CHAPTER 1

INTRODUCTION

The later part of the 20th century unfolded many new arenas of stress, anxiety and insecurity which stands in sharp contrast to the fear and apprehensions of the bygone times, the time which was dominated by the struggle for existence. The present era has been catalogued as the “Age of stress”, “Age of anxiety”, and in more modern times as an “Age of insecurity and apprehension”.

Stress, anxiety and lack of security are universal human experiences intrinsic to human condition but the nature of the specific environmental stimuli, stirring stress and anxiety has changed remarkably over the years.

A peep in ancient times reveals that natural catastrophes, wild beasts, and the like were the major sources of apprehension and anxiety. However, such fears are passé in the present times. In our modern technological and achievement oriented society, anxiety and lower level of security are evoked largely either by social and educational evaluation, or ambiguous environmental situations.

Educational evaluation, in general, is the benchmark of student’s success in society. It is the level of education or educational achievements that helps people earn admiration and recognition. Education is an indispensible part of life; while on one hand it is by itself an asset of investment for future while on the other, it assist students to represent the society at large. Their mental balance and psychological well-being not only contribute to the larger interest of the society, but beyond the
shadow of a doubt, plays a significant role in transforming one’s life globally. The very purpose of education in India is to facilitate in generating productivity in terms of personal advancement, and thereby attaining higher levels of prosperity.

The essence of education is being a key to unlock the doors to modernization; where an effective transition or conversion is possible from traditional to modern in every aspect. However, anxiety and stress which are being considered as malice, spreads its vicious tentacles in the entire of the educational system. The resultant is the utmost pressure that has taken its toll on children.

India follows an educational system that evaluates a child on the criterion of his/her performance in the annual examination held at the end of every session. Good marks are awarded to those students who are able to emulate their answers verbally or on the answer sheets. The students, therefore, swallow their lessons without understanding their content. They barely make any sincere endeavor to comprehend them. The theoretical education has made children mechanical since they do not attempt for the practical application of the knowledge gathered. An individual with low level of intelligence faces obstruction to be at par with their counterparts in the existing educational structure. Thus, they withdraw or drop-out considering it as the only solution to the problem. Some find it difficult to cope up with the mounting pressure and refute to consuming drugs, alcohol, cigarettes to name a few. Such habits usually originate at the call of their friends. To say the least, sometimes parental and peer pressure to secure good marks hamper the all round development of the child.
It is a matter of great concern for the future society to witness the widely increasing array of psychological problems, like, academic stress, anxiety and depression. Every nation invests lot of money on education. Research survey on students’ reports that at any given time there will be 10 to 20 percent of student population suffering from severe mental problems like stress, anxiety, depression, or emotional conflicts, who require immediate professional assistance.

Students encounter varied complex problems now-a-days compared to the earlier times. We often get to hear that people of different age groups, especially students going through depression. Anxiety, stress, insecurity seems to be building up from a tender age; seeds so sown crop up into big trees in the later lives. Students are so much arrested by anxiety, insecurity that under severe conditions they don’t even hesitate opting to commit suicide. The reason being, non achievement of the desired goals or due to the firm faith in failure, greater academic demands, changes in family expectations, changes in social life, exposure to new environment, people, ideas and temptations.

It is believed that the general problems like lack of social aptitudes, romantic involvements, problems of finance, undesirable habits and lack of self sufficiency are found among the school, college, and university students, in addition to the academic achievement problems. The genesis of this can be mainly tracked from the early adolescence period. Anxiety, hence, is most frequently observed among adolescents and also among grown-up people.

Adolescence is described as a period of “Stress and Storm”. They are already under tremendous pressure owing to the sudden physical, mental, psychological and
ideological changes, taking place in their lives. And the additional stress in relation to academic achievement leads them to a very complex situation which gives rise to anxiety as well as a feeling of insecurity. In India, the age group of (10+ to 19+) years is regarded as adolescence stage, which represents over one-fifth of the total population. They are considered a high risk group in regards to the future of the society. Moreover the outcome of education at this stage determines the progress, feat and status in their life, making it the vital force for the development of human life and society at large. Hence, academic achievement has come to be recognized as the index of a child’s future in the highly cut-throat competitive world.

