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ORIGINAL RESEARCH PAPER

STUDY THE RELATIONSHIP OF ANXIETY WITH MATHEMATICAL ACHIEVEMENT

KEY WORDS:

Education

Dr. Meena	
Sharma	

Desh Bhagat College of Education, Dhuri.

INTRODUCTION

Education is the process by which an individual is encouraged enable to fully develop his/her potential. Education is a field where knowledge passes through all walks of life from person to person with varying degrees. Education is concerned with ever growing society. Sound mental health is essential for fully functioning of the individual. A mentally unhealthy person will direct all his energies to meet the imaginary threats and fears. Anxiety is common reaction to frustration. Growing out of frustrations anxiety serves as a driving force for adjustments. Anxiety controls our behaviour by causing us to avoid threatening experiences in the environment. The state of anxiety is most significant and pervasive state of apprehensions and fears that affects student's achievement. Results showed that emotional component of math anxiety had a stronger and more negative relationship to children's perception of their ability and their performance and to their actual math performance.

Anxiety refers to a subjective experience of the individual, a painful uneasiness of mind. Anxiety is a series of symptoms which arise from faulty adaptation to the stresses and strains of life. Every one suffers from anxiety in greater or lesser degree from time to time as a result of specific situations for which the anxiety is reasonable response.

Mathematics is valued not only because of its practical advantage. It brings with it but also to train the minds of students. Mathematics may be defined as a logical study of number, space, quantity and arrangement.

Achievement means a person's level of skill or range and breadth of information and what he has accomplished in a designated area of learning as behaviour. It is of two types -General achievement and Academic achievement.

Math anxiety may impact learning and lead to avoidance of mathematics. **Tobias** (1987) found that students lack of coping skills dealing with mathematics classes and with their own anxieties appeared to be main barrier to their mathematics performance. Anxiety in mathematics can be categorized as mathematics classroom anxiety, mathematics test anxiety and numerical anxiety.

Objectives :-

The study is proposed to realise the following objectives

- 1) To identify the level of general anxiety of students studying in Government schools and private schools
- To identify the level of mathematical achievement of students studying in Government schools and private schools.
- To study the relationship of general anxiety with mathematical achievement of students studying in Government and private schools.

Hypotheses :-

- There exist no significant difference in the level of general anxiety of students studying in Government and private schools.
- 2) There exists no significant difference in the level of mathematical achievement of students studying in
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Government and Private schools.

3) There exist no significant difference in the level of mathematics achievement of students studying in Government and Private schools with high level and low level of general anxiety.

Design:-

Descriptive survey method will be used in the present investigation for the study, the investigator selected the sample of 150 students of 10th class.

Sample:-

Survey will be conducted on a sample of 150 students of class 10th from Government and Private schools of Ferozepur District. Random sampling technique will be used for selecting the students.

Tools used:-

- 1) Mathematical Achievement test by L.N.Dubey
- 2) Sarason's General anxiety scale for children by Dr. A Kumar.

StatisticalTechniques :-

The entire data of study will be statistically analysed strictly in accordance with the requirement of the objective and hypotheses of the study, mentioned above. For this purpose Statistical Techniques used are:-

- 1) Descriptive statistics such as Mean, Median, Mode, Standard deviation will be used to ascertain nature distribution of scores on anxiety and achievement
- 2) T- test will be used to compare the achievements of students in Mathematics.

Findings:-

- The mean score of the levels of general anxiety of students studying in Government schools has been found to be 28.44 with S.D=9.38. It is also found that 34.6% students have high level of anxiety and 29.32% students are placed in lower category whereas 36% students are having average level of general anxiety
- 2) The mean score of general anxiety of students studying in private schools have been found to be 26.24 with S.D 8.30. It is found that 22.66% students having higher level of general anxiety and 27.99% students are placed in lower category whereas 48% students show average level of general anxiety.
- 3) The mean score of mathematical achievement of students studying in Government school has been found to be 20.05 with SD= 4.67, it is found that 34.66% students are placed in high level of mathematical achievement. 1.3% students are placed in the lower category whereas 63.98% students show average level of mathematical achievement.
- 4) The mean score of mathematical achievement of students studying in Private school has been found to be 22 with S.D= 4.19, it is found that 54.66% students are placed in high level of mathematical achievement. No student is placed in the lower category whereas average 45.4 % students show average level of mathematical achievement.
- 5) The 'r' between general anxiety and mathematical achievement of students studying in Government school

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has been calculated to be 0.96 which is significant at both 0.05 and 0.01 levels which indicates that the significant relation exists between the level of general anxiety and mathematical achievement of students.

- 6) The 'r' between general anxiety and mathematical achievement of students studying in private schools has been calculated to be 0.92 which is significant at 0.05 and 0.01 levels which indicates that the significant relation exists between the level of general anxiety and mathematical achievement of the students.
- 7) The 't' value between the mean scores of general anxiety of students studying in private and government school is found to be 1.52 which is not significant at both 0.05 and 0.01 levels
- 8) The 't' value between the mean score of mathematical achievement of student studying in Government and Private school is found to be 2.7 which is significant at both 0.05 and 0.01 levels
- 9) The 't' value between the mean scores of mathematical achievement of students studying in Government school having different levels of general anxiety is found to be 22.44 which is significant at both 0.05 and 0.01 levels
- 10) The 't' value between the mean scores of mathematical achievement of students studying in private schools having different levels of general anxiety is found to be 25 which is significant at both 0.05 and 0.01 levels

CONCLUSIONS :-

The following conclusions can be drawn on the basis of findings:-

- In the present investigation the level of general anxiety of students studying in Government and private schools has been studied. It was seen that the students of Government and private schools are anxious and worried about their future happenings and afraid of loneliness. The students of Government schools are a little bit more anxious than the students studying in private schools.
- 2) As regard the level of mathematical achievement of students studying in Government and private schools it is found that the level of mathematical achievement of students of private schools is better than the students of Government schools.
- 3) The present study indicates that general anxiety and mathematical achievement of students studying in Government and private schools are significantly related
- 4) The study further indicates that the students studying in Government and private schools differ significantly in their level of mathematical achievement
- 5) It may also be concluded from the study that the the level of general anxiety affects the mathematical achievement of students studying in Government and Private Schools.

Educational implications :-

The present study has been designed to identify the level of general anxiety of students of 10th class studying in the Government and private schools. It was proposed to find out how far general anxiety is related to mathematical achievement and how far this variable affects the level of mathematical achievement of students. It is a fact that a large number of variables affect the mathematical achievement of students, but in the present study only one variable i.e General anxiety has been taken.

The present study indicates the majority of students studying in government and private schools show high level of general anxiety This is not desirable because psychologically general anxiety is dangerous for the proper growth and development of child. Efforts should be made to make the students less anxious for anticipated dangerous and painful consequences grading their physical health, success or failure in work etc. They should be free from false fear of animals, loneliness and about future happenings. It will make them emotionally stable and less anxious in life which in turn will help them to achieve more in their academic field especially in the field of mathematics, this is to be done for the students who are studying in Government and Private Schools.

To avoid general anxiety is a sort of training which should be started from early childhood. In present study the variable which is significantly related to mathematical achievement has been found to affect the mathematical achievement. It provides a limit to the school authorities that if we want that our students should have the highest level of anxiety in subjects, especially in mathematics, they require the least general anxiety.

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