Causes and Treatments of Anxiety among the Adolescents

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Abstract

One of the serious problems of 21st century is the problem of mental disorder. Our existing social environment has contributed in giving birth to the problem of anxiety and stress among the people of all ages in every corners of the world. In our life, we may have many aspirations and ambitions but it is not possible to achieve all the desires. There are many situations when we fail in our attempt and get frustration. Frustration sometimes causes mental conflict. Our frustration and failure may bring injury to our ego and thus give birth to feeling of inferiority and anxiety. With the advancement of science and technology our standard of living has been changed to a great extent. There is stiff competition among the persons in every sphere of life. One of the serious problems of present day is anxiety which is greatly influenced by the environment. Education is needed in order to lead our state and the nation towards the progress. Educational institution is an agency which transforms the biological beings into social beings. Problems of anxiety have affected in the present teaching-learning processes which are carried out in schools, colleges and universities. Every individual may face this problem, but the only difference is in the degree. Anxiety is related to achievement and achievement refers to success of a person on his or her test of knowledge or skill. More intelligently understood, achievement means one's learning attainment, accomplishment, proficiencies, etc. Academic achievement is mainly measured on the basis of student's achievement in the examination. It is of paramount importance to the students, parents as well as to the teachers.

Key words: Anxiety and Adolescence

Anxiety among the Adolescences

Adolescence period which is also known as teenage period starts from 12 and stretches up to 19 or 20 years. It is the most crucial period in human life and considered to be the time when the surge of life reaches its highest peak. The life of adolescence is full of hopes and

they are eager to interact with new experience, find new relationship to examine resources of inner strength and fathom the strength of inner ability. It represents a period of intensive growth and chance in nearly all aspects of child's physical, mental, social and emotional life. Adolescence is the corridor which leads from the fair houses of childhood to the gates of maturity. It is considered as the Renaissance Age of the individual. The period of adolescence is the spring time of one's life. It is the most stirring and impressionable period in the life of an individual and its problems are vast, varied and of outstanding importance in one's life. Stanley Hall regards it as 'a period of great, stress and strain, storm and strife'. It is a period of extreme pessimism and optimism. Sometimes the world appears to them to be full of roses and at other a hard place to live in. An adolescent experiences emotional instability. It is the period of heightening of all emotions like anxiety, fear, love, anger, etc. At no stage an individual is so restless and emotionally perturbed and touchy as in adolescence. Ross stated that the adolescent lives an intensely emotional life in which we can see once more the rhythm of positive and negative phase of behaviour in his constant alternation between intense excitement and deep other else. The affective disorders are the commonest of all seen by psychiatrists, the term including those abnormal state in which disturbances of mood and emotion are the prime features. The most common mental health problems that occur in adolescents are anxiety disorder. According to one large scale study of 9 to 17 year olds, entitled 'Methods for the Epidemiology of child and Adolescent Mental Disorder (MECA)', as many as 13 per cent of young people had an anxiety disorder in a year. Many youth nowadays have mental health problems that interfere with normal development and functioning. In the United States, 1 in 10 children and adolescents suffer from mental illness severe enough to cause some level of impairment. As per the findings of prospective community based investigations revealing differential peak periods of onset of specific anxiety and specific phobias in middle childhood, over anxious disorder in late childhood, social anxiety disorder in middle adolescence, panic disorder in late adolescence, generalized anxiety disorder in young adulthood and obsessive-compulsive disorder in early adulthood. Some of the evidence is consistent with the notion that adolescents experience high levels of stress. Smith and Crawford (1986) found that more than 60% of students in secondary school reported at least one instance of suicidal thinking and 10% had attempted suicide. In a social setting, anxious teenagers may appear dependent, withdrawn, or uneasy. They seem either overly restrained or overly emotional. They may be preoccupied with worries about losing control or unrealistic concerns about social competence.

Teenagers who suffer from excessive anxiety regularly experience a range of physical symptoms as well. They may complain about muscle tension and cramps, stomach-aches, headaches, pain in the limbs and back, fatigue, or discomforts associated with pubertal changes. They may blotch, flush, sweat, hyperventilate, tremble, and startle easily. Anxiety during adolescence typically centres on changes in the way the adolescent's body looks and feels, social acceptance, and conflicts about independence. When flooded with anxiety, adolescents may appear extremely shy. They may avoid their usual activities or refuse to engage in new experiences. They may protest whenever they are apart from friends, or in an attempt to diminish or deny their fears and worries, they may engage in risky behaviors, drug experimentation, or impulsive sexual behavior.

Causes of Anxiety

Anxiety disorders seem to be a result of a combination of biological, psychological and other individual factor. When the body and mind react to danger a person feels physical sensation of anxiety – things like a faster heartbeat and breathing, tense muscles, sweaty palms, a queasy stomach and trembling hands or legs. These sensations are part of the body's fight –flight response. They are caused by a rush of adrenaline and other chemicals getaway from danger. They can be mild or extreme. The fight-flight response happens instantly when a person senses a threat. It takes a few seconds longer for the thinking part of the brain to process the situation and evaluate whether the threat is real and if so how to handle it. If the cortex sends the all-clear signals the fight –flight response is deactivated and the nervous system can relax.

