

A STUDY OF ANXIETY OF ADOLESCENTS

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ABSTRACT

The presence of educational anxiety, fear or phobias, during school performance, cause many problems for the adolescent students as it has an obstructive and paralyzing effect, if it is not managed well. Stressed adolescents show sign of emotional disabilities, aggressive behavior, shyness, social phobia and often lack interest in otherwise enjoyable activities. Anxious individuals as more changeable in their interests and attitudes, easily upset, jealous, insecure, apprehensive, hypochondriacally, frustrated and driven.

Keywords: Anxiety, adolescent, behaviour, experience, private, government, sten score

"Life is experience, Experience is education. Education is enlightenment; Enlightenment is truth. Truth is wisdom and wisdom is God." -Vedic Wisdom

INTRODUCTION

In the cyber age all societies and its members irrespective of caste and creed, nationalities are facing tough competition. The rapidly growing population, desire for high standard of living, sudden and intense exposure to the western world of glamour has greatly enhanced the pressure of competition. People want many things at their disposal without much delay. Today education is not a goal but a means to attain materialistic benefits of the world. It is quiet absurd and unfortunate state that even parents train their children in this materialistic direction where they can access power, position and money. This attitude and expectation of parents brings tremendous impact on the lives of children. As children move into their pre-teens and teen years they are faced with many changes and challenges. Being overly anxious can make difficult years feel like daily torture. Emotional instability can add to the distress felt from their anxiety. Many factors in today's world can antagonize an adolescent that is already suffering from anxiety. The increased level of school bullying, instant insults via the internet and public ridicule posted for all to see. Being tuned into the aspects of your child's world can help you understand what they deal with daily. The key to this is communicating with your teen and being aware of any changes in their lives or behaviors. Exposure to stressful environment can also be the cause for developing anxiety. About 1/4 of all children develop post traumatic stress disorder when they are exposed to stressing event. Anxiety can

VOLUME NO.1, ISSUE NO.5

ISSN 2277-1182

also occur in the earlier stage if they do not develop a sense of trust with their care givers or parents.

It is a matter of fact that modern adolescents have the first generation access to many things, which are beyond the reach of their parents. Majority of adolescents are poor at life skills, handling anger and stress and reducing them properly. Some teens will develop compulsive behaviors to deal with their stress and anxiety. These can run a gamut from over-achieving to obsessing with their appearance to an extreme. Anxiety disorder along with the typical stress of adolescence can cause an onset of depression. This is caused by the feeling of being overwhelmed and unable to cope. That, in turn, develops into a feeling of hopelessness that is the root of depression. The initial signs of depression are withdrawal, lack of interest in things they like etc. So the investigator is interested in studying the anxiety in relation to adolescents and this article aims to shed some light on this frightening statistic.

OBJECTIVES

1. To find out the anxiety of total adolescent students.
2. To find out the anxiety of adolescent students studying in government and private school.
3. To find out the anxiety of boy and girl adolescent students.
4. To compare the anxiety of adolescent students studying in government and private schools.
5. To compare the anxiety of boy and girl adolescent students studying in government and private schools.
6. To compare the anxiety of boy adolescent students studying in government and private schools.
7. To compare the anxiety of girl adolescent students studying in government and private schools.

Sample

400 adolescent students have been taken from 20 Senior Secondary Schools (government and private) of Udaipur district of Rajasthan state. Random sampling method has been adopted fro selection of the schools through lottery method and systematic random sampling technique has been used for the selection of adolescent students.

Tools

Standardized tool of Anxiety Test, Hindi version of Cattell's Self Analysis form of IPAT or ASQ by S.D Kapoor have been used.

Statistical Techniques used in the study

Mean, Median, Standard Deviation and T- Test are used for the analysis of data collected in the study.

Analysis and Interpretation

1. Interpretation of the results of objective No. 1:- By the analysis of data the result reveals that the total sum of the sten score in all the areas of anxiety i.e. apprehension, tension, low self control, emotional instability and suspicion found 7 which shows the average level of anxiety in adolescents.
2. The result for the objective no.2 is that all the adolescent students have average level of anxiety but at the same time private school's adolescent students are more anxious than the government school's adolescent students. The private school's adolescent student's sum of the stem score is slightly higher than the government students.
3. Both boys and girls students have average level of anxiety as their some of the sten score are 7.

To realize the other objectives the following null hypotheses have been formulated.

1. There is no significant difference between the anxiety of adolescent students studying in government and private schools.
2. There is no significant difference between the anxiety of boy and girl adolescent students.
3. There is no significant difference between the anxiety of government and private school's boy adolescent students.
4. There is no significant difference between the anxiety of government and private school's girl adolescent students.

To test the aforesaid null hypotheses t-test has been employed and the details of the calculations are given in the following tables.

