

## Comparative Study and Prevalence of Anxiety in 21<sup>st</sup> Century

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*Adolescents represent a difficult development period in their life. They experience emotional and behavioural problems such as anxiety, depression and irrational fear etc. resulting their performance became decrease in different areas of life specially academics. The present study aimed to assess level and prevalence of anxiety of male and female secondary school students. Out of 60 samples, 30 male students and 30 female students were selected from a private school of Ranchi district of Jharkhand. Participant's age range was 14-16 years and education was 9<sup>th</sup> standard and 10<sup>th</sup> standard. The participants were assessed by using self prepared socio-demographic data sheet to collect socio-demographic information, Institute of Personality and Ability Testing Anxiety Scale (IPAT). Data was analyzed by Chi square test t-test and percentage by using SPSS (20-version). Male adolescents have higher anxiety in comparison of female adolescents in term of mean total score but significantly difference was not found whereas highly significant difference was found between male and female adolescents in different domain of anxiety. The prevalence of anxiety was found high on both groups. Anxiety effects a good population of male and female adolescent students. It indicates need of attention of mental health professionals, parent, teacher and government for making a policy to reducing these types of psychological problems.*

**Key words:** Adolescents, Anxiety, Gender

### Introduction:

Adolescent's age is the very important stage of human life. It is the bridge between childhood and adulthood age. Adolescence is a developmental period that is filled with many challenges of today's world. It represents a difficult development period in one's life, characterized by numerous changes like physical, psychological, hormonal and neurological. It begins with the onset of puberty and ends with the acceptance of adult roles and responsibilities (Erickson, 1968). Recent years have witnessed a growing portion of school aged children experiencing a myriad of social, emotional, and behavioural problems that interfere with their interpersonal relationships, school success, and their potential to become competent adults and productive citizens (Greenberg et al., 2001).

Anxiety is a common psychological problem which is effects a good population of adolescents. It is the most common psychological disorders in school-aged children and adolescents worldwide (Castello et al., 2003). High levels of anxiety therefore tend to alter the student's psychological functioning to the extent that memory, attention and concentration are affected and diminished, disturbing academic performance, as this requires attention, concentration and sustained effort to be maintained at an optimum, effective level (Rains, 2004).

Raakhee and Aparna (2010) made an attempt to find out the prevalence of anxiety disorders among higher secondary students in Trivandrum district (Kerala, India). The sample selected for the study consisted of 100 higher secondary students from different schools. The tools used were Screen for child

Anxiety related disorders (SCARED) and personal data sheet. The results of the study revealed that 56.8% of the adolescent's population experience one or the other type of anxiety disorder.

Kumar (2013) find out the relationship of academic anxiety and home environment. Samples of 120 subjects were randomly selected for the present study, out of which 60 students were from urban area and 60 from rural area. For the study Home Environment Inventory by Misra (1989) and Academic Anxiety by Singh and Gupta (1984) were used for data collection. The result revealed that the Academic Anxiety and Home Environment scores of adolescents correlated significantly.

Hasumi et al. (2012) conducted a study which examined the association between parental involvement and mental well-being among the 6721 school-going adolescents aged 13 to 15 years who participated in India's nationally-representative Global School-based Student Health Survey (GSHS). Parental involvement was reported by students to decrease with age, while poor mental health such as loneliness, anxiety and sadness increased with age.

**Aims:**

- The aim of the present study was to assess level and prevalence of anxiety of secondary school students.

**Objectives:**

- To compare anxiety between male and female adolescent students of secondary school.
- To find out prevalence of anxiety of male and female adolescent students of secondary school.

**Hypothesis:**

- There will be no significance difference in term of anxiety between male and female adolescent students of secondary school.
- Prevalence of anxiety will have equal of male and female adolescent students of secondary school.

**Methodology:**

**Sample:** Out of 60 samples, 30 male students (16 students from 9<sup>th</sup> Standard and 14 students from 10<sup>th</sup> Standard) and 30 female students (13 students from 9<sup>th</sup> Standard and 17 students from 10<sup>th</sup> Standard) female students were selected.

