ABSTRACT OF THE RESEARCH WORK

CHAPTER (I)

INTRODUCTION:

The human behaviour is controlled directed and modified through certain motives. When a person is searching for food, or constructing a house, or learning new skills, he will always be able to trace some such elements, which initiate his activities, guide them and modify his behaviors. Those elements are referred to as motives. Thus motives are the raw material of human nature.

Learning implies cumulative improvement. The nature of improvement can be clearly judged by the changes, which take place while learning is in process. In learning the learner learns to organize and evaluate them with many meanings and interpretations and becomes conscious of working towards goal.

There are many factors, which slow down the process of learning or act as an obstacle. A teacher must also be conversant with them so that he can remove their evil effect. Such factors are fatigue, boredom, hatred, anxiety habits etc. Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task. It is therefore considered by many that anxiety interferes with the activity and so learning is impeded.
IMPORTANCE OF THE STUDY:
Anxiety is the common property of psychology, education and sociology, and we cannot isolate one from the other. A multi disciplinary research approach is needed in this area.

USEFULNESS TO SOCIETY:
Through this study we can know how much the elements are anxious towards academics and further can using revolutionary changes(qualitative and Quantitative) can be brought in the system of education.

NEED OF THE STUDY:
The need to investigate the academic anxiety of IX std students of Urdu and English medium schools of Aurangabad City was felt because of the low academic achievement of the children.

Only through research in education it may be possible to study the academic anxiety of the students with respect to the medium of schools and the area where the school is located.

PURPOSE OF THE STUDY:
The main purpose of the study is to know the academic anxiety of the students of English and Urdu medium schools and also to find out the level of anxiety and also to make a comparison of Urdu medium students and English medium students regarding the level of anxiety.
Area of Study:

Aurangabad city was selected for the study and IX std. students were selected for the investigation belonging to Urdu and English medium school.

Selection of Specific Problem:

Though many researches have been undertaken by the researchers in the topics like interest achievement, attitude etc the researcher has decided to select a specific problem of investigating the academic anxiety of the students.

Objectives of the Study:

The objectives of the study are as follows:
1) To know the level of academic anxiety of the students.
2) To find out the reasons for their high or low anxiety.
3) To compare the anxiety of Urdu medium and English medium students.
4) To know the impact of teacher's teaching on anxiety of the students.
5) To know the effect of social situation on the academic anxiety.
6) To suggest ways and means for the teachers to cope with the students having high or low anxiety.
FORMULATION AND STATEMENT OF THE PROBLEM:

The selection of topic for research did not immediately put the researcher in a position to start considering by what data she will analyze. Before the researcher took these steps, she needed to formulate a specific problem, which can be investigated by a scientific procedure.

"To Investigate the Academic Anxiety in Students of IX std belonging to Urdu and English Medium Schools of Aurangabad city."

SIGNIFICANCE OF THE IDENTIFIED PROBLEM:

Academic anxiety plays a vital role in academic achievement of the students. If the students have low academic anxiety then they will also be low in their scholastic achievement. From the method of observation researcher has realized that this must be a problem at all level.

HYPOTHESIS:

The following hypothesis are framed for this study:
(1) Academic anxiety in the students of IX std is low.
(2) There is no significant difference between academic anxiety of boys and girls IX std of Aurangabad City.
(3) There is high anxiety in English medium students of IX std.
(4) There is no significant difference between academic anxiety of English medium boys and English medium girls of IX std.
(5) There is low anxiety in Urdu medium students of IX std.
(6) There is no significant difference between the academic anxiety of Urdu medium boys and Urdu medium girls of IX std.
(7) There is no significant difference between academic anxiety of English medium boys and Urdu medium boys of IX std.
(8) There is no significant difference between the academic anxiety of English medium girls and Urdu medium girls of IX std.

**LIMITATION OF THE PROBLEM:**

The researcher has decided to select Aurangabad city as the area of study, as the researcher is the resident of Aurangabad city. Further, the researcher has selected the IX Std students of English and Urdu medium schools of Aurangabad city. Because at the stage if the students are having low anxiety, then efforts can be taken by the various stakeholders to make them anxious towards academics which will be fruitful for their higher studies and also in their X std.
**DEFINITION OF IMPORTANT TERMS:**

1) **Academic:** - Academic is a term which means relating to education.

2) **Anxiety:** - Dictionary meaning of Anxiety is a feeling of doubt and fear, or mental uneasiness. Psychologically Anxiety is a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task.

3) **Urdu Medium Schools:** - The schools in which the medium of instruction is Urdu.

4) **English Medium Schools:** - The schools in which the medium of instruction is English.

5) **Aurangabad City:** - The area lying within the jurisdiction of Aurangabad Municipal Corporation in Aurangabad District.

**Chapter (II)**

**Review of Related Literature**

Presents the review of related literature where the researcher had gone thorough various literature, previous thesis, magazines and journals and different reviews from different cities on internet, as this enahces the researcher to bring novelty in work and eliminates duplication of what has been done provides assistance and guideline for the present research work.
Chapter - III  
Research Design & Methodology

The research design of this scientific research after selection of problem and formulation of hypothesis was very necessary and it was an important aspect to conduct this study. It was a mapping strategy based on sampling technique. It included, sampling, research strategy, tools and techniques for collection of evidences, analyzing the data and findings the conclusion. The research components were selected keeping in view the hypothesis of this research. Efforts were made to prepare research design to make it more practical.

The following rules were followed in planning this research design, researcher:
1) Defined the nature and scope of the problem.
2) Specified the related variables.
3) Excluded the variable not relevant to the study and,
4) Started from a logical hypothesis.

