A study of anxiety among 10th class school children

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ABSTRACT

The broad objective of the study was to understand better anxiety among 10th school going children India. Specifically, the study compared anxiety across gender, socio-metric, children's manifest anxiety scale the study also examined. High anxiety and low anxiety to affect their anxiety of children a group of 100 school going children (50 boys and 50 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the state-trait anxiety inventory. Results show that anxiety was prevalent in the sample with 50 per cent of boys and 50 per cent of girls found to be suffering from high anxiety. Anxiety is a common experience to all of us on an almost daily basis. Often, we use terms like jittery, high strung and uptight to describe anxious feelings. Feeling anxious is normal and can range from very low levels to such high levels that social, personal and academic performance is affected. At moderate levels, anxiety can be helpful because it raises our alertness to danger or signals that we need to take some action. Anxiety can arise from real or imagined circumstances. For example, a student may become anxious about taking a test (real) or be overly concerned that he or she will say the wrong thing and be ridiculed (imagined). Because anxiety results from thinking about real or imagined events, almost any situation can set the stage for it to occur.

INTRODUCTION

A brief treatment of the concept of anxiety is necessary at the outset. Almost everyone aggress that anxiety is an unpleasant feeling state. Clearly distinguishable from other emotional states and is having psychology concomitants. Although interest in anxiety phenomena has historical background in the philosophical and theological views. Some European philosophers and theologians it was Freud (1993) who seriously attempted to explain the meaning of anxiety. Anxiety to mind is a pain to body."Angst" is the context of psychic pain' According to him it is something felt (an unpleasant affective state or condition). A critical analysis of the literatures what may be called three distinct approaches to the problem of anxiety? They are: Psychoanalytical, Behavioral and Psychometric approaches.

Psychoanalytical approaches:

Freud describes a development point of view of anxiety by inquiring into nature of early life experiences. Which could be called a "Prototypical experiences" of anxiety in later. According to his Speculation certain early university experiences beginning at birth itself emerge leading to a state of anxiety preparedness. Freud subsequently mentions three type of anxiety or psychic

pain.

Reality anxiety:

Reality is the anxiety that arise when individual is confronted by dangers or threats in the external world.

Neurotic anxiety:

Arising when the individual's Id impulses threaten to break through the ego controls and result in behaviour that will led to this punishment.

Moral anxiety:

Arising when the individual does something or even contemplates doing something. In conflict with his super ego or moral values and arouses feelings of guilt.

Adler (1952) one of the fixities of classical psychoanalysts explained anxiety in terms are arousal of inferiority feeling. Such feelings of inferiority are universal and are always compensated by constant strivings on the part of the individual.

Cattell (1942) offers two definitions of anxiety. The one, Which he believes is best support by his data is that anxiety is a function of the magnitude of all unfulfilled needs and the degree of uncertainty that they will be fulfilled or more simply started anxiety corresponds to uncertainty of reward of total need fulfillment. The second definition about which he has some doubt is that anxiety is specific to the fear erg and results from he has some doubt is that anxiety is specific to the fear erg and results from the threat that occurs when there is anticipation of deprivation of an or all ergs.

The interpersonal school:

As a departure from the intra –psychic model, Sullivan (1940) in his development of an interpersonal theory of personality believed that anxiety is first experienced as socially learned response by the young child to perceived tension in the mothers. He believed that anxiety is always evoked inter personally and that anxiety is response to threats of perceived loss of self – esteem and general ontological security.

Anxiety is the feeling some that comes from the prospect of misfortune. It is one of the pleasant reactions along with fear, hate, grief and pain. It is nearest to fear as that also is response to unpleasant things to came the usual understanding of the differences is that fear is related to a fate that is more immediate in time and specific in nature.

The relationship between stress and bodily symptoms has long been recognized. The present study concentrates upon the determination of the level of trait anxiety which according to Spielberger (1975) refers to the individual differences in anxiety proneness, *i.e.*, the ten tendencies to respond with a state under stress. Busowitz Perskey, Korchi and Grinker (1951) suggested that anxiety might be useful in predicting the direction of physiological changes in general among large populations. Achievement motive was considered in relation to anxiety because the modern technological society places a heavy emphasis and high achievement.

