

ACADEMIC ANXIETY AMONG ONLINE LEARNING POST GRADUATE STUDENTS

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Abstract

This study intended to examine the academic anxiety of online learning Post Graduate students. The sample of the study is Post Graduate students of Maaharaja Sriram Chandra Bhanjdeo University, Baripada Odisha. The sample of 132 PG students of different discipline selected through simple random sampling technique. The result of the study revealed that there exist a significant difference between boys and girls PG students & urban and rural students on academic anxiety during online learning.

Key words: Academic Anxiety, Online learning, Post Graduate Students.

Introduction

Online learning is the best option for the students during COVID 19 pandemic situation. But there are lots of challenges to access learning through online. Students are staying at home during COVID 19 situation and learnt for preparation of examination. Students are facing lots of problems in their study to participate in academic as well as non-academic activities of schools during these days. The challenges and problems to access learning created anxiety, depression and stress among students to participate in school activities (Zeng et.al 2019). The pandemic itself has caused much worry, stress, and grief. Anxiety among students is one of the causes of students to non-participation in sports activities.

Academic achievement of students related to their anxiety level. There is an inverse or negative relationship between academic achievement and anxiety of students (Shakir, 2014). Students' anxiety has been negatively linked to their academic motivation also (Omidvar et al. 2013). More anxiety among students decreases achievement of students (Huberty, 2012). Face to face teaching not only promotes academic achievement but also develop socially of post graduate students. But the students faced lots of problem in online learning and it increased the anxiety level of students. 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 boy's students. Here the researcher wants to know the level of anxiety level of post graduate students during online learning and tried to find the difference between gender and locality on anxiety among post graduate students.

Objectives of the Study

1. To study the significance of difference between boys and girls Post Graduate students on academic anxiety during online learning.
2. To study the significance of difference between urban and rural Post graduate students on academic anxiety during online learning.

Hypotheses of the Study

1. There exists no significant difference between boys and girls post graduate students on academic anxiety during online learning.
2. There exists no significant difference between urban and rural post graduate students on academic anxiety during online learning.

Methodology

Design

The present research work is descriptive survey in nature. The sample consisted of 132 post graduate students of Maharaja Sriram Chandra Bhanjdeo university, Baripada. The sample was collected from 05 department of Science and 05 Arts stream of the university. The samples were collected through simple random sampling technique. Out of 132 post graduate students 80 (60.60%) post graduate students belongs to rural areas whereas 52(39.39%) students belonging to urban areas. Further, the 75 (56.81%) of students were girls and 57 (43.18%) were boys post graduate students.

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 POST GRADUATE STUDENTS ON ACADEMIC ANXIETY

Groups	N	M	S.D.	t-ratio	Level of significance
Boys	75	173.07	11.80	4.05	.01
Girls	57	165.60	12.76		

It is revealed from the table that the mean scores of boys and girls post graduate students are 173.07 and 165.60 and their standard deviations are 11.80 and 12.76 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 post graduate students on academic anxiety. Thus, the null hypothesis (Hy-1) that 'there exists no significant difference between boys and girls post graduate students on academic anxiety' is rejected.

The mean scores of the boys and girls post graduate students on academic anxiety as depicted in the Table-1 are represented in the Bar Fig.1.

Figure-1
Comparative bar graph showing mean scores of boys and girls post graduate students on academic anxiety

