

# Anxiety level of adolescent girls during examination in different attributes

■ Avantika Rai and Sunita Mishra

Department of Human Development and Family Studies, School for Home Science, Babasaheb Bhimrao Ambedkar University, LUCKNOW (U.P.) INDIA  
(Email: avantikahr@gmail.com)

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## ABSTRACT

The present study was conducted in Lucknow. The purpose of the study was to assess the existence level of anxiety among adolescent girls in examination period. Eighty adolescent (40 from Government school and 40 from non-government school) of age 13-18 years were selected for the study. SEAT anxiety scale by Agrawal and Kaushal was administered and data was collected. Data were analyzed in terms of percentage, mean standard deviation and Chi-square test. Results revealed that most of the girls were normal and extremely low anxious regarding to their age, educational level and occupation. After analysis of the data, it was found that there was a significant and non-significant both relationship between level of anxiety and age, educational level and occupation, family type and educational performance.

## INTRODUCTION

Anxiety is a natural human reaction that involves mind and body. It serves an important basic survival function. Anxiety is an alarm system that is activated whenever a person perceives danger or threat. When the body and mind react to danger or threat, person feels physical sensation of anxiety things like a faster heart beat, breathing, tense muscles, sweaty palms, a queasy stomach and trembling hands legs. In the normal anxiety, the persons feeling of anxiety is from time to time. Normal anxiety can be described as a sense of uneasiness, nervousness, worry year or dread of what's about to happen or what might happen. Anxiety is a sense anticipated danger. Feeling of anxiety can be mild or intense depending on the person and situation. Anxiety makes a person alert, focused and ready to head off potential problems. Anxiety often develops after a period of frequent and intense worry

undermines children's self-confidence and predisposes them to generalized feeling of in decay (Hurlock, 1978). Anxiety becomes intense during adolescence. Adolescence is a period of transition during which an individual undergoes a series of predictable physical and mental changes (Berk, 2003). Adolescence can be period marked by severe psychological and emotional stress (Durhan, 1999). Anxiety and fear hamper recall and result in a mental block during examination. When the anxiety or level of arousal exceeds that optimum, it results in a decline in performance. Examination anxiety is excessive worry about upcoming exams, fear of being evaluated and difficult to understand. There are four main areas which can contribute to your examination anxiety; they are lifestyle issue, information needs, studying styles and psychological factors. Examination anxiety comes when there are inadequate rests, poor nutrient, not scheduling available time, not prioritizing commitments. Exam. taking strategies academic information such as course requirement, teacher's expectation exam. dates

and testing location. Its also comes when adolescents reading without understanding all might studying before exams inconsistent coverage can't recall the material. Psychological factors also make examination anxiety when no control of feeling over the exam. situation negative thinking about exam. and its outcome. Repetto (2003) reported that adolescents who presented consistently high level of depressive symptoms were reported more anxiety symptoms, lower self-esteem, higher stress and lower grade point average comparing with adolescents number of other trajectories. It is a mood state characterized by marked negative affect and somatic symptoms by tension in which a person apprehensively anticipates future danger and misfortune (Barlow, 1998; American Psychiatric Association 1994).

**MATERIAL AND METHODS**

**Site and sampling methods :**

This study was conducted in Bijnour and Ruchikhand with easy accessibility of the sample. The main target population of study was the adolescent girls of age group 13-18 years from Bijnour and Ruchikhand which were selected purposively in view of convenience of survey work.

**Selection of schools and samples :**

There are many schools in Lucknow which are Government and non-government both, but out of these schools one Government and one non-government were selected with simple random sampling on the basis of availability of sample and easy accessibility. Out of 85 girls in non-government school and 75 adolescent girls in Government school only 40 were selected from each school randomly within the age range of 13-18 years. The students were selected by simple random sampling.

**Tools and techniques used :**

*Interview schedule :*

A structured interview schedule was prepared to elicit the information regarding name, age, sex, education, caste, parental education and occupation of family, income, family type etc.

*SEAT anxiety scale :*

Student's examination anxiety scale of Agarwal and Kaushal (1995) was used to measure the level of anxiety among adolescent girls during examination. The scale provides separate score for measurement. The tool having 38 items in the scale which measure the high, low, normal, extremely low and extremely high anxiety of adolescent with three possible answer ranging from Yes, sometimes, No was used. All the answers were scored previously.

*Analysis and tabulation of data :*

The data were analyzed in terms of percentage and Chi-square. A master chart was prepared for tabulation of data. A number of tubes have been formulated depending on the kind of information required by keeping in view the objectives of the study. The tables were statistically analyzed.

**OBSERVATIONS AND ANALYSIS**

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

**Level of anxiety of adolescent girls :**

Selected sample was assessed for anxiety level selected standardized scale and findings are presented in terms of

**Table 1 : Anxiety of adolescent girls with respect to age**

Sr. No.	Age year	N	Government (n=40)					2	N	Non-government (n=40)					2
			Level of anxiety							Level of anxiety					
			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety	
1.	13-15	26	4(15.38)	2(7.69)	2(7.69)	2(7.69)	15(57.69)	8.86	62	5(15.62)	2(6.25)	14(43.75)	1(3.12)	10(31.25)	11.53
2.	16-18	14	4(28.57)	2(14.28)	3(21.42)	4(28.57)	1(7.14)	8	-	-	4(50)	1(12.5)	3(37.5)		

**Table 2 : Anxiety level of adolescent girls with respect to father's education**

Sr. No.	Father's education	N	Government (n=40)					2	N	Non-government (n=40)					2
			Level of anxiety							Level of anxiety					
			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety	
1.	Graduate	15	5 (33.33)	-	-	4(26.66)	6 (40)	22.86	24	4 (16.66)	2 (8.33)	11(45.83)	-	7 (29.16)	8.3
2.	Intermediate	12	3(23.07)	2(15.38)	2(15.38)	-	6(46.15)	5	-	-	2(40)	1(20)	2(40)		
3.	High school	8	-	3(37.5)	3(37.5)	1(12.5)	1(12.5)	7	1(14.28)	-	3(42.85)	1(14.28)	2(28.57)		
4.	Middle	5	-	-	1 (25)	-	3 (75)	4	-	-	2 (50)	-	2 (50)		

- Age
- Educational status
- Occupational status.