(i) Brain Chemistry

Modern studies indicate that the emotions we feel are based on the release and reuptake of neurotransmitters in the brain. Feelings of anxiety are triggered by an imbalance of specific 'neurochemicals' in the brain. The specific neurotransmitters that may be affected include serotonin, norepinephrine and dopamine. When we feel stressed anxious or depressed, our brains may be releasing or absorbing chemicals either too rapidly or too slowly. It left unchecked and untreated, a chemical imbalance disorder may increase in severity as time passes.

(ii) Medical Factor

There may be some medical situation that such as anemia or thyroid problem that lead to increase anxiety. This occurs when some disease or illness effect the brain causing a disruption in the functioning of a brain. Intake of caffeine, alcohol and certain medication can also cause anxiety.

(iii) Environmental Factor

Environmental play a triggering role in anxiety disorder. According to a study of monozygotic twins (identical twins) and dizygotic twins (fraternal twins) monozygotic twines-who both share the same DNA-were twice as likely to develop anxiety disorder, which indicates that environment still plays a role. Environmental factor leading to anxiety consist of stress, life experience and trauma.

(iv) Parental Attitude and Behavior

Over solicitousness and over-involvement by the parents generates excessive dependency and anxiety in the child, thereby reinforcing the anxiety level in many situations. Parental over anxiety can have many causes including parents own childhood experience, co-existing parental anxiety state and the special child syndrome.

(v) Life Experiences

Events such as family breakup, abuse, ongoing bullying at school and workplace conflict can be stress factors that challenge a person's coping resources and leave them vulnerable to experiencing anxiety.

(vi) Personality Styles

Certain personality types are more at risk of high anxiety than others. People, who have a tendency to be shy, have low self-esteem and a poor capacity to cope is more likely to experiencing high levels of anxiety.

(vii)Thinking Style

Certain thinking style makes people more at risk of high anxiety than others. For instance, people who are perfectionist or expect to be in constant control of their emotions are more at risk of worrying when they feel stress.

Treatment of Anxiety

(a) Progressive Relaxation Therapy

It is the first and easiest technique. In this treatment, the anxious person asked to relax his muscles gradually from head to feet, which will therefore reduce his anxiety.

(b) Practicing Yoga and Meditation

It also helps largely to reduce the degree of depression and anxiety. Here, the brain is in complete rest. It means that the mind should be free from any types of problem.

(c) Cognitive Behavioral Therapy (C.B.T)

It is a type of inducing treatment program for relief of anxiety and depression. Doctors have recommended this treatment and psychiatrists and psychologists often practice it.

(d) Individual Counseling

This is often useful to give the child the opportunity to understand the basis for anxiety and also to teach the child some strategies for anxiety management.

(e) Parental Counseling

Again, parents may need considerable help and support to reduce their intrusive and over-dependent behavior. Persuading the parents to allow the child more independence and autonomy is an important component of the treatment programme.

(f) Family Therapy

It is sometime useful to see the whole family, particularly when the child's anxiety is symptomatic of more general dysfunction within the family.

(g) Improving Immune System

In addition, by protecting the immune system, our vital parts of living can be elongated. Our feelings can have made younger and our physical and mental can make healthy. By providing regular walking and physical exercise, laughter and humors, eating high nutrient diets such as food rich in antioxidants like vitamins A, C, E, lycopene, Omega - 3 fatty acids and folate, music listening, getting enough sound sleep, positive thinking and being optimistic etc. can reduce stress and relieve one from anxiety and depression.

(h) Biofeedback Instruments

Biofeedback Instruments like Electromyography (E.M.G), Electro Encephalogram, Galvanic Skin Response Gauge (G.S.R) and Thermistor can use for reducing this symptom. Beside this, one can make use of defense mechanism to get rid of anxiety and electrical treatment, anti-depressants, tranquilizers and hypnosis can be carried out to solve depression. Treatment is to carry out after a careful study about the case history of the patient. The manifestation of an anxiety state in a person who is otherwise stable and in a person with an anxious personality, if dealt equally need not bring about the same result. Therefore, what is important here is not the mere impression about the mental functioning of the person but a thorough evaluation of the person and his problem to help him to solve his anxiety and depression.

(i) Self-Treatment

In some cases, anxiety may be treated at home, without a doctor's supervision. However, this may be limited to situations in which the duration of the anxiety is short and the cause is identified and can be eliminated or avoided. There are several exercises and actions that are recommended to cope with this type of anxiety:

- Learning to manage stress in one's life. Keep an eye on pressures and deadlines, and commit to taking time away from study or work.

- Learning a variety of relaxation techniques. Information about physical relaxation methods and meditation techniques can be found in book stores and health food shops.

- Practicing deep abdominal breathing. This consists of breathing in deeply and slowly through one's nose, taking the air right down to abdomen, and then breathing out slowly and gently through mouth. Breathing deeply for too long may lead to dizziness from the extra oxygen.

- Learning to replace negative self-talk with coping self-talk and making a list of the negative thoughts we have, then write a list of positive, believable thoughts to replace them. Replace negative thoughts with positive ones.

- Picture ourselves successfully facing and conquering a specific fear.

- Talk with a person who is supportive.

- Meditate.

- Exercise.

- Take a long, warm bath.

