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TO TEST AND COMPARE THE ANXIETY LEVEL OF THE RURAL AND URBAN HIGHER SECONDARY SCHOOL STUDENTS BY USING STATE TRAIT ANXIETY TEST INVENTORY.

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Abstract:-The present study is undertaken with a view to find and compare the State Trait Anxiety among Rural and urban Higher Secondary School Students. Its is hypothesized that there exists a non significant difference between the state trait anxiety among the rural and urban higher secondary school students. For verification of these hypotheses, the data was collected from 100[50 from rural areas and 50 from urban areas] higher secondary school students of Jammu District in Jammu and Kashmir by adopting lottery method of random sampling by administering 'State Trait Anxiety Test'developed by Govind Tiwari and Roma Pal. The data collected is subjected to statistical analysis, namely,mean,standard deviation and t- test. The findings of the present study revealed that there exist a non significant mean differences(t=0.3280)between the score of state trait anxiety among rural and urban higher secondary school students.

Keywords: State anxiety,Trait anxiety, Higher School Students,Anxiety,

AIM:

To test the anxiety level of the rural and urban higher school students by using S.T.A.T inventory given by Govind Tiwari and Roma Pal.

INTRODUCTION:

Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioral component. It is the displeasing feeling of fear and concern. The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness and dread. It is also associated with feelings of restlessness, fatigue, concentration problems, and muscle tension. However anxiety should not be confused with fear, which is more of a dreaded feeling about something which appears intimidating and can overcome an individual.
According to Karen Horney, "Anxiety is the painful psychological state in which a person feels isolated and helpless in a potentially hostile world".
Simply we can say, Anxiety refers to feeling of apprehension or uneasiness. Anxiety makes person uneasy and he/she feels fearful. If anxiety becomes intense and too much distressful then it can also become hallmark of many psychological disorders.
Spielberg (1960) defined Anxiety as a 'state of arousal' caused by threat to well being. Here 'state' refers to the conditions involving the entire organism and 'Arousal' refers to a condition of tension, unrest or uneasiness or a readiness to act in response whereby 'Threat' refers to anticipation of pain or danger or serious interference with goal seeking activities.

STATE ANXIETY:-

State anxiety is characterized by a state by heightened emotions that develop in response to a fear or danger of a particular situation. State anxiety can contribute to a degree of physical or mental paralysis, preventing performance of a task or where performance is severely affected.

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Trait Anxiety:-

Trait anxiety refers to a general level of stress that is characteristic of an individual i.e a trait related to personality. Trait anxiety varies according to how individuals have conditioned themselves to respond to and manage the stress.

THEORIES OF ANXIETY:-

(i)Psychoanalytic theory:- Freud believed that there are specific varieties of anxiety associated with some important tensions that we all must face i.e.
Objective anxiety that arises where there is objective threat of well being. It arises when ego is threatened by objective forces in the world.
Neurotic anxiety arises when the ego is threatened by the irrational force of id. Source of anxiety is inside the individual and there is no chance of escape.
Moral anxiety is a kind of counterpart of neurotic anxiety, however in this case it is the irrational demands of supergo that overwhelm the ego. In this case, source is again personality.

(ii) Behaviouraistic theory:- In theories of conditioning, the term anxiety is used to connote a secondary or conditioned drive that functions to motivate avoidance response is assumed to be reinforced by a reduction in anxiety.
Behaviouristic theories of anxiety deals only with the process by which reinforcement and punishment influence the likelihood.

(iii) Conflict theory:- Freud believed that neurotic behavior involves conflict between Id, Ego and super ego. Dollard and Muller draw an analogy and avoidance tendencies. They argued that we act neurotic we are conflicts like Approach – approach approach-avoidance, Avoidance-Avoidance etc.

(iv) Existentialism:- The anxiety is the emotional accompanishment of the immediate awareness of the meaninglessness, incompleteness and chaotic nature of the world.

(v) Neo-Freudian's theory:- According to Karen Horney , psychological problems are caused by disturbed human relationships and of the relationships those between parents and the child are most important. She believes that every child has two basic needs – to be safe from pain and danger ad satisfaction of basic needs. If parents do not satisfy the needs of the child, the child is said to have experienced a basic evil and is as well on the way of becoming a neurotic.