**Anxiety level of age :**

The level of anxiety of adolescent girls with respect to their age. Table 1 clearly indicates that majority of girls (50%) having normal anxiety level were found from 16 to 18 years age group in non-government whereas, (57.69%) girls found from 13 to 15 age having extremely low anxiety in government school. In government sample respondent having age group of 16 to 18 years were found with extremely high (28.57%) and in non-government sample respondent having age group of 13 to 15 (15.62%) with extremely high anxiety. The Table 1 reveals that the per cent of anxiety increased with the respondent age. So, it shows a significantly relationship between age and level of anxiety in government and non-significant in non-government school (Hena *et al.*, 2003).

**Anxiety level and parents education :**

*Father's education :*

Table 2 shows that most of the respondents (46.15%) of

government and (40%) non-government with father's education of intermediate level were found extremely low level of anxiety whereas, (33.33%) respondent from government and (16.66%) respondent from non-government found extremely high level of anxiety with education above.

The girls with father's education of high school were found in the category of normal anxiety *i.e.* (37.5%) from government and (42.85%) were in non-government schools. However, father's education had significant effect on anxiety level of adolescent girls in government and non-significant in non-government.

*Mother's education :*

The data presented in Table 3 shows that the per cent of respondent of government sample having mothers education graduate and above (33.33) and in non-government sample (20%) were found extremely high anxiety. Whereas, the respondent of government sample having mothers education intermediate level (16.66%) and in non-government sample (41.17) were found normal anxiety. The girls with mother's education of middle level were found in the category of extremely low anxiety *i.e.* (60%) from government and (42.85%)

Sr. No.	Father's education	N	Government (n=40)					2	N	Non- government (n=40)					2
			Level of anxiety							Level of anxiety					
			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety	
1.	Graduate	15	5(33.33)	-	-	4(26.66)	6(40)	10	2(200)	-	5(50)	-	3(30)		
2.	Intermediate	12	2(16.66)	2(16.66)	2(16.66)	-	6(50)	23.84	17	1(5.88)	2(11.76)	7(41.17)	1(5.89)	5(29.41)	5.68
3.	High school	8	-	3(37.5)	3(37.5)	1(12.5)	1(12.5)	6	1(16.66)	-	3(50)	-	2(33.33)		
4.	Middle	5	-	-	2(40)	-	3(60)	7	1(1.42)	-	2(28.57)	1(1.42)	3(42.85)		

Sr. No.	Father's occupation	N	Government (n=40)					2	N	Non- government (n=40)					2
			Level of anxiety							Level of anxiety					
			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety	
1.	Service	40	8(20)	6(15)	6(15)	4(10)	16(40)	29	5(17.24)	2(6.89)	13(44.82)	1(3.44)	8(27.58)		
2.	Business	-	-	-	-	-	-	9.23	12	-	-	6(50)	1(8.33)	5(41.66)	3.52
3.	Other	-	-	-	-	-	-	-	-	-	-	-	-		

Sr. No.	Mother's occupation	N	Govt. (n=40)					2	N	Non govt. (n=40)					2
			Level of anxiety							Level of anxiety					
			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety			Extremely high anxiety	High anxiety	Normal anxiety	Low anxiety	Extremely low anxiety	
1.	Working	6	2(33.33)	-	1(16.66)	2(33.33)	1(16.66)	4.93	8	-	-	7(87.5)	-	1(12.5)	7.49
2.	Non working	34	6(17.69)	5(14.70)	5(14.70)	3(8.82)	15(44.11)	32	5(15.62)	2(6.25)	11(34.37)	2(6.25)	12(37.5)		

non-government schools.

The table further revealed that lower the anxiety higher the educational qualification of mother in both the sample but there were significant relationship between mother education and anxiety level of adolescent girls in government school and non-significant relationship in non-government schools.

**Occupational status :**

*Father's occupation :*

Table 4 depict father's occupation of respondent in which it is found that maximum percentage of respondent (40% from government and 27.58% of non-government) with service class fathers were extremely low anxiety followed by government (20%) and non-government (17.24%) sampled showed extremely high level of anxiety. There were (50%) respondent of non-government with business fathers with normal anxiety, there were non-government respondent in business and other category. Therefore, it can be concluded from analysis of results that there was non-significant relationship between father's occupation and anxiety level of adolescent girls.

*Mother's occupation :*

Table 5 gives information regarding mother's occupation of respondents on the basis of their anxiety level. It can be seen from the table that (33.33%) of government with working mother forms highly anxiety. Whereas, (44.11%) from government with non-working and (37.5%) with non-working in non-government were found in extremely low of anxiety, followed by (16.66%) of government with working and (87.5%) with working in non-government were found in normal anxiety. Concluding the above results it is said that girls with non-working had low level of anxiety as compared to respondents having working mothers. Table 5 showed that both are non-significant relationship between anxiety levels and mothers

occupation.

**Conclusion :**

This study found that are many areas in which we can give counseling to them for reducing their anxiety level. It the continuously studied there subjected before their examination they can reduce their anxiety with easily handling of examination papers. So, it was concluded that anxiety and education both are interdependent but with better management it can be reduced.

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