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**Title of Thesis** - A Study Of Academic Anxiety Of Students Of Class X In Relation To Their Personality Types.

### **ABSTRACT**

The present study was intended to expand the understanding of the various aspects of academic anxiety like its prevalence, root causes, stress reactions and coping strategies in the perspective of personality types- A, AB and B. It also focuses on finding the relationship between academic anxiety and personality types. To study the problem from a broader perspective a comparative study on the basis of various personality types and demographic variables has also been done.

In this study 206 (26.9%) students were found to be of personality type A, 422 (55.3%) of personality type AB and 136 (17.8%) of personality type B. The levels of academic anxiety experienced by students show that above average academic anxiety is prevalent in the sample under study. More than 65% students in personality type A, more than 57% in personality type AB and about 50% in personality type B and 57% overall have been found to be exhibiting above average anxiety.

About 40% students expressed their dislike for school quoting burden/tension of study, unsupportive teachers, boredom and monotony of school life to be the key reasons. Apart from examinations and tests which have invariably been found to be the major source of anxiety for adolescents, the present study shows that being judged for performance, comparison with others, tension of career and inability to manage time well also seem to make the students unhappy about their academics. More than 60 % students in each personality type say that they feel burdened because of their studies, assignments or exams. More than 25 % students feel project work and assignments to be a cause of burden or tension.

As far as stress reactions are concerned, more than 55% of the students say that they are not easily able to make out that they are in tension due to studies. When observed in totality maximum number of students is able to make out that they are in tension when they have headache or body ache, followed by irritability. Many students also say that they come to know about their tension by their frequent episodes of anger, mood swings, weeping or anger etc. Personality Type A are more prone to irritability than personality type B. Personality Type B are more prone to tiredness / laziness than personality type A.

The study reveals that less than 15% students were found to use Appraisal focussed strategies for managing academic anxiety. The most preferred coping strategy that emerges from this is Emotion focussed e.g. Praying to God, gossiping with friends, watching T.V., playing /net surfing / face book etc. A larger percentage of Personality type A students (30.6%) prefer negative coping strategies as compared to their AB ( 13.8% ) and B(13.5% ) counterparts.eg. leaving the syllabus , smoking , blaming teachers . The methods that seem to help the students the most are extra input in studies and tuition which are both problem focussed strategies. Other preferred methods are rescheduling time table (Problem Focussed) self talk and auto suggestion (Appraisal Focussed) and seeking parental/peer support. (Problem focussed).

The quantitative analysis of data revealed that mean level of academic anxiety experienced by students having different personality types and mean level of academic anxiety experienced by male and female students differ significantly. But there is no significant difference in the mean level of academic anxiety experienced by male and female students having different personality type. Also, there is a significant difference in the mean level of academic anxiety experienced by government and private school students and also in academic anxiety experienced by government and private school students having different personality types. Moreover, the results show a significant positive correlation between personality type A and academic anxiety, personality type AB and academic anxiety but no significant correlation between personality type B and academic anxiety.

The findings of the study are a call bell to help students manage the high anxiety prevalent in the adolescents of today. It has far reaching educational implications like boys require more counselling and attention than girls as far as academic anxiety is concerned. Private school students require more effective measures to alleviate their academic anxiety. On the basis of the study, the following measures if taken at different levels would help students manage their anxiety well- Schools to be made student friendly; preparation of self appraisal report cards and monitoring revision schedule by students ; Awareness about the importance of soft-skills ;Teacher training for handling project work ; Prayer to be used as a guiding force and reformative tool ; Integrating tricks of managing academic anxiety with the curriculum ; Promoting the concept of WOW! Exams; monitoring home time table from schools/ time management; Encourage peer-learning situations in school and above all teachers need to improve their attitude.