



## **ANXIETY AMONG SECONDARY AND HIGHER SECONDARY SCHOOL STUDENTS**

Priyanka Soni

PhD, Department of Psychology, Gujarat University, Ahmedabad.

Gujarat(India) ([P.soni111p@gmail.com](mailto:P.soni111p@gmail.com); +91 9265644542)

### **ABSTRACT**

The present investigation to find out the difference of anxiety between secondary and higher secondary school students. The sample constructed of 200 students out of which 100 from secondary school students, 100 from higher secondary school students for this purpose of investigation. 'Sinha Anxiety scale' was administered to measure their job satisfaction level. Scoring has been done as per manual. The data was analyzed by statistical 't' test and correlation.

Result was found that, there is significant difference in level of anxiety between secondary and higher secondary school students. Secondary school students more anxiety level than higher secondary school students. It was also found that, there is no significant difference between level of anxiety in boys and Girls.

Key words: Anxiety, adolescence.

**INTRODUCTION** Environment plays a very important role in the personality development of the child. The type of environment, determines the development of a person. If environment is very stimulating and rich, it will create favorable impression in the person on his/her development and if this environment is dull or insipid, behavior is likely to be shaped in an unhealthy way.

Colleges are one important place where students have contacts with their peers, from friendship, and participate in social groups with other children. As children grow from infancy through adolescence, peers are increasingly important in their lives. Their interaction become more complex with age. In adolescence – peer relationship affect whole personality. Sports and other college students have different characteristics, needs etc. to each other, therefore people think that due to these differences it is must to provide different educational conditions.

Emotion is one of the dimensions of personal experience. There are eight, innate, primary emotions. They are joy, anticipation, anger, disgust, sadness, surprise, fear and acceptance. A person can be called emotionally mature if he is able to display his emotions in approximate degree with reasonable control. Such a person will express his emotion in a socially desirable way and he will be guided more by his intellect than by his emotions. In the present scenario, college students are facing a lot of difficulties in their lives. These difficulties give rise to many psycho-somatic problems such as anxiety, tensions and frustrations. These emotional upsets may hamper further progress of graduate students who on the threshold of adulthood.

The concept of anxiety is as old as human being. In recent years clinical psychologist as well as educationist has started giving proper attention to the study of emotional maturity and various types of anxiety. At one point or the other everybody suffers from anxiety is definitely affecting the cognitive, emotional. Physical

development & mental health of student. Today faculty and coaches note that complex and even clinical issues are more prevalent among the students they each, give coaching and advice. A fair number of previous studies have found that rising number of students athletes are coping with depression, anxiety and other major mental health challenges. The present study was planned to compare analyses of anxiety among adolescent. Hence the investigators decide to take up the problem.

### **Method**

#### **Participants:**

A sample of 200 students (100 secondary and 100 higher secondary students) studying in various schools in Ahmedabad cities of Gujarat state was randomly selected.

#### **Instruments:**

For examining the level of academic anxiety of the subjects '**Sinha Anxiety Scale**' developed by **Durgaprasad C. Singha in 1980** was used to study the anxiety levels of the students. Reliability of the scale by split half method is 0.92. Validity with Teitlor's test is 0.57.

#### **Procedure:**

After finalizing the instruments and receiving the consent of the 200 students (100 secondary and 100 higher secondary students) choose were requested to fill the Sinha's Anxiety Test without omitting and item. All the data analysis using statistical measures such as mean, standard Deviation 't' test and person's product moment correlation.

#### **Research Design:**

The aim of present research was to a study adjustment of 200 school students (100 secondary and 100 higher secondary students) were randomly selected from various Schools from Ahmedabad city of Gujarat. Selection for sample random method was used. To check the differences between groups 't' test was used and to check relation between variables.

### **Result and Discussion:**

The aim of present research was to a study anxiety of secondary and higher secondary students. 200 school students (100 secondary students and 100 higher secondary students). The 't' test was applied for the purpose of statistical interpretation to test the significant.

**Result and discussion for the present study are follows:**

#### **Table: 1**

**H<sub>01</sub>:** "There is no significant difference between levels of anxiety among Secondary Students and higher secondary students."

From the results given in **table 1**, it appeared that magnitude of student anxiety levels among Secondary Students and higher secondary students as the mean scores were **73.14** and **68.75**. The S.D. score were **10.42** and **8.04**. The difference in terms of Secondary Students and higher secondary students anxiety levels between the two groups of students was also statistically tested

by computing t ratio which was also found significant ( $t=3.37$ ). **It is significant at 0.05.** Hence the **null hypothesis** “There is no significant difference between levels of anxiety among Secondary Students and higher secondary students.” **is rejected.**

Thus, it is clear that there is noticeable difference between Secondary Students and higher secondary students on anxiety. It clearly indicates that Secondary Students high academic anxiety than higher secondary students which state they are an impending fear from the environment in the form of teacher and subject.