- Rest in a dark room.

Objectives of the Study

For the present study, the following objectives have been formulated.

1. To evaluate the anxiety levels, academic anxieties and test anxieties of the higher secondary students in the Imphal East and Imphal West Districts of Manipur State.

2. To compare the anxiety levels, academic anxieties and test anxieties of the higher secondary students in the Imphal East and Imphal West Districts of Manipur State.

3. To test whether there is a significant difference between the higher secondary school students of Imphal East and Imphal West Districts of Manipur state in their different anxiety levels, academic anxieties and test anxieties.

4. To find out the relationship between the anxiety levels and school performances; academic anxiety and school performances; and test anxieties and school performances of the higher secondary school students of the above two districts of Manipur State.

5. To evaluate the anxiety levels, academic anxieties and test anxieties of the higher secondary science and arts students of the mentioned two districts of Manipur state.

Hypotheses of the study

In the present study, both the null and alternative types of hypothesis have been used.

1. There exist high anxiety levels, academic anxieties and test anxieties among the higher secondary school students of Imphal East and Imphal West Districts of Manipur.

2. There exist similar levels of anxiety, academic anxieties and test among the higher secondary school students of Imphal East and Imphal West Districts of Manipur.

3. There is no significant difference between the higher secondary students of the above said two districts in their different anxiety levels, academic anxieties and test anxieties.

4. There exists no relationship between anxiety and school performances of the higher secondary students of the above said two districts.

5. There exist negative correlation between academic anxieties and school performances; and test anxieties and school performances of the higher secondary school students of the above said two districts.

Significance of the Study

The future of a nation depends on the mental health and strength of youth. Anxiety symptoms are extremely common in childhood and adolescence and can negatively interfere with general wellbeing, social life, academic performance and development of social skills. Anxiety disorder is most commonly observed among adolescence as also among grown up people. Anxiety interferes with performance. It takes student's energies away from the actual work at hand and diverts them into self-defeating activities like worry and self-criticism. Overwhelmed by anxiety, they have trouble in concentration and their minds are filled with worrisome thoughts. Performance in academic life depends on the mental as well as physical health of an individual. Students who are physically and psychologically stable are expected to perform better compared to those who are experiencing psychological problem like anxiety and stress. Various studies have found out that the students' performance in school, college and University is influenced by the symptom of anxiety which could lead to a serious harm in the concentration power of the students. It also leads to loss of interest, poor attendance, and lack of motivation which will directly affect students' academic achievement or school performances. The research found that anxious individual finds it harder to avoid distraction and take more time to turn their attention from one task to the next than their less anxious peers. The influence of anxiety on academic performance has been well documented by a number of investigators. Sarason and Sarason (1990) conducted a study on test anxiety research in India, reported that academic performance is negatively influenced by test anxiety while general anxiety appears to be less predictive of such a goal attainment. Ghaderi *et al* (2009) revealed that the depression, anxiety and stress level of Indian students are significantly higher.

The type of education imparted to our youth as well as their health condition has a direct impact on the progress of a nation. Adolescent is the most crucial stage of one's life. Stanley Hall regards it as a period of great stress storm and strife. It is the period of heightening of all emotions like anxiety, fear, love, anger, etc. As a result, adolescents are more prone to emotional or effective disorder than any other else. The production of hormones is mainly responsible for the adolescent being over emotional and rebellion. However, even though the adolescents accept what the society demands and what their parents expect from them, they often become rebellions, fall victims to negative emotional tones. These characteristics vary from culture to culture and also vary on the basis of socio economic status of the family. Parents usually have a very high expectation from their wards. When the children do not come up to their parents' expectation and when they score low marks in the examination, their parents become severely critical and get angry. The adolescents then developed a state of stress, tension and frustration and aggression. Some emotionally very unstable adolescents may even commit suicide either by hanging or self-immolation on knowing that they failed in the examination.

The higher secondary stage is milestone in the academic life of any student. Adolescents of our schools face many problems peculiar to their age. They are also worried about their academic performance. Many students are under great parental pressure to score high marks. The entrance preparation either for medical, engineering and other academic line double their anxiety and stress. Studies of Mc. Keachie, 1951, Mc. Keachie, Pollie and Speisman, 1955 have demonstrated impressively that anxiety is manifested by college students in conventional classroom test situation to such an extent that the general level of academic performance is impaired. A study conducted by Chen (1997) found that academic achievement predicted children's social competence and peer acceptance and in turn adjustment. College or higher secondary life characterized by conditions and expectations which may heighten anxieties already present in student or may induce new anxieties. The study conducted by Rodger, Murray and Cummings (2007) revealed that the teacher clarity is not a factor for test anxiety among the students. The stress and anxieties felt in the stage of adolescents have a lasting impact in the life of an individual as it will be impaired the academic achievement of a student. Anxiety is universal and everyone experiences this feeling in varying degree. It is an emotional reaction characterized by fearful anticipation of an unpleasant event in the future. Fear is a reaction to a real external danger that threatens the person with possible injury and has no real external stimulus but the individual himself. Worry may give rise to anxiety. It is more often imaginary than real and a generalized

emotional state rather than specific one. In short, the individual is not anxious about specific things. Worry for students relates primarily to cognitive concerns about the consequences of failure. Students who think or verbalize a negative or pessimistic expectation manifest worry.

