

## **ANXIETY AMONG SECONDARY SCHOOL STUDENTS OF PALANPUR**

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### **ABSTRACT**

It also aimed to check Anxiety with reference to gender and residence area. Sinha's Comprehensive Anxiety Test by Sinha and Sinha (1995) was used. The sample constituted total 120 secondary school students. The data was collected from Palanpur. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, 1. There is no significant difference between the mean score of Anxiety among the boys and girls school students. 2. The Rural area school students group have higher level of Anxiety compare to Urban area school students group. 3. There is no significant difference in the interactive effect of the mean scores of Anxiety among the gender and residence area.

**Keywords:** *Anxiety, boys and girls students, secondary school students of urban area and rural area.*

## **Introduction :**

Anxiety is a feeling of impending danger. Sigmund Freud (1856- 1939) considered three types. Objective anxiety results from a real threat in the physical world to one's well-being, as when a ferocious-looking dog appears from around the corner. The other two types are derived from objective anxiety. Neurotic anxiety results from the ego feeling overwhelmed by the id, which threatens to express its irrationality in thoughts and behavior. There is a fear of external punishment for such expression. Moral anxiety is based on a feeling that one's internalized values are about to be compromised. There is a fear of self-punishment (e.g., guilt) for acting contrary to one's values. Moral anxiety is a function of the development of the superego. Whatever the anxiety, the ego seeks to reduce it. Operating at the unconscious level, it employs defense mechanisms to distort or deny reality

Anxiety is a normal reaction to stressful situations. But in some cases, it becomes excessive and can cause sufferers to dread everyday situations and called Generalized Anxiety Disorder. Other anxiety-related disorders include panic attacks—severe episodes of anxiety which happen in response to specific triggers—and obsessive-compulsive disorder, which is marked by persistent invasive thoughts or compulsions to carry out specific behaviors (such as hand-washing). Anxiety so frequently cooccurs with depression that the two are thought to be twin faces of one disorder.

## **Definition of Anxiety**

“Anxiety is an emotional and/or physiological response to known and/or unknown causes that may range from a normal reaction to extreme dysfunction (indicative of an anxiety disorder), affect decision-making and adherence to treatment, and impair functioning and/or affect quality of life.” American Psychiatric Association [APA], 2000.

## **Freud Identified Three Types of Anxiety**

1. Neurotic anxiety is the unconscious worry that we will lose control of the id's urges, resulting in punishment for inappropriate behavior.

2. Reality anxiety is fear of real-world events. The cause of this anxiety is usually easily identified. For example, a person might fear receiving a dog bite when they are near a menacing dog. The most common way of reducing this anxiety is to avoid the threatening object.

3. Moral anxiety involves a fear of violating our own moral principles. In order to deal with this anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, superego, and reality.

### **Causes of Anxiety**

According to Kremer and Moran (2008) one reason why we tend to get uptight before competition could be related to the pressure of being observed. Spectators of any sport are constantly evaluating the skills of the athletes they are watching and this can be extremely daunting to those who are not trained to deal effectively with this pressure. Not wanting to fail can heap more strain on a player when as they become more aware of being observed and so the stress continues to grow.

Feelings of anxiety can also be confused with fear but there is a significant difference between these two emotions. A fear or “phobia” is a negative feeling about a specific object (spiders) or experience (talking in front of a large group) however anxiety is more general and often athletes recognize that they are anxious about something but cannot put their finger on it.

### **Objectives**

The objectives :

1. A comparative study of anxiety among secondary school students with respect to gender (boys and girls).
2. A comparative study of anxiety among secondary school students in with respect to Area (rural and urban).
3. To study the interactive effect of gender and residence area with respect to their Anxiety.

## **METHODOLOGY**

### **Hypothesis**

1. There will be no significant difference between the mean score of Anxiety among the boys and girls secondary school students.
2. There will be no significant difference between the mean score of Anxiety among the secondary school students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of Anxiety among the gender and residence area.

## Sample

The sample constituted total 120 secondary school students out of which 60 were from boys school students (30 urban area and 30 rural area) and 60 from girls school students (30 urban area and 30 rural area).

