ACADEMIC ANXIETY AND CAREER ASPIRATION: A COMPARATIVE STUDY AMONG JKBOSE AND CBSE SECONDARY SCHOOL STUDENTS OF CENTRAL KASHMIR

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ABSTRACT

At the initiation of the school, the child does not acquaint with any type of information or knowledge about his career choices but when he accomplishes the basic academics of school life, he faces the multiple realities of the world around him. It is the time when he has to plan for the future courses of action where career choices are made and careers are to be chosen. The individual chooses and develop those career aspirations which will help them to deal with the fast-changing world and its demands. It is during this period that adolescents are troubled with the difficulty of building a choice to decide the vocation of their choice and interest. Most of the adolescents find it hard to choose appropriate career option because of lack of proper guidance and academic anxiety. This is the stage where adolescent learners need to be properly guided about different career option available to them so that may not face any type of difficulty to choose the appropriate career option and save them from landing into the world of anxiety. Investigator is interested to find out the influence of academic anxiety on career aspiration of secondary school students. The study finds out the that there is major variance among CBSE & JKBOSE students on composite score of Career Aspiration which indicates that CBSE students performed better on overall score of Career aspiration Scale than JKBOSE students. It further points out that the major difference among CBSE & JKBOSE students on over all composite score of Academic Anxiety and the difference between two groups is statistically significant at 0.01level.

KEYWORDS: Academic anxiety, Career Aspiration, Students, CBSE AND JKBOSE Schools.

I.   BACKGROUND OF STUDY

Career development is a consistent long-lasting procedure of developmental encounters that centres on looking for, acquiring and handling data about self, word related and instructive choices, ways of life and job choices (Hansen, 1976). Career development is the continuous practice of overseeing learning, work, relaxation and behavioral process as well as relative influences which determines the ones profession over the existence duration. At this stage students must be aware about their true dreams, strength, interests, abilities, motivation, weaknesses and above all their true aspirations. Therefore, the true aspiration of students at the secondary stage is related with their career choices which in turn lay powerful establishment in the progress of their career aspirations.

Finding a suitable education and occupation is the most important developmental tasks of adolescence and young adulthood (Havighurst, 1948, Steinberg, 1999). It has been said by George, L. (1887) that "First say to yourself what you would be and then do what you have to do." At the beginning of the school, the children don't know anything about their career choices but when they come out from the school life, they face the different realities of the world. They have to plan for the future courses of action and options about one's career. Powell and Butterfield (2003), "An individual's career aspiration refers to the individual's desire for future employment." Career aspiration of the individual is therefore said to be the study and development of information in the present environment. These are the objectives which one finalizes in his life to achieve either in current occupation or desired profession.

Spielberger (1983) states that "anxiety is a feeling of tension, apprehension, nervousness and worry related with an encouragement of the automatic nervous system." Anxiety incites an adaptive reaction to the stressful event. The words of Singh and Gupta (1984), "Academic anxiety is a type of state anxiety which is related to the massive

hazard from educational arena as well as teacher, particular area under discussion like Mathematics, English, etc." According to Craig et al. (2000), "test anxiety stands for the degree in which student experience fear, horror agitation and stress while even thinking of a future examination."

Students troubled by anxiety may feel powerless to deal with the demands being made by their parents and teachers. The more we force students, the more it leads them towards anxiety and their attempts at learning are more a matter of chance than the amount of effort they invest. Every student aspires for higher progress and success in his academic arena but the matter of fact is that they often get less, if we expect individuals to struggles for ever higher levels of self-improvement, but we also are extremely critical of failure. Thus, the student lands in to dilemma, if an individual attempts to achieve more, he runs risk of falling into the trap of anxiety which may ultimately lead to his failure, and if he makes no attempt to achieve, he violates the ethic that requires constant self-improvement. Parents always crave that their children should progress in their career to the highest possible level. This carving of accomplishment plunks a bunch of pressure on them, which might be root of academic anxiety (Pandey & Ahmad, 2008).The high parental expectation, social demand, high level of career aspiration and all these factors contribute in developing academic anxiety in academic institution.

II.   RATIONALE OF THE STUDY

Adolescence period is regarded as the crucial stage in the educational career of an individual where career aspiration begins and takes its proper and appropriate shape. This period is serious for framing ambition for the prospect life, mainly with reference to career aspirations(Schulenburg, Goldstein & Vondracek, 1991). It is during this period that adolescents are troubled with the difficulty of building a choice to decide the vocation of their choice and interest. Most of the adolescents find it hard to choose appropriate career option because of lack of proper guidance and academic anxiety. This is the stage where adolescent learners need to be properly guided about different career option available to them so that may not face any type of difficulty to choose the appropriate career option and save them from landing into the world of anxiety. This study can help us to be acquainted with the career aspiration of the students of secondary schools and may act as a policy recommendation for the government to frame the policies that are appropriate to the needs and interests of students in general and society in particular.