It is very much essential on the part of the researcher to determine appropriate method of research in solving the problems or in verifying the hypothesis formulated. After going through the various method of research the researcher finally selected the Normative Survey Method for her research. This method describes and interprets what
exists in comparison of Investigation of Academic Anxiety in Students of IX Standard belonging to Urdu and English medium schools of Aurangabad, City. The Normative Survey Method is also called as Descriptive Research.

**Sampling:**

One of the most important problems relating to the practical formulation of research is concerned with the estimation of characteristics of Universe or Population and the method of selecting for study a portion of the Universe known as Sampling. Sampling is the selection of some part of an aggregate on the basis of which a judgment or inference about the aggregate is made. There are about 40 secondary schools of English and Urdu medium schools in Aurangabad City. The researcher conducted the survey on 25 secondary schools of English and Urdu medium.

**Sampling Size:**

The researcher after defining the population has also determined the size of the sample. Out of this population round about 1078 students of standard $9^{th}$ (IX) were taken as sample from English and Urdu medium schools located in Posh and Slum Areas of Aurangabad City. This sample size has been taken to increase the precision of results in this study.
**STRATIFIED SAMPLING:**

Stratified sampling is a combination of both random sampling and purposive sampling. According to this method, the researcher has subdivided the entire population into many categories or strata according to certain conditions.

The researcher selected English and Urdu medium high schools of Aurangabad City.

**TOOLS USED IN DATA COLLECTION:**

The selection of an appropriate tool for this study was also a difficult task because according to several experts the Academic Anxiety is a multi-faceted aspect. Therefore it is better to understand some of the views of psychologists on testing aspects of Academic Anxiety.

There are several tests available on Academic Anxiety, of students for example V.P. Sharma. Anxiety scale (TAS) Hindi English. It consists of 25 test situations having five alternative answers hierarchically presented. It is meant for Boys and Girls of College. A. Kumar Test for Anxiety Scale Test Children (TASC) Hindi it contains 30 items to measure test Anxiety of both sexes children studying in elementary classes. After going through these tests the researcher had lastly selected A.K. Singh and A. Sengupta’s Academic Anxiety Scale for Children (AASC) Hindi and English. It is a brief scale of 20 items and is meant for schools students class
VIII to IX. It hardly requires 15 minutes. It measures Academic Anxiety.

**ADMINISTRATION OF THE TEST:**

The test was administrated on the students of 9th (IX) standard of English and Urdu medium high schools of Aurangabad City.

**CHAPTER IV**

**Analysis and Interpretation of Data**

After investigation the Academic Anxiety of the students of standard 9th (IX), with reference to the socio-economic status of the parents, the researcher collected numerous facts and figures in the form of responses.

**DATA:**

Things known or assumed, facts or figures from which conclusion can be inferred, is known as DATA. The data has been collected from the students of various schools of English and Urdu medium as mentioned in the earlier chapter. Data processing was the next step carried out by the researcher.

**DATA PROCESSING:**

Processing has been described as a particular method of doing something, generally involving a number of steps of operations. Thus, the researcher carried out editing, coding,
classification and, tabulation of collected data so that they are amenable to analysis. Every precaution was taken to complete of the processing of data.

**Tabulation:**

After the data was edited and coded by the researcher it was put together in the appropriate tables to undergo some form of statistical analysis. Tabulation amounts counting of number of cases falling into each category. In all near about 20 tables were prepared regarding English and Urdu medium high schools that are located in different part of Aurangabad City.

**Chapter (V)**

**Major Findings, Conclusions & Suggestion**

**Major Findings**

1. The mean anxiety score of English medium boys is 11.4 & S.D 3.16.
2. The mean anxiety score of English medium girls is 11.6 & S.D 3.16.
3. The mean anxiety score of English medium boys & girls is 11.5 & S.D 3.18.
4. The mean anxiety score of Urdu medium boys is 10.72 & S.D 3.18.
5. The mean anxiety score of Urdu medium girls is 12.72 & S.D 2.67
6. The mean anxiety score of Urdu medium boys & girls is 12.44 & S.D 2.90.
7. The mean anxiety score of All Boys is 12.06 and S.D is 2.82.
8. The mean anxiety score of All Girls students is 12.51 and S.D is 2.92.
9. The mean anxiety score of All students is 12.28 and S.D is 2.88.
10. The Critical Ratio between English medium girls and boys is 0.68. It means that the difference is insignificant at 0.05 level of confidence.
11. The Critical Ratio between English medium girls and Urdu medium girls is 4. It means that the difference is significant at 0.05 level.
12. The Critical Ratio between English medium boys and Urdu medium boys is 2.5. it means that the difference is significant at 0.05 level of confidence.
13. The Critical Ratio between English Medium girls and Urdu Medium girls is 4. it means that the difference is significant at 0.05 level.
14. The Critical Ratio between all girls students and all boys students is 1.11. hence the difference is significant at 0.05 level of confidence.
15. The Critical Ratio between English medium students and Urdu Medium students is 4.97, which is greater than 1.96 hence, the difference is significant at 0.05 level.

CONCLUSION:-

1. There is moderate academic anxiety in the students.
2. There is insignificant difference between the anxiety level of boys and girls.
3. English medium students have moderate academic anxiety.
4. There is no significant difference between Academic Anxiety of English Medium boys and English Medium girls.
5. Academic Anxiety in Urdu medium students is nearly high.
6. There is significant difference between Academic Anxiety of Urdu medium boys and Urdu medium girls.
7. There is significant difference between the academic anxiety of English medium boys and Urdu medium boys. There is significant difference between the academic anxiety of English medium girls and Urdu medium girls.