

A COMPARATIVE STUDY OF ACADEMIC ANXIETY OF HIGH SCHOOL STUDENTS ATTENDING AND NOT ATTENDING COACHING INSTITUTES

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ABSTRACT

In India, After introduction of NEP 2020 the structure of education is going to opt drastic changes by taking the fact into consideration that learners are the center of education system, more specifically in the sense of adaptive and flexible learning. The formal education system is the primary source of getting knowledge as well as it is being observed that the parents are seeking best for their children, in order to give best education from best educational institution they are inclined to adopt each and every best possible way i.e. top formal educational institutes (schools, colleges etc.) and coaching institutions as well. Some studies found that there is higher depression and stress among students who are attending coaching for competition. Aim of this research is to compare the academic anxiety of high school students who are attending and who are not attending coaching institute. For this 100 high school students sample has been collected, Out of which 50 students were attending coaching and 50 students were not attending coaching. To assess academic anxiety, Academic Anxiety Scale for Children (AASC) 2010 developed by Dr. Sen Gupta and Dr. A.K Singh is used. In statistics t-test, mean and standard deviation is calculated to analyze the data. The results indicate that there is no significance difference between the academic anxiety of high school students attending and not attending coaching institutes.

Index Terms- Academic Anxiety, High School Students, Secondary level, Coaching Institutes.

I. INTRODUCTION

In India, after the introduction of NEP 2020, the structure of education is going to opt for drastic changes after considering the fact that learners are the center of the education system, more specifically in the sense of adaptive and flexible learning. The formal education system is the primary source of getting knowledge with the structured curriculum as well as it is being observed that the parents are seeking the best for their children to provide the best education from the best educational institution. They are inclined to opt for every best possible way i.e. top formal educational institutes (schools, colleges, etc.) and coaching institutions as well.

Not only parents but learners are also inclined towards getting coaching due to various factors. So, as a result, the number of coaching institutions is increasing rapidly not only in metropolitan cities but also in every nook and corner of a city. Some Coaching can be seen as private tuitions or tutorials but some are so popular that they have become brands. Initially, coaching institutes were viewed as supplementary assistance for those students who were not able to understand particular subjects or topics or who were not able to cope with the school's system. But now these coaching institutes have become a trend every student is running towards good coaching institutions for getting good academic performance in academics as well as competitive exams. The emergence of these coaching institutions can be the result of many causes i.e., teachers' lack of time, incomplete syllabi in school, inadequate time and effort to many concepts, improper functioning of school management and administration, and many more. Bharucha J. (2016) cited A survey by the Associated Chamber of Commerce and Industry of India in his study which shows that 87% of primary school children and up to 95% of high school students in metropolitan cities opt for private tuition, 45% of students register the reason for joining coaching as appearing for boards, 30% to get good grades in competitive advantage and 26.67% the faculty at the college is unsatisfactory. Coaching provides personalized instructions, educational experience, and tips for smart study and systematic study for excellent performance in exams which reduces the examination stress of students sometimes school's faculty rushes to complete the course so they do not cover all the concepts completely.

As given in a blog of Times of India (2023) that there are some drawbacks of coaching such as significant financial investment, emphasis on rote learning and memorization, and also lack of individualized instruction because of a huge number of students in the coaching. So it is needed to understand that coaching institutions have a great impact on the whole education system.

In a research, it is stated that Severe level of A. Anxiety hinders educational attainment of students. An average or appropriate level of academic anxiety helps students in get on top in curricular activities. Thus, all these variables are of great importance in modern world(Singh, 2021).

In the study, by Khemka and Rathod (2016) academic anxiety of secondary school students has been studied, and found that among secondary school students 18.5% students have low academic anxiety, 75% students have average academic anxiety, and 6.5% students have high academic anxiety. Similarly in this study average students have moderate academic anxiety.