Examination, test or evaluation, have emerged as a prominent anxiety evoking stimuli and lowering the level of security in our society. It judges many important decisions relating to an individual’s status in school, college and work. In fact, existing society is best described as more inclined to test culture or overshadowed by test. Our life is being considered as test conscious, test giving culture in which success is determined by their test performance. Assessment or test of different sort is widely used in educational, industrial, government and military sectors, which helps in recruiting those who fits the bill. It is almost impossible to grow in modern society without encountering some type of test, whether a classroom test, a scholastic aptitude test, or for college application test or an industrial occupational placement test. Test related anxiety figures prominently as one of the key villains in the ongoing drama encompassing psycho-educational tribulations. Thus, testing related anxiety and test related security is frequently cited as one the active factors at play, in determining a wide array of unfavorable
outcomes and contingencies, including poor scholastic performance, cognitive underachievement and psychological and mental ill health. In fact, many students have the ability to do well in examination, but perform poorly because of their debilitating levels of anxiety and insecurity.

It is difficult, indeed, to communicate pain, suffering, and misery suffered by the students before, during and after major evaluative experiences. The effects of anxiety and different levels of security may not be noticed by some students until their mind goes blank, while encountering a challenging objective test or until they freeze up on an important oral examination. Anxious and insecure students tend to get easily distracted during exams, experience difficulty in comprehending relatively simple instructions. Besides, they even confront difficulty to organize or recall in mind relevant information during tests. These students give vent to their concern, pertaining to the consequences of not being able to perform brilliantly on major exams, and embarrassment at probable failure. Students remain apprehensive about not being able to perform brilliantly on major examinations and also for probable failure.

Therefore the dilemma of anxiety and levels of security and academic achievement among students has become a common phenomenon in our society. And Academic Achievement determines a student’s both success and failure, particularly in Higher Secondary Final Examination, which shapes and moulds the future of the child. Hence this relationship between Anxiety-Security and Academic Achievement is closely associated.
According to **Kothari Commission (1964-66)**, higher secondary stage should lay stress on nation building and vocationalisation of education. Vocational aspect of education is given great importance, primarily, because of the fact that it is at this stage that the students have career options in their minds. And if it seems unachievable due to any reason, it causes stress, anxiety and insecurity. The students of Higher Secondary Final Examination usually have an aim to achieve certain level or marks (say 90 or 95 percent). The reason may be that the said group requires to make preparation to pursue engineering or medical or allied courses, or take admission in a particular college or stream or subject they want to specialize in. If these aspirations seem to be broken, they eventually develop stress, anxiety and insecurity. In due course of time many even take harsh steps like committing suicide.

Students, therefore, undergo a very crucial phase during this stage, and specifically during the pre-examination period. This is because, in our society academic achievement is very much examination oriented. In fact, examinations undoubtedly have become the yardstick to measure one’s success and failure. Accordingly, students endure plethora of problems comprising stress, anxiety, insecurity, parental pressure and peer group influence, pressure from school and teachers, social obligations, expectations, among others. This in turn affects their academic accomplishment. While at this stage students should focus on their studies, but pre-occupation of minds with such sort of immaterial elements tends them to stride away from the actual track.
Though, at times, we can say that a small amount of anxiety and lower level of security is normal in the developing child, especially among adolescents and teens. They often bring a realistic response to new roles and responsibilities and also because it gives rise to competitive studies plus motivates one to do good results and work harder. But, when they become severe, they can lead to alarming consequences like eloping before examination, drug addiction, delinquent behavior to name a few. For that reason, it is the duty of parents, teachers, educationalists, social reformer and even the government to make students feel secure, comfortable and assist them to achieve their respective goals.

1.1 OPERATIONAL DEFINATIONS:

The key terms used in the study are as follows:

- ANXIETY:
- SECURITY:
- ACADEMIC ACHIEVEMENT:
- HIGHER SECONDARY:
- INSTITUTION:

- MEANING AND DEFINATION OF ANXIETY:

‘Anxiety’ is an anticipatory tension or vague dread persisting in absence of a specific threat—cites the *Columbia Encyclopedia*.

A simple explanation of the term, anxiety, means a ‘response or reaction’ to a perceived threat or danger. Further, it can be defined as ‘vex or trouble’ experience by a person in either absence or presence of psychological stress. Consequently,
there is much possibility that anxiety can create feelings of not only fear but also worry, uneasiness and dread.

An in-depth analysis of the aforementioned term can also be explained as a physiological and psychological state characterized by cognitive, emotional, and behavioural components. And these components like cognitive, emotional, and behavioral when amalgamated create an uncomfortable feeling, which is typically associated with uneasiness, apprehension or worry.

In context of the study, the term ‘Anxiety’ refers to a ‘psychological state’ derives from a person’s assessments of success in educational sphere. The success or evaluation eventually helps one to adjust with the demands of the society and environment.

When students perceive education as a challenge, in such circumstance, anxiety provides impetus or drive to learn more to enhance their aptitude and skills. On the contrary, if education is considered as a threat it can exhibit feeling of helplessness and a sense of loss. If education is viewed as an intimidation, it’s quite palpable of generating anxiety.