One of the most threatening events that may cause anxiety among the students today is examination. When students develop an extreme fear of performing poorly on an examination, they may experience anxiety. Test anxiety is a major factor contributing to a variety of negative outcomes including psychological distress, academic underachievement, academic failure, and insecurity. Although many students have the cognitive ability to do well on examinations, they may not able to do so because of a high level of anxiety. Realizing the importance of anxiety in the youth life and also the influence of anxiety in the performance of students, the present investigator has undertaken the study to assess the level of anxiety in the students and its effect on their school performances.

Design of the Study

In the present study, the investigator has used normative survey method. For analyzing the role of the anxiety on school performance, the different types of anxiety of the students were considered as the independent variable of the study whereas the school performances of higher secondary students were considered as the dependent variable. In order to find out the levels of anxiety percentile method has been adopted. On the other hand, for finding out the relationship between the anxiety and school performances of the students; the product moment correlation technique was applied. For finding out the significance differences between higher secondary students of Imphal East and Imphal West Districts of Manipur State, boy and girl students, students studying in science and arts stream, students studying in government and private schools, students coming from rural and urban areas, t-test technique has been used.

Population and Sample

Manipur, one of the seven states of north eastern India is becoming popular not only in the field of sports, art and culture but also in the field of education. Literacy percentage of the state is increasing day by day. Number of schools and colleges either run by government or private bodies is springing up here and there in the state. Our students are topping in all India level examinations now-a-days which are a sign of educational development. Altogether there are nine districts in Manipur, four of the districts are in valley viz.; Imphal East, Imphal West, Thoubal and Bishnupur; while five of them belongs to hills district viz.; Tamenglong ,Churachandpur, Ukhrul ,Senapati and Chandel . For the present study, all the

higher secondary school students of Imphal East and Imphal West Districts of Manipur formed the population of the present study. With the help of random sampling, the present investigator has selected 2 government secondary schools and 3 private higher secondary schools of Imphal East and West districts of Manipur as school sample of the present study. From the above mentioned schools, total number of 500 students who are studying in class XII have been selected as the student sample of the study.

Tools and Techniques

In order to obtain a reliable data, the investigator needs to select appropriate tools for the collection of data. After carefully analyzing the objectives of the study, availability of time, availability of suitable test to find out the results, the investigator decided about the tools to be used for the present study. For the collection of desired information, the investigator has used the following standardized questionnaire:

a) Comprehensive Anxiety Test (CAT) developed by H. Sharma, R. L. Bharadwaj and M. Bhargava

b) Academic Anxiety Scale Children (AASC) for children developed by Prof. A.K. Singh and Dr. A. Sen Gupta

c) Test Anxiety Scale (TAS) developed by V.P. Sharma

d) Background Information Sheet developed by the investigator herself. The investigator has also collected the school performances of the students from the school records and examination results published by Council of the Higher Education, Manipur (COHSEM).

Table No. 1
Showing the Anxiety Levels of Higher Secondary Students of Imphal East and Imphal West Districts of Manipur State

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	495	69.50	Very High Anxiety	5	1
2	P_{71}	355	44.72			
3	P_{70}	350	44.27	High Anxiety	140	28
4	P_{61}	305	40.14			
5	P_{60}	300	39.68	Normal Anxiety	200	40
6	P_{31}	155	27.96			
7	P_{30}	150	27.51	Low	150	30

8	P_{16}	80	21.21	Anxiety		
9	P_{15}	75	20.76	Very Low	5	1
10	P_1	5	10	Anxiety		

Analysis and Interpretation

From the above table, it can be interpreted that out of the total sample selected from Imphal East and Imphal West Districts of Manipur State, two hundred students were found having normal anxiety with their percentile score lying between 27.96 and 39.68 varying their percentile values from 155 to 300. The percentile value ranging from 80 to 150 with their percentile score from 21.21 to 27.51 were labeled as low anxiety group and there were 150 students falling in this low anxiety category. 140 students were found in high anxiety group with percentile score starting from 40.14 to 44.27 and their percentile values ranges from 305 to 350. Five students fall in very high anxiety group with their percentile score ranging from 44.72 to 69.50 and similarly another five students also fall in very low anxiety group with their percentile score ranging from 10 to 20.76.

Discussion and Conclusion

Related past studies done by Kumar N.J. (2012) and Sharma M. (2012) had concluded that maximum students have been accompanied with normal anxiety. Here in the present study, it can also be concluded that 40% of the higher secondary school students were having normal anxiety. Next largest number of student falls in low anxiety group and they occupy 30 % of the sample selected for the present study. In high anxiety category there were 28 % of student falling and only1% of the students were found in both very high and very low anxiety category groups. Therefore, the present study can be highlighted that generally students who are studying in the higher secondary schools have normal anxiety level and only few students sometimes have very low and high anxiety level.

