

Role In Anxiety of School Students: A Comparative Study

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ABSTRACT

Background: In today's world, anxiety has emerged as a matter of serious concern—one that has become a particular source of worry for our school and college students. It is observed in abundance, especially among students, in the days leading up to examinations. The primary cause of this phenomenon lies in the excessive ambitions held by both parents and students—ambitions that they subsequently find themselves unable to fulfil. It is precisely at this juncture that anxiety manifests. The study reveals that how much anxiety appear in pre- examination period comparatively both genders of middle school.

Material and method: Total 80 students of middle school (VI - VIII) in West Bengal, there has 40 boys and 40 girls. The present study Examination Anxiety Scale was developed by Sarason (1958). There has twenty-one questionnaire, five points likert scale. The Test Anxiety Inventory was designed for self-administration and also be given individually or in groups. Although there are no time limits, most middle school students complete the same by 10 minutes.

Result: the mean of anxiety of middle school boys and girls has been founded respectively 68.00 and 67.87 And their standard deviations respectively 6.279 and 5.734. The statistical 't' value of the group is 0.093 at df value 78, and the p value is 0.926, which is greater than 0.05 p value. So significantly no significant between boys and girls. Also shows that the moderate level anxiety present both genders.

Conclusion: The present study explores in Examination Anxiety Among middle School-Going Children, where based on current research findings, statistical analyses indicate that gender does not play a significant role in determining examination anxiety levels among middle school-going children.

Keywords: Anxiety, Examination Anxiety and Middle school students.

INTRODUCTION:

Anxiety is a psycho - physiological phenomena that normally has in our life. When this will become excessive, it serves as a precursor to anxiety which disturbed the balance of any activity an individual undertakes. However, very few Indian studies have been conducted to which assesses the various types of anxiety among school children. The age around puberty is considered as sensitive period of development which is vulnerable to anxiety (Hayward, 2003). Stress can impact internal or external factors. Internal factors are biological and mental and external factors are environment. Anxiety can do disturbance internal balance and disrupt homeostasis conditions that inhabit oxidation which can damage some tissue and DNA that later contribute to the development disease. Anxiety influences normal work and social relationships

and school performance. Hence the gender difference at the time of puberty may have a relation to the severity and types of anxiety and other psychopathology. Anxiety may appear in different forms including separation anxiety, social phobia, generalized anxiety, and panic with agoraphobia, obsessive compulsive and specific phobic disorders causing numerous problems in their life (**Spence et al., 2003**).

Normally two major types of stress eustress and distress use stress also called beneficial stress which always has positive impact in daily activities. Eustress triggers that prepare for biological process in our body. It stays short period of time. Childhood anxiety has been associated with genetic and various environmental factors, including gender and pattern of parenting (**Chorpita and Barlow, 1998**). Gender effects for anxiety disorders and symptoms have been found in studies of children and adolescents in English-speaking countries. But distress has negative impact in our daily life that trigger chronic anxiety. Nowadays school going students streaming from friends, family, parental and teacher expectations which leads anxiety in his or her life. It can trigger low sleep, eating disorder, imbalance mood, low concentration or even suicidal tendency. Anxiety is lead lower school performance and negative impact in career choice. Generally, more girls than boys develop anxiety symptoms and disorders. Adolescent girls report a greater number of worries, more separation anxiety, and higher levels of generalized anxiety (**Costello et al., 2003; Poulton et al., 2001 and Weiss and Last, 2001**).

MATERIALS AND METHODS

Objective of the Study: To explore the level of Examination Anxiety of a group of middle school male and female students.

Sample Details: all students of class VI to VIII (middle Level). Total sample 80 where 40 Male and 40 female. All students are under CBSE, ICSE, WB BOARD in West Bengal. Students for both English and Bengali medium students were considered during the present study.

DESCRIPTION OF TOOLS USED:

In the present study Examination Anxiety Scale was developed by Sarason (1958). The Examination Anxiety Inventory is a Self-Reporting Psychometric Scale. It was developed to measure individual differences in the Examination Anxiety as a situation specific personality trait. (Sarason 1958). The Examination Anxiety Inventory consists of 21 items, the respondents were asked to report how frequently they experience specific symptoms of anxiety before, during and after examination. Persons who are high in Examination Anxiety, tends to perceive evaluative situation as personally threatening. In test situation they are often tensed, apprehensive, nervous and emotionally aroused. Moreover, the negative self-centered worry cognition which they experience destruct their attention and interfere with their concentration during examinations.