When basic hostility is repressed, according to Horney, it becomes basic anxiety. Basic anxiety is the all-prevailing feeling of being lonely and helpless in a hostile world and it is the prerequisite for the development of neurosis in a child.
The prevalence of mood disorders declines with age, but remains a problem for a substantial proportion of the older population, according to data from a national survey. {Archives of General Psychiatry}
The Relationships among Trait Anxiety, State Anxiety and the Goal Performance of Penalty Shoot-Out by University Soccer Players.Masami Horikawa mail, Akihiro Yagi(2012). The present study examined how the level of trait anxiety, which is a personality characteristic, influences state anxiety and penalty shoot-out performance under pressure by instruction. The high and low trait anxiety groups were selected by using Spielberger's Trait Anxiety Scale. The result showed a significant main effect of instruction. State anxiety scores increased more and the number of successful goals decreased more in high trait anxiety groups than in low trait anxiety groups under pressure instructional condition. These findings suggest that players with higher trait anxiety scores tend to experience increased state anxiety under a pressure-laden condition, and higher state anxiety interferes with goal performance.
Another study by the Anxiety Disorders Association of America (ADAA), reported on their Web site, indicates that demand for mental health services, especially for anxiety disorders, has risen on college campuses throughout the country. When you think about it, this seems like a natural outcome of all the pressure on students today. Sometimes before they even start high school, they are worrying about getting into the college of their choice. Once they get there, the pressure only increases on getting good grades, negotiating social situations, and pursuing extra-curricular activities that will help land them a good job or admission to graduate school when they graduate. According to the National Institute of Mental Health (NIMH), this study confirms "that the receptors in the brain's thinking hub, as opposed to other areas where they exist, are critical for assessing risks. They also suggest that anti-anxiety drugs work by chronically blocking and causing a reduction in the gene expression for the 2A receptors, a process that typically takes a few weeks." Studies like this one should eventually lead to better treatments for this type of conflict anxiety.
In an article in Penn State's Daily Collegian, some students reported that the place they went to for help with anxiety was their network of friends. We all know that a supportive network of family and friends can help tremendously, but sometimes that's not enough. A clinical social worker at Penn said that out of the 500 or so students they see clinically, about 20% are diagnosed with an ongoing anxiety disorder .
Child/Adolescent Anxiety Multimodal Extended Long-term Study (CAMELS): This study, funded by the NIMH, is a

multi-site long-term follow-up of the sample of children and adolescents with anxiety disorders who participated in the original CAMS study (N=488). The goal of this study is to examine the long-term psychiatric, physical, and functional outcomes of youth with anxiety disorders who were treated between 2002 – 2007 with CBT, sertraline, a combination of CBT and sertraline, or a placebo. Specifically, each child will be evaluated every six months (once by phone and once in person) on measures of psychopathology, psychosocial and physical functioning, and service utilization. Results from this study will inform the field about: 1) the preventive effects of successful treatment on the development of later psychopathology, 2) treatment durability, 3) potential long-term adverse treatment effects, and 4) predictors of relaps Deb, Sibnath, Chatterjee, Pooja, & Walsh, Kerryann M. (2010) Anxiety among high school students in India : comparisons across gender, school type, social strata, and perceptions of quality time with parents 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. More boys were anxious than girls (p<0.01). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools (p<0.01). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups (p<0.01). Adolescents with working mothers were found to be more anxious (p<0.01). Results also show that a substantial proportion of the adolescents perceived they did not receive quality time from fathers (32.1%) and mothers (21.3%). A large number of them also did not feel comfortable to share their personal issues with their parents (60.0% for fathers and 40.0% for mothers).

Anxiety, Optimism and Academic Achievement among Students of Private Medical and Engineering Colleges: A Comparative Study:Indoo Singh, Ajeya Jha(2013) Results revealed that anxiety had a significant negative relationship with optimism and academic achievement, whereas a significant positive relationship was found between optimism and academic achievement. Significant differences were revealed between medical and engineering students, but the gender differences in the variables under study were insignificant. The results of this study provide insights for faculty members and institutions for better academic performance of the students.

Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000–2010 by Nathaniel von der Embse, Justin Barterian, Natasha Segoo . Results indicate that there are few studies that have examined test-anxiety interventions with elementary and secondary school students. However, techniques including biofeedback, behavior therapy, cognitive behavioral therapy, priming competency, and mixed approaches have demonstrated promising results. Suggestions are made for school psychologists for the delivery of evidenced-based test anxiety interventions.
A short-term, comprehensive, yoga-based lifestyle intervention is efficacious in reducing anxiety, improving subjective well-being and personality Raj Kumar Yadav, Dipti Magan, Manju Mehta, Nalin Mehta, and Sushil Chandra Mahapatra(2012) The observations suggest that a short-term, yoga-based lifestyle intervention may significantly reduce anxiety and improve subjective well-being and personality in patients with chronic diseases.

Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory Matthew Owens, Jim Stevenson, Julie A. Hadwin(2012) Higher levels of anxiety and depression were associated with lower academic performance.
Low birth weight in offspring of women with depressive and anxiety symptoms during pregnancy results from a population based study in Bangladesh.
After adjusting for potential confounders, depressive (OR = 2.24; 95% CI 1.37-3.68) and anxiety (OR = 2.08; 95% CI 1.30-3.25) symptoms were significantly associated with LBW (2.5 kg). Poverty, maternal malnutrition, and support during pregnancy were also associated with LBW.This study provides evidence that maternal depressive and anxiety symptoms during pregnancy predict the LBW of newborns and replicates results found in other South Asian countries. Policies aimed at the detection and effective management of depressive and anxiety symptoms during pregnancy may reduce the burden on mothers and also act as an important measure in the prevention of LBW among offspring in Bangladesh.

OBJECTIVES:-

To study the anxiety level of rural and urban students of higher school students.
To study the state anxiety level of rural and urban students of higher school students.
To study the trait anxiety level of rural and urban students of higher school students

HYPOTHESIS:-

There will be no significant difference between the rural and urban students in State Trait Anxiety Test.
There will be no significant difference between the rural and urban students in State Anxiety.
There will be no significant difference between the rural and urban students in Trait Anxiety .

METHOD:-

 Sample:-The sample consisted of 100 higher secondary school students.50 students from rural area and 50 students from urban area.

 Tools:-

The anxiety is measured by using the state trait anxiety test constructed by Govid Tiwari and Roma Pal. STAT (1985) consist of 60 items, 30 items measure A-state and 30 items measure A-trait.

Scoring pattern:-

Items	Categories		
	Always	Sometimes	Never
Positive	3	2	1
Negative	1	2	3

Variable :-

Independent Variable   :   Type of the subject (male/female)
Dependent variable   :   Anxiety level of the subject.

Results :

The present scale consist of 30 items for state anxiety and 30 items for trait anxiety. The 30   items were further divided into positive and negative items.

TABLE NO.O1:- Shows Mean, S.D and t-value of rural and urban students.

GROUPS	N	MEAN	S.D	t-value	Sign level
RURAL	50	113.2	8.415		
URBAN	50	116.8	7.753	0.328	N.S.

On the total scores a not significant difference between the scores of mean of the students is found(at 0.05 level)where t =0.328. Hence hypothesis is accepted.

TABLE NO.O2:- Shows Mean, S.D and t-value of rural and urban students on state and trait anxiety levels.

GROUP	STATE ANXIETY		t-value	Sign Level	TRAIT ANXIETY		t-value	Sign level
	MEAN	S.D			MEAN	S.D		
RURAL	54.38	5.303	0.291	N.S.	58.82	4.597	0.329	N.S.
URBAN	58.42	4.928			58.36	5.591		

On the scores of both state and trait anxiety of the students a no significant difference is found at 0.05 level. Hence hypothesis is accepted. The total scores revealed that the rural and urban students do not show significance mean difference on their anxiety levels. Likewise the scores for both state and trait anxiety show not significant results.
By seeing the above tables, In table no.1,the t-value is 0.328(t-value<1.98 at 0.05 level).So it is non-significant at 0.05 level and we accept the null hypothesis, which shows that there is no significant mean difference between the scores of state trait anxiety among the rural and urban higher secondary school students.In table no.2,the t-value for state anxiety of rural and urban students is 0.291(t-value<1.98 at0.05 level) and the t-value for trait anxiety of rural and urban students is 0.329(t-

value<1.98 at 0.05 level).S0, both values are non-significant at 0.05 level and null hypothesis (2 and 3) are also accepted.It shows that there is no significant mean difference between the score of state anxiety among rural and urban higher secondary school students and also there is no significant mean difference between the score of trait anxiety among rural and urban higher secondary school students.

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