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## **Academic Anxiety among School Children During COVID 19 in Sports Participation**

***Dr. Rajpal Singh Dhandra***

Assistant Professor, Physical Education, Chhotu Ram Kisan College, Jind Haryana

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### **Abstract**

*This study intended to examine the academic anxiety of school students during COVID 19 in sports participation. The sample of the study is senior secondary school students from different Government school of Kurukshetra district of Haryana. The sample of the study selected through simple random sampling technique. The sample comprised of 128 secondary school students studying in 12<sup>th</sup> class. The result of the study revealed that there is exit a significant difference between boys and girls & urban and rural students on academic anxiety to participate sports during COVID 19.*

**Key words:** Academic Anxiety, School Children, Sports Participation

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### **Introduction**

Life is full challenges for students especially during COVID 19. Students are facing lots of problems in their study to participate in academic as well as non-academic activities of schools during these days. COVID 19 situation created anxiety, depression and tress among students to participate in school activities (Zeng et.al 2019). The pandemic itself has caused much worry, stress, and grief. These stresses can cause non-participation of students in different activities of schools including sports activities. Anxiety among students is one of the causes of students to non-participation in sports activities.

Anxiety is a normal reaction to certain situations. Academic anxiety among students decrease their academic performance (Huberty, 2012), According to Ader and Erktin (2010), academic performance of students is enhanced through teaching self-regulation which can also reduce academic anxiety. Pramod (1996) revealed that boy students have more anxiety than girls due to their more future orientation and perspectives. Further, a study by Khemka and Rathod (2016) found that girl students were more academically anxious than boys students.

Every person has stress and anxiety but adolescent students has more stress and anxiety due to getting better performance and good outcomes in academically and in sports in a pandemic situation. Here the researcher wants to know the level of academic anxiety and difference between gender and locality on anxiety.

### ***Objectives of the Study***

1. To study the significance of difference between boys and girls senior secondary school teachers on academic anxiety to participate in sports.
2. To study the significance of difference between boys and girls senior secondary school teachers on academic anxiety to participate in sports.

### ***Hypotheses of the Study***

1. There exists no significant difference between boys and girls senior secondary school teachers on academic anxiety to participate in sports.
2. There exists no significant difference between boys and girls senior secondary school teachers on academic anxiety to participate in sports.

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### **Methodology**

#### **Design**

The present research work is descriptive survey in nature. The sample consisted of 128 secondary school teachers from Government schools of Kurukshetra district of Haryana. The sample was collected from 10 Government schools located in urban and rural areas of district. The samples were collected through simple random sampling technique.

## Tools

Academic Anxiety Scale (AAS) developed and standardized by the investigator to collect data pertaining to the problem of the study. It consists of 42 items and the scoring of the questionnaire was done on a 5-point Likert scale i.e., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). It was done by awarding 5 scores to Strongly Agree (SA), 4 to Agree (A), 3 to Undecided (U), 2 to Disagree (D), and, 1 to Strongly Disagree (SD). There was no negative item in it. The reliability co-efficient of the total test was 0.89 which was considered highly reliable and for the validity of the test, the face validity, content validity and intrinsic validity was determined and which indicates highly valid. The intrinsic validity of the test was 0.94.

## Analysis and interpretation

**Table-1**

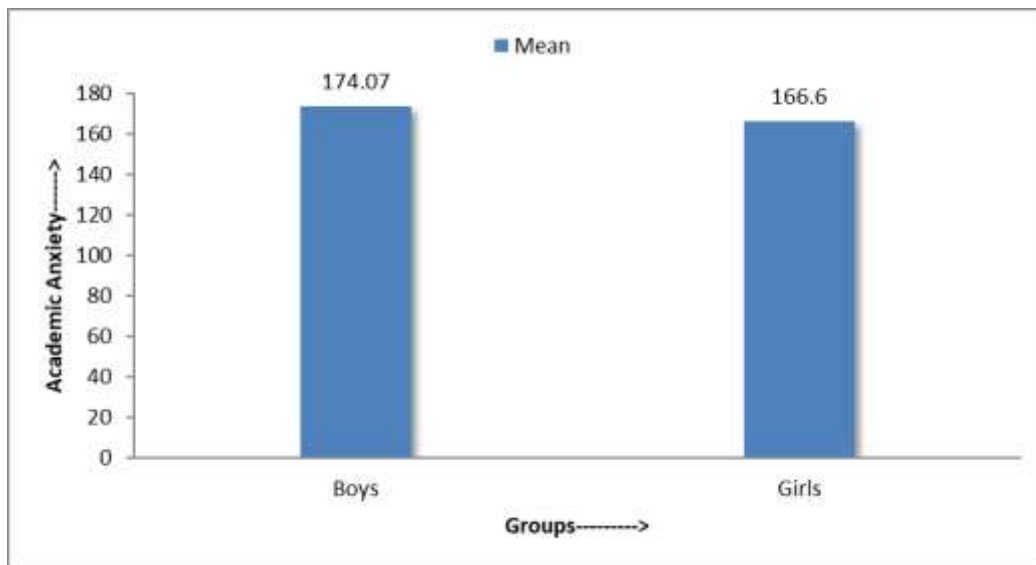
**SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF BOYS AND GIRLS SENIOR SECONDARY SCHOOL STUDENTS ON ACADEMIC ANXIETY**