It is proposed that the term" State anxiety" be used to refer to the emotional reaction or pattern of response that occurs in an individual irrespective of the presences or absences of objective danger of a student apprasensers and situation as threatening, it is assumed that he will experienced as an immediate increase in State intensity, which will be experienced as an unpleasant emotional state consisting of feeling of tension, apprehension and worry and neigh toned and autonomous nervous system activity. The intensity –it is proposed that the term state anxiety pleasant emotional states consisting of feelings of tension, apprehension and worry and height and autonomous nervous systentetivous.

Need for present study:

Need for the present study help the adolescent anxiety. This can be help to the academically and emotional develops the anxiety. This test is very important to the identififying the adolescent anxiety.

MATERIAL AND METHODS

A study on the 10th class children anxiety about their studies there was taken up children work hard but the fear of examination subjects them to a lot at anxiety in reaching their expected goal. In modern societies education is the basic in gradient of social economical and demographic development.

The present study aims to through the following question:

– Where the demographical factors like age, sex, type family, behaviour problems in influence the children anxiety and also emotional behaviour problem.

– Anxiety scores emotional and behavioural problem perceived by mothers do effect significantly

– Birth order significantly affects their anxiety of children.

– Family variables *i.e.* family type and significantly affect their anxiety of children.

– High anxiety and low anxiety to affect their anxiety of children.

Sample selection:

The total sample selected for the study consists of 100 children studying 10th grade. Among these children, 50 are boys, while the other 50 are girls. Purposive sampling techniques are used for sample selection. As the name implies the investigator of the enquiry deliberately chosen. Certain particular item from the sample universe. By doing so she had tried to give the impression that she selected the items from the universe in such a way that they were typical (or) representative of the whole. According to Shukla and Gulshan (1980) purposive sampling has the following as the advantages of purposive sampling.

The following tools were used for data collection.

– General information schedule

– C.M.As [Mc Candllen Certanded Adanted Vassion at Bharathi (1980)]

– Socio-metric (Helen Jenning, 1986).

General information schedule:

The research prepared a schedule to get the general information about the parents from children. They may to respects regarding the general information schedule are sex, age, type of family, birth order.

C.M.As (Children's manifest anxiety scale):

The CMAs by definition is considered to be a measure of children's tendency to experience general and chronic state of anxiety rather than a tendency the experience anxiety only in specific situations or also process or transitory phenomenon.

Socio-metric (Helen Jenning, 1986):

Socio-metric is techniques for describing social

relationship that exist between individuals in a group. Franz define socio-metry as "a method used for the discovery and manipulation of social configuration by measuring the attraction and repulsions between individual in a group".

Procedure for sample selection:

A purposive sample of 100 children who were studying 10th class in 2 schools was selected. Of the hundred fifty (50) were girls. The sample distribution is school name Kodhandha Ramaiah School and Nehru Municipal High School.

Procedure for data collection:

The investigator first took permission from the principal of the school by showing the letter given by the Madam. The investigator approached the children during their school times, introduced her to the children and then explained about the purpose of study. After establishing initial rapport, the investigator has given the scoiometri test to all the children in the class. After that the CMAs questionnaire was given. Then children marks the data also were collected. Data thus collected was pooled, scored, tabulated and subjected to suitable statistical techniques results and discussed.

OBSERVATIONS AND ANALYSIS

The anxiety may be considered as an emotional feeling which is prevalent among all human beings. Anxiety is a unique human experience. Children have major influence of mothers. Children's anxiety depends on variable the socio-demographic and behavioural variables age, sex, birth order. Types of family, size of the family electors.

The findings of the present study were presented against existing theoretical and empirical evidence in the following in the following. Asia first step the sample characteristics, sample composition according to different variables were described and percentages were presented the raw tabulated data was subjected analysis

Table 1: Age wise distribution of school going children					
Age group	Boys	%	Girls	%	Whole sample
15 years	16	32	32	64	48
16 years	34	68	18	36	52
Total	50	100	50	100	100

Age:

Age is an important variable in all societies for this basis all society make assumptions about the appropriate behaviours and level of functioning of different age group. There has been conflicting evidence establishing relationship between age and anxiety. The division of sample as younger and older age groups was alone. Based on the age young children belonging to 15 year were grouped as younger age group and children who were following in 15 to 16 years were grouped as older age group.