- MEANING AND DEFINATION OF SECURITY:

According to *Macmillan Dictionary* Security is defined as safety from attack, harm, or damage; a feeling of confidence and safety, or a situation in which you can feel confident and safe.”
Security is an indescribable term; for, it cannot be plainly termed as a state of being secure. It is employed in a wide range of contexts and to multiple purposes by individuals, corporations, governments and academics.

But, unless we are properly acquaint with the term level of security; meaning and concept of security would be quite obscure. Here in this context security is a condition in which students appearing for Higher Secondary Final Examination are not threatened—physically, psychologically, emotionally or financially. In fact it is a state in which the levels of security of the students are on a higher side and they become free from doubt, anxiety, fear or lack of confidence.

Again while explaining the meaning of Security it is worth mentioning that feeling of security is being judged by the level of security. In this study feeling of security is synonymously used as level of security. Level is the judgmental aspect which determines the positivity and negativity of the feeling of security. Lower the security level, higher is the level of insecurity and vice versa.

- MEANING AND DEFINATION OF ACADEMIC ACHIEVEMENT:

Achievement refers to the degree or level of successes attained in specific tasks. Here in reference to this study achievement refers to the degree of academic successes. Here academic achievement meant the ability to perform in school activity or in the field of education. The Oxford English Dictionary defines achievement as “the act of achieving, completing, or attaining by exertion; completion, accomplishment, successful performance”
Generally, it’s often used in reference to the score or marks obtained by students in school tests or examination. When a child excels or outshines in all academic disciplines in conjunction with extra-curricular activities, it can be considered as an academic achievement.

Conventionally, academic achievement is regarded as an achievement or performance solely in bookish or textual knowledge, which is measured or evaluated by plethora of examinations.

In this study by academic achievement the investigator refers to students’ educational performance in terms of Pass and Fail in Higher Secondary Final Examination.

- **MEANING AND DEFINITION OF HIGHER SECONDARY EDUCATION:**

  According to *Kothari Commission 1964-66*, higher secondary stage of education should cover 2 years of general education or 1 to 3 years of vocational education. The commission underscored on the institution of higher secondary course (classes XI and XII) with special provision for specialised studies in different disciplines. It is the intermediate level between elementary school and college and usually offers general, technical, vocational, or college-preparatory curriculum.

  In response to the study conducted, Higher Secondary Education refers to the +2 stage of general education under Assam Higher Secondary Educational Council and examination that is being conducted after completion of the two years course is being considered.
• MEANING OF INSTITUTION:

In general terms “Institution” refers to any organization, establishment or a foundation pursuing towards the promotion of a particular cause or program especially one of a public, educational or charitable character.

Here in this study, Institution refers to all the Educational organizations imparting Higher Secondary courses under Assam Higher Secondary Educational Council. It included all the colleges, junior colleges and the higher secondary schools which impart Higher Secondary courses.

1.2. SOME COMMON FACTORS INFLUENCING ANXIETY AND LEVEL OF SECURITY AMONG CHILDREN:

Stimulated by real or imagined dangers, anxiety and low security affects people of all ages and social backgrounds. It occurs in unrealistic situations, with bizarre intensity, and can dislocate normal life. Some researchers believe anxiety and low level security is synonymous with fear, taking place as an unpleasant emotion often caused by unidentifiable dangers and in situations, in which people feel threatened. Others describe it as danger that, in reality, poses no threat. Unlike fear, which is caused by realistic, known dangers, anxiety and low level of security can be more difficult to identify and alleviate.

A child’s genes, environment, history, and psychological profile seem be the contributing factors to the development of anxiety and low security disorders. Most of these disorders begin in adolescence or young adulthood and are more common among women than men.
Some of them are discussed below:

- **FEELING INCOMPLETE**: Sometimes children have the feeling that something is missing, that something they need is eluding them. And so they feel less secure and anxiety develops. They usually tend to think that everyone else has something – but they are solely deprived of.

- **NEGATIVE SELF IMAGE**: At the root of most issues of low level of security and anxiety, perhaps, is an inability to know and that everyone is perfect just as they are. Even when one make mistakes it is important to know that mistakes are a path of discovery. But young students fail to realize this, may be because of parental nagging or pressure from school and thus develop negative self image.

- **NEED TO HAVE EVERYTHING UNDER CONTROL**: Those who had a dysfunctional childhood may have learned to try to control situations in order to feel safe and secure. Some children had to grow up or mature too quickly and leave the childhood behind. This may cause stress in their young minds.