Table No. 2
Percentile, Percentile Value, Percentile Score, Frequency and Percentage of Students on the basis of Comprehensive Anxiety Test (CAT) score of Imphal East District of Manipur State

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	198	69.5	Very High	2	1
2	P_{71}	142	44.15	Anxiety		

3	P_{70}	140	43.68	High	56	28
4	P_{61}	122	39.5	Anxiety		
5	P_{60}	120	39.1	Normal	80	40
6	P_{31}	62	26.93	Anxiety		
7	P_{30}	60	26.42	Low	60	30
8	P_{16}	32	17.19	Anxiety		
9	P_{15}	30	18.53	Very Low	2	1
10	P_{1}	2	10.5	Anxiety		

Analysis and Interpretation

Table No. 2 shows that in Imphal East District of Manipur state, eighty sample students with percentile score starting from 26.93 to 39.1 were found having normal anxiety. Sixty students with their percentile score ranging from 17.19 to 26.42 were having low anxiety and their percentile value lies in between 32 to 60. In the high anxiety category altogether fifty-six students with percentile score lying between 39.5 to 43.68 and percentile value of 122 to 140. Only two students each with their percentile score ranging from 10.5 to 18.53 and 44.15 to 69.5 were identified having very low anxiety and very high anxiety respectively.

Discussion and Conclusion

We know that there are five levels of Comprehensive Anxiety Test. Out of these five levels, particularly in the Imphal East District of Manipur State, 40 % of the Higher Secondary students have normal anxiety. The remaining 30% and 28% of the whole students were having low and high anxiety levels respectively, while only 1% each in very high and low anxiety group were found. Hence, majority of the present sampled students have been found having normal anxiety.

Table No. 3
Percentile, Percentile Value, Percentile score, Frequency and Percentage of Students on the basis of Academic Anxiety Scale for Children (AASC) Score of Higher Secondary Students of Imphal East District of Manipur State.

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	198	18.5	High Academic	80	40
2	P_{60}	120	11.12			

				Anxiety		
3	P_{59}	118	11.04	Average Academic Anxiety	30	15
4	P_{45}	90	9.90			
5	P_{44}	88	9.82	Low Academic Anxiety	90	45
6	P_1	2	4.5			

Analysis and Interpretation

It can be interpreted from the above table 4.3 that, most of the students were found lying in two extreme levels i.e. high academic anxiety group and low academic anxiety group. Eighty students with their percentile scores ranging from 11.12 to 18.5 were lying in high academic anxiety group while ninety students were having low academic anxiety with percentile scores of 4.5 to 9.82. Only thirty students were found having average anxiety with percentile scores from 9.90 to 11.04.

Discussion and Conclusion

Forty-five percent of the students were having low academic anxiety while 40 % of the students from Imphal East district have high academic anxiety. Only 15 % of students were found having average academic anxiety. So, students having average academic anxiety are very rare.

Table No.4
Percentile, Percentile Value, Percentile Score, Frequency and Percentage of Students on the Basis of Test Anxiety Scale (TAS) Score of Higher Secondary Student of Imphal East District of Manipur State

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	198	96.16	Extreme high test anxiety	50	25
2	P_{94}	190	87.00			
3	P_{90}	180	80.75			
4	P_{80}	160	75.75			
5	P_{75}	150	73.66	High test anxiety	90	45
6	P_{60}	120	67.68	Normal test anxiety	60	30
7	P_{50}	100	64.04			

8	P_{40}	80	60.41			
9	P_{30}	60	56.62			
10	P_{24}	50	54.69	Low test anxiety	0	0
11	P_{15}	30	50.84	Extreme low test anxiety	0	0
12	P_{10}	20	48.92			
13	P_5	10	43.00			
14	P_1	2	30.50			

Analysis and Interpretation

Most of the students in Imphal East district have high test anxiety with their percentile value of 150 with percentile score of 73.66. Altogether there were ninety students, that is, 45% of the 200 samples of the study having high test anxiety. Sixty students were identified as having normal test anxiety with their percentile score lying from 56.62 to 67.68. Fifty students fall in extremely high test anxiety levels with percentile score of 75.75 to 96.16 while none of the students were found in low and extremely low test anxiety group in the present study.

Discussion and Conclusion

It can be concluded that, forty-five percent of students were having high test anxiety and thirty percent were having normal test anxiety and twenty-five percent of total number of students from Imphal East district were having extremely high test anxiety. However, students who are having low test or extremely low test anxiety were not found. It can be concluded that most of the students have at least normal test anxiety to all.

Table No. 5
Percentile, Percentile Value, Percentile Score and Frequency and Percentage of Students on the Basis of Comprehensive Anxiety Test (CAT) Scale for Higher Secondary Students of Imphal West District of Manipur State

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	297	69.50	Very High Anxiety	3	1
2	P_{71}	213	45.10			
3	P_{70}	210	44.65	High Anxiety	84	28
4	P_{61}	183	40.56			

5	P_{60}	180	40.10	Average or Normal Anxiety	120	40
6	P_{31}	93	28.52			
7	P_{30}	90	28.11	Low Anxiety	90	30
8	P_{16}	48	22.27			
9	P_{15}	45	21.86	Very Low Anxiety	3	1
10	P_1	3	10.57			

Analysis and Interpretation

As per table, only three students from the sample selected from Imphal West District were found having high anxiety with the percentile scores ranging from 45.10 to 69.50 and same numbers of students were found having very low anxiety with their percentile score starting from 10.57 to 21.86. Maximum numbers of the students were found having normal anxiety with their percentile score of 28.52 to 40.10. There were 120 students from among the selected sample who have normal anxiety. Eighty-four students were identified as having high anxiety. On the other hand, ninety students were declared as the students having low anxiety group.

