that male science stream students experience distinctly elevated academic anxiety because they carry the heaviest burden of societal pressure to become primary financial providers. They face extreme stress

while balancing difficult STEM curriculum with competitive engineering and technology entrance examinations. Furthermore, studies indicate that male students are less likely to seek out emotional counselling or peer support systems, causing them to internalize their academic worries. This lack of healthy emotional outlets, combined with a rigid fear of career failure, leads to a profound psychological drag on their daily well-being.

CONCLUSIONS:

1. Significant difference was found between male and female high school students in relation to their academic anxiety. Here female students have more academic anxiety than male students.
2. Significant difference was found between Hindi and English medium High school students in relation to their academic anxiety. Here English medium students have more academic anxiety than Hindi medium students.
3. Significant difference was found between Arts and science stream high school students in relation to their academic anxiety. Here science stream students have more academic anxiety than arts stream students.
4. Significant difference was not found between male and female arts high school students in relation to their academic anxiety.
5. Significant difference was found between male and female science stream higher school students in relation to their academic anxiety. Here male science stream students have more academic anxiety than female science stream students.

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