



ANXIETY AMONG ADOLESCENT STUDENTS

Dr. Jampa Venkata Rama Chandra Rao¹

Abstract

The broad objective of the study was to understand the anxiety among adolescents in Vijayawada city, India. Specifically, the study compared anxiety across gender, school type, and School Environment. A group of 200 adolescents (100 boys and 100 girls), aged 13-17 years were recruited to participate in the study. Using a sample of 10th graders studying in Government Secondary Schools of Vijayawada data were collected using the State-Trait Anxiety Inventory. Mean standard deviation and t-tests were used to analyze the data. Results showed that Adolescent boys suffer from higher anxiety than adolescent girls. Adolescents from Telugu medium schools adolescents were more anxious than adolescents from English medium schools. The adolescents coming from the urban area schools were slightly more anxiety prone than their rural area school counterparts.

Keywords: Anxiety, Adolescent students, Stress, Adjustment.

INTRODUCTION

The Goal of education is the production of good quality citizen who later contribute to the community and finally to the country as a whole. Adolescents are the future of nation. Adolescence is a period of intensive growth and development with respect to physical, cognitive, social, emotional and sexual aspect of child's personality. Adolescence often termed as the age of storm and stress, has so many conflicting situation and problems of adjustment. Adolescents have very special and distinct needs, which can no longer be over-looked. It is also essential to invest in adolescents as they are the future of the country.

In India, the main documented cause of anxiety among school children and an adolescent is parents' high educational expectations and pressure for academic achievement (Deb, 2001). In India, this is amplified in secondary school where all 16-year old children attempt the Class X first Board Examination, known as the Secondary Examination. Results of the Secondary Examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream. There is fierce competition among students since the number of places in these educational institutions is fewer than the number of students. Therefore, parents urge their children to perform well in the first Board Examination and, to this end they may appoint three to four private tutors or more for special guidance.

REVIEW OF RELATED LITERATURE:

Anxiety is an emotional and behavioural disorder caused by the activation of sympathetic nervous system. In the domain of education, high level of anxiety is often experienced by students during performance related activities such as, exams. In fact, academic examinations and school work are considered to be the most stressful events of adolescent's life. Inefficient study, night study before exams, lack of review/revision of study materials, emotional factors, and negative/irrational thinking about exams are some of the causes of exam anxiety. Although some level of anxiety among students is essential to achieve success in exams, too much of it can have adverse effect on their performances. Importantly, in students, high level of anxiety could have an impact on working memory, reasoning abilities, self-esteem, academic performance, and achievement. Anxiety in students can affect their physical and psychological characteristics causing panic attacks, which makes them, go blank during exams, feel helpless/cold/nervous, have sweaty palms/fast breath/palpation and could even cause stomach upset.

Anxiety is distinguished form of fear in that it is a response to an anticipated danger, or to a symbol of one, rather than to the threatening situation itself. Normal anxiety is present when the anticipated peril is imminent and probable. It is sometimes called "Situational (State) anxiety", for it is relieved when the situation that aroused it is past. (Boring, long field and Weld, 1963).

¹ M.A (Psychology), M.S, (Psychotherapy & Counseling), M.Ed., M.S.W, M.H.R.M, Ph.D
Lecturer in Psychology, Vikas College of Education, Vissanna Peta, Krishna Dist



Anxiety can be described as a response to threat (Campbell, 2004) or a feeling of uneasiness whose source is uncertain or vague, but with debilitating effects as if that source was real or specific (Robinson, et al, 1992). It may involve fear of being apart from significant people or being left alone, avoidance of certain situations or activities for fear of embarrassment, worrying about normal life issues, repetitive thoughts and behaviour, or panic attacks.

Anxiety is a complex and multidimensional phenomenon and can be defined as a "Subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system." (McIntyre and Gardner, 1991).

Bradley (1995) demonstrates that, home-environment shows generally stronger relation to cognitive development. Parent's behaviour is the important factor in creating the home environment. Now a day's success in education becomes prior demand of parents from their children.

Bryme (2000) conducted a study on anxiety, depression and coping strategies in adolescents. Results suggested that males present significant decrease of anxiety and fear in 12th grades instead of girls who show increase in anxiety and by this time both males and females use different coping strategies in order to deal with fear and anxiety.

Latha (2005) conducted research to find out the adjustment and problem areas of many adolescent in the school and the results showed that most of the problems concentrated on academic anxiety followed by anxiety regarding their future. Indian parents have now realized the potentialities of education as an instrument that not only unlocks the doors of modernization, but also facilitates social mobility. They, irrespective of social class or status, tend to show prejudicial preference to vocations and professions requiring higher education, unlike their Western counterparts. Their obsession seems to be that the child should either be an engineer or a doctor. The over demanding behaviour of the parents leads to the increase in level of academic anxiety among adolescents.

Since a very limited number of studies have addressed anxiety among school-aged children and adolescents in India, and because of the seriousness of its adverse consequences, it was considered important to explore this issue further. The aims of the study were to understand adolescents' anxiety across Gender, Medium of instruction and School Environment.

OBJECTIVE OF THE STUDY

To understand adolescent's anxiety across Gender, Medium of instruction, and School Environment.

HYPOTHESES OF THE STUDY

1. The anxiety of adolescent boys and girls, irrespective of medium of instruction and School Environment differs significantly.
2. The anxiety of adolescents studying in Telugu and English medium schools, irrespective of gender and School Environment differs significantly.
3. The anxiety of adolescents belonging to different School Environment, irrespective of gender and medium of instruction differs significantly.