## Research Design

A total sample of 120 secondary school students equally distributed between boys and girls school students of urban area and rural area from Palanpur selected for the research study.

### Showing the table of Sample Distribution

Residence Area (B)	Gender (A)		Total
	Boys School Students (A <sub>1</sub> )	Girls School Students (A <sub>2</sub> )	
Urban Area (B <sub>1</sub> )	30	30	60
Rural Area (B <sub>2</sub> )	30	30	60
<b>Total</b>	60	60	120

## Variable

### Independent Variable

1. **Gender** : Boys and Girls students.
2. **Residence Area** : Secondary School students of urban area and rural area.

**Dependent Variable** : Anxiety Scale.

### Tools

Sinha's Comprehensive Anxiety Test by Sinha and Sinha (1995). The administered individually or in a group of 30 to 40 people. It has 90 items for each item, 2 alternative responses are given. The test re-test reliability is 0.85 and Split Half reliability is 0.92. Validity is 0.62.

### Procedure

The permission was granted from various secondary school students for data collection in Palanpur after the establishment of rapport, personal information and the 'Anxiety Scale (EMS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

## Result and DISCUSSION

**Table : 1 The Table showing sum of variance, mean, 'F' value and level of significance of gender and residence area :**

Sum of Variance	Df	Mean	F-value	Sign. Level
SS <sub>A</sub>	1	10.8	0.77	N.S.
SS <sub>B</sub>	1	73.63	5.22	0.05
SS <sub>A*B</sub>	1	0.13	0.01	N.S.
SS <sub>Error</sub>	116	1635.13	—	—
SS <sub>Total</sub>	119	1719.7	—	—

\*0.05=3.92, \*0.01=6.64, & N.S.= Not Significant

**Table : 2 The Table showing the Mean Score of Anxiety among boys and girls school students :**

	A (Gender)		'F' value	Sign.
	A <sub>1</sub> (Boys Students)	A <sub>2</sub> (Girls Students)		
M	41.85	41.25	0.77	N.S.
N	60	60		

Here we can see in table no. 2, that the mean score of boy's school students group is 41.85 and the mean score of girl's school students group is 41.25. The 'F' value is 0.77. which is no significant. It means both group of boys and girls students have no significant difference in regards to their Anxiety. Hypothesis no.1 "There is no significant difference between the mean score of Anxiety among the boys and girls school students" is Accepted.

**Table : 3 The Table showing the Mean Score of Anxiety among school students of urban area and rural area :**

	B (Residence Area)		'F' value	Sign.
	B <sub>1</sub> (Urban Area)	B <sub>2</sub> (Rural Area)		
M	40.77	42.33	5.22	0.05
N	60	60		

Here we can see in table no.3, that the mean score of school students of urban area group is 40.77 and the mean score of school students of rural area group is 42.33. The 'F' value is 5.22 which is significant difference. Thus from the result shows, the Rural area school students group have higher level of Anxiety compare to Urban area school students group. It

means Hypothesis no.2 “There is no significant difference between the mean score of Anxiety among the school students of urban area and rural area” is Rejected.

**Table : 4 The Table showing the interactive effect of the Mean Score of Anxiety among gender and residence area :**

			A		‘F’ value	Sign.
			A <sub>1</sub>	A <sub>2</sub>		
<b>B</b>	<b>B<sub>1</sub></b>	<b>M</b>	41.03	40.50	0.01	N.S.
		<b>N</b>	30	30		
	<b>B<sub>2</sub></b>	<b>M</b>	42.67	42.00		
		<b>N</b>	30	30		

Here we can see in table no.4 that the mean score of boys school students of urban area group is 41.03, boys school students of rural area group is 42.67, girls school students of urban area group is 40.50, and girls school students of rural area group is 42.00. The ‘F’ value is 0.01. which is no significant difference. Hypothesis no.3 “There is no significant difference in the interactive effect of the mean scores of Anxiety among the gender and residence area” is Accepted.

### CONCLUSION

1. There is no significant difference between the mean score of Anxiety among the boys and girls school students.
2. The Rural area school students group have higher level of Anxiety compare to Urban area school students group.
3. There is no significant difference in the interactive effect of the mean scores of Anxiety among the gender and residence area.

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