The Concept of Anxiety

Anxiety can be described as a response to threat (Campbell, 2004) or a felling 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 behavior, or panic attacks.

Anxiety is a complex and multidimensional phenomenon (Young, 1991) 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).

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).

Psychologists usually distinguish between enduring anxiety, called "trait anxiety" and anxiety that is a transitory response to a specific situation, called 'state or situational

anxiety". People with trait anxiety typically restrict their lives to avoid anything that might arouse anxiety they also experience a narrowing of consciousness and a loss of flexibility.

State or Situational Anxiety, can serve to energize our behaviour and make our reactions more effective. For example, moderate anxiety about a forthcoming examination can cause a student to study harder and achieve a better grade. (Gardner Lindzey, Calvin S. Hall, Richard, J. Jhompson, 1976, p. 384).

According to psychoanalytical model, a person spends a lot of emotional energy keeping unpleasant or unacceptable urges and thoughts from becoming conscious. Anxiety symptoms develop when a person's unconscious conflict threaten to break through into his/her awareness.

In essence, vague and diffuse anxiety is a symptom of some unconscious/conscious conflict. The behaviour model, on the other hand, view anxiety as a learned response to certain stimuli. So anxiety defined in terms of a "free floating feeling of tension." (Brown, T. Larry & Weiner A. Elliot (1979). Anxiety manifests itself in 3 ways as follows which are the usual evidences of fear:

Anxiety manifestations and their symptoms

	Anxiety Manifestations	Symptoms
(1)	Anxiety Neurosis	Conscious state of discomfort and apprehension
(2)	Hypochondria	Visceral and digestive disturbance
(3)	Nervousness	Restlessness, trembling, irritability

All anxious persons show all three of these effects of emotions, but that the intensity of a particular symptoms may vary from one person to another. Boring, Langfield, Weld 1963).

It has been shown that anxiety related behaviour such as obsessional activities, the need for reassurance, low self-esteem, poor concentration, fatigue, headaches, stomach aches and other reactions to excessive anxiety can hinder a child's academic success at school and affect their social relationships. (APA, 1994).

Anxiety disorders are extremely impairing conditions, interfering with a child's adaptive functioning in multiple domains (Vasey & Ollendick, 2000). These includes interpersonal relationships, social competence, peer relationships, school adjustment and academic functioning. (Flannery – Schroeder, et.al, 2004, Manassis, et al. 2004).

The presence of educational anxiety, fear or phobias, during school performance, cause many problems for the adolescent students as it has an obstructive and paralyzing effect, if it is not managed well. Stressed adolescents show sign of emotional disabilities, aggressive behavior, shyness, social phobia and often lack interest in otherwise enjoyable activities. (Dawood, 1995).

Anxious individuals as more changeable in their interests and attitudes, easily upset, jealous, insecure, apprehensive, hypochondriacally, frustrated and driven. (Cattell, 1957; Cattell, et al. 1970).

Chronic anxiety predisposes a person to seek relief in a variety of potentially harmful additions – alcohol, drugs, smoking and tranquilizers. Many teenagers tend to become non-

conformist and fall prey to teenage depression in response to a variety of growing up anxieties. However, Anxiety at chronic adversely affect adolescents at various levels.

Table of Anxiety's Operational Definition

S.No.	Anxiety Components	Symptoms of low anxious	Symptoms of highly anxious
(1)	Apprehension	Self-assured, placid, secure, complacent, self confident, untroubled	Apprehensive, Self reproaching, insecure, worrying, troubled.
(2)	Tension	Relaxed, tranquil, unfrustrated	Tense, Frustrated, driven, overwrought
(3)	Low-self control	Self-controlled, socially precise, compulsive	Uncontrolled, follows own urges, careless of social rules
(4)	Emotional Instability	Emotionally stable, mature, realistic, calm	Emotionally unstable, easily upset, changeable
(5)	Suspicion	Trusting, Tolerant, Permissive, Adaptable	Suspicious, jealous, hard to fool.

Table 1. Comparison of the anxiety of adolescent students studying in government and private schools

S. No.	Areas of anxiety	Type of Schools	Mean	SD	t-value	Significant on .01/.05 level
1	Apprehension	Government	10.74	3.144	3.837	Significant at .01 level
		Private	12.14	4.068		
2	Tension	Government	9.60	3.394	2.505	Significant at .05 level
		Private	10.40	2.979		
3	Low self control	Government	5.84	2.354	1.360	Insignificant
		Private	6.18	2.567		
4	Emotional Instability	Government	5.85	2.194	2.467	Significant at .05 level
		Private	6.34	1.708		
5	Suspicion	Government	4.31	1.401	.699	Insignificant
		Private	4.22	1.314		
6	Total anxiety	Government	36.34	8.039	3.508	Significant at .01 level

There is significant difference found regarding the areas of anxiety i.e. apprehension, tension and emotional instability between both the groups. Results reveals that the private school's adolescent students are more apprehensive, tensed and emotionally instable than the students of government schools. Hence the null hypothesis is rejected at .01 levels. There is significant difference between the anxiety of government and private school's adolescent students.