- **Therefore it is concluding that**  
“There is significant difference between levels of anxiety among Secondary Students and higher secondary students.”
- **The anxiety level is more in secondary students than higher secondary students.”**

#### **Table: 2**

**Ho1:** “There is no significant difference between levels of anxiety among boys and girls students.”

From the results given in **table 2**, it appeared that magnitude of student anxiety levels among boys and girls students as the mean scores were **68.89** and **74.345**. The S.D. score were **8.34** and **10.12**. The difference in terms of boys and girls students anxiety levels between the two groups of students was also statistically tested by computing t ratio which was also found significant ( $t=3.24$ ). **It is significant at 0.05.** Hence the **null hypothesis** “There is no significant difference between levels of anxiety among boys and girls.” **is rejected.**

Thus, it is clear that there is noticeable difference between boys and girls students on anxiety. It clearly indicates that girls Students high anxiety than boys students which state they are an impending fear from the environment in the form of teacher and subject.

- **Therefore it is concluding that**  
“There is no significant difference between levels of anxiety among boys and girls students.”
- **The anxiety level is more in girls students than boys students.”**

#### **Table: 3**

**Ho3:** “There is no significant difference between levels of anxiety among secondary boys and girls students.”

From the results given in **table 3**, it appeared that magnitude of student anxiety levels among Secondary boy and girl students as the mean scores were

**37.39** and **36.17**. The S.D. score were **3.48** and **6.94**. The difference in terms of Secondary boy and girl students anxiety levels between the two groups of students was also statistically tested by computing t ratio which was also found significant ( $t=1.11$ ). **It is not significant.** Hence the **null hypothesis** “There is no significant difference between levels of anxiety among secondary boys and girls students.” **is accepted.**

Thus, it is clear that there is no noticeable difference between Secondary boy and girl students on anxiety. It clearly indicates that Secondary boy anxiety and secondary girl students anxiety. Which state they are not an impending fear from the environment in the form of teacher and subject.

- **Therefore it is concluding that**  
“There is no significant difference between levels of anxiety among secondary boys and girls students.”
- **The anxiety level is same in secondary boys and girls students.”**

**Ho4:** “There is no significant difference between levels of anxiety among higher secondary boys and girls students.”

From the results given in **table 4**, it appeared that magnitude of student anxiety levels among higher secondary boys and girls students as the mean scores were **30.29** and **29.82**. The S.D. score were **4.86** and **3.18**. The difference in terms of higher secondary boys and girls students anxiety levels between the two groups of students was also statistically tested by computing t ratio which was also found significant ( $t=0.58$ ). **It is not significant.** Hence the **null hypothesis**, “There is no significant difference between levels of anxiety among higher secondary boys and girls students.” **is accepted.**

Thus, it is clear that there is no noticeable difference between higher secondary boy and girl students on anxiety. It clearly indicates that no difference in secondary boy anxiety and secondary girl students anxiety. Which state they are not an impending fear from the environment in the form of teacher and subject.

- **Therefore it is concluding that**  
“There is no significant difference between levels of anxiety among higher secondary boys and girls students.”
- **The anxiety level is same in higher secondary boys and girls students.”**

#### **Tables and Chart:**

**Ho1:** “There is no significant difference between levels of anxiety among Secondary Students and higher secondary students.”

Table no. 1: Showing 't' value and mean differences between among anxiety among Secondary Students and higher secondary students."

Group	N	Mean	S.D	't' Value
Secondary Students	100	73.14	10.42	*3.37
Higher Secondary Students	100	68.72	8.04	

\*Significant at: 0.05 @0.05=1.97

**Ho2:** "There is no significant difference between levels of anxiety among boys and girls."

Table no. 2: Showing 't' value and mean differences between among anxiety boys and girls."

Group	N	Mean	S.D	't' Value
Boys	100	68.89	8.34	*3.24
Girls	100	74.45	10.12	

\*Significant at: 0.05 @0.05=1.97

**Ho3:** "There is no significant difference between levels of anxiety among secondary boys and girls students."

Table no. 3: Showing 't' value and mean differences between among anxiety secondary boys and girls."