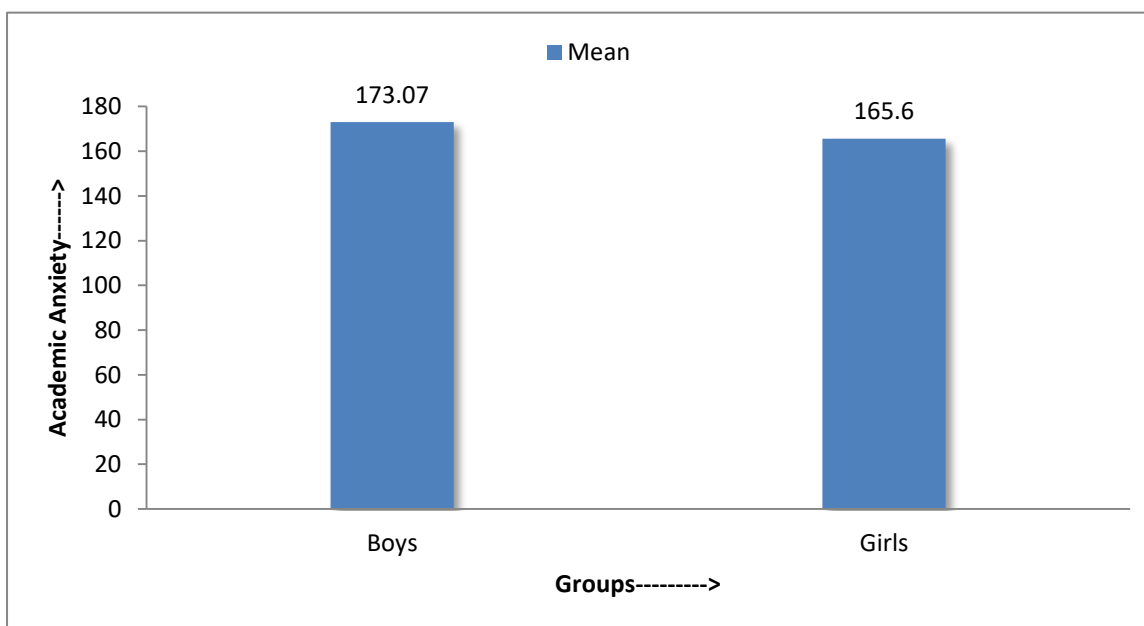


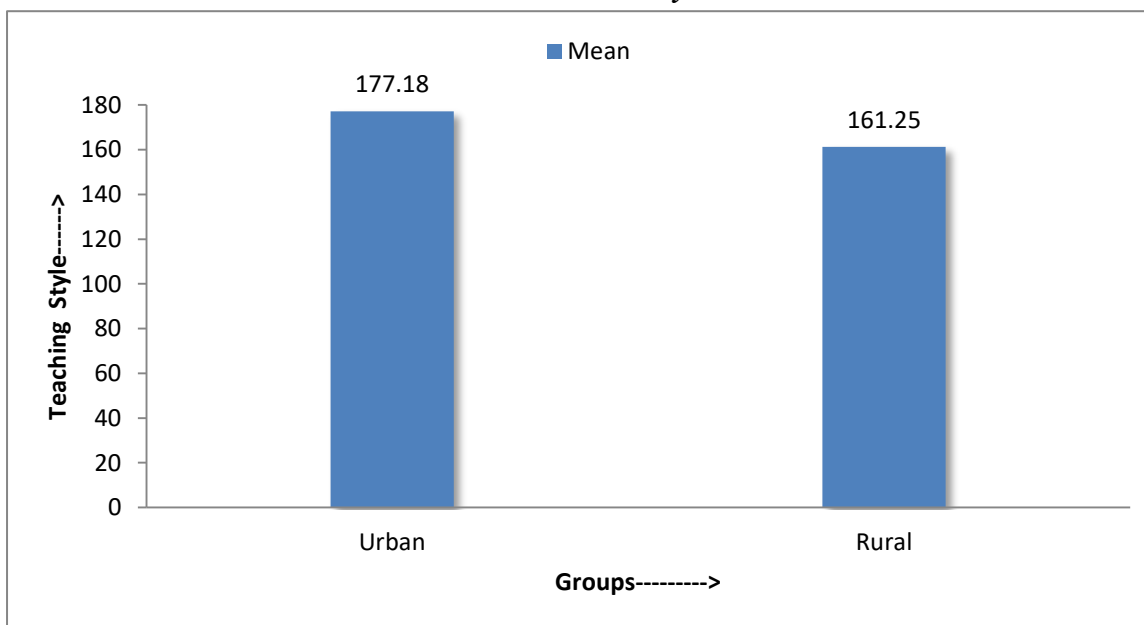
TABLE-2
SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF URBAN AND RURAL POST GRADUATE STUDENTS ON THEIR ACADEMIC ANXIETY

Groups	N	M	S.D.	t-ratio	Level of significance
Urban	52	177.18	12.27	5.31	.01
Rural	80	161.25	14.61		

It is shown from the Table-2 that the mean scores of urban and rural post graduate students on academic anxiety are 177.18 and 161.25 and their standard deviations are 12.27 and 14.61 respectively. The t- ratio between urban and rural post graduate students is 5.31 which is significant at .01 level of significance. It indicates that there is significant difference between urban and rural post graduate students on their academic anxiety. Hence, the null hypothesis (Hy-2) that 'there exists no significant difference between urban and rural post graduate students on their academic anxiety' is rejected.

The mean scores of urban and rural post graduate students 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 post graduate students on academic anxiety



Conclusion

The present study has its implications for teachers, parents, administrators and all stakeholders of education to reduce the anxiety of post graduate students during online learning. From the findings of the present study it can be concluded that the boys post graduate students of university in particular have more academic anxiety to participate in online learning in comparison to their counterparts. Therefore, effective strategies of teaching for preparing examination, boosting confidence by providing opportunities, self-regulation, yoga education, etc should be implemented in curriculum to reduce anxiety among students. Findings also indicate that urban post graduate students have also more anxiety to participate in learning as compare to the rural students during online learning. Therefore, to reduce stress and anxiety among urban students, there should be organized different programs like: seminars, symposiums, webinar, workshops, and technological orientation programs to reduce anxiety among students. Special measure like remedial classes will be taken to reduce stress among students by the teachers and administrator.

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