The age wise distribution of the sample was show in Table 1 indicating that majority of the girls 64 per cent and boys 36 per cent belonged to their young age (15 years) 68 per cent and boys and 36 per cent girls belonged to age group *i.e.* 5.1 to 16 years age group.

Birth order:

Birth order is one of the variable definitely influence of the anxiety. The effects of birth order an anxiety. The anxiety score of first born was significantly different from the middle born and latter born.

The Table 3 that the numbers and percentages of distribution of the children according to birth order. It is clear that 24 per cent of boys were second born and remaining 34 per cent of boys were 3rd born. The number of distribution of the birth order. It is clear that 20 per cent of girls were first born and remaining 34 per cent girls were 3rd born. When we consider the whole sample 12 members *i.e.* 42 per cent from 2nd born and remaining 17 members *i.e.* 34 per cent from 3rd born. So there were more middle from this sample.

Type of family:

The importance of family as a dynamic varies cannot be our emphasized. The family type also effect the anxiety. The sample has divided into groups. They are joint Nuclear and extended families based on the type of family.

The Table 4 shows the number and percentage of distribution of the children's according to type of family the table show majority of sample of (78) seventy- eight number (40) boys and (35) girls were from nuclear family and remained (28) percentages that (10) boys and 12 girls. Were from joint family clearly show expected of joint family.

Age:

Next variable discussed was age, age seemed to influence every aspect of behaviour. Each experienced add to the stress and expectation in life. The means standards deviation and 'r' value was show.

Table 2 : Showing the gender wise distribution of school going children			
Gender	No. of member	No. of member	Whole sample %
Boys	50	50	50
Girls	50	50	50
Total	100	100	100

Equal number of boys and girls including in the sample

Table 3: Distribution of sample according to birth order of children					
Birth order	boys	%	Girls	%	Whole sample
1ST born	12	24	10	20	22
2nd born	21	42	23	46	44
3rd born	17	34	17	34	34
Total	50	50	50	100	100

Table 4: Distribution of sample according to type of family					
Family type	Boys	%	Girls	%	Whole sample
Nuclear family	40	80	38	76	78
Joint family	10	20	12	24	22
Total	50	100	50	100	100

The Table 5 it is clear from the smith that the older age group of high school children was less anxious when compared to younger age group. The mean and S.D. scores for younger age groups is 26.5 to SD. 0.9 where as for older age group was 24.1 and 8.4 SD. From the table it is evident that there was different in the mean of children manifest anxiety score between younger age group and older age group. Person's product movement correlation co-efficient was calculated to find out the extent of relationship between age and CMAS score and the 'r' value calculated was (-0.6) was demonstrating a high negative relationship between age and anxiety scores. The reason may be explained in light of the fact that it may be difficult to adjust. The process of school adjustment is of greater consequence in the development of anxiety among children of younger age group. The result of the present study was supported by Marrie Frankenstein and Fisher (1977).

Gender:

Gender is one variable which was seen to behaviour influence the gender differences in anxiety girls being more anxious than boys, girls were seen to be more emotional than and the society expects them to like that.

Table 6 shoed the mean and standard deviation sociomatry scores from the table. It is clear that the girls obtained to higher mean sociomatry scores and standard deviation (36.92 SD 6.7) while boys obtained lower SMS score (31.04 SD 5.7). To find out the extend at relationship between then gender of SMS sheer product movement correlation co-efficient indicated that there was low positive relationship between gender of sociomatry shown the hypothesis gender performance SMS sores is accepted. The supporting study: Sarla Devi and Niranjan Devaraja (2001) gender differences about examination. Stress and manifest anxiety and reported significant relationship between gender and anxiety.

