

A STUDY ON RELATIONSHIP BETWEEN DIFFERENT ANXIETY DISORDERS OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract: Anxiety is a psychological state characterized by somatic, emotional, cognitive and behavioural component. It is a displeasing feeling of fear and concern. It plays a crucial role in human life because all of us are victim of anxiety in different ways. Anxiety disorders are the most common mild psychiatric disorder. Anxiety as a disorder most commonly occur in students during in school period. Anxiety disorders are very common in secondary school children. The aim of the study was to find out the relationship between different anxiety disorders seen among students of higher secondary school level. The sample consisted of 400 Higher Secondary Students of Thiruvananthapuram District. The investigator developed Anxiety Disorders Scale for measuring the anxiety disorders seen among higher secondary school students. Collected data were statistically analyzed through percentage analysis, mean, standard deviation and Correlation (Pearson's 'r') and also findings could be useful for the students to know their level of anxiety and they can take up necessary and sufficient practices to reduce their anxiety.

Keywords: Anxiety Disorders, Higher Secondary School

INTRODUCTION

The crucial role of education for personal and social accomplishment has been fully appreciated by all, everywhere. Whatever be the nature of society the students are the future assets of our society. In India, in the wake of rapid social, economic, technological and political regeneration they are of great significance. Further the personal qualities, educational qualities, professional training and the place they are going to occupy in the society, to a large extent determine the future of a nation. Hence students of the present day have to play the role of a mature personality, free from all kinds of maladjustments especially anxiety. Thus anxiety has become a dominant clinch of modern society and it exists in all. Therefore, the path to a meaningful and satisfying way of life has difficult in modern times.

Education gives us the knowledge of the world around us. It develops in us a perspective for looking at life. It helps us to build opinions and develops points of view on everything in life. Education makes us capable of interpreting rightly the things perceived. It is education that builds in every individual, a confidence to take decisions, to face life and to accept successes and failures. It instills a sense of pride about the knowledge one has and prepares him or her for life. Thus education is important as it teaches us the right behavior, the good manners and making us civilized. It is instrumental in the development of our values and virtues.

Education is essential as it paves the path leading to disillusionment. It wipes out all the wrong beliefs in our minds. It helps to create a clear picture of everything around us and we no more remain in confusion about the things we learn. In this way education cultivates us into mature individuals, individuals capable of planning for our futures and taking the right decisions.

Mental disorder among teens is very common in these days. Many children and adolescents have mental health problems that interfere with their normal development and daily life activities. Some mental health problems are mild, while others are more severe. Some mental health problems last for only short periods of time, while others, potentially, last for a lifetime. The mental health disorders that are experienced by adolescents should be addressed properly and immediately. This is to prevent any suicide attempts or to prevent the condition from getting worst. The profound physical and psychological change at puberty can disturb the adolescent, emotionally. As a result of it one of the common psychological problems encountered by many are "anxiety disorders".

Anxiety is a psychological state characterized by somatic, emotional, cognitive and behavioural component. It is a displeasing feeling of fear and concern. The root meaning of the word anxiety is 'to vex or trouble: in either presence or absence of psychological stress, anxiety can create feeling of fear, worry, uneasiness and dread. Anxiety is considered to be a normal venation to a stressor. It may help an individual to deal with a demanding situation by promoting them to cope with it. Anxiety is a generalised mood that can occur without an identifiable triggering stimulus. As such, it is distinguished from fear, which is an appropriate cognitive and emotional response to a perceived threat. Additionally, fear is related to the specific behaviour of escape and avoidance, whereas anxiety is related to situations perceived as uncontrollable or unavoidable. Anxiety thus is "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events", suggesting that it is a distinction between future and present dangers which divide anxiety and fear.

Anxiety is invisible and intangible. It is a sickness sometimes irresolute, sometimes violent and unendurable. It is a fear of a danger which does not exist in reality. Anxiety is due to imaginary fear rather than real causes. The causes are often irrational. Anxiety is a generalized emotional state. Anxiety comes from a subjected problem. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

Anxiety disorders are the most common mild psychiatric disorder. Students may experience any of the different types of anxiety disorders, but all impair a student's ability to concentrate, enjoy school, and socialize with peers. Students with anxiety disorders may need accommodations in class, for tests and homework, and support for transitions and social situations. In more severe cases, they may require Behavior Intervention Plans, through school clinical services such as counseling, social skills training in small groups and sterilizations. The school psychologist, counselor, or special education teacher cans in this regard co-ordinate the school services. Generalized Anxiety Disorder interferes with concentration and the ability to learn. Separation Anxiety Disorder is strongly related to school refusal. Up to 80% of students with school refusal report a history or presence of Separation Anxiety Disorder. The school system provides the maximum potential for identifying children early because the school professionals assess children in large numbers, and see the children and families on a daily basis throughout the year.