The test-retest reliability question of Examination Anxiety Scale for Graduate student is 0.80 and for HS student is 0.81. It presented Average Cronbach alpha reliability for 5 normative sample is 0.88 for the Worry component and 0.90 for Emotional component.

STATISTICAL TOOL:

Statistical analysis of data was done using Mean, Standard Deviation and Student's t Test. The entire statistical calculations were done using the Data Analysis function in MS EXCEL.

RESULT:

Tabular presentation of Descriptive Statistics of the score obtained from Middle school students(N=80) of Examination anxiety (Male -40, Female 40)

GENDER	N	MEAN	S.D.
MALE	40	68.00	6.279
FEMALE	40	67.87	5.734

Examination Anxiety: The results also indicates that there is moderate level of examination anxiety found from the male participants from the assessment, which is 68.00. The standard deviation is 6.279 respectively. From findings it can be said that the there is moderate level of examination anxiety found from the female participants from the assessment, which is 67.87 The standard deviation is 5.734 respectively.

MEAN DIFFERENCE (t TEST) OF EXAMINATION ANXIETY SCORE BETWEEN MALE AND FEMALE PARTICIPANTS:

MODEL	T VALUE	D.F. VALUE	Sig (two tails)
EXAM ANXIETY SCORE	0.093	78	0.926

From the above results table it is observed that the t value of the group is 0.093 at df value 78, and the p value is 0.926 ,which is greater than 0.05 p value, so it can be interpreted that the null hypothesis is accepted and the alternative hypothesis is rejected, and observed that there is no significant differences between the exam anxiety scores of middle school boys and middle school girls.

DISCUSSION:

From the findings it can be said that, there is moderate level of exam anxiety has been found from the middle school boys. Anxiety among middle school boys indicates a level of stress or worry that, while present, does not significantly impair their ability to perform academically. It's a common experience during this developmental stage, as young adolescents increased academic pressures and expectations. The moderate anxiety which can be adaptive, and excessive anxiety which can hinder performance. If anxiety levels start to interfere with daily activities, sleep, or academic performance, that case intervention might be necessary.

The mean difference of the present groups has been observed with the help of ‘t’ test: From the data it is observed that there are no significant differences between the exam anxiety of middle school boys and middle school girls. Examination anxiety is a common phenomenon experienced by students across different educational levels. Traditionally, it has been hypothesized that there might be significant differences in the levels of exam anxiety experienced by boys and girls. However, recent research suggests that there may not be differences in this regard. This study adds to the existing literature by its finding of gender difference in reported anxiety among children in school setting, girls reported higher anxiety on all anxiety subscales than boys, these finding are consistent with many of the previous studies (**Crocetti et al.,2009; Ogliari et al., 2006; Essau et al., 2002; Birmaher et al., 1997 and Ollendick and King, 1994**). From the findings it can be said that, there is moderate level of exam anxiety has been found from the middle school going girls. Moderate level exam anxiety in middle school girls indicates a certain level of stress and worry related to academic performance. While some level of anxiety can be motivating, excessive anxiety can be detrimental to performance. Middle school is a time of significant change and

development for girls, and anxiety is a common challenge they face. The combination of hormonal fluctuations, academic pressures, social complexities, can contribute to heightened anxiety levels in this age group. This could be due to variation in the samples under study, higher aged sample (13-17 years), inclusion of five Bengali medium schools and three English medium schools and finally the different tool like STAI for assessment of anxiety used in the latter study (Deb et al., 2010).

CONCLUSION:

The study concluded that both boys and girls experience similar levels of anxiety, although they may express or cope with it differently. Some studies suggest that girls may feel more pressure to perform well academically, leading to slightly higher.

Thus, it can be concluded that gender alone is not a significant predictor of examination anxiety in middle school-going children. Therefore, educators and policymakers should focus on addressing exam anxiety as a common issue among all students. This approach will ensure that all students receive the support they need to manage their anxiety and perform to the best of their abilities.

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