Table 5: Distribution of children's manifest anxiety scores			
Age	CMAS	S.D.	r
15 yrs	26.5 (n=49)	0.91	-0.6
16yrs	24.5 (n=51)	8.4	

Table 6: Distribution of socio-matric scores and gender wise			
Gender	SMS mean	S.D.	r
Boys (n=50)	31.04	5.2	0.2
Girls(n=50)	36.92	6.7	

Table 7: Age wise distribution of high anxiety and low anxiety children			
Age	High anxiety	Low anxiety	Total
15 yrs	X=29.53 (n=39)	X=19.72 (n=11)	50
16yrs	X=27.11(n=34)	X=13.68 (n=10)	50

Table 8: Showing distribution CMAS AND SMS scores of according gender			
Gender	CMAS	SMS	r
Boys (n=50)	X=24.78	X=31.04	0.78
	SD=7.0 (n=50)	SD=7.0 (n=50)	
Girls (n=50)	X=21.3	X=36.92	
	SD=2.0 (n=50)	SD=6.7 (n=50)	

Table 9: Distribution of HA and LA means and isolates and stress means according academic achievement age wise				
Age wise	HA anxiety	Academic achievement	LA anxiety	Academic achievement
Stares (15-16)	X=39.53 (n=12)	210'72 (n=11)	X=18.72 (n=1)	X=200.13 (n=11)
Isolates (15-16)	X=30.1 (n=5)	X=240.32 (n=5)	X=40.2 (n=3)	X=290.1 (n=3)

The children were further classification based on their anxiety levels. These children who obtained a CMAS scores between 17-36 range above were classified an high anxiety and their children who should of sure at 0-16 grouped as low anxious the distribution is shown in Table 8. It is shown there are 39 high anxiety children and low anxiety children in the older group. Younger group there were 34 high anxieties, 16 low anxiety children. It is centered in both younger and older age group we find more children belonging to HA (15+ CMAS-2953H-39) and low CMAS X27.11, n=34. This high in Bodensee of high anxiety children in both age group of may be attributed their academic stress. This is caused by unrealistic expectations of the parents and corresponding.

Table 8 showed the means and standard deviation of CMAS, SMS Scores the Table 8. It is clear that the boys obtained of higher mean for CMAS (24.78 and 7.0) while girls obtained low mean in CMAS (21.3 SD 2.0) scores. To find out the extent of relationship between CMAS and SMS pleasers product correlation co-efficient was calculated (r=0.78). The correlation co-efficient indicated that there was a high positive relationship between anxiety show and socio-metric scale our hypothesis that socio-metry and children manifest anxiety show was related hare by accented.

Studies have also shown that the children who are most dependent on adults are least popular with their peers. (Reese, 1961) found that children with moderates self concepts were best accepted. Next came these with highest self concepts and last came there with the lowest self concept and (Granland,1959) summarizing the results of socio-metric studies reputes that the children.

Table 9 showed that the older age group of high school children both boys and girls were less anxious when compared to younger age group. The mean (39.53 and 210.18) when the starts low anxiety scores and marks score (18.72 and 200.13) and older age group isolates HA 30.1 makes 240.32 and la 40.2 and marks 290.1.

The study showed that the academic performance. Verma (1989) conducted a study on the relationship to academic motivation and test anxiety and components of test anxiety with achievement the actual sample of the study consisted of 36 high achievers and 69 low achievers. Academic motivation and test anxiety were measured with the help of the Keelio academic motivation, questionnaire. The data were analyzed with the help of "t" Result of the study revealed that high achievers have significantly greater academic motivation as compared to low achievers owners parts.

Conclusion:

However, anxiety problems can be treated effectively, especially if detected early. Although it is neither realistic nor advisable to try to completely eliminate all anxiety, the overall goal of intervention should be to return your child to a typical level of functioning. The findings of the study, although modest, speak in favour of both anxiety prevention efforts for adolescents and mental health promotion efforts aimed at adolescents' parents. First, although broader strategies for global adolescent mental health have been well detailed elsewhere (Patel *et al.*, 2007 and 2008), it is worth reiterating that measures such general and specific prevention education, self-help strategies and resources, and psychosocial support networks and services and can be embedded in educational settings. Schools offer an ideal setting for universal prevention activities with potential to reach large numbers of children and adolescents (Masia-Warner *et al.*, 2006; Chatterji *et al.*, 2004 and Barretta and Pahl, 2006).

Recommendations:

– Psychologists should be appointed in schools for special children to provide counseling to the parents of children with special needs.

– Stress management programmers such as positive therapy can be conducted in schools for special children for the benefit of the parents of special children.

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