Anxiety is no more confined to adults only but children and adolescents also. From very tender age

students in their academic life and their area under discussion have tremendous competitive pressures to get hold of different language expertise and learn by heart the immense amounts of information in order to qualify for selection in the prestigious schools. Teachers as well as parents put forth intensive pressures on children to attain these scholastic skills at an earlier age while these young buds must be given liberty and confidence to become skilled at usual effect of their instinctive curiosity and playfulness to experiment.

To the best of knowledge of the researcher so for merely a fractional figure of studies have been explored on career aspiration as well as academic anxiety. Saldana (2001) projected relative study of education and career aspiration of learners of secondary schools. Though they found the differences in dealings among learning and professional aspiration with their mother's and father's education levels are presented.

Research over last couple of decades has explored how academic anxiety has affected the career aspiration and career choices, enlightening and working preferences. Conclusion of the present study would help the policy makers in deciding about the appropriate steps to be taken for students who are prone to fall in anxiety and depression. The study would also aid the teachers to plan for appropriate learning experience for those students who are depressed and feel anxious to some subjects which make worst academic achievement which in turn effects their career aspiration. Children suffer from academic anxiety due to unsuitable curriculum, pressure from teachers as well as parents. This study will help guidance workers, counsellors in guiding the secondary school students effectively as these counsellors can help the child in adjustment to the school environment.

III.   STATE OF KNOWLEDGE (REVIEW OF RELATED KNOWLEDGE)

Ajowi and Obura (2012) researcher tried to scrutinize the secondary school's student's perception of career aspiration. Results of this examination analysed significant relationship surrounded by career aspiration, performance in examination, level of self-efficacy and gender stereotyping.

Jianju and Staver (2001) Study was undertaken with the objective of probing affairs among different aspects of 'science education and career aspiration.' The study revealed optimistic associations were established among career aspiration and numerous variables of science education, counting with learning outcomes, teaching magnitude and home atmosphere.

Aman and Azeem (2018) attempted to analyse the correlation relating to 'academic anxiety and academic performance' of secondary school learners. Considerable

negative correlation was reported amongst academic anxiety and academic performance.

Alam (2017) the study attempted to analysis the association in 'academic anxiety and academic achievement' among secondary school learners. Outcome of the study describes that anxious students did not perform well in schools. Moreover, the academic performance decreased in high and low anxious students but the moderately anxious students did better in academic attainment.

Siddiqui and Rehman (2014) the study was undertaken with the purpose of 'academic anxiety' with different factors of 'socio-economic status, gender and school type' between secondary school students. No difference was seen between government and private students in academic anxiety. However, boys and girls students differ significantly.

IV.   PURPOSE OF THE STUDY
The main purpose of this study was to see the level of academic anxiety and career aspiration of secondary school students of CBSE and JBOSE and to compare the CBSE school students with JKBOSE school students. This research includes the unique stage of age group (13- 16) and revealed participants from the background of government schools only. The researcher used the academic anxiety scale and the career aspiration scale to find out the levels of career aspiration and academic anxiety.

V.   OBJECTIVES
1. *To study the career aspiration among secondary school students of CBSE and JKBOSE Schools.*
2. *To study the academic anxiety among secondary school students of CBSE and JKBOSE Schools.*
3. *To compare secondary school students of CBSE and JKBOSE Schools on career aspiration.*
4. *To compare secondary school students of CBSE and JKBOSE Schools on academic anxiety.*

VI.   HYPOTHESES
1. *There is no significant difference among secondary school students of CBSE and JKBOSE School students on Career Aspiration.*
2. *There is no significant difference among secondary school students of CBSE and JKBOSE School students on academic anxiety.*

VII.   METHOD
The analysis of data has been carried out along the following lines: -
   A. Descriptive Analysis
   B. Comparative Analysis

The researcher used the descriptive survey method for the collection of data. Due permission was taken from different educational instutions and different questionnaire was explained to the secondary school students and data was collected by filling the questionnaire.

A.   Sample and Technique
A sample of 360 Government CBSE and Government JKBOSE Secondary Schools students of Central Kashmir, which includes three districts - Budgam, Ganderbal and Srinagar **(N=60 CBSE Students and 60 JKBOSE Students from each District)**.The researcher employed dis proportionate stratified sampling for the selection of the sample.