NEED AND SIGNIFICANCE OF THE STUDY

Problems in living are not new to modern society. Yet the problems that students face today are in many ways different from that of their ancestors. Modern technology has changed lives and in doing so, has increased the knowledge, expectations and freedom. People are flooded with information and they are often compared and bewildered. People's expectations for their lives are high, frequently exceeding what is realistic and thus resulting in disappointment.

Children and adolescents cannot readily communicate their problems with others. They are not as articulate as adults, and so they might have considerable difficulty in phrasing what bothers them. Many teenagers today face a lot of problems and often develop serious mental health problems. Those that did not get help from support system resort into suicide and its incidence increases every year. Students in general, do not seek treatment for their psychological problems. These problems are thus filtered through the observation of adults, typically their parents and teachers.

Almost everyone experiences anxiety to some degree at some point in his or her life, and there are times when anxiety becomes a cause for concern. Anxiety is a normal part of everyday life and one could not live without a degree of protective anxiousness in all activities. It is a subjective experience of the individual which denotes the painful condition and uneasiness of mind. The subjective factor that leads to anxiety may be unconscious or unrecognized. Everyone experiences anxiety in greater or lesser degree from time to time as a result of specific actions. When anxiety becomes excessive, it may result in some anxiety disorder.

Hudson et al. (2009) in their studies on adults found socio economic status as having impact both directly on rates of mental illness and indirectly via the influence of poverty and financial hardship on low and middle income groups. McDonald (2001) Study showed that anxiety disorders are known to affect both learning and performance. No empirical research w noted on

the relationship between adolescent anxiety disorders and school type, school choice, or mode of instruction.

Lewis, Gambles & Rapoport (2007) conducted a study in terms of adolescents' perceptions of the quality and quantity of time spent with their parents. A majority felt that they received quality time from their mothers, while noticeably they received less quality time from their fathers. National Crime Records Bureau, Ministry of Home Affairs, Government of India (2000) said that India, the main documented cause of anxiety disorders among school children and adolescents were parents' high educational expectations and pressure for academic achievement. 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. After the Secondary Examination, all students appear in the Class XII Final Board Examination known as the Higher Secondary Examination. Competition is again ferocious as performance in this examination determines their university entrance. Admission to courses in Medicine, Engineering and Management are the most preferred choices for parents because these qualifications perceived as a guarantee future job prospects. It is relevant to mention here that in one year alone in India, 2320 children, or more than six children per day, committed suicide because of failure in examinations. This shocking figure underlines the seriousness of this problem in our society. All these facts tell that anxiety disorders are in general a part of our modern high-tech living and common mental health hazard.

Higher secondary education occupies a very prominent place in our educational system since it provides the link between the secondary and higher education. This stage includes XI and XII classes and adolescents belong to the age group of 16 to 18 years. During this stage boys and girls develop the characteristics feature of their respective sexes. Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love, anger etc. Sexual development reaches its peak during adolescence. Due to these physiological changes and social expectations from parents anxiety related disorders like generalized anxiety disorder, social phobias, separation anxiety disorders are found to be common among higher secondary students.

The investigator being a teacher has got a keen interest in studying about anxiety related disorders like generalized anxiety disorder, social phobias and separation anxiety disorder seen among higher secondary school students. As such the present investigator felt this area as vital and to be least explored and hence decided to study in depth about anxiety related disorders among higher secondary students. Because anxiety related disorders of higher secondary school students are visualized as a serious mental health hazards.

OBJECTIVES OF THE STUDY

The objectives formed for the present study are:

1. To find out the level of anxiety disorders seen among students of higher secondary school level
2. To find out the relation between the different anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students

HYPOTHESES OF THE STUDY

The following is the hypothesis of the present study:

1. There is no significant relationship between different anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students.

METHODOLOGY IN BRIEF

Method

The method adopted in the present study is *Normative survey Method*. It is the most popular method which attempts to describe and interpret what exists at present in the form of condition, practices, processes, trends, effects, attitudes, beliefs and so on.

Sample

In The present study the sample consisted of 400 Higher Secondary Students of Thiruvananthapuram District.

Tools used

The investigator developed Anxiety Disorders Scale for measuring the anxiety related disorders among Higher Secondary school students. The tools used in the present study are:

- a. **Personal Data Sheet**, which is prepared to collect personal information such as name, sex, locality, income of the family, type of family and educational status of the family of subjects.
- b. **Anxiety Disorders Scale** prepared by the investigator shall measure the level of anxiety related disorders such as General Anxiety Disorder, Social Phobia and Separation Anxiety Disorders found among Higher Secondary school students.