Group	N	Mean	S.D	't' Value
Secondary Boys	50	37.39	3.48	*1.11
Secondary Girls	50	36.17	6.94	

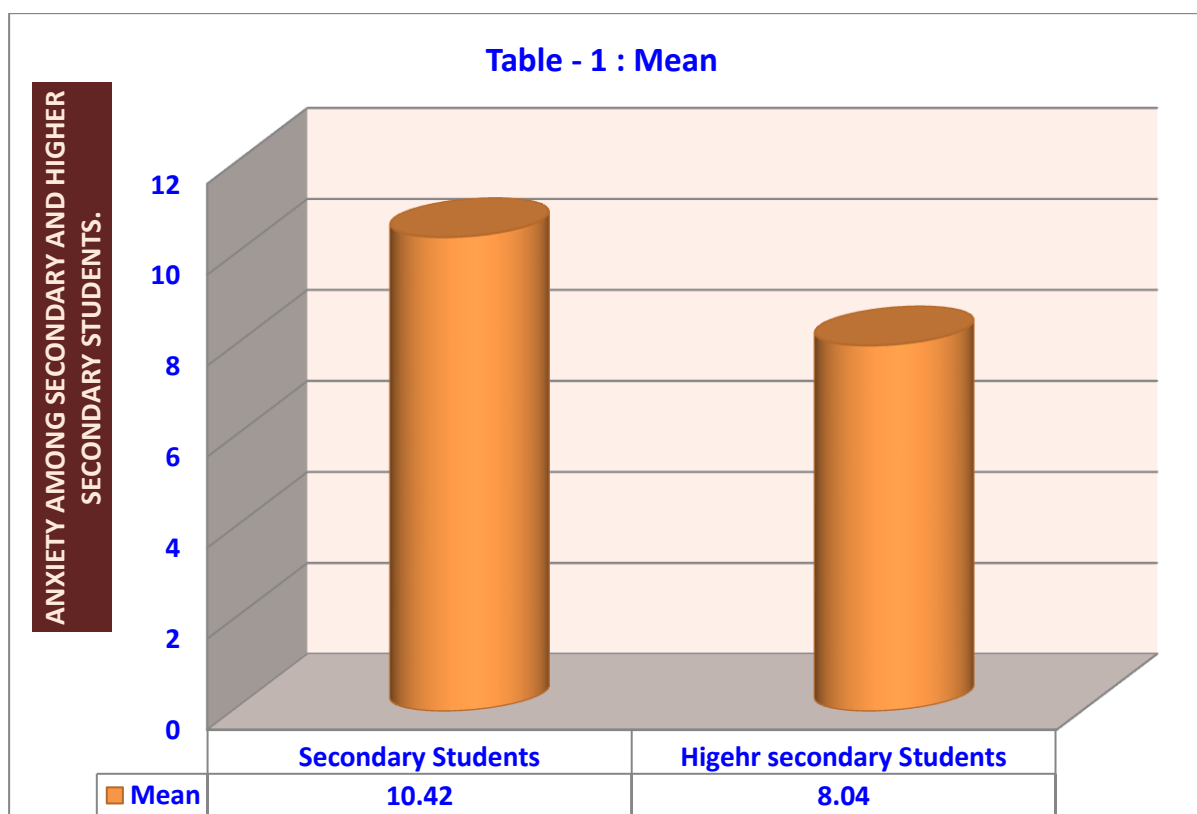
\*Not Significant

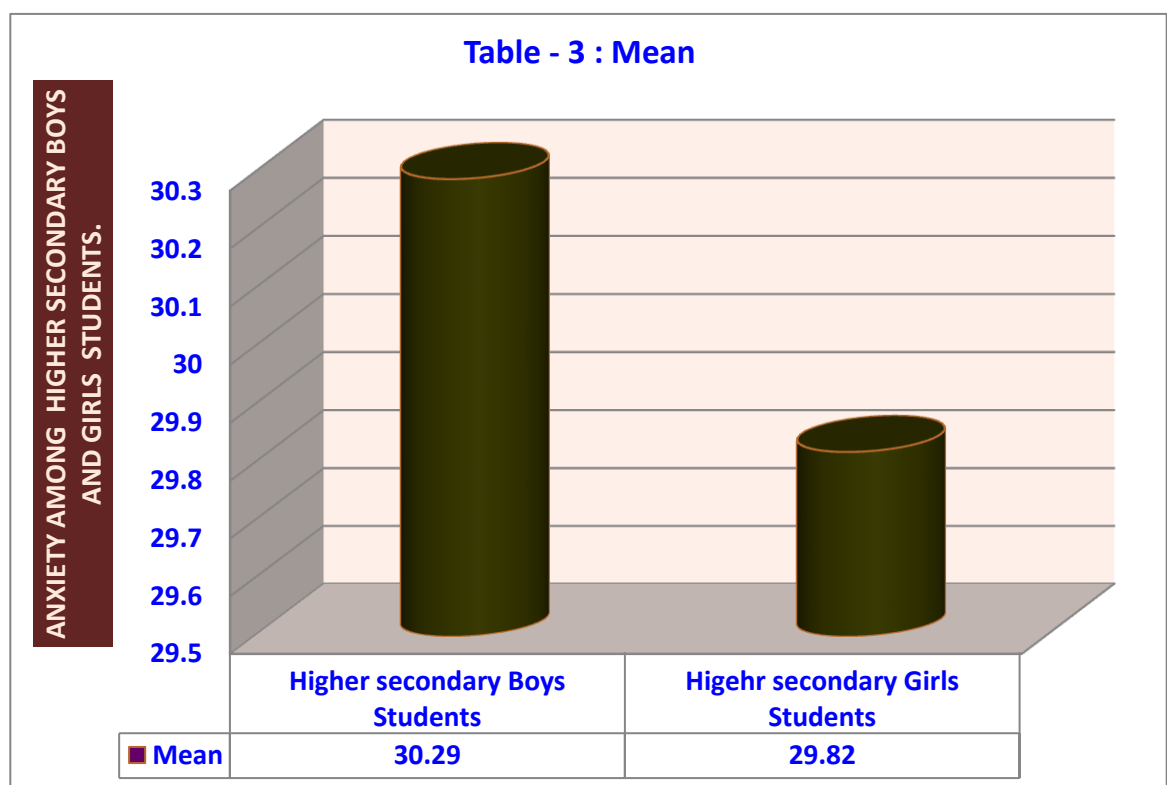