**Sampling Method:** Stratified random sampling technique was used.

**Research Design:** In this study between group design was used.

**Venue of Research:** St. Joseph High school, Ranchi district of Jharkhand.

**Inclusion criteria:**

- The sample must be secondary students of 9<sup>th</sup> and 10<sup>th</sup> class.
- The age range must be 14-16 years and unmarried.
- There health (physical and mental) must be normal.
- Participants able must be belongs to Ranchi district of Jharkhand.

**Exclusion criteria:**

- Handicapped adolescents were excluded.

- The adolescents with one parent or no parent were excluded.
- Death of first degree relative in last one year.
- Sample suffering from chronic disease like Cancer, AIDS, Hepatitis B were excluded.
- Mental retardation, epilepsy, neurological and severe psychiatric disorder were excluded

#### Tools:

- **Consent Form:** For this study consent form was prepared by the researcher to take consent from parents and teachers of participants.
- **Socio-demographic and Clinical Data Sheet:** A semi structured performa was prepared by the researcher to collect information about the socio-demographical variables such as age, language, education, religion, domicile and marital status etc. and certain clinical variables like- history of substance use, family history of mental illness, any history of significant physical and mental illness.
- **Institute of Personality and Ability Testing Anxiety Scale (IPAT) (Krug, Scheier & Cattell).** There is 40- items and having five factors in IPAT. The average test-retest reliability coefficient across the test is .82. The Anxiety Scale has correlated moderately high with clinical ratings ( $r = .49$ ), and it also correlates strongly with other popular measures of general anxiety ( $r = .70$  with the Taylor Manifest Anxiety Scale and  $r = .76$  with the Spielberger Trait Anxiety Inventory).

#### Procedure:

Firstly, the researcher choosed private school randomly, then contact to administration. After getting consent to school authority the researcher administered all proposed tests on students. Firstly, consent form and socio demographic-clinical data sheet were administered afterward institute of personality and ability testing anxiety scale was administered then collected data was gathered and tabulated.

**Statistical analysis:** Chi square, t-test and percentage were by using the SPSS (Version 20).

#### Results:

Variable		Male (N=30)	Female (N=30)	df	$\chi^2$
Education	9 <sup>th</sup> class	16 (53.3%)	13 (43.3%)	1	0.60 (NS)
	10 <sup>th</sup> class	14 (46.7%)	17 (56.7%)		
Religion	Hindu	12 (40.0%)	12 (40.0%)	3	0.68 (NS)
	Islam	8 (26.7%)	6 (20.0%)		
	Christian	4 (13.3%)	6 (20.0%)		
	Sarna	6 (20.0%)	6 (20.0%)		
Domicile	Rural	16 (53.3%)	14 (46.7%)	1	0.13 (NS)
	Urban	14 (46.7%)	16 (53.3%)		

**Table- 1: Socio-demographic characteristics of the Sample**

NS-Not significance

Area of Assessment	Male (N=30) (Mean ± SD)	Female (N=30) (Mean ± SD)	df	't'-value
Low self Control	9.36±1.08	7.40±1.69	58	5.36**
Emotional instability	8.16±1.26	9.03±1.03	58	2.91*
Suspicion	4.83±1.36	4.46±1.07	58	1.15
Apprehension	11.10±1.18	12.36±1.35	58	3.86**
Tension	10.80±2.04	9.36±1.03	58	3.43*
Total	44.06±3.66	42.63±3.52	58	1.54