Discussion and Conclusion

In Imphal West district, 40 % of the samples were identified as having normal anxiety level and 30 % were having low anxiety. About 28 % of the sample students fall in high anxiety group. Hence, based on the comprehensive anxiety test the category of anxiety that most of the students fall is in the normal anxiety category.

Table No.6
Percentile, Percentile Value, Percentile Score, Frequency and Percentage of Students on the Basis of Academic Anxiety Scale for Children (AASC) for Higher Secondary Students of Imphal West District of Manipur State

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	297	18.50	High Academic Anxiety	120	40
2	P_{60}	180	11.12			
3	P_{59}	177	11.04	Average Academic Anxiety	45	15
4	P_{45}	135	9.90			
5	P_{44}	132	9.82	Low Academic Anxiety	135	45
6	P_1	3	4.50			

Analysis and Interpretation

From table 4.6, it can be interpreted that among the selected samples of Imphal West District; 135 students with their percentile value starting from 3 to 132 were found to have low academic anxiety and 120 students were identified as having high academic anxiety while only 45 numbers of sample were identified in average academic anxiety group.

Discussion and Conclusion

It can be concluded that forty-five percent of the students were in low academic anxiety category and fifteen percent of the students were having average academic anxiety. 40% of them have high academic anxiety. So, it can be said that most of the higher secondary students of Imphal West District were almost present this academic anxiety.

Table No.7
Percentile, Percentile Value, Percentile Score, Frequency and Percentage of Student on the Basis of Test Anxiety Scale (TAS) Scores for Higher Secondary Students of Imphal West District, Manipur State

Sl. No.	Percentile	Percentile Value	Percentile Score	Category	Frequency	Percentage
1	P_{99}	297	97.83	Extreme High Test Anxiety	75	25
2	P_{95}	285	88.66			
3	P_{90}	270	82.41			
4	P_{80}	240	76.55			
5	P_{75}	225	74.62	High Test Anxiety	135	45
6	P_{60}	180	68.92	Normal Test Anxiety	90	30
7	P_{50}	150	65.07			
8	P_{40}	120	62.02			
9	P_{30}	90	58.44			
10	P_{25}	75	56.47	Low Test Anxiety	0	0
11	P_{15}	45	52.52	Extreme Low Test Anxiety	0	0
12	P_{10}	30	50.55			
13	P_5	15	46.31			
14	P_1	3	40.86			

Analysis and Interpretation

It can be interpreted from above table that none of the students in Imphal West district was found having low and extremely low test anxiety. In the high test anxiety group 135 students with their percentile scores of 74.62 were found, 90 students were found to have normal test anxiety and 75 students were identified as extremely high test anxiety group.

Discussion and Conclusion

Forty-five percent out of the total number of students selected as a sample for Imphal West District were labeled as high test anxious group. 25 % were found having extremely high test anxiety and 30% of the students fall in normal test anxiety group. However, no student who has low test and extreme low test anxiety category has been found.

Table No.8
Mean, SD and t-test value of CAT, AASC and TAS scores for Imphal East and Imphal West Higher Secondary School Students.

Sl. No.	Variable	District	N	Mean	SD	SED	df	Calculated T-value
1	Comprehensive Anxiety Test (CAT)	Imphal East	200	35.5	14.69	0.34	498	2.57*
		Imphal West	300	36.39	13.71			
2	Academic Anxiety Scale for Children (AASC)	Imphal East	200	10.34	3.15	0.16	498	2.27*
		Imphal West	300	10.71	3.42			
3	Test Anxiety Scale (TAS)	Imphal East	200	63.94	12.36	0.31	498	5.17**
		Imphal West	300	63.16	12.12			

*, ** - Significant at 0.05 and 0.01 level respectively.

Analysis and Interpretation

From table 4.8, it can be interpreted that, while comparing the CAT score of Higher Secondary School Students of Imphal East and West District of Manipur State, the calculated t-value (2.577) is greater than the tabulated t- value at.05 level of significance as the tabulated t- value of the above mention level of significance is 1.96. Students from Imphal West district were found to be more anxious than those of Imphal East district. While comparing the score obtained from AASC and TAS of the students from the above mention two districts it is found that in case of AASC score the calculated t- value (2.27) is greater than the tabulated t-

value at .05 level of significance. Higher secondary students from Imphal West were found to be more academically anxious as compare to those of Imphal East. Similarly, for other variable i.e. TAS calculated t- values were greater than tabulated value at both .05 and .01 level of significance. Therefore, the null hypothesis (Ho) is rejected. The result indicates that in case test anxiety the students of Imphal East were found to be more test anxious as their mean (63.94) were higher than the mean of Imphal West (63.16).