Groups	N	M	S.D.	t-ratio	Level of significance
Boys	64	174.07	12.80	4.04	.01
Girls	64	166.60	13.76		

It is revealed from the table that the mean scores of boys and girls senior secondary school teachers are 175.07 and 165.60 and their standard deviations are 12.80 and 13.76 respectively. The t- ratio between come out from above two groups is 4.04 which is significant at .01 level of significance. This means that there is significant difference between boys and girls senior secondary school students on academic anxiety. Thus, the null hypothesis (Hy-1) that 'there exists no significant difference between boys and girls senior secondary school students on academic anxiety' is rejected.

The mean scores of the boys and girls senior secondary school students on academic anxiety as depicted in the Table-1 is represented in the Bar Fig.1.

**Figure-1 Comparative bar graph showing mean scores of boys and girls secondary school teachers on academic anxiety**

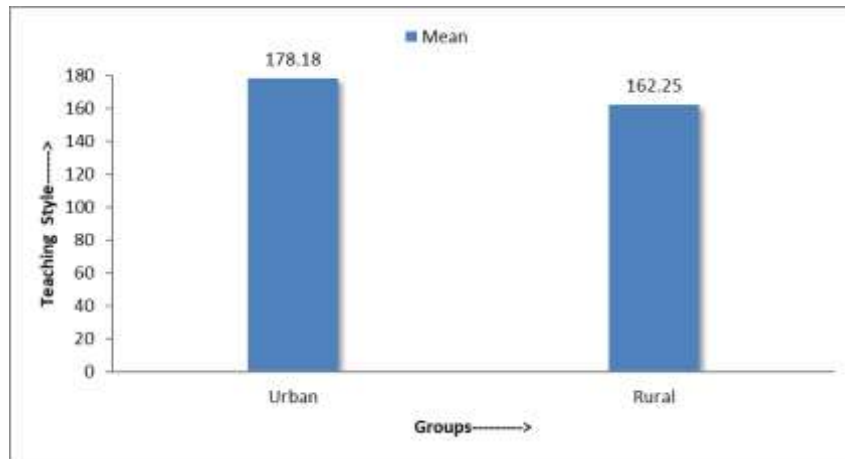


**TABLE-2 SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF URBAN AND RURAL SENIOR SECONDARY SCHOOL STUDENTS ON THEIR ACADEMIC ANXIETY**

Groups	N	M	S.D.	t-ratio	Level of significance
Urban	72	178.18	12.27	5.32	.01
Rural	56	162.25	14.61		

It is shown from the Table-2 that the mean scores of urban and rural senior secondary school students on academic anxiety are 178.18 and 162.25 and their standard deviations are 12.27 and 14.61 respectively. The t- ratio between urban and rural senior secondary school students is 5.32 which is significant at .01 level of significance. It indicates that there is significant difference between urban and rural secondary school students on their academic anxiety. Hence, the null hypothesis (Hy-2) that 'there exists no significant difference between urban and rural senior secondary school students on their academic anxiety' is rejected.

The mean scores of urban and rural secondary school teachers on their academic achievement as depicted in the Table-2 is represented by the bar Fig.-2.

**Figure-2** Comparative bar graph showing mean scores of urban and rural secondary school teachers on academic anxiety

## Conclusion

The present study has its implications for teachers, parents, administrators and all stakeholders of education. From the findings of the present study it can be concluded that the boys senior secondary school students of Kurukshetra in particular have more academic anxiety to participate in sports activities in comparison to their counterparts. Therefore, self-regulation, yoga education, etc should be implemented at schools to reduce anxiety among students. Findings also indicate that urban senior secondary school students have also more anxiety to participate in sports as compare to the rural students during pandemic. Therefore, to reduce stress and anxiety among urban students, there should be organized different programs like: seminars, symposiums, webinar, workshops, and technological orientation programs on COVID 19 to reduce anxiety among students.

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