II. RELEVANCE OF THE STUDY

In the rapidly changing world, everyone is looking for quality education. Everybody wants to grow in one's life and wants to reach their goals. Parents select the best school for their wards but along the formal school system, they choose expensive coaching or alternative education system for their children for preparing public exams and competition exams. Why does this happen? Is the present education system not able to cater to the needs of aspiring students? what are the reasons behind learners are compelled to look for other alternative avenues? Simultaneously It has also been seen that many students tend to enroll themselves in dummy schooling they enroll themselves in formal educational institutions only for formality but they give priority to coaching institutions. They attend coaching regularly but they do not attend school or college regularly. Answering all these curiosities this research is being conducted.

III. OBJECTIVES OF THE STUDY

The objectives are as follows-

- To study the academic anxiety of high school students attending coaching.
- To study the academic anxiety of high school students who are not attending coaching.
- To compare the academic anxiety of high school students attending and not attending coaching.

IV. HYPOTHESIS OF THE STUDY

To extract the result out of the objectives, the null hypothesis formed is-

Ho1 - There will be no significant difference in academic anxiety between high school learners attending and not attending coaching.

V. METHODOLOGY OF THE STUDY

In this study, the descriptive survey method is used to fulfill the purpose of the research because the nature of the study is quantitative. The study tried to analyze variables by the utilization of quantifying data to extract the results and answers to the research questions.

VI. POPULATION AND SAMPLE OF THE STUDY

In the present study, High school students of Agra city are considered as the population. 100 students sample has been taken through a random sampling technique, out of them 50 students were from schools and 50 students were from coaching institutions.

VII. THE TOOL USED IN STUDY

In this study, Academic Anxiety Scale for Children (2009) By A.K. Singh and A. Sen Gupta has been used to measure academic anxiety. This tool consists of 20 items out of them, negative items are; 4, 9, 16, and 18, and the rest are positive items. Score 1 is given to 'Yes' response to positive items and 'No' response to negative items and score 0 is given to 'No' response to positive items and 'Yes' response to negative items.

Out of 20, a score above 15 is considered a high level of academic anxiety, a score of 10-15 is considered a moderate level of academic anxiety, and a score 9 and below is considered a low level of academic anxiety.

VIII. DATA ANALYSIS

In the present study, the Descriptive statistical technique was used as Mean, Standard Deviation, and inferential statistical technique is used as a t-test, to find out the significance of the difference between means of the academic anxiety of high school learners attending and not attending coaching institute related to the same group. For the graphical and effective representation of the data, the bar graph is used.

IX. RESULT AND FINDINGS OF THE STUDY

Researcher has analyzed the data on the bases of the objectives of the study as follows-

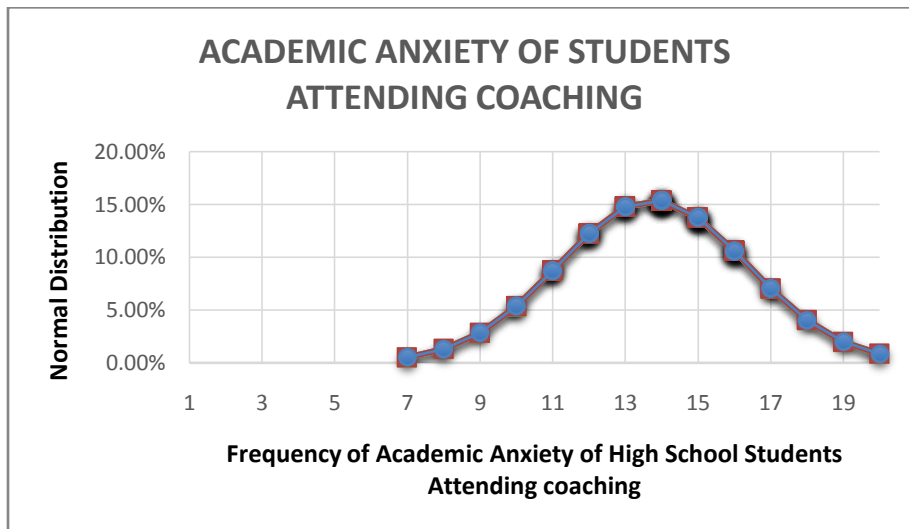
(1) To study academic anxiety of high school students attending coaching

