Golden Research Thoughts

ANXIETY DISORDERS AMONG HIGHER SECONDARY SCHOOL CHILDREN IN THIRUVANANTHAPURAM

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Abstract:-

To understand the anxiety disorders among higher secondary school children in the present scenario is unavoidable. The sample consists of a total number of 150 higher secondary school children in Thiruvananthapuram district, Kerala State. The data were collected using the tool SCARED (Screen for child anxiety related disorders). The techniques used for the statistical analysis were t-test and anova. The result indicates that there were significant gender difference of anxiety related disorders among the higher secondary school children, but there were no significant difference based on the locale and the occupation of their parents.

Keywords:

Homosexuals, Homosexuality, Sexual orientation, Fundamental rights, Offence, Decriminalization.

1.INTRODUCTION

In India, the main documented cause of anxiety among school children and adolescents is parent's high educational expectations and pressure for academic achievement (Deb, 2001). In India, this is amplified in secondary school where all 16 year old children attempt the class X first board examination, known as the secondary examination. Results of the secondary examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream 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 university entrance. Admission to courses in medicine, engineering and management are the most preferred choices for parents because these qualifications are seen to guarantee future job prospects. It is relevant to mention that in one year alone in India, 2320 children or more than six children per day, committed suicide because of failure in examinations (National crime records bureau, Ministry of home affairs, Government of India, 2000). This shocking figure underlines the seriousness of this problem and its resounding social costs to communities.

Anxiety is a normal reaction to stress. It helps one deal with a tense situation in the office, study harder for an exam, keep focussed on a important speech or an exam. In general, it helps one cope with a situation. But when anxiety becomes an excessive irrational dread of everyday situations. It has become a disabling disorder. Higher secondary students are heavily loaded. The four major factors which contribute to the excessive demands of overload are time pressure, excessive responsibility or accountability, lack of support and or excessive expectations from one self and those around one. The gender of the students, type of school, the class of study, medium of instruction, locale, educational status of parents and type of syllabus have considerable role in academic performance of students. If the student who is facing anxiety, it may reflect in his scholastic performance. Anxiety is created by expectations or thoughts about what is likely to happen. If negative things are in mind, it produces a corresponding negative emotional reaction: anxiety. If thoughts are positive, the results will be colourful. Negative expectations create anxiety, and the anxiety will disable an individual from actually doing well. Students may blame test anxiety for poor performance on exams. This poor performance may actually be a lack of preparedness for a test, rather than classic test anxiety.

In today's competitive world, adolescent higher secondary students come across a variety of emotional hassles. Expectations are set high as it is the time for them to plan their career which will ultimately decide your future, physical and mental changes and pressures from parents, teachers and peer group. On the one side they start seeing the world differently are passion and excitement and on the other side they are compelled to face the stepping stone of realities they are going face in their future. Hence, it would be ideal to choose the higher secondary school children to conduct a study on anxiety disorders.

Anxiety Disorders : The term "anxiety" appears to have been derived from the greek root word "angh" which means tightness or constriction. Anxiety is a norhemal reaction to stress. It may help a person to deal with a difficult situation. When anxieties become excessive, it may fall under the classification of any anxiety disorders. There are many types of anxiety disorders. The major ones include generalized anxiety disorder, various forms of phobia, obsessive compulsive disorder, somatoform disorder, dissociative disorders and post traumatic stress disorder. Earlier on, many psychologists described people who were suffering from anxiety disorders as neurotic. The current scheme of classification uses the clear and overt presence of marked anxiety as the criteria for including the different clusters of symptoms in the group of anxiety disorders.

The present study is an attempt to investigate the anxiety disorders among higher secondary children.

METHOD

Participants

The sample for the present study was drawn from various schools of Thiruvananthapuram District (Kerala State). The type of sampling technique used were convenience sampling. The sample for the present study consists of 150 participants, i.e., 75 higher secondary girls and remaining 75 higher secondary boys.

Table 1: Gender wise distribution of the sample

Sl. No.	Gender	N
1	Girls	75
2	Boys	75
	Total	150

Table 2: Breakup of the sample based on Locale

Sl. No.	Locale	N
1	Rural	62
2	Urban	88
	Total	150

Variables and Tools

An anxiety disorder is the variable used in the present study. The data were collected for the variable, using the following data.

SCARED (Screen for child anxiety related disorders)

The Scared is a child and parent self – report instrument used to screen for childhood anxiety disorders including generalized anxiety disorders, separation anxiety disorder, panic disorder, and social phobia. In addition, it assesses symptoms related to school phobias. The scared consists of 41 items and 5 factors that parallel the DSM – IV classification of anxiety disorders. The child and parent versions of the Scared have moderate parent – child agreement and good internal consistency, test-retest reliability, and discriminant validity and it is sensitive to treatment response. It is a 3 point scale that is each item has 3 response categories. Not true or Hardly ever true, Somewhat true or Sometimes true, and Very true or Often true. Scores 0, 1, and 2 were given for the responses. The present tool was developed by Boris Birmaher, Suneeta Khetarpal, Marlane Cully, David Brent, and Sandra McKenzie.

Administration and Scoring

It is a self administering one. The instructions are printed at the beginning of the questionnaire. However, those who have difficulty in understanding the items or mode of responding to them may be assisted by the investigator. A total score of 25 may indicate the presence of an anxiety disorder. Scores higher than 30 are more specific.

Data collection procedure

The sample size of one hundred and fifty was initially proposed for the study. Two groups- girls and boys of the higher secondary children were targeted. They were divided based on the locale also. The tool was simultaneously administered to the participants personally. They were asked to read carefully the instructions given in the questionnaire. One hundred and fifty test forms were obtained within a span of sixty days. Upon scrutiny, it was found that all the test forms were complete. Hence a final sample size of one hundred and fifty, comprising of comparable proportions of the two groups of students, was arrived at.