- **AVOIDANCE OF ISSUES THAT NEED TO BE CONFRONTED**: Another area that can create the feeling of anxiety and low level of security is when they have to deal with issues that leave them feeling intimidated. Most of us tend to run in the opposite direction or use a strategy that allows
us to avoid the situation or issue. Everyone has an self-protective conditioning that helps one to stay in avoidance of the problem.

- **HAVING A FATALISTIC ATTITUDE:** For some children, anxiety and lower level of security stems from having a fatalistic attitude towards life. They feel that the world and the environment are unsupportive or even hostile. They have a fear or horror of speaking out. They feel that it’s a part of their past life that is showing up in the present and hence they are tormented or tortured for doing so.

- **FEAR OF ERRATIC BEHAVIOUR OR POWERFUL EMOTION:** Sometimes individuals many feel stressed because they are afraid of their own, or someone else’s erratic behavior. This is a pattern that many adolescents experience when they undergo sudden physical changes or during other times of great hormonal fluctuation. Their attitude is –they want everyone to go away, and “Leave me alone”. They may not be able to take time out and give themselves the down-time they need, so they lash out to get space.

- **AFRAID OF CHANGE AND THE UNKNOWN:** The children at this stage have to go through various changes including physical, mental, emotional due to various hormonal imbalances. They try to hide or cover up as they feel that these are abnormalities and thereby develop deep feeling of anxiety and insecurity. So much talking is a way of shielding your
apprehensions towards change and not dealing with emotionally charged issues, because you are insecure of your ability to do so.

- **DIFFICULTY IN ADAPTING TO NEW SITUATIONS:** Because of sudden changes occurring in their body and mind, the adolescents need to keep confronting with new situations. Individuals deal with ‘new situations’ with sheer difficulty and insist on approaching all problems or challenges in a similar manner. They feel that they can cope with or sort out by using the methods that worked in the past. But when they fail to do so, it gives rise to anxiety and insecurity.

- **FEELING UNABLE TO BE SPONTANEOUS:** Another root of low level of security can be based on being used to following rules or become hyperconscious of being appropriate. Sometimes they need to break out and be a little wild so that they can re-claim their spontaneity.

- **CAREER:** This is, perhaps, the most important cause of anxiety and lower security among the students at this stage. At this level they have an aim to achieve certain level or marks, with the thought in mind that they are going to pursue engineering or medical or some other courses or take admission in a particular college or stream or which subject to specialize in. If these aspirations seem to be broken, they develop stress and anxiety.

- **OVER INVOLVING PARENTING:** The phenomenon of over involving parenting is a term used to describe parents who pay extreme close attention
to their children’s lives; is one that researched and documented for its counterproductive effects. It is often observed that helicopter parenting continues indirectly even through college. They may not be around geographically, but geography is broken down when one is constantly on internet, tweeting and messaging. One of the possible consequences of helicopter parenting is the increase in pressure to exceed.

1.3. SYMPTOMS OF ANXIETY AND LOW LEVEL SECURITY IN EDUCATION AT SCHOOLS AND COLLEGES:

In general parlance, there are a number of symptoms of anxiety and low security of education during the higher secondary examination:

- Whether they will be performing well in examination.
- Whether the examination results will be on expected lines.
- Whether their results will be able to meet the expectations of their parents.
- Whether they will be able to secure seat in the probable colleges or universities or in any other professional colleges.
- Whether they will be able to get job after completing education.

During examination, symptoms more often like difficulty in focusing, uncertainty, fear, mental blockage, vomiting, sweating etc. After examination, common anxiety symptoms mainly include lack of interest, irritation, guiltiness, or hopelessness. A teacher can play an important role here by teaching the students effective ways to deal with academic anxiety. Teaching various techniques and
strategies may serve to bridge the gap between children’s abilities and their academic performance. Too little anxiety or high level of security results in a lack of motivation and lethargy. On the contrary, high anxiety and low level of security negatively affects memory and concentration of students.

1.4. VARIABLES INFLUENCING ANXIETY AND LEVEL OF SECURITY IN MODERN EDUCATION:

- Influence of internet and how it increases stress and decreases the level of security among students:

  In the age of ‘Communication Superhighway’ i.e. internet, usage of internet has increased manifold. With the increased internet penetration, covering both rural and urban, the percentage of internet users has increased considerably. Consequently, this has greatly influenced the system of modern education among students.

  Previously, students would frequent to libraries, read books and journals for information. But the situation is profoundly different today. Students get all the required information and latest updates by pressing the mouse button. Online availability of books, journals and allied material has made information garnering much easier. Students have a considerable influence from using the internet. Its influence is visible in students’ studies and behavior, too, for much time is devoted on it by users.

