

PRINT: ISSN 0976-4224 ONLINE: ISSN 2456-6292

# JOURNAL OF PSYCHOLOGY



© Kamla-Raj 2012

J Psychology, 3(2): 107-111 (2012)

PRINT: ISSN 0976-4224 ONLINE: ISSN 2456-6292

DOI: 10.31901/24566292.2012/03.02.07

## Gender Difference on Anxiety and Academic Achievement among Selected Residential High School Children

M. V. Mokashi<sup>1</sup>, V. S. Yadav and P. B. Khadi

*Department of Human Development, College of Rural Home Science,  
University of Agricultural Sciences, Dharwad 580 005, Karnataka, India*

<sup>1</sup>*E-mail: malavika.m17@gmail.com*

**KEYWORDS** Anxiety. Academic Achievement. Residential Children. Lack of Self-Sentiment. Guilt Proneness

**ABSTRACT** To assess the gender differences on anxiety and academic achievement, the study was conducted on a purposively selected sample of 330 residential children from VIII, IX and X standards. Anxiety was measured by using Cattel's Anxiety Scale and marks obtained in the previous final examination were considered for assessing academic achievement. Results revealed that residential children were high in their anxiety and also in their academic achievement. Boys were significantly having higher anxiety while girls were higher in academic achievement. Results also reported no significant difference between both boys and girls of VIII, IX and X standards on their anxiety, while there was a significant difference on their academic achievement. A significant negative relationship between lack of self-sentiment, guilt-proneness and overall anxiety with the academic achievement of children was reported. Hence there is a need for counseling residential school children to overcome their higher anxiety and improve their academic performance.