B.   Tools Used
1. ***Career Aspiration Scale by Sarita Anand (2015):*** Scale consists (30) Items, which are divided into five (5) areas *Dedication, Motivation, Realization, Self Confidence and Preparation*. This scale was examined on learners of secondary and senior secondary schools with class 9th, 10th and 11th (13-18 years).
2. ***Singh and Gupta Academic anxiety scale (2009)***: Academic anxiety scale developed for students with class 8th, 9th and 10th (13-16 year's age). Firstly, this scale consists of 30 items, after analysis by using Kelly procedure, 10 items were released from the scale and 20 items remained.

C.   Statistical Technique
Mean, Standard Deviation, t- Test,

VIII.   DATA ANALYSIS
1. The analysis of data has been carried out with descriptive analysis and comparative analysis. ***Singh and Gupta Academic anxiety scale (2009)***: Academic anxiety scale developed for students with class 8th, 9th and 10th (13-16 year's age). Firstly, this scale consists of 30 items, after analysis by using Kelly procedure, 10 items were released from the scale and 20 items remained. For career aspiration ***Sarita Anand (2015):*** Scale consists (30) Items, which are divided into five (5) areas *Dedication, Motivation, Realization, Self Confidence and Preparation*. This scale was examined on learners of secondary and senior secondary schools with class 9th, 10th and 11th (13-18 years).

A.1. Descriptive Analysis
The CBSE and JKBOSE secondary school students were compared on the variable Academic Anxiety and Career Aspiration as highlighted on different tables.

Table 1: Showing the Percentage Distribution of CBSE & JKBOSE School Students on different levels of Academic Anxiety (N= 180 each)

Academic anxiety	Type of School			
	JKBOSE		CBSE	
	N	%age	N	%age
High Academic Anxiety	13	7.2	8	4.4
Average Academic Anxiety	130	72.2	114	63.3
Low Academic Anxiety	37	20.6	58	32.2
Total	180	100.0	180	100.0

The findings highlighted in table 3 clearly shows that 7.2 % of the JKBOSE students fall in the category of High Academic Anxiety, 72.2%listed in the section of average academic anxiety and 20.6% were seen in the list of low academic anxiety. The table also shows that 4.4% of the CBSE Students have find their place in high academic anxiety, 63.3% in average academic anxiety and 32.2% fell in the list of low Academic Anxiety.

Table 2: Showing the Significance Of mean Differences between CBSE & JKBOSE studentson composite score of Academic Anxiety(N=180 each)

School	N	Mean	S.D.	t-value	Level of Significance
JKBOSE	180	12.17	2.946	3.823	0.01 level
CBSE	180	10.92	3.251		

Above Table 2 shows the significance of the mean variation between CBSE & JKBOSE students on composite score of Academic Anxiety. Significant difference between CBSE & JKBOSE students on over all composite score of Academic Anxiety was found. The calculated t-value of 3.82 exceeds the bench value at 0.01 level of significance. This justifies difference between two groups is statistically major at 0.01level. This denotes JKBOSEstudents have more academic anxiety than CBSE students on overall composite score of academic anxiety.

B. Comparative Analysis

The CBSE and JKBOSE secondary school students were compared on "career aspiration, academic anxiety and academic achievement." The tabulated data is presented as under:

B.2. Career Aspiration

The CBSE and JKBOSE secondary school students were compared on the variable Career Aspiration on five dimensions as highlighted on different tables.

Table 3: Showing the Percentage Distribution of CBSE & JKBOSE School   Students on various levels of Career Aspiration (N= 180 each)

Career aspiration	Type of School			
	JKBOSE		CBSE	
	N	%age	N	%age
Extremely High	1	0.6	0	0.0
High	5	2.8	25	13.9
Above Average	25	13.9	55	30.6
Average	146	81.1	100	55.6
Below Average	3	1.7	0	0.0
Low	0	0.0	0	0.0
Extremely Low	0	0.0	0	0.0
Total	**180**	**100.0**	**180**	**100.0**

Table 3 explores the level of Career Aspiration between CBSE & JKBOSE School Students. The findings highlighted, clearly shows that (0.6 %) of the JKBOSE students descended in Extremely high level of Career Aspiration, (2.8%) in high Career Aspiration, (13.9%) in the above average Career Aspiration, (81.1%) were in the group of average Career Aspiration, and (1.7%) in the list of below average Career Aspiration and none among them were seen in the class of low and extremely Low Career Aspiration. The table also shows that none among the CBSE Students have find their place in the group of Extremely High level of Career Aspiration, (13.6 %) have find their place in high level of Career Aspiration, (30.6%) in above average level of Career Aspiration, (55.6%) have

find their position in Average level of career aspiration, and

Table 4: Showing the Significance Of mean Differences between CBSE & JKBOSE studentson composite score of Career Aspiration (N=360)