Discussion and Conclusion

Higher Secondary students from Imphal West District were more anxious than that of Imphal East as the mean of Imphal West (36.39) is significantly greater (at 5% level) than mean of Imphal East (35.5). A significant difference was found in the academic anxiety and test anxiety of Higher Secondary students from Imphal East and Imphal West districts of Manipur. In case of academic anxiety, students from Imphal West were having more academic anxiety than that of Imphal East but it was found that Higher Secondary students of Imphal East were more test anxious than the students of Imphal West. Hence, the hypothesis of the present study that, 'There is no significant differences between the higher secondary students of Imphal East and Imphal West districts of Manipur State in their different anxiety levels, academic anxieties and test anxieties' has been found rejected**.**

Table No. 9
The Coefficient Correlation between scores of CAT, AASC, TAS with School Performance(SP) of Higher Secondary School Student of Imphal East and Imphal West Districts of Manipur State.

Correlated variables	District	Coefficient of correlation (r)	Type of correlation	Remarks
CAT vs SP	Imphal East	0.064	Positive	Negligible
	Imphal West	-0.114	Negative	Low
AASC vs SP	Imphal East	-0.188	Negative	Low
	Imphal West	-0.156	Negative	Low
TAS vs SP	Imphal East	-0.673	Negative	High
	Imphal West	-0.433	Negative	High

Analysis and Interpretation

Correlating the score of CAT and SP of Imphal East and Imphal West it can be interpreted that there is negligible positive correlation (r = 0.064) in Imphal East. However,

in case of Imphal West there is negative correlation (r = -0.11). While correlating the score of AASC and SP, it is found that there is negative correlation (r = -0.18) for Imphal East and (r = - 0.15) for Imphal West. In correlating the score of TAS and SP there is high negative correlation (r = - 0.67) for Imphal East, similarly for Imphal West also there is high negative correlation (r = - 0.43).

Discussion and Conclusion

Among the Higher Secondary School students of Imphal East, low positive correlation is found between CAT score and SP which signifies that there is very little relation between the anxiety and school performance of Higher Secondary Student of Imphal East. But in case of Imphal West there is low negative relation. This result of correlation among the other variables was found to be negative. In case of correlation between TAS and SP there is high negative correlation which signifies that higher the test anxiety lowers will be the school or academic performance. Thus, it can be concluded that the hypothesis, 'There exist no relationship between anxiety and school performances of higher secondary students of Imphal East and Imphal West districts of Manipur State' is rejected as a negligible positive relationship between the two variables for selected higher secondary students of Imphal East district were found while a negative relationship was found between the two variables among the selected samples from Imphal West district. There is an inverse relationship between anxiety and academic achievement of the students. The next hypothesis that, 'There exist negative correlation between academic anxieties and school performances; and test anxieties and school performances of the higher secondary school students of the above mention two districts' is accepted. As test anxiety level increases educational achievement decreases and vice versa.

Main findings

The main findings can be summarized as follows:

1. The Higher Secondary School Students of Imphal East and Imphal West Districts of Manipur were found to have normal anxiety as they comprise 40 % of the total sample selected for the study.

2. In low anxiety category, 30 % of the Higher Secondary Students of the above mention two districts were found.

3. Highly anxious group comprise 28 % of the sample selected for the study.

4. It was found that 40 % of the Higher Secondary students of Imphal East were found to have normal anxiety

5. Among the selected sample of Imphal East 30 % of them were identified as having low anxiety.

6.   In case of high anxiety category, 28 % of the sample students from Imphal East were found having high anxiety.

7. Only few students were found in very high and very low anxiety category. From among the total sample of Imphal East only 1% each falls in the above mention two categories.

8. Among the Higher Secondary students of Imphal East there were 45 % of them who were identified as having low academic anxiety.

9. In Imphal East 40% of the sample students were highly academic anxious.

10. Highly test anxious group comprises of 45 % of Higher Secondary students in Imphal East.

11. Extremely high test anxiety group were made up by 25 % of the sample selected from Imphal East.

12. In normal test anxiety category 30 % of the sample students were found.

13. Not a single student was found in low test anxiety and extremely low test anxiety category.

14. Out of 300 students selected as a sample from Imphal West, 40% of them have normal anxiety and 30 % of the sample students were identified as low anxiety group.

15. In high anxiety category, 28 % of the sample from the above district lies. Altogether 90 students were declared as the students having normal anxiety.

16. Based on comprehensive anxiety test, the category of anxiety in which majority of students fall is in normal anxiety category.

17. All the selected sample of the study has academic anxiety to certain levels.

18. Majority of Higher Secondary students from Imphal West were found to have low academic anxiety. The low academic anxiety category comprises of 45 % of the total sample selected from Imphal West, while 40 % of the students fall in high academic anxiety group

19. Only 15 % of the students in Imphal West fall in average academic anxiety group.

20. On test anxiety 45 % of sample students from Imphal West district were having high test anxiety and 25 % of the students were found having extremely high test anxiety.

21. In normal test anxiety category, 30 % of students from Imphal West were found.

22 There exists a significant difference in anxiety of Higher Secondary students from Imphal East and Imphal West districts.

23. Higher Secondary students from Imphal West were more anxious than those of Imphal East as the mean of former (36.39) is greater than that of later (35.5).

24. There exists a significant difference in academic anxiety of higher secondary students of above mention two districts.

25. Higher Secondary students of Imphal West have slightly higher mean (10.71) than that of Imphal East students whose mean were (10.34). It signifies that students from Imphal West were more academically anxious than those of Imphal East.

