

RELATIONSHIP OF SCHOOL ANXIETY AND SCHOOL ACHIEVEMENT
OF 10TH CLASS STUDENTS OF DERA ISMAIL KHAN

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ABSTRACT

The main purpose of the study was to find if any relationship existed between school anxiety and school achievement of 10th class students. The results show that the association between school anxiety and school achievement is significant as a whole. Other variables (father's education & father's income), however, have no significant effect on school anxiety.

INTRODUCTION

School experiences are probably second only to family experiences in their importance as moulders of men and women. The majority of our schools are over whelming failures. Instead of being places of intellectual excitement where children learn to be independent and productive in their thought, schools are places that stifle curiosity and help develop tension and anxiety about the school.

Serson [4] has identified highly anxious child as one who is unduly concerned about his progress in class, who worries about not understanding what his teacher is saying or what his teacher expects of him, who characteristically experiences tension when called upon to answer questions and who suffers acute distress before and during school examination.

It appears from a number of studies that very high levels of anxiety are crippling and interfere with a wide variety of tasks [2]. According to Sarson et. al., [5] and Ruebush, [3] highly anxious children do not perform well on school tests.

The Problem is serious but very little research has been done on this aspect of anxiety. As compared to test anxiety, the research on school anxiety seems to be negligible. Moreover no research on the topic has been done in Pakistan.