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# A study of anxiety of high school students

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**Abstract**
Anxiety as a normal phenomenon does not act as a drive or energizer to achieve or to perform. A moderate amount of anxiety energizes the individual and thereby improves performances but as a pathological phenomenon it impairs the capacity to think and act freely. The study aimed to assessment the anxiety of high school students. For the present investigation a sample of 200 high school students from the Vellore District are selected by the method of Random sampling technique. The data so collected was analyzed using mean, SD, t-test and F-test. The results reveal that respect to the gender, locality of school, type of management and medium of institution shows that there is no significant difference between the high school students towards anxiety and parental qualification shows there is significant difference towards anxiety.

**Keywords:** Anxiety, high school students, phenomenon

## Introduction
Anxiety is peculiarly a human phenomenon and is considered to be a unique contribution of the 20th century to the mankind. So much so, the twentieth century is called "the age of anxiety". Fear or anxiety has evolved over countless generations as an adaptive mechanism for copying with danger and the two have been used synonymously, however distinction between fear and anxiety is that the former is episodic and the later in chronic. This state is characterized by all that is covered by the word nervous apprehension or anxious expectation and different discharge phenomenon. He also stressed the distinction between anxiety and fear. Freud proposed that there is an objective anxiety and a neurotic anxiety. Objective anxiety is somewhat more complex than fear, incorporating a sense of helplessness objective anxiety results from some source of danger in the external environmental. Neurotic anxiety has no source in the external world. Anxiety is a normal reaction to stress. It may help a person to deal with a difficult situation, for example at work or at school, by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

## Anxiety
Anxiety is an exceedingly complex concept with a variety of overtones and nuances of meaning from ordinary usage, as well as from psychology, psychiatry and psychoanalysis. The word anxiety means to designate a strongly personal, phenomenally experienced feeling of distress and anguish. Spielberger (1966) [13] holds that anxiety is a palpable but transitory emotional state or condition characterized by feelings of tension and apprehension and heightened automatic nervous activity. Anxiety has been defined as an emotional state in which physiological and psychological indications like tremor in the limbs, sweating of hands, flushing of the face and neck, heart palpitations, blood pressure, inability to sit still, pacing the room, chain smoking, tenseness, restlessness etc. are clearly visible. It is an abstract construct advanced to make various facets of performance comprehensible. Medical dictionary defines anxiety as 'apprehension of danger accompanied by restlessness and a feeling of oppression in the epigastrium'. Anxiety is defined by Drever (1958) [4] as 'a chronic complex, emotional state with apprehension or dread as its most prominent and mental disorders'. According to Cattell (1966) [3] anxiety is a function of the magnitude of all unfulfilled needs and the degree of uncertainty that they will be fulfilled or more simply stated, anxiety corresponds to uncertainty of rewards or of total need fulfillment. Ikegami (1970) [9] terms anxiety as 'nervousness'. The conceptualization of anxiety itself is somewhat

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confused with anxiety status (Harman and Johnson, 1952; Morgan, 1970) [8, 11], chronic anxiety as personal trait (Bren, 1959) [2] and manifest anxiety (Smith, 1958; Hammer, 1970) [12]. However in recent years, there have been attempts to clarify the confusion with reference to the meaning and types of anxiety.

## Need of the Study
Failure and poor achievement among high school students are serious problems faced by educationists, teachers, parents and administrators in the present time despite the fact that high school students have anxiety. Whether these failures are due to high level of anxiety or whether these are due to lack of emotional or due to low general is to be seen. Therefore, there is an urgent need to explore this field further. In the modern age of competition, all parents are worried about future of their children. It is therefore important for the parents, teachers and administrators to know and understand their level of general anxiety.

## Significance of the Study
The study aims to make some positive addition to the increase of knowledge connected with the academic achievement of high school students. Precisely, it will try to gather clinching evidence through the sample of the study to know whether general anxiety of high school students. Depending upon the nature and quantum of this relationship and the understanding of the variables under study, the teachers, administrators, and policy makers can devise their teaching methods, curriculum and selection criteria respectively. It would also help the students to bring desired changes in their socio-psychological behaviour. The Counsellors and psychologists can also be benefited from the findings of the study, if and when some students are referred to them to enhance their social and to raise their confidence, to remove their problems of anxiety and depression. Even sociologists and social workers stand to gain by the findings of the study. They can plan ways in which to replenish the personal, interpersonal and social adequacies of the students, if they are found wanting in these traits.

## Statement of the Problem
The problem chosen for the study may be stated as "A Study of anxiety of high school students.

## Sample of the Study
Normative survey method is adopted for the present study. For the present investigation a sample of 200 high school students from the Vellore District are selected by the method of random sampling.

## Statistical Techniques Used
The investigator used the statistical techniques, Mean, Standard Deviation't' test and 'F' test to accept or reject hypotheses

## Operational Definitions of Key Term Used
Anxiety can be interpreted as a mental condition in which the subject is perpetually in a state of restlessness and fear which may arise from idiosyncratic apprehensions about the future or sense of remorse or un-fulfillment related with past.

## Tool Used In the Present Study
Anxiety Scale by Anxiety Scale constructed and standardized by Prof. D.N. Srivastava & Dr. Govind Tiwari, Psychology Department, Agra College, Pune.

## Description of the Tool
### Anxiety
Anxiety is a common symptom which is found in almost every individual of the world and especially in students of today. Anxiety is one of the most important problems in Psychology. Operationally, anxiety can be defined as the automatic response pattern characteristic of a particular individual organism after the administration of a noxious stimulus. The Anxiety Scale constructed and standardized by Prof. D.N. Srivastava & Dr. Govind Tiwari. The tool contains 100, Yes or No questions. The scoring of the each item is checked 'YES' is awarded score of one. The score of every individual would be the total number of items checked positively.

## Objectives of the Study
1. To find out the difference if any between the following high school students in respect of their anxiety
- Gender : Male/ Female
- Locality of School : Rural / Urban
- Type of Management : Government /Aided / Private
- Medium of Institution : English / Tamil
- Parental Qualification : Illiterate / School education / College education

## Hypotheses of the study
1. There is no significant difference between the following sub-samples with respect to the anxiety of high school students
- Gender : Male/ Female
- Locality of School : Rural / Urban
- Type of Management : Government /Aided / Private
- Medium of Institution : English / Tamil
- Parental Qualification : Illiterate / School education / College education

## Descriptive Analysis

**Table 1:** 't' value between Mean and S.D scores of Male and Female in their Anxiety

| Gender | N | Mean | SD | 't' value | L.O.S |
|--------|-----|-------|-------|-----------|-------|
| Male | 94 | 56.96 | 24.03 | 0.678 | NS |
| Female | 106 | 59.05 | 24.64 | | |

It is evident from the table 1 the calculated 't' value is 0.0.678, which is not significant at 0.05 level hence, the framed null hypothesis was accepted. It is inferred that there is no significant difference found out between Male and Female high school students with respect to anxiety.

**Table 2:** 't' value between Mean and S.D scores of Rural and Urban in their Anxiety

| Location of School | N | Mean | SD | 't' value | L.O.S |
|---|---|---|---|---|---|
| Rural | 91 | 57.84 | 24.61 | 0.965 | NS |
| Urban | 109 | 56.26 | 23.91 | | |

It is evident from the table 2 the calculated 't' value is 0.965 which is not significant at 0.05 level hence, the framed null hypothesis was accepted. It is inferred that there is no significant difference found out between Rural and Urban students with respect to anxiety.

**Table 3:** 'F' test among the sub sample of Type of Management with respect to Anxiety

| Type of Management | Sum of Squares | Mean Square | DF | F value | L.O.S |
|---|---|---|---|---|---|
| Between the groups | 1407.007 | 703.563 | 2 | 1.206 | NS |
| Within groups | 114918.868 | 583.845 | 197 | | |
| Total | 116325.875 | | 199 | | |

It is evident from the table 3 the calculated 'F' value is 1. 206 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no significant difference among the sub-sample of type of management with respect to anxiety.

**Table 4:** 't' value between mean scores of English and Tamil in their Anxiety

| Medium of Instruction | N | Mean | SD | 't' value | L.O.S |
|---|---|---|---|---|---|
| English | 65 | 55.48 | 24.36 | 0.643 | N.S |
| Tamil | 105 | 60.14 | 23.87 | | |

It is evident from the table 4 the calculated 't' value is 0.643, which is not significant at 0.05 level hence, the framed null hypothesis was accepted. It is inferred that there is no significant difference found out between English and Tamil medium of high school students with respect to anxiety.

**Table 5:** 'F' test among the sub sample of Parental Qualification with respect to Anxiety

| Parental Education | Sum of squares | Mean square | DF | F value | L.O.S |
|---|---|---|---|---|---|
| Between the groups | 1332.560 | 666.290 | 2 | 1.141 | S |
| Within groups | 114993.295 | 583.722 | 197 | | |
| Total | 116325.875 | | 199 | | |

It is evident from the table 5 the calculated 'F' value is 1.141, which is significant at 0.05 level. Hence the framed null hypothesis was rejected. It is inferred that there is a significant difference among the sub-sample of Parental qualification with respect to anxiety.

**Major Findings of the Study**
- It is inferred that there is no significant difference found out between Male and Female high school students with respect to anxiety.
- It is inferred that there is no significant difference found out between Rural and Urban students with respect to anxiety.
- It is inferred that there is no significant difference among the sub-sample of type of management with respect to anxiety.
- It is inferred that there is no significant difference found out between English and Tamil medium of high school students with respect to anxiety.
- It is inferred that there is a significant difference among the sub-sample of Parental qualification with respect to anxiety.

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