26. Higher Secondary students from Imphal East were having more test anxiety (m = 63.94) than that of Imphal West (mean = 63.16).

27. A significant difference was found between the academic performances of Higher Secondary students of Imphal East and Imphal West District of Manipur.

28. Higher Secondary students of Imphal West were found to have higher academic performance than that of Imphal East.

29. The hypothesis, 'There is no significant difference between the higher secondary students of the above said two districts in their different anxiety levels, academic anxieties and test anxieties' has been found rejected.

30. Among the higher secondary students of Imphal East a positive but negligible relationship (r = 0.06) was found which signifies that anxiety does not affect to a great extent on the academic performance of the students.

31. A negative correlation (r = - 0.11) was found between comprehensive anxiety and academic performance of the higher secondary students of Imphal West district.

32. A low negative correlation was found between academic anxiety and academic performance of higher secondary students of Imphal East as well as for Imphal West districts.

33. A highly negative correlation was found between test anxiety and academic performance of Higher Secondary student of Imphal East (r = - 0.67) and similarly for Imphal West also a negatively high correlation was found (r = - 0.43) which signifies that higher the test anxiety lower will be the academic performance of students and vice versa.

34. The hypothesis that, 'There exist negative correlation between academic anxieties and school performances; and test anxieties and school performances of the higher secondary school students of the above said two districts' is accepted.

Educational Implications

Modern society has transformed human being to human machine. There is a stiff competition everywhere, sometime this competition creates stress and tension among individual. Adolescent were more likely to develop anxiety than any other stage of human life because this stage is characterised by emotional imbalance. At no stage a child is as restless as in adolescent stage. Anxiety is viewed as a by-product of the inconsistencies and contradiction that an individual experience within him. When an individual fails to maintain stability of the self-due to inconsistencies it creates mental crisis, with himself which ultimately lead to state of nervousness, worry and tension. Adolescent find difficult to adapt to changing socio – cultural norms, rigid religious taboos and new role of grown up in the society. These generate anxiety among the adolescents. Adolescent is full of energy and are very active. The production of hormones is mainly responsible for the adolescent being over emotional and rebellious. Anxiety has a negative as well as positive impact on individual's life. In a positive sense mild anxiety develop preparedness to deal with a tense situation, can motivate to study harder for an exam but when it became excessive, it creates disturbances to the normal functioning of an organism.

Students in Higher Secondary School stage falls in the stage of adolescence, so there is greater risk of developing anxiety among them. Test and examination are associated with the school life of a student. Student's performances and abilities were known through their results in the test and examination. Student's achievements depend upon their mental ability and mental fitness. So it is the need of hour to maintain a sound mind and sound body. Higher Secondary students were not only anxious about various changes in their physical appearance they were also worried about their studies. They have to come up to the level of their parents' expectation in examination. They have to attend coaching classes day and night. There happens to be a great pressure on their mind. These students confined themselves to the pages of textbooks only and participate very less on social activities of the society. They were being told that if they didn't secure high marks in their council exam then they won't be able to get admission to medical, engineering or other reputed college. So, they were filled with mental tension, worry and fear relating to all these things. Every one of us has anxiety to some degree; the only difference is in degree. Sometime anxiety impaired human activities.

Among the students, anxiety can be developed by the existing classroom climate, teachers' attitude, improper school administration and management, etc. If the classroom climate is unpleasant, then it may leave a negative impact on the mind of student. There

should be cordial relationship among the teachers and also with students. The teacher should try to develop self-competition rather than competition with other students so that they may have no ill feeling towards their classmates. The attitude of teachers in classroom situation may also create anxiety among the students, giving too much severe punishment, showing nepotism or favouritism in front of students may affect the feelings of the students, as a result there is a chance for developing unnecessary fear and worry, seeing that teacher. Teacher should treat all students of the class impartially; teaching strategies and teaching method should be adopted according to the need of the situation. Teachers should know the mental level of their students unless all his efforts will go in vain. It is required for the teachers to have some basic knowledge of anxiety management. Thus, teachers have to play a great role in overcoming anxiety problem among the students.

Strict parental control may sometime create mental imbalance among the children. Students coming from broken family had a greater risk of developing anxiety. Parents should not impose their decision upon their ward without concerning about the feelings of the children, for example, if a student was admitted to science stream without listening to what the particular student wants to study. After some time, the student may develop frustration and tension as he or she cannot get along with the classroom activities, can't focus on the studies as he or she lacks interest on the subject. Thus, these can result to development of inferiority complex and mental stress which if occur prolonged then may lead to anxiety. Such cases happen very frequent in Manipur where the parents are very ambitious, and wants their children to become doctors and engineer. They did not hesitate to spend huge amount of money for their children to join coaching classes in order to get into the entrance exam of medical and engineering, not only this, in Manipur we can see numbers of parents who wake up early in the morning and drove their children for the coaching classes and wait in front of the place where the coaching classes are done so that as soon as the student finish they may be taken to another. While realizing such effort of their parents most of the students have some fear that what if they didn't come up to the expectation of their parents. Most of the students suffering from anxiety come from middle class family.

Another cause of anxiety among the people of Manipur is due to the imbalance law and order situation. In Manipur bandh, general strike, curfew, blockade, sit in protest, mass rallