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INFLUENCE OF HEALTH ANXIETY ON ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY GIRL STUDENTS

Kiruba Malar & Metilda Jasmine Shanthi

ABSTRACT

The main objective of the study was to find out the relationship between health anxiety and academic achievement of higher secondary girl students. The survey method has been adopted by the researcher. Random sampling technique has been employed. Questionnaire had been used to collect data from 289 students from 7 schools in Tirunelveli district. It has been found out from the findings that there is a there is significant relationship between health anxiety and academic achievement of higher secondary girl students.

INTRODUCTION

Health anxiety is a worry or preoccupation about having a serious illness, despite the absence of any physical condition that has been diagnosed by an expert. There are many reasons why people worry too much about their health. Personality can be a factor. One may be vulnerable to health anxiety because he/she is a worrier generally. One may be going through a particularly stressful period of his/her life. Especially higher secondary stage is a stressful period in the students' life and in particular girls strain themselves a lot which may lead to health anxiety.

SIGNIFICANCE OF THE STUDY

Sound mind in a sound body: healthy persons only can have healthy thoughts. So the academic achievement of students may be influenced by excessive health anxiety. An understanding of relationship between health anxiety and academic achievement would help in providing appropriate guidance for students to perform better in exam and other competitive areas. So the investigator felt the necessity to bring into focus the influence of health anxiety on academic achievement at the higher secondary girl students.

OBJECTIVES OF THE STUDY

1. To find out the health anxiety and its dimensions of higher secondary girl students
2. To find out the academic achievement of higher secondary girl students
3. To find out the significant difference between girls and co-education higher secondary students in their health anxiety and its dimensions

4. To find out the significant difference between girls and co-education higher secondary students in their academic achievement
5. To find out the significant relationship between health anxiety and its dimensions and academic achievement of higher secondary girl students
6. To find out the significant influence of health anxiety on academic achievement of higher secondary girl students

HYPOTHESES

1. There is no significant difference between girls and co-education higher secondary students in their health anxiety and its dimensions.
2. There is no significant difference between girls and co-education higher secondary students in their academic achievement.
3. There is no significant relationship between health anxiety and its dimensions and academic achievement of higher secondary girl students.
4. There is no significant influence of health anxiety on academic achievement of higher secondary girl students.

METHODOLOGY

The survey method was followed in this study. 289 higher secondary girl students from 3 Government schools, 2 Aided Schools and 2 Self-financing schools of Tirunelveli district were selected as sample for the present study by using simple random sampling technique. Health Anxiety Scale constructed and validated by the investigator.

ANALYSIS OF DATA

PERCENTAGE ANALYSIS

DIMENSION	LOW		MODERATE		HIGH	
	N	%	N	%	N	%
Conventional anxiety	56	19.4	197	68.2	36	12.5
Reflective anxiety	47	16.3	199	68.9	43	14.9
Corporal anxiety	56	19.4	200	69.2	33	11.4
Cognitive anxiety	55	19.0	192	66.4	42	14.5
Health anxiety total	44	15.2	204	70.6	41	14.2

1. To find out the level of Health Anxiety and its dimensions of higher secondary girl students.

It is inferred from the above table, 19.4%, 68.2% and 12.5% of higher secondary girls have low, average and high level of conventional anxiety respectively.

16.3%, 68.9% and 14.9% of higher secondary girls have low, average and high level of reflective anxiety respectively.

19.4%, 69.2% and 11.4% of higher secondary girls have low, average and high level of corporal anxiety respectively.

19.0%, 66.4% and 14.5% of higher secondary girls have low, average and high level of cognitive anxiety respectively

15.2%, 70.6% and 14.2% of higher secondary girls have low, average and high level of health anxiety respectively.

Hypothesis 1

2. To find out the level of academic achievement of higher secondary girl students.

Low		Moderate		High	
N	%	N	%	N	%
52	18.0	186	64.4	51	17.6

It is inferred from the above table, 18.0%, 64.4% and 17.6% of higher secondary girl students have low, average and high level of academic achievement respectively.

Hypothesis 1

There is no significant difference between girls and co-education **higher secondary girl students** in their health anxiety and its dimensions.