  There are many possibilities that internet offers and also helps to save time. Internet has profound influence on students’ studies and behavior as they spend hours of their spare time surfing internet.
But there is a flipside to it. Availability of plenty of websites, social network sites, videos, music, games, among others, often makes it cumbersome for students to concentrate on studies, thereby giving rise to stress. Hours of valuable time are being spent communicating and exploring the virtual world.

- **Influence of Television (T.V.) on student’s anxiety level of security and academic performance:**

  Today infotainment, a concoction of both information and entertainment, has become a catchphrase. And television as one of the mediums of mass communication is offering its viewers blend of both information and entertainment. For the student fraternity TV acts both as a boon and a bane.

  Television is undeniably a powerful medium; if properly integrated with class-room teaching, it can definitely make the teaching-learning process more dynamic, effective, meaningful and interesting. Thus, it has positive side of assisting in improving the quality of education.

  Television is a potent medium of information, education and entertainment. It’s one of the most significant technological developments for uplift of society. This broadcast medium can be used as a catalyst to inculcate reading habit among children by following up TV programs, by getting books on the same subjects or by reading books on authors whose work was adapted for programs. Programme contents such as News, current events, historical based programming can make children more aware of other’s culture. It often explores controversial or sensitive issues, which makes it easier for parents and children to discuss on them.
Educational programming can develop young children’s socialization and learning skills provided it is used judiciously and selectively.

But it has its limitations, too. Its negative impact has every possibility of affecting the tender minds. If they develop the habit of ‘binge-watching’ or spend most of the time in front of the TV set no matter what the content is being telecast, it could lead to less satisfactory social relationship, fewer interpersonal interactions, lower reading skills, lower schools achievements and obesity due to lack in physical activities. Programmes with overdose of gender, violence and aggressive themes tend to make children more aggressive and disobedient. Culture, gender role and social relationship as depicted on T.V. screen can also influence children’s perception towards society.

Some television contents that are broadcast may result in sleeping disorder or insomnia owing to anxiety. More television viewing reduces creativity, awareness and intellectual abilities in children. Plus, it also effects the language development, like speech delay and increase mental disorders as nervousness, unsocial behavior, lack of concentration, headache and migraine, to name a few. Television’s influence on reading and other academic skills depends not only on the amount of television watched, but also on what is being watched and whether the content is apt for viewing in accordance with the age of a child.

However, children who watch carefully designed educational programs that are aimed at furnishing information and education, do better on pre-reading skills compare to those who watch infrequently.
Children hooked to television induce anxiety and shrink back from accomplishing his school activities or homework. And this is because they hardly get time to display their competence in studies and extra-curricular activities.

- **Influence of family structure on children’s anxiety and level of security:**

  Family structure that includes composition, social and economic resources play a significant role on children’s anxiety. One of the fundamental characteristics of a family that has a sustaining effect on children is its structure and number of persons in a household, parent child relationship, availability of economic and social resources.

  Parent’s constant involvement with their child is certain to have a positive impact. What is more beneficial is parent’s involvement in educational activities.

  Children imbibe a good deal of his/her behavioural pattern from their parents at home. The influence of family structure on children’s anxiety is pronounced; for, when both parents work, some children feel neglected. Children of working parents or nuclear family may exhibit low interest in studies as there is absence of family members to keep an eye on their activities.

  On the other hand, child being a member of joint family may have negative consequences in studies due to presence of many members in a family.

- **Influence of Socio-Economic Status on children’s anxiety, level of security and academic performance:**

  A number of studies have clearly established a definite positive correlation between socio-economic status and academic achievement.
Students from higher socio-economic status are in an advantageous position compared to those belonging to lower socio-economic status. Higher socio-economic status provides environment conducive for child’s academic performance. A higher education is positively associated with greater tendency for parents to advocate and actively manage their children’s education. The situation, whereas, is wholly opposite for parents from lower socioeconomic background. They face barriers such as non-flexible work schedules, lack of resources, transportation problems, and stress due to dwelling in disadvantaged locations.

All things considered, parents from economically weaker section often have fewer years of educational experience; harbor negative experiences with schools and generally feel ill equipped to question the teacher or school. For that reason, may be their job expectation level is less than those parents who are from higher educational background.

- **Influences of Society on children’s anxiety, level of security and academic performance:**

  Socially anxious and lesser security students fail to avail themselves of the learning opportunities by avoiding interaction, physically or psychologically. Attention to academic information may be distracted by an excessive focus on their anxieties, while the ability to monitor and modify communication with colleagues and tutors may be distorted by fears of negative evaluation.

  These students are more likely to withdraw from college. An anxiety-provoking demand that the institutions place on students have negative influences on their academic performance.
In Higher Secondary stage, academic material becomes progressively more challenging, and anxieties rise where assessment includes performance or presentation. Students are encouraged to make use of peer and tutor support; class interaction increases amongst those students who are socially confident. Thus, for those who are socially anxious and feel lowly secured, there is a growing conflict between their need to engage with the program and with colleagues, and their fears of exposure and embarrassment.

- **Peer Group on children’s anxiety, level of security and academic performance:**

  Group formation based on factors namely age, background or social status, *et al*, is a very familiar attribute among people. Forming of group, perhaps, takes place while sharing one of these similar factors. This is what is meant by peer groups. In a peer group some factors like age, background, social status are essential in cementing one with the other. Members of peer group are likely to manipulate or influence their beliefs and behavior among them. Peer groups contain hierarchies and distinct patterns of behavior.

  During adolescence, peer groups are naturally inclined to face dramatic changes. Adolescents spend more time with their peers but less adult supervision. Talks on school, careers, and studies with their parents take a front burner. On the other hand, they prefer and enjoy discussing about gender and other interpersonal relationships with their peers.
Children look to join peer groups who accept them, even if the group is involved in negative activities; less likely to accept those who are different from them.

Peer also influences anxiety and the level of security the children and their performance. Peer assessment using marks, grades, and tests have shown positive formative effects on students’ achievement and attitudes. Peer network interactions or communication might function in various ways to develop and encourage attitudes, values, and behaviors related to learning. Besides, peer assessment, of presentation skills, group work or projects, and professional skills are also helpful for student’s academic performance.

1.5. RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT:

The relationship between anxiety level and students’ academic performance is unavoidable.

It is true that a high level of anxiety impedes concentration and memory, which are significant for scholastic achievement. Devoid of any anxiety, on the other hand, would build up a lackadaisical attitude to study for examination, write papers, or accomplish task such as daily homework. A moderate amount of anxiety essentially is the ‘driving force’ for academic performance by creating motivation. Many studies have been undertaken to demonstrate a relationship between anxiety and performance. Some studies have focused on a particular academic discipline, some have included additional situational factors, and some have focused
on the outcomes of performance. For the reason that there was a wide variety of purposes in these studies, there has been an equally wide variety of research results. In general, however, results do appear to indicate that there is a relationship between anxiety and performance.

Studies showed that anxiety has an unfavorable affects on academic accomplishment of children. Simultaneously, it appears that there tends to be a negative association between anxiety and performance, with the exception of the very brightest students. In addition, it appears that the effects of anxiety seem strongest on more difficult tasks and on those requiring thinking of superior level.

1.6. RELATIONSHIP BETWEEN FEELING OF SECURITY AND THE ACADEMIC ACHIEVEMENT OF STUDENTS:

Both high level of security and low security comes to people’s life. During adolescence, the feel and experience of security are more pronounced on their academic achievement.

Secure attachment with someone close to like parent, during adolescence contribute to less psychological maladies such as lower levels of depression, anxiety and feelings of personal inadequacy. Securely attach adolescents are less liable to slot into substance abuse, or exhibit anti-social and aggressive behavior, and keep themselves at arm’s length from risky general activity. They also manage the transition to high school more productively, and have more constructive relationships with family, peers and society. They demonstrate less concern about
lonesomeness and social denial than the insecurely attached children and even display more adaptive coping strategies.

On the other hand, those who are not closely bond or without a strong connection feel lowly secured. They suffer from complexities, especially inferiority complex that becomes introvert in nature, tends to avoid conversation with guests, lack of confidence, develops tendency of not sharing own view point with other person, and don not take any active part in deliberation. Such behavior and attitude are likely to affect the child’s performance. Hence, they are unable to frame, prepare and manage their future career.

1.7. GOVERNMENT INTERVENTION IN THE ANXIETY AND LEVEL OF SECURITY OF THR FUTURE GENERATION:

Though there has not been any direct separate scheme for anxiety and stress related issues in the Governmental forum; the Ministry of Health and Family Welfare, Government of India for the first time launched the National Mental Health Programme (NMHP) in 1983.

Mental Health means a level of emotional, psychological and social well being. It helps to determine how we handle stress and anxiety. Mental health is important at every stage of life from childhood and adolescence through adulthood. But over the course of life if we experience mental health problems, it will have its impact on our self respect, relations and capability to function in day by day life. Children and adolescents undergo various levels of mental health issues coming out of various factors as they grow up. And their poor mental health may lead to
anxiety, insecurity, stress, fear etc. which may hamper their proper development in the long run.