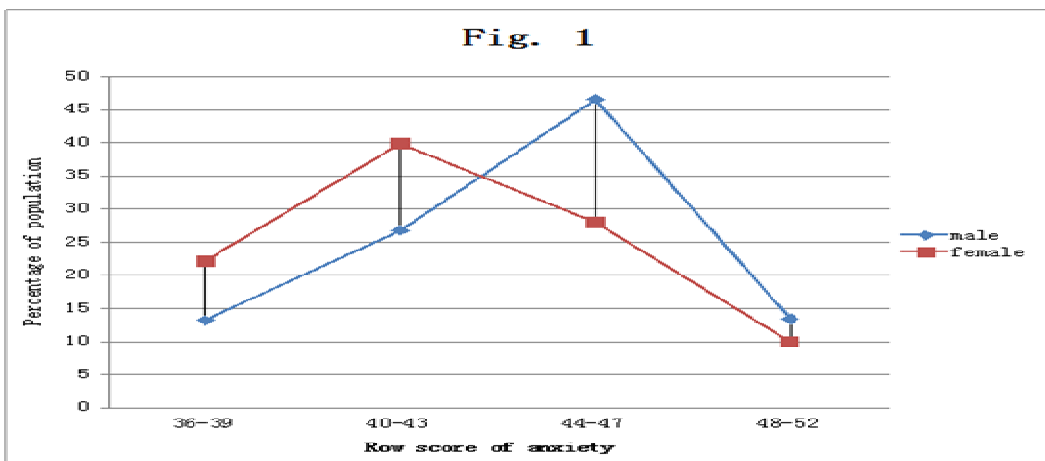
Table- 2 shows comparison on different domains of anxiety between male and female adolescent students.

\*p=0.005, \*\*p<0.001

Row scores of anxiety	Percentage (%)	
	Male	Female
36-39	13.2*	22.1*
40-43	26.8*	39.9*
44-47	46.6**	28.0**
48-52	13.4**	10.0**
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Table 3 Percentage analyses those male and female adolescent students are having significance level of anxiety in the total population.

\*Average level of anxiety \*\* High level of anxiety



## Discussion:

The mean age of the male adolescents and female adolescents was found  $15.43 \pm 0.67$  years and  $15.30 \pm 0.65$  years respectively. It is evident that no statistically significant difference was found between both groups in terms of age. Table-4.1 shows socio-demographic characteristic of the sample. In this study, total numbers of adolescent students were 60 (male-30 and female-30). In male group, out of thirty students 16 (53.3%) students were studying in 9<sup>th</sup> standard and 14 (46.7%) were studying in 10<sup>th</sup> standard. In female group out of thirty students 13 (43.3%) students were studying in 9<sup>th</sup> standard and 17 (56.7%) were studying in 10<sup>th</sup> standard. After analysis no significant difference was found between both groups in terms of education level ( $\chi^2=0.60$ ,  $p>0.05$ ). Out of thirty students 12 (40.0%) students were Hindu, 8 (26.7%) were Islam, 4 (13.3%) were Christian and 6 (20.0%) were Sarna in male group. In female group, out of thirty students 12 (40.0%) were Hindu, 6 (20.0%) were Islam, 6 (20.0%) were Christian and 6 (20.0%) were Sarna. After analysis no significant difference was found between both groups in terms of religion ( $\chi^2=0.68$ ,  $p>0.05$ ). In male group, out of thirty students 16 (53.3%) students were belonging to rural background and 14 (46.7%) were belonging to urban background. In female group 14 (46.7%) were belonging to rural background and 16 (53.3%) students were belonging to urban background. After analysis no significant difference was found between both groups in terms of domicile ( $\chi^2=0.13$ ,  $p>0.05$ )

