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A STUDY ON EFFECT OF ANXIETY LEVEL AMONG URBAN AND RURAL FEMALE PROSPECTIVE TEACHERS.

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ABSTRACT

Anxiety is a normal emotion. We all experience anxiety from time to time. Examples of this are: feeling anxious at exam time, driving test or interviews. This experience of anxiety gets us ready to do something important or to perform at our best in these situations. Here, anxiety has a positive function. However, if anxiety is excessive or has a big impact on a person's life, this may meet criteria for an Anxiety Disorder. As human beings, we have a natural response to danger or threat and this manifests as Anxiety.

KEYWORDS: anxiety level ,normal emotion , physical symptoms.

INTRODUCTION :

This is known as the fight or flight response. Anxiety disorders are common. They are as prevalent as Depression. Anxiety disorders can happen at any age. Many



have an onset in childhood or adolescence. Some start in adulthood. Anxiety disorders may happen due to genetic predisposition or experience in life (early experience or recent experiences). A maintenance cycle develops involving physical symptoms, thoughts behavior and emotions which continues the experience of anxiety on. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat.

DEFINITION OF ANXIETY:

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

STATEMENT OF THE PROBLEM:

A study on effect of anxiety level among urban and rural female prospective teachers.

OBJECTIVES

To study the level of anxiety of urban and rural prospective teachers.

HYPOTHESIS:

- Level of anxiety differ significantly among urban prospective teachers
- Level of anxiety differ

significantly among rural prospective teachers.

- There is no significant difference of level of anxiety among urban and rural prospective teachers.

Variables:

Independent Variables:

Level of anxiety

Dependent variable:

Location of Prospective teachers.

REVIEW OF RELATED LITERATURE:

Nanda, Ashok Kumar (2000) carried out a study on the mental health of adolescents. The dependent variable " mental health " was compared under the independent variable, i.e – community, sex and area of habitation and also under their interaction. The following conclusions were drawn. 1.The castes in descending order according to their mental health are general, SC, and ST students. When these three groups were compared in Urban, rural and Ashram

schools separately, it was found that general category students have better mental health in comparison to SC and ST students in urban and rural schools. SC and general category of students in Ashram school has similar mental health. SC student are better in mental health than ST students in urban, rural and Ashram schools.

2.The areas in descending order according to mental health are urban, rural and ashram.

3.Between male and female students it was found that female students have better mental health than male students. While comparing male and female students in Urban, rural and Ashram school separately, it was found that male and female students in Urban and Ashram school have different mental health.

Laksmi, vijaya and Narain, Shruti (2008) carried out a study on mental health behavior of psychologically androgynous persons. The sample covered students of Intermediate (+2) and Graduation level of Patna aged between 117 to 21 years of various faculties (Science Arts commerce). To measure the variable of study masculinity- feminity check list by Sinha (1986) and mental health Battery by Singh and Sengupta (2000) was used. The result revealed that psychologically androgynous persons were mentally healthier than gender typed individual.

Sharma (1968) studied the relationship of self-concept with anxiety and achievement. Subjects with negative self-concept were found to be significantly more anxious than subjects with positive self-concepts. The value of both concepts denoted a significant linear relationship between two measures of self-concepts and anxiety.

Mrs. Rashmi Nagi and Pratisha Tayal (2009) have studied “Effect of anxiety on the academic achievement of graduate females”. On the basis of analysis and interpretation of data it has been observed that general anxiety had relatively little effect on the academic achievement. The conclusions are as follows.

- Students suffering from high anxiety are low-achievers. Over anxious students have difficulty in making progress in learning.
- Student having a normal anxiety level are above average achievers. Normal anxiety level has a positive effect on academic achievement of graduate females.
- Students having low anxiety level has a positive effect on their academic achievement. They are average achievers. Low anxiety level students are known to be under motivated and sluggish but this investigation show that low anxiety help students to perform well.

METHODS AND MATERIALS:

The present study was conducted in teacher training colleges. The random sampling technique method was followed for collecting the data. All together 300 teacher trainees were taken for the study comprising 150 male teacher trainees and 150 female teacher trainees from urban and rural areas. A self administered questionnaire designed for the study was given to the trainees. Trainees were educated on the purpose of the study and contents and completion of questionnaire. They were told that the data was confidential and for research purpose only. Verbal consent was taken from the participations. Estimated time to complete the questionnaire was 30 minutes. The questionnaire consists of 30 questions which were finalized after through discussion with the experts. The returned questionnaires were checked for completeness. The collected research data have been analyzed and interpreted with the help of descriptive and inferential statistics.

RESULT AND DISCUSSION:

Paired Samples Statistics

	Mean	N	Std. Deviation	Df	t-value	p-value	Remark
Urban prospective teachers	14.7400	100	2.592	99	-31.483	000.00	S
Rural prospective teachers	22.8600	100	0.710				

Paired Samples Correlations

	N	Correlation	Sig.
Urban prospective & rural prospective	100	.155	.123

The above table reveals that-

The mean score value of Urban prospective teachers found to be 14.7400, \pm 2.5 SD. Whereas the anxiety level scores of rural Prospective teachers found to be 22.8600, \pm 0.71 SD. When t- test applied there is a statistical significant difference found at 0.055 level of significance (99 t=-31.483, df=99). It shows that anxiety level is more among urban prospective teachers than rural prospective teachers. So null hypothesis is rejected and Alternate hypothesis is accepted indicating that there is a significant difference among urban prospective teachers and rural prospective teachers. There is a positive and low co-relation found between urban prospective teachers and rural prospective teachers (r= .155, P> ,005) at 0.05 level of significance.

MAJOR FINDINGS OF THE STUDY:

The effect of anxiety level is found to be very high among urban prospective teachers as compared to rural prospective teachers. This interprets that the Urban prospective teachers were having more anxiety level. There is a need to counsel the urban prospective teachers in connection with the anxiety level.

The rural prospective teachers tend to be less anxiety level as they involve adequately in household activities which leads to brisk exercises and ready to accept the challenges which enforces them to have low anxiety level.

Role of Education in reducing anxiety level:

- 1.Educators, administrators, and curriculum co-coordinators with valuable information when making curriculum decisions to best meet the unique needs of all students.
- 2.Three types of effective treatments for anxiety are relaxation, deep-breathing. Exercises and positive self-talk.
- 3.Deep breathing, along with relation techniques, is a strategy that can be used by everyone to control anxious feelings.
- 4.Students who have a higher ability to articulate their feelings and anxiety have found long-term benefit in being taught to replace negative self-talk with positive self-talk during anxious times.

CONCLUSION:

It is important to seek help immediately because anxiety, even in its most severe forms, is treatable and a trained professional can assist you in coming up with a treatment plan. Treatment plans for anxiety are based on the individual's presenting concerns, and may include group or individual psychotherapy, medication, psycho education, and their strategies.

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