Table 2. Comparison of the anxiety of boy and girl adolescent students

S. No.	Areas of anxiety	Gender	Mean	SD	t-value	Significant on .01/.05 level
1	Apprehension	Boys	10.86	3.964	3.187	Significant at .01 level
		Girls	12.02	3.319		
2	Tension	Boys	9.77	3.408	1.464	Insignificant
		Girls	10.24	2.997		
3	Low self control	Boys	6.04	2.316	0.263	Insignificant
		Girls	5.98	2.611		
4	Emotional Instability	Boys	5.84	2.056	2.571	Significant at .05 level
		Girls	6.35	1.869		
5	Suspicion	Boys	4.39	1.306	1.810	Insignificant
		Girls	4.14	1.400		
6	Total anxiety	Boys	36.89	8.941	2.178	Significant at .05 level

There is significant difference found regarding the areas of anxiety ie. apprehension and emotional instability between boy and girl adolescent students. Results show that girls are more apprehensive and emotionally instable than the boys.

The t-value is found to be 2.178 which is significant at .05 level. Hence the null hypothesis is rejected at .05 level. There is significant difference between the anxiety of boy and girl adolescent students.

Table 3. The comparison of the anxiety of Government and Private school's boy adolescents

S. No.	Areas of anxiety	Government Boys		Private Boys		t-value	Significant on .01/.05 level
		Mean	SD	Mean	SD		
1	Apprehension	10.16	3.174	11.55	4.531	2.512	Significant at .05 level
2	Tension	9.50	3.341	10.03	3.471	1.100	Insignificant
3	Low self control	5.88	2.289	6.20	2.344	.977	Insignificant
4	Emotional Instability	5.60	2.318	6.08	1.733	1.658	Insignificant
5	Suspicion	4.42	1.379	4.35	1.239	.378	Insignificant
6	Total anxiety						

The t-values are found to be 2.512 for the apprehension area of anxiety. There is significant difference between the boys of government and private school's regarding this area. Results show that private school's adolescent boys are more apprehensive than the government school's boys. It would reveal that the private school boys experience more insecurity, anger, troubles and worries. In grant total there is no significant difference between the anxiety of government and private school boys, hence the null hypothesis is selected.

Table 4. The comparison of the anxiety of Government and Private school's girl adolescents

S. No.	Areas of anxiety	Government School Girls		Private School Girls		t-value	Significant on .01/.05 level
		Mean	SD	Mean	SD		
1	Apprehension	11.38	3.018	12.72	3.470	3.044	Significant at .01 level
2	Tension	9.70	3.460	10.77	2.348	2.559	Significant at .05 level
3	Low self control	5.80	2.429	6.15	2.783	.948	Insignificant
4	Emotional Instability	6.10	2.042	6.59	1.652	1.865	Insignificant
5	Suspicion	4.20	1.421	4.08	1.383	.605	Insignificant
6	Total anxiety	37.12	7.869	40.31	7.490	2.636	Significant at .01 level

It is clear from the table 4 that there is significant difference between both the groups regarding the apprehension and tension areas of anxiety. Results show that girls of private schools are more apprehensive, self reproaching, insecure, worrying, troubled, tensed, frustrated, driven and overwrought than the girls of government school.

It is clear from the table that the t difference is significant at 0.1 levels; hence the null hypothesis is selected.

Important Findings

The following are the important findings of the present investigation: -

1. Adolescent students have average anxiety.
2. The adolescent students of private schools are more anxious than the students of government school.
3. Boy and girl adolescent students have average anxiety.
4. Boy and girl adolescent students of private schools are found to be significantly more anxious than the students of government school.
5. There is significant difference between the anxiety of girl and boy adolescent students.
6. Boys of government schools are not significantly differ to the boys of private schools in their level of anxiety.
7. There is significant difference between the anxiety of government and private girl adolescent students.

CONCLUSION

Today, no nation remains untouched by the dynamics of change sweeping across the world. Children are going to face a new world order. And these changes are greatly influenced and challenge the younger generation's emotional, intellectual and physical well being. Since education is viewed as an instrument of overall development of children, it should prepare the younger generation with the balance in between 'Gyana Yoga, Bhakti Yoga and Karma Yoga'. As learning is not a mechanical process there is need to recognize the interface between cognition and emotion. So that the adolescents can easily deal with the problems, demands and challenges of 21st century

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