The statistical techniques

The data were analyzed using the following statistical techniques:

The t-test

The t-test is considered an appropriate test for comparing the significance of difference between the means of two samples. The method suggested by Garrett (2007) was used for this purpose.

One-way Anova

One-way analysis of variance was used to compare means of two or more samples. It may be mentioned that the ANOVA furnishes an overall test of significance of the difference among means of the three groups of subjects, for a variable. Analysis of variance as explained by Garrett (2007) was carried out for calculating the F ratios.

RESULTS AND DISCUSSION

Analysis of t-test

The results of t-test on the basis of the variables under study are given below.

1. Comparison of gender difference of anxiety related disorders in higher secondary students.

On comparing the anxiety disorders in boys and girls in higher secondary. the mean obtained for boys (N = 75) was 22.18 and for the girls (N = 75) was 27.68. The standard deviation for the boys and girls

are 9.20 and 9.62.

The difference observed in mean scores was tested for statistical significance (using t-test). The details of the test are given in Table 3.

Table 3: t-value of anxiety disorders among boys and girls in higher secondary students.

Variable	Groups	N	Mean	Std. Deviation	t-value
Anxiety	Boys	75	22.18	9.20	
	Girls	75	27.68	9.62	3.57

The t-value obtained was 3.57 which is significant at 0.01 level. This indicates that there is significant difference between boys and girls in anxiety related disorders.

Girls are usually more anxious about their future and it may affect their studies also whereas boys won't give much focus on certain things which in turn reduce anxiety. Minimum level of anxiety is necessary for better performance.

2.Comparison of locale of anxiety related disorders in higher secondary students.

On comparing the anxiety disorders in different locale among higher secondary students. The mean obtained for rural areas (N =62) was 23.85 and for the urban areas (N =88) was 25.69. The standard deviations are 9.43 and 9.99.

The difference observed in mean scores was tested for statistical significance (using t-test). The details of the test are given in Table 4.

Table 4: t-value of anxiety disorders in different locale among higher secondary students.

Variable	Locale	N	Mean	Std. Deviation	t-value
Anxiety	Rural	62	23.85	9.43	
	Urban	88	25.69	9.99	1.14

The t-value obtained was 1.14, which is not significant. This indicates that there were no significant differences between different locales. Even though the students living in different locality, i.e., rural and urban, there is no chance of having anxiety related disorders. There is a general assumption that students who are residing in urban areas tend to have or prone to have anxiety related disorders. Now a day's all the facilities are available in all areas irrespective of the rural and urban life. At the same time, another study noticed that there are small but statistically significant differences in rates of common mental disorders between people living in urban and rural areas, according to a new study published in the January 2006 issue of the British Journal of Psychiatry.

3.Comparison of anxiety related disorders due to father's occupation in higher secondary students.

On comparing the anxiety disorders due to father's occupation in higher secondary students. The mean obtained for skilled workers (N =66) was 24.66 and for the office going workers (N =84) was 25.14. The standard deviations were 9.318 and 10.17 respectively.

The difference observed in mean scores was tested for statistical significance (using t-test). The details of the test are given in Table 5.

Table 5: t-value of anxiety disorders due to father's occupation in higher secondary students.

Variable	Type of work	N	Mean	Std. Deviation	t-value
Anxiety	Skilled	66	24.66	9.31	
	Office going	84	25.14	10.17	2.98

The t-value obtained was 2.98, which is not significant. This indicates that father's occupation won't affect or contribute to the anxiety disorders in higher secondary students. There is no difference being a skilled worker or the office going workers, they are giving their best to their children. Today's parents are sacrificing their personal needs for their children. Father's occupation won't contribute anxiety disorders but father's degree of affection towards children may affect or prone to anxiety related disorders. Children who do not feel loved by their parents have a much higher risk of developing an anxiety disorder than children who do feel loved by their parents.

Analysis based on One way Anova

Anova is used for determining the significant difference among 3 or more groups. Here one-way Anova is used to compare different occupations of mother.

Table 6: Result of ANOVA for the different groups

Variable	Sources	Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	453.275	2	226.638	2.416	.093
	Within Groups	13792.058	147	93.824		
Anxiety	Total	14245.333	149			

For the variable anxiety disorders among three types of occupation in mother, i.e., housewife, skilled worker and office going, the F ration obtained was 2.416 which is not significant. This shows that there is no significant difference among the classification of the type of work. Earlier there is a concept that mother who is not working; they will take care of their children more perfectly than employed mother. As the scenario turns there is no differences are noted. Whether the mother is working or not they are giving care, protection, economic support and all the facilities to their children. When the children are there in their higher secondary level, mothers give much attention to them as they feel that it's a turning point in the life of their children. So that they support their children perfectly.

CONCLUSION

The present study mainly focuses on the anxiety disorders among higher secondary school children. Results of the study imply that there is gender difference in anxiety related disorders among higher secondary children. With regard to the locale, and parents occupation won't contribute any anxiety disorders. The study has its relevance in the following aspects:
In our present society there is no distinction between the rural and the urban areas, almost all the facilities are equal to them. Most of the parents are giving full fledge infra structure facilities to their children so that they can achieve their goal easily. Though the parents are not educated or well placed, they are managing and giving much attention to the studies of their children. At the same time, the boys are less prone to have anxiety disorders than girls. Majority of the girls are result oriented and they are spending too much time for their studies and expecting a lot also, at the time of exam they experience blank out and anxiety, which may lead to low performance during exams. Hence this study peeps through these aspects to reach out the maximum and bring to light in the life of higher secondary school children.

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