Results after applying descriptive statistical techniques are shown in Table 1.0 and its graphical representation is presented in Graph 1.0-

Table 1.0- Mean and SD of the academic anxiety scores of high school students attending coaching

Variable	Number of Students	Mean	Standard Deviation
Academic Anxiety of High school students Attending Coaching	50	13.76	2.58378

Observation from Table 1.0 is that the mean value of academic anxiety of high school students attending coaching is 13.76, As given in the manual of the tool, it is considered a moderate level of academic anxiety on a scale of 20 points and the standard deviation is 2.58378 which shows the dispersion of data from central tendency.



Graph-1.0 Showing Normal distribution of academic anxiety of high school students attending coaching

In this, kurtosis and skewness are acceptable because the range lies between -2 to +2 (George and Mallery 2010), and the score frequency of academic anxiety of high school students attending coaching is normally distributed. There is negative skewness which means most values are plotted on the right side of the curve and it is a platykurtic statistical distribution which means fewer scores are closer to the mean value.

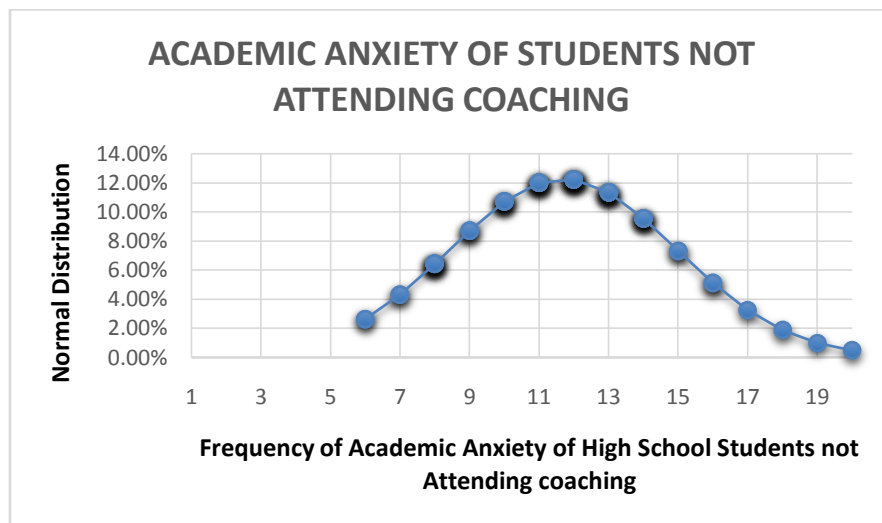
(2) To study academic anxiety of high school students who are not attending coaching.

Results after applying descriptive statistical technique are shown in Table 2.0 and its graphical representation is presented in Graph 2.0-

Table 2.0- Mean and SD of the academic anxiety scores obtained by AASC Scale of high school students attending coaching

Variable	Number of Students	Mean	Standard Deviation
Academic Anxiety of High school students not Attending Coaching	50	11.7	3.246662

It can be observed from the above table 2.0 that the mean value of academic anxiety of high school students not attending coaching is 11.7 which are considered a moderate level of academic anxiety as given range in the manual of the tool, and standard deviation is 3.246662 that shows the dispersion of data from central tendency.



Graph- 2.0 Normal distribution of academic anxiety of high school students not attending coaching

Here, data is showing positive skewness (0.433) that means most values are plotted on the left side of the graph and it is leptokurtic statistical distribution (0.013) which means most scores are closer to the mean value which is showing average level of academic anxiety as per the tool.