DELIMITATIONS OF THE STUDY

1. The study was delimited to Government secondary school students only.
2. The study was delimited secondary schools of rural and urban Vijayawada only.
3. The study was delimited to X standards secondary school students only.

METHODOLOGY

Simple survey method was used in this study. In order to achieve the above-cited objective, the various aspects of the methodology followed were: Sample, tools, procedure of data collection and statistical techniques, scoring procedure.

Population and Sample:



Retrieved from: <http://cjoe.naspublishers.com/>

All the students of X standards studying in different secondary schools of Vijayawada constitute the population of the study. A sample consisting of 200 students belonging to different communities which includes males, females; rural-urban; studying in English medium and Telugu medium schools were selected on stratified random sampling basis from 20 government secondary schools in and around the Vijayawada of Andhra Pradesh.

Tools Used:

State-Trait Anxiety Inventory (Spielberger, Gorsuch and Lushene, 1970). The State-Trait Anxiety Inventory (STAI) is the most widely-used cross-cultural anxiety measure

Procedure of Data Collection:

After selecting 200 students of the selected schools, the investigator approached them individually and requested them to fill up the The State-Trait Anxiety Inventory (STAI). Though the tool was self administering, the investigator explained the students how to fill up the tool. After the collecting the filled in tool, it was scored and tabulated systematically for statistical calculation.

Statistical Techniques Used: The investigator used the statistical techniques like Mean, standard deviation, t-test, etc for analysing and interpretation of the data collected for the study.

RESULTS AND DISCUSSIONS

1: Gender

Table 1. Anxiety Scores of Adolescents: A Comparison between Adolescent Boys and Girls

Si. No.	Variable (Gender)	N	Mean	S.D	t-test	level of significance
1	Boys	100	55.99	12.537	1.14	Significant
2	Girls	100	53.86	13.883		

Table 1 shows that the mean anxiety score in the case of adolescent boys (55.99) was slightly higher than for adolescent girls (53.86). For verification of the first hypothesis, ‘the anxiety of adolescent boys and girls, irrespective of medium of instruction and School Environment differs significantly’ was supported, that is, adolescent boys suffer from higher anxiety than adolescent girls.

2. Medium of instruction

Table 2. Anxiety Scores of Adolescents: Comparison between English and Telugu Medium School Students

Si. No.	Variable (medium of instruction)	N	Mean	S.D	t-test	level of significance
1	English	100	58.35	12.049	0.01	Significant
2	Telugu	100	58.37	12.237		

Table 2 show that the mean anxiety score in the case of Telugu medium schools (58.37) was slightly higher than that for adolescents attending English medium schools (58.35). For verification of the second hypothesis, ‘The anxiety of adolescents studying in Telugu and English medium schools, irrespective of gender and School Environment differs significantly’ was supported, that is, the adolescents coming from the Telugu medium schools were slightly more anxiety prone than their English medium school counterparts.



3. School Environment

Table 3. Anxiety Scores of the Adolescents from School Environment

Si. No.	Variable (School Environment)	N	Mean	S.D	t-test	level of significance
1	Rural	100	51.32	12.337	1.16	Significant
2	Urban	100	54.20	13.583		

Table 3 show that the mean anxiety score in the case of urban area schools (54.20) was slightly higher than that for adolescents attending rural area schools (51.32). For verification of the third hypothesis, 'The anxiety of adolescents belonging to different School Environment, irrespective of gender and medium of instruction differs significantly' was supported, that is, the adolescents coming from the urban area schools were slightly more anxiety prone than their rural area school counterparts.

CONCLUSION

Results showed that Adolescent boys suffer from higher anxiety than adolescent girls. Adolescents from Telugu medium schools adolescents were more anxious than adolescents from English medium schools. The adolescents coming from the urban area schools were slightly more anxiety prone than their rural area school counterparts.

REFERENCES

- Best, John W., & Kahn, J.V. (1962). *Research in education*. New Delhi: Prentice Hall of India.
- Bhatnagar, S., & Saxena, A. (2000). *Advanced Educational Psychology*. Meerut: Surya Publications.
- Bradley, Robert H.; Corwyn. Robert, F. (1995). *Home Environment and Behavioural Development during Early adolescence*. Psychology and mental health Publication. Merrill Palmer Quarterly.
- Bryme, B. (2000). Relationship between Anxiety, Fear, Self Esteem and Coping Strategies. *Journal of Educational psychology*. Vol 35(137): 201-215.
- Boring, Langfield ., & Weld. (1963). *Foundation of Psychology*. Bombay: Asia Publishing House.
- Campbell, M. (2004). *Teaching Tips for the Prevention of Anxiety in Children*. Brisbane: QLD:QSS.
- Deb, S. (2001, October). A study on the negative effects of academic stress. Paper presented at the International Seminar on Learning and Motivation, Kedah Darul Aman, Malaysia.
- Ravi, M., & Latha. (2005). A study of perceived family environment in Relation to adjustment and Academic Achievement. *Psychological Studies*, 44, pp 66-75.
- Revina, A.M., Gregory, M.G., & Franklin, Caroline, J. S.(2014). Test Anxiety Levels of Board Exam Going Students in Tamil Nadu, India: *Bio Med Research International* Volume 2014 pp. 1-9, .
- Robinson, E.H., Rotter, J.C., Fey, M.A., & Vogel, K.R. (1992). *Helping Children Cope with Fears and Stress*. Ann Arbor, MI: University of Michigan.
- Lindzey, Gardner., & McIntyre. (1991). *Psychology*. New York.