Therefore the parents, teachers, society and the government should work together to nurture the future generation into responsible and healthy citizens - both physically and mentally.

The key goals of the National Mental Health Programme are:

- To ensure that minimum mental health care is available and accessible to everyone in the near future.
- To encourage people to apply their knowledge of mental health in general health care and social development.
- To promote community participation in stimulating the growth of mental health services and work towards self help.

**The following three objectives:**

- To ensure availability of bare minimum mental health care for everyone in the near future, particularly among the most vulnerable sections of the population.
- To encourage mental health knowledge and skills in general health care department.
- To promote community participation in mental health service and to stimulate self-help centers.

From then on the issue on Mental Health has been a part of the primary health care system in all the five year plans of India in some way or the other.
Later the District Mental Health Programme (DMHP) evolved and was implemented in 27 Districts across 22 states/UTs in the 9th plan beginning in the year 1996.

The 10th Five Year Plan, NMHP was restrategized, for effective reach and impact on mental illnesses.

The main strategies were as follows:

- Expansion of DMHP to 100 districts all over the country.
- Modernization of Mental Hospitals.
- Upgrading of Psychiatry wings of Govt. Medical Colleges/General Hospitals.
- Research & Training in Mental Health for delivering improved services.

Currently, the District Mental Health Programme is implemented in 123 Districts all throughout the nation. Grants have also been released for upgradation of Psychiatric wings of 75 Government Medical Colleges and General Hospitals and improvement of 26 Mental Hospitals.

The 11th Five Year Plan, allotted Rs.1000 crore for the National Mental Health Programme. During the 11th Five Year Plan, it has been projected to disperse the Programme and synchronize with National Rural Health Mission for optimising its outcome. The key components of NMHP that have been planned are as under:

- To establish Centres of Mental Health and to identify the existing mental hospitals for solving the problem of acute manpower shortage.
To encourage the development of Manpower in Mental Health, other training centres (Govt. Medical Colleges/General Hospitals etc.) would be supported for starting PG courses in Mental Health or increasing intake capacity.

The 11th Plan schemes voted for renovation of state run mental hospitals and upgradation of psychiatric wings of medical colleges/general hospitals.

District Mental Health Programme with some extra mechanism of counseling in schools, counseling service in colleges, job place pressure management and suicide deterrence services to be introduced.

Very limited research has been conducted in the area of Mental Health.

An intensive media campaign is planned for 11th Plan duration to remove the stigma attached to mental health.

NGOs and Government should work jointly to implement of the Programmes.

This would outreach the society’s mental health initiatives under DMHP to the larger community.

Effective monitoring, implementing & evaluating at Central, State and District stages will facilitate smooth functioning of the various components of NMHP.
1.8. NEED AND SIGNIFICATION OF THE STUDY:-

The higher secondary stage of education bears much importance in the life of students. If the examination aspect is taken into consideration, this stage determines his or her potential goals, objectives, planning and career prospects.

Many studies have been conducted on the influence of anxiety and level of security in learning and retention process of children of different age group. This area of research has been of considerable interest to the teachers, who have observed that some students appear to perform disappointingly on account of a high degree of stress. It is a common occurrence to hear from teachers that some students are so unconfident that he became nervous during examinations and thereby fail to live up to the promise shown in his class work.

The higher secondary level is a milestone in the academic life of students, for their progress in education sets the criteria for choosing future course of studies. The higher secondary school level, thus, is being deemed as the most decisive stage in the academic life of a student. During this period, students and their parents take crucial decisions pertaining to career for a better and promising future. It is said to be a base where forming a strong foundation is vital to establish a successful career. Every student should be enlightened in the right direction to attain an interest in the field of education.

Higher secondary school students are mostly adolescents. The Adolescent stage in the life of students is considered, as a highly critical period, as they are required to choose their respective interest in the educational sphere. Adolescents in schools face many problems concerning to this age. They become apprehensive about their academic performance. Many students are under great pressure to score
or secure high marks. The entrance preparations coupled with high parental expectations double their anxiety and stress and lowers their level of security. They are unable to get admission in prestigious institutions without a superior academic record. So, students are generally under stress, anxiety and concern, during the higher secondary years.

Therefore, in this study, an attempt has been made to study the anxiety and level of security of students appearing in the Higher Secondary Final Examination. Hence, at this stage care should be taken so that the students concerned are free from any type of mental pressure or stress. The environment at home, school, society should be made congenial for them, so that they can study well to attain good academic results.

Taking this into consideration the investigator has selected this problem as the subject of study and research as it bears relevance in the present day context. Plus, the study will certainly assist in depicting the real picture of the anxiety and feeling of security in relation to the academic achievement of students.

It is important not only to determine the amount of anxiety and level of security a student undergo but also to find out if anxiety and their level of security affects his ability to perform in school. Performance is based on learning. Students with anxiety disorder display a passive attitude in their studies such as lack of interest in education, pitiable performance in exams, and on coursework, among others.

Anxiety and low level of security occurs due to overpowering nature of symptoms such as difficulty in making decisions, sleeplessness, and nervousness. Other symptoms like fear, changed physiological condition, impaired
communication, decreased orientation, lowered self-esteem, lack of socialization, ineffective adjustment, and failure in academic performance are also clearly visible. Factors like unsupportive family, controlled school settings, occupational and financial difficulties without adequate backup can also cause anxiety and insecurity, which in turn detoritates the academic performance of children. Hence, an imperative need was felt to study the correlation of anxiety and the level of security with academic achievement of students.

1.9. STATEMENT OF THE PROBLEM:-

The above discussion provides scope to select the research problem for the present study and this could be entitled as: “A STUDY ON THE INFLUENCE OF ANXIETY AND FEELING OF SECURITY ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN HIGHER SECONDARY EXAMINATION OF KAMRUP DISTRICT OF ASSAM.”

1.10. OBJECTIVES:-

After a thorough analysis of the previous research studies, the following objectives have been formulated for the present study.

1) To study the influence of anxiety on the academic achievement of the students in higher secondary final examination of Kamrup district.
2) To study the influence of the feeling of security on the academic achievement of the students in higher secondary final examination of Kamrup district.
3) To make a comparative study of the influence of –
a. Anxiety on the academic achievement of the students in higher secondary final examination, on the basis of their medium of instruction: Assamese medium and English medium.

b. The feeling of security on the academic achievement of the students in higher secondary final examination, on the basis of their medium of instruction: Assamese medium and English medium.

4) To make a comparative study of the influence of -

a. Anxiety on the academic achievement of the students in higher secondary final examination on the basis of their location: Rural and Urban.

b. The feeling of security on the academic achievement of the students in higher secondary final examination, on the basis of their location: Rural and Urban.

5) To make a comparative study of the influence of -

a. Anxiety on the academic achievement of the students in higher secondary final examination, on the basis gender: Boys and Girls.

b. The feeling of security on the academic achievement of the students in higher secondary final examination, on the basis gender: Boys and Girls.

1.11. HYPOTHESES:

On the basis of the objectives, following hypotheses have been formulated by the investigator:

H1. Anxiety influences the academic achievement of the students in higher secondary final examination of Kamrup district.
H₃. Feeling of security influences the academic achievement of the students in higher secondary final examination of Kamrup district.

H₃ a. Anxiety influences the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their medium of instruction: Assamese medium and English medium.

H₃ b. Feeling of security influences the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their medium of instruction: Assamese medium and English medium.

H₄ a. Anxiety influences the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their location: Rural and Urban.

H₄ b. Feeling of security influences the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their location: Rural and Urban.

H₅ a. Anxiety influences the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their gender: Boys and Girls.

H₅ b. Feeling of security influences the academic achievement of the students in higher secondary final examination of Kamrup district, on the basis of their gender: Boys and Girls.
1.12. DELIMITATIONS OF THE STUDY:

- The study is delimited to only 20 colleges of Kamrup district of Assam.
- As medium of instruction only English and Assamese Medium have been analyzed in the study. It does not take into account, Hindi, Bengali, Bodo etc medium Higher Secondary schools and colleges of Kamrup district.
- Stream wise stratification of the sampled group has not been done in the study. The study is delimited to only the higher secondary students and not included according to the streams i.e. arts, science and commerce stream.
- In this study Academic Achievement is delimited to the result of the students appeared in their Higher Secondary final examination conducted by the Assam Higher Secondary Educational Council.
- It has been delimited to only to the traditional concept of Education which is described on the ground of bookish or textual knowledge and measured or evaluated by examinations or different sets of tests.
- Here the result of Higher Secondary final examination is delimited to those students who scored within the range of 50% to 70% marks in their pre board examination.
- Here, this study academic achievement of the students has been considered from the point of view of Pass and Fail. Grades, marks or ranks are not considered here.
- The study is related to the present condition of the sample student’s Anxiety and Security levels and its influence on their Academic Achievement. So the method of the study is delimited to Descriptive Survey Method.
Tools used in the study are delimited to –

- Information Sheets I and II to collect information about the students.

- SINHA’S COMPREHENSIVE ANXIETY TEST (SCAT) to determine the Anxiety level of the sample students.

- SHAH SECURITY – INSECURITY SCALE (SSIS) to determine the level of security of the students selected as sample.