Table- 4.2 shows comparison on different domains of anxiety between male and female adolescent students. The result reveals that there exists significant difference among male and female adolescent students on the different domain of anxiety apart from suspicion but in the term of total score result reveals not significant. The mean value for low self control for males and females were 9.36 and 7.40 respectively ( $t=5.36$ ,  $p<001$ ). This indicates that male adolescents and female adolescents both group had low self confidence whereas the self confidence of males was lower than female. On emotional instability, the mean value for male and female adolescents were 8.16 and 9.03 respectively ( $t=2.91$ ,  $p<005$ ). This reveals that female adolescents had poor emotional stability than male. On Suspicion, the mean value for males and females were 4.83 and 4.46 respectively ( $t=1.15$ ,  $p>05$ ) means both groups were not significantly difference. On apprehension, the mean value were 11.10 and 12.36 for male adolescents and female adolescents respectively ( $t=3.86$ ,  $p<001$ ). This indicates that both groups were having significant level of apprehension whereas female adolescents used to apprehension more than male adolescents. The mean value for tension for male and female adolescents were 10.80 and 9.36 respectively ( $t=3.43$ ,  $p<005$ ). This indicates that male and female adolescents both group had present significant level of tension whereas male adolescents had high tension comparison of female adolescents. On total score reveals that both groups were not significant difference whereas mean value for male and female adolescents were 44.06 and 42.63 respectively indicates that both groups were having significant level of anxiety but male adolescents have higher anxiety than females students.

Table 3: Shows percentage of population of male and female adolescent students those were suffering from different level of anxiety. Approx forty percent (40%) male adolescent students were having average level of anxiety whereas sixty percent population (60%) were suffering high level of anxiety. In female adolescent students, sixty percent (60%) were under average range and forty percent (40%) were suffering high level of anxiety.

The obtained result of this study indicates that male and females adolescents were having significant level of anxiety. The highest score was obtained in the area of apprehension, tension and emotional instability means adolescents generally use to apprehension and they have difficulty in emotion stability. Present study findings are also consistent with the findings of study conducted by Raakhee and Aparna (2011), where the prevalence rate of anxiety was found 56.8% in Indian adolescent's population. A another research study conducted by Deb et al., (2010) with the objective to understand better anxiety

in India is supporting to present study. The study compared anxiety across gender, school type, socio-economic background and mothers' employment status. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. Results show that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. The present study finding is also consistent with finding of lots of research study such as Verma and gupta (1990) explored adolescent students scored high on academic anxiety and were matched on age, sex, and IQ. Rangaswamy (1982) also reported that school related distress exhibiting symptoms of depression high anxiety frequent school refusal phobia irritable weeping spells and decreased interest in school work. Najafianpour (2009) also reported good populations of adolescent students were experiencing high level of anxiety. Hayward et al. (2008) reported that social anxiety percentage was higher in adolescent students. The finding of anxiety value is varying therefore it is difficult to say what exact value of anxiety which are present in the adolescent students.

**Limitation:**

Present study has been assessed and described the anxiety problem between male and female adolescent students. The sample size was small and sample area was also not broad hence study findings cannot be generalized. The result would have much broader if study would have included more groups such as parent teachers and student's observation.

**Future Direction:**

With present study findings it can be suggested that similar study can be carried out with large sample with observation of parent teachers and students themselves. It would be better to conduct intervention study to find out the efficacy of Mindfulness techniques and cognitive behaviour therapy and to enhancing problem solving ability, coping strategy and other skills.

**Implication:**

These study findings will be useful for mental health professionals mainly working in general and psychiatric settings and correctional setting to deal effectively with male and female adolescent students with poor problem solving ability and coping strategy. Present study will also help the policy makers and professionals working at school, college, industrial or any other field by identifying and assessing people at risk of clinical problems. This study is not only enhances the quality of life and psychosocial functioning of male and female adolescents but also help to achieve the goal of positive mental health.

**Conclusion:**

Present study findings highlights that a major population of males and female adolescent students have high level of anxiety in term of the different variable such as low self esteem, emotional instability, apprehension and tension. Due to anxious problems adolescents suffer lots of difficulty in their life like inability to solving emotional problems, poor coping strategy and poor adjustments etc. Results are helpful to understanding the problems faced by adolescent students. After knowing results, teacher parents and government must be act in such a way to reducing problems of adolescents. It is helpful to understanding poor performance in different areas of life basically in the academic. Results attract the mental health workers for research and treatment as a broad area. Anxiety disorders in adolescents and children are treatable and most effective when the disorder is detected early. Parents of children who show persistent signs or symptoms of anxiety, should consult with their mental health professionals. There are several effective techniques for treating anxiety disorders in young people.

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