School	N	Mean	S.D.	t-value	Level of Significance
JKBOSE	180	101.34	10.247	6.660	0.01 level
CBSE	180	108.67	10.625		

Above Table 4 shows the significance of mean variation between CBSE & JKBOSE students on composite score of Career Aspiration. It intended major difference between CBSE & JKBOSE students on over all composite score of Career Aspiration. The calculated t-value of 6.660 exceeds the bench value at 0.01 levels. This justifies the difference among two groups is statistically considerable at 0.01level. This specify that CBSE students performed better on overall score of Career aspiration Scale than JKBOSE students.

IX.   FINDINGS OF THE STUDY

1. This research pointed out that major difference among CBSE & JKBOSE students on over all composite score of Academic Anxiety and the difference between two groups is statistically significant at 0.01level. This pointed that JKBOSE students have more Academic anxiety than CBSE students on overall composite score of academic anxiety.

2. It was pointed out from the findings that there is major variance among CBSE & JKBOSE students on composite score of Career Aspiration which indicates that CBSE students performed better on overall score of Career aspiration Scale than JKBOSE students.

3. The findings reported that (0.3%) CBSE & JKBOSE students fell in the class ofExtremely High level of Career Aspiration, (8.3 %) found in High level of Career Aspiration, (22.2 %) in the group of above Average level of Career Aspiration, (68.3 %) students are in the average level of Career Aspiration, (0.8%) secondary students are below average level of Career Aspiration and none of CBSE & JKBOSE students were seen in the slow and extremely low level of career aspiration.

4. It was observed that (0.6 %) of the JKBOSE students descended in Extremely high level of Career Aspiration, (2.8%) in high Career Aspiration, (13.9%) in the above average Career Aspiration, (81.1%) were in the group of average

Career Aspiration, and (1.7%) in the list of below average Career Aspiration and none among them were seen in the class of low and extremely Low Career Aspiration. The table also shows that none among the CBSE Students have find their place in the group of Extremely High level of Career Aspiration, (13.6 %) have find their place in high level of Career Aspiration, (30.6%) in above average level of Career Aspiration, (55.6%) have find their position in Average level of career aspiration, and none among put themselves in the list of "below, low and extremely low average" level of Career Aspiration.

5. The findings highlighted that 5.8% of the CBSE & JKBOSE students fall in the category ofHigh Academic Anxiety, 67.8% are in the class ofaverage academic anxiety and 26.4% seen in the category of Low Academic Anxiety.

6. After the analysis of data obtained from secondary school students on Academic Anxiety variable, it clearly shows that 7.2 % of the JKBOSE students fell in the group of high academic anxiety, 72.2%listed in the section of average academic anxiety and 20.6% were seen in the list of low academic anxiety. The table also shows that 4.4% of the CBSE Students have find their place in high academic anxiety, 63.3% in average academic anxiety and 32.2% fell in the list of low Academic Anxiety.

X.   SUGGESTIONS FOR EDUCATIONAL PRACTICE

Every new research has its line in the earlier research literature in the concerned field, and in turn has some significant implications for further research. Every research has bounded in the direction of discovering new objectives and knowledge, so that such knowledge would be developed for making human living more peaceful and comfortable.

The result of the existing investigation has a direct implication for educators and administrators who can use this study to help the students in choosing the right career

options. To select the professional occupation or career aspiration program is one of the foremost aspire in one's life. At the earlier age one has higher ambition in choosing career aspiration but the environmental influence like, academic anxiety makes hindrance in their way. For this, there should be regular meet of parents as well as teachers and academicians to discuss the critical issues of students. Since, right professional objective will lead to correct occupational choice which promotes career victory, contentment and pleasure in one's life.

Parent teacher meetings should be organized in the school whereby they can discuss with teachers' issues pertaining to the problems of academic anxiety, career options & career development of their children, so as to develop appropriate strategy for counselling students about their career, courses and future course of action etc
Educational matters should be discussed with teachers as it has been reported that teachers concentration in helping poor students not only make progress in their academic performance but also ease their anxiety.

There is also need for the enrichment and enhancement of services and role of social work professionals with specific reference to facilitating the parents, family, Government, NGO, about establishing Career Guidance Centres so as to enable this chunk of population to discover their talent, identity & potential during the most vulnerable phase of their life.

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