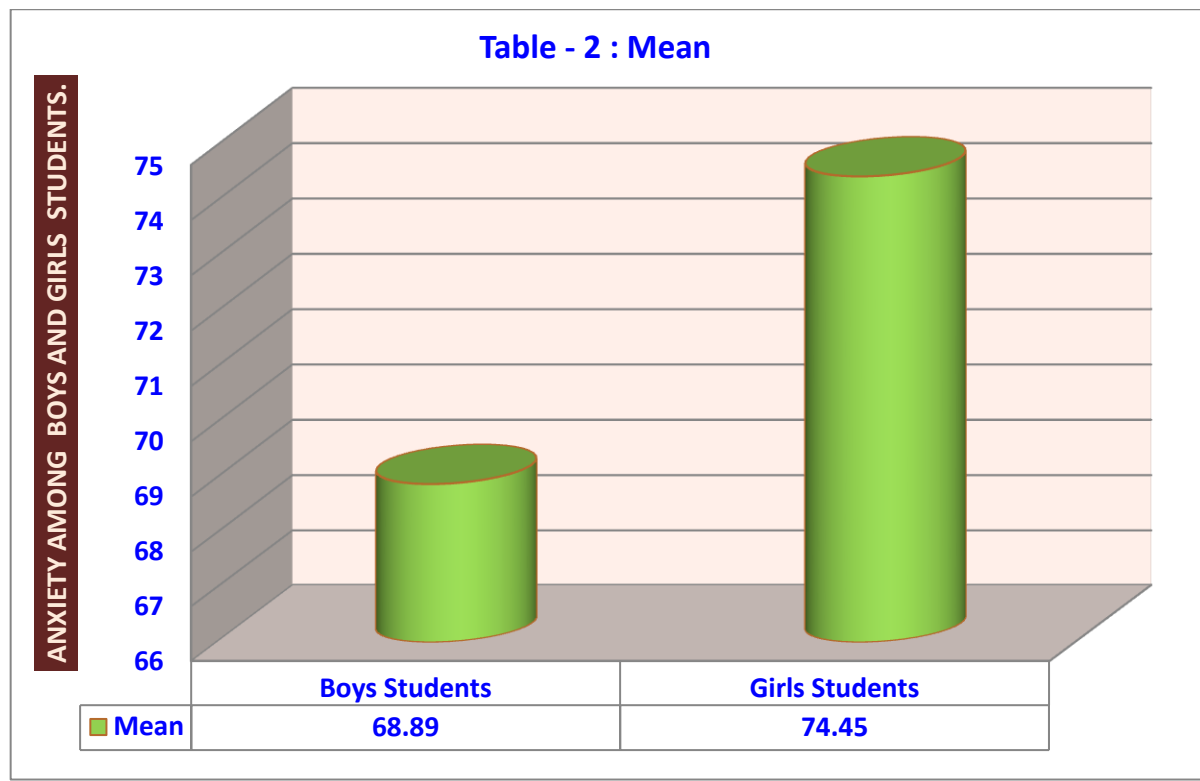
**Ho 4:** "There is no significant difference between levels of anxiety among higher secondary boys and girls students."