Dimension	Category	N	Mean	SD	Calculated 't' value	Remarks
Conventional anxiety	Girls	116	26.04	4.502	6.205	S
	Co- Education	173	22.61	4.778		
Reflective anxiety	Girls	116	31.60	6.082	4.105	S
	Co- Education	173	28.69	5.667		
Corporal anxiety	Girls	116	27.34	5.831	1.716	NS
	Co- Education	173	26.16	5.579		
Cognitive anxiety	Girls	116	52.78	16.320	1.834	NS
	Co- Education	173	49.52	12.155		
Health anxiety Total	Girls	116	137.76	27.478	3.518	S
	Co- Education	173	126.97	22.374		

(At 5% level of significance, the table value of 't' for 289df is 1.96)

It is inferred from the above table that there is significant difference between girls and co-education higher secondary girl students in health anxiety in total and its dimensions conventional anxiety and reflective anxiety, where as there is no significant difference between girls and coeducation higher secondary girl students in their corporal anxiety and cognitive anxiety.

From the mean values it is inferred that girl higher secondary students have higher scores (137.76, 26.04 and 31.60) than co-education higher secondary girls students (126.97, 22.61 and 28.69) in health anxiety in total and its dimensions, conventional anxiety and reflective anxiety respectively.

Hypothesis 2

There is no significant difference between girls and co-education higher secondary girl students in their academic achievement.

Background Variable	Category	N	Mean	SD	Calculated 't' value	Remark
Nature of School	Girls	116	851.05	126.961	4.136	S
	Co- Education	173	925.76	180.023		

(At 5% level of significance, the table value of 't' for 289df is 1.96)

It is inferred from the above table, there is significant difference between girls and co-education higher secondary girl students in their academic achievement.

From the mean values, it is inferred that co-education higher secondary girl students have higher score (925.76) than girls' higher secondary girls students (851.05) in academic achievement.

Hypothesis 3

There is no significant relationship between health anxiety and its dimensions and academic achievement of higher secondary girl students.

Dimensions	Calculated 'Y' Value	Remarks
Conventional Anxiety	0.261	S
Reflective Anxiety	0.206	S
Corporal Anxiety	0.103	NS
Cognitive Anxiety	0.188	S
Health Anxiety Total	0.229	S

It is inferred from the above table, there is significant relationship between health anxiety and its dimensions conventional, reflective and cognitive anxiety and academic achievement of higher secondary girl students, where as there is no significant relationship between corporal anxiety and academic achievement of higher secondary girl students.

Hypothesis 4

There is no significant influence of health anxiety on academic achievement of higher secondary girl students.

Variables	Calculated 'r' value	r ² value	DF	Calculated 'F' value	'p' value	Remark
Health anxiety Academic achievement	0.229	0.053	1.287	15.955	0.000	S

It is inferred from the above table, there is significant influence of health anxiety on academic achievement of higher secondary girl students. Also health anxiety has only 5.3% of influence on academic achievement and remaining 94.7% influence may be due to various other factors.

FINDINGS AND INTERPRETATION

1. Significant difference exists between girls' and co-education higher secondary students in their health anxiety and its dimensions conventional and reflective anxiety. Girls' school higher secondary girl students were higher than co-education school higher secondary girl students in their health anxiety and its dimensions conventional and reflective anxiety. This may be due to the less exposure of girls' school students, where as co-education school girls get chance to work with boys which may help them to develop self-confident.
2. Significant difference exists between girls and co-education higher secondary students in their academic achievement. Coeducation school higher secondary girl students were better than girls' school higher secondary girl students in their academic achievement. This may be due to the competitive nature of co-education school girls with their class boys.
3. Significant relationship exists between health anxiety and its dimensions. The frequent worry about health may distract the girls from concentrating on studies.
4. There exists significant influence of health anxiety on academic achievement of higher secondary girl students. **But health anxiety has only 5.3% of influence on** academic achievement. Academic achievement is influenced by various factors, among them health anxiety has sensible effect. So schools could organize some health awareness programmes to overcome this sensible influence.

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