Statistical techniques used

The investigator for analyzing the data used the statistical techniques such as percentage analysis, mean, standard deviation and Correlation (Pearson’s ‘r’).

ANALYSIS OF THE ANXIETY DISORDERS AMONG HIGHER SECONDARY LEVEL STUDENTS

In order to find out the level of anxiety disorders among Higher Secondary school students, mean and standard deviation of the data of the total sample were calculated as the mean value obtained is 72.41 and standard deviation is 16.39 which shows that majority of the students possessed anxiety disorders. The level of anxiety disorders among higher secondary school students as high, moderate and low was calculated by applying the formula: $m+sd$, between $m+sd$ and $m-sd$ and $m-sd$ respectively. The responses of the students regarding the level of anxiety disorders and the details is shown in the table 4.1

TABLE 4.1
Details Regarding the Level of anxiety disorders of Students at Higher Secondary School Level

Anxiety disorders level	Number of students	Percentage
High Level	93	23.25
Moderate Level	256	64.0
Low Level	51	12.75
Total	400	100

From the Table 4.1 it is clear that majority (64%) of the higher secondary school students are found to have anxiety disorders at average or moderate level where as 23.25 per cent of students have anxiety disorders at high level. The table also shows that 12.75 per cent of students are found to have anxiety disorders at low level.

The level of anxiety disorders seen among higher secondary school students is graphically represented in Figure 4.1

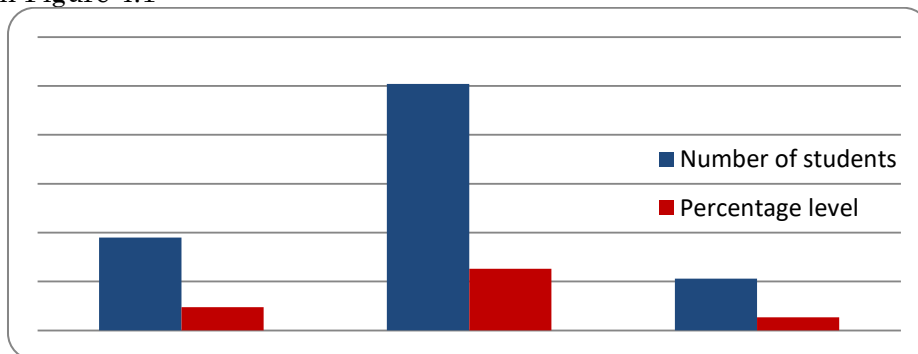


Figure 4.1 Level of anxiety disorders of Students at Higher Secondary School Level Relationship between Anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students

In order to find out which anxiety disorder, like General Anxiety disorder, Social phobia and Separation Anxiety Disorders is more affected to the students of Higher Secondary School Students, the correlation of coefficient were computed to see whether there is any relationship among them. The result and correlation coefficient are shown in the table 4.2, 4.3 and 4.4.

The relationship between General Anxiety and Social Phobia of Higher Secondary school students

TABLE 4.2

Relationship between General Anxiety and Social Phobia of Higher Secondary school students

Σx	Σy	Σxy	Σx^2	Σy^2	Calculated γ - value	Table value at 1% level	Remarks at 1% level
18474	14390	1045827	1397798	855666	0.598	0.128	Significant at 0.01level

It is inferred from table 4.2 that the calculated value (0.598) of ' γ ' is greater than the table value (0.128) at 1 % level of significance for 398 df. As the value of coefficient of correlation is 0.598, this reveals that there is significant and moderate correlation between general anxiety and social phobia of Higher Secondary school students.

Relationship between general anxiety and separation anxiety disorder of Higher Secondary school students

TABLE 4.3

Relationship between general anxiety and separation anxiety disorder of Higher Secondary school students

It is inferred from table 4.3 that the calculated value (0.484) of ' γ ' is greater than the table

Σx	Σy	Σxy	Σx^2	Σy^2	Calculated γ - value	Table value at 1% level	Remarks at 1% level
14612	11849	861901	1110500	732559	0.484	0.128	Significant at 0.01level

value (0.128) at 1 % level of significance for 398 df. As the value of coefficient of correlation is 0.484, this reveals that there significant and moderate relationship between general anxiety and separation anxiety disorder of Higher Secondary school students.