(3) To compare academic anxiety of high school students attending and not attending coaching.

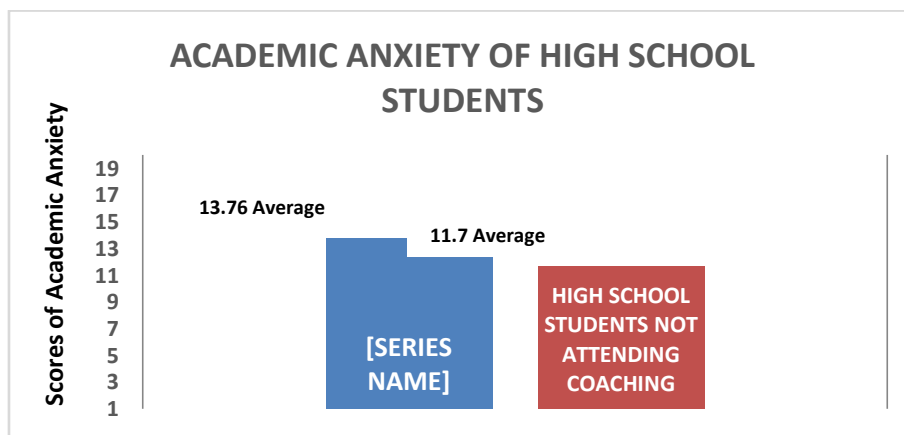
Results after applying descriptive and inferential statistical technique are shown in Table 3.0 and its graphical representation is presented in Bar Graph 3.0-

Table 3.0- Mean and SD of the academic anxiety scores obtained by AASC Scale of CBSE Board high school students attending and not attending coaching

Variable	High school students (specification)	Number of Students	Mean	Standard Deviation	C.R. Value	Significance level
Academic Anxiety	Attending coaching	50	13.76	2.58378	0.000690	*Insignificant at 0.05 level of significance
	Not attending Coaching	50	11.7	3.246662		

As per the data given in Table 3.0 academic anxiety level of high school students attending coaching is higher than the high school students not attending coaching institutes. C.R. value is 0.000690 which is less than 1.96. So, the null hypothesis ‘There will be no significant difference in academic anxiety of high school learners attending and not attending coaching’ is accepted. There is no significant difference in academic anxiety between high school learners attending and not attending coaching at a .05 level of significance.

This study's results are found contradicted the research study conducted by Rohilla, J. et al., (2021) in this study depression, anxiety, and coping styles between high school learners attending and not attending coaching for MEE studied in which depression and anxiety showed high level of students attending coaching and academic anxiety is one of the kind of anxiety which is not significantly found high in students attending coaching in this study.



Graph-3.0- Comparing Academic Anxiety between High school students attending and not attending coaching institute

It can be observed from the above Bar Graph 3.0 that the mean value of academic anxiety of high school students attending and not attending coaching is 13.76 and 11.7 respectively. The mean score of high school students attending coaching is slightly higher than the students not attending coaching but statistically, it is not significant.

X. DISCUSSION AND CONCLUSION

A moderate level of anxiety is required among high school students to push them to perform better. In this study students attending coaching showed moderate level of academic anxiety because they covered all the syllabus of that particular level in the coaching with personalized instructions, smart study tips, and systematic study. The students not attending coaching also showed a moderate level of academic anxiety because they were confident enough about their self-preparation for exams, that is why they did not join the coaching institute and relied on the formal education system. The focus area of this research was to compare the academic anxiety of high school students attending and not attending coaching institutes. The findings of the study conclude that there is no significant difference between the academic anxiety of high school learners attending and not attending coaching institutes.

In conclusion, it can be said that there is a need to address the limitations of the traditional education system because ignorance of the formal education system cannot be accepted as it caters to the needs of countless students who are not able to afford coaching institutes. Also, government should take a necessary step towards such coaching systems or control should be done through a regulation or act.

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