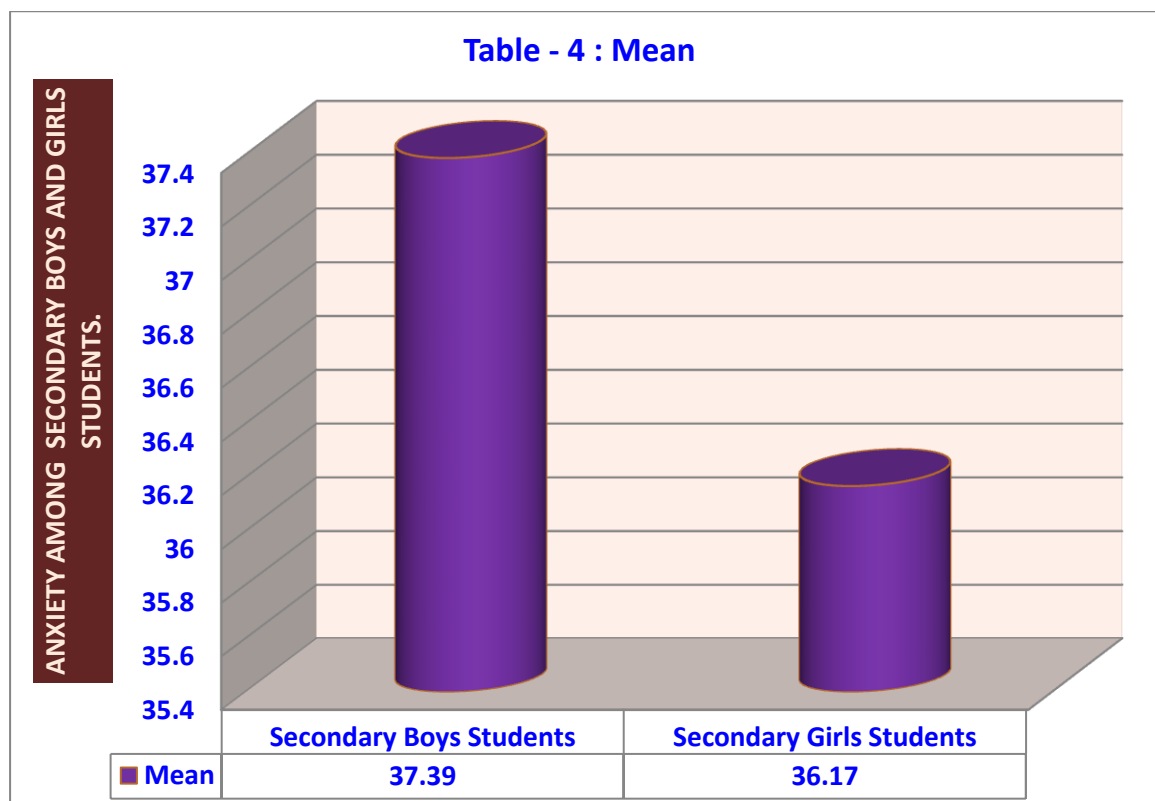
Table no. 2: Showing ‘t’ value and mean differences between among anxiety higher secondary boys and girls.”

Group	N	Mean	S.D	‘t’ Value
Higher Secondary Boys	50	30.29	4.86	*1.98
Higher Secondary Girls	50	29.82	3.18	

\*Not Significant







#### Summary of the Finding:

- Therefore it is concluding that
  - “There is significant difference between levels of anxiety among Secondary Students and higher secondary students.”
  - “There is no significant difference between levels of anxiety among boys and girls students.”
- The anxiety level is more in secondary students than higher secondary students.”
- The anxiety level is more in girl students than boys students.”

#### ➤ Also it is concluding that

- “There is no significant difference between levels of anxiety among secondary boys and girls students.”
- “There is no significant difference between levels of anxiety among higher secondary boys and girls students.”
- The anxiety level is same in secondary boys and girls students.”
- The anxiety level is same in higher secondary boys and girls students.”
- Here clear indicates that, there is significant effect of level of education and gender on anxiety of secondary and higher secondary students. But there are no effects of gender in same level of education.

#### Limitation of the study:



- The study was conducted in only Ahmedabad city (Gujarat) one of the most limitations of this study is small sample size of 200 secondary and higher secondary students.
- The finding made in the study may be biased participants in sample selection for this research random method was used.
- The present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample. The conclusion of present research is partially significant.

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