Relationship between Social Phobia and Separation Anxiety disorder of Higher Secondary school students

TABLE 4.4

Relationship between Social Phobia and Separation Anxiety disorder of Higher Secondary school students

It is inferred from table 4.4 that the calculated value (0.528) of ' γ ' is greater than the table

Σx	Σy	Σxy	Σx^2	Σy^2	Calculated γ - value	Table value at 1% level	Remarks at 1% level
10493	8514	624140	807119	531804	0.528	0.128	Significant at 0.01level

value (0.128) at 1 % level of significance for 398 df. That is there is significant and moderate relationship between social phobia and separation anxiety disorder of Higher Secondary school students.

The Inter correlation between General Anxiety disorder, Social phobia and Separation Anxiety Disorders found among Higher Secondary school students is summarized in the table 4.5

TABLE 4.5

Inter correlation between General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students

Group	Correlation Coefficient 'r'	Value for testing Significance at		Significance
		0.05 level	0.01 level	
General anxiety & Social Phobia	0.598**	0.098	0.128	Significant at 0.01 level
Social Phobia & Separation anxiety	0.528**	0.098	0.128	Significant at 0.01 level
Separation anxiety & General anxiety	0.484**	0.098	0.128	Significant at 0.01 level

From the table 4.5 it is evident that the result obtained for Correlation coefficient on the basis of relationship between General Anxiety and Social Anxiety, Social Phobia and Separation Anxiety, Separation Anxiety and General anxiety disorders of Higher Secondary School students were 0.598, 0.484, and 0.528 respectively. Here the coefficient of correlation 0.598 is greater than the other two correlations which show that there is high correlation between General anxiety and Social Phobia among Higher Secondary School students. From this it can be inferred that comparatively general anxiety is seen among the students of Higher Secondary School Students other than the two disorders.

Analysis and discussion of the results pertaining to Hypothesis makes it clear that there exists high correlation between relation between anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students. Hence the hypothesis 6 which states that *there is no significant relation between different anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students* is rejected.

FINDINGS OF THE STUDY

The major findings that emerged from the study are the following

1. Analysis of the anxiety disorders among higher secondary level students

Majority (64%) of the higher secondary school students had anxiety disorders at moderate level where as 23.25 per cent of students had anxiety disorders at high level and 12.75 per cent of students had anxiety disorders at low level.

2. Relationship between anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students

The Correlation coefficient for the relationship between General Anxiety and Social Anxiety, Social Phobia and Separation Anxiety, Separation Anxiety and General anxiety disorders of Higher Secondary School students were 0.598, 0.484, 0.528 respectively. Here the coefficient of correlation 0.598 is greater than the other two correlations which showed that there is high correlation between General anxiety and Social Phobia among Higher Secondary School students. From this it can be inferred that comparatively general anxiety is seen among the students of Higher Secondary School Students other than the two disorders.

Analysis and discussion of the results pertaining to Hypothesis makes it clear that there is positive correlation among anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders.

CONCLUSIONS OF THE STUDY

1. There is significant positive relationship among different anxiety disorders such as General Anxiety disorder, Social phobia and Separation Anxiety Disorders seen among Higher Secondary school students.

IMPLICATIONS OF THE STUDY

Anxiety plays a major role in academic achievement, so study is related to anxiety is highly pertinent. The aim of the present investigation was to find out the anxiety disorders of students at Higher Secondary Level. The findings of the study have certain implications in removing anxiety disorders and improving achievement of students. It is clear from the study that anxiety can do harm as well as good. So teachers must identify the type of anxiety of students at the early stage and try to optimize them.

As self confidence boost academic achievement, proper activity should be organized to develop self confidence among students. Teacher need to be aware of the effect of anxiety on students' achievement in various fields. Teacher should develop teaching strategies which would help the highly anxious students. They should create an environment in which students do not feel threatened and make them feel relaxed. Teachers should show sincere efforts and caring attitude in order to help them to overcome their anxiety disorders.

We live in a world where students, parents and teachers are all more anxious about future; particularly in this area of competitions. Many research studies indicate that anxiety is closely associated with academic proficiencies. Most anxious and least anxious students may not achieve high. At one time or another, all of us experience anxiety, a feeling of apprehension or tension, in reaction to stressful situation. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Many adolescents develop anxiety about their future. Following are certain tips to overcome anxiety and to improve academic life of students:

Student's anxiety does exist and needs to be addressed within the school environment. We need to think about screening for anxiety as much as we screen for eye sight and hearing because it can have devastating effects on how a student learns and succeeds in school. Parents, teachers and other school professionals need to work together, to develop a plan for the school or school district to assess, and refer students who have anxiety. Helping children to identify their anxiety and giving them the tools to decrease their anxiety will help children be more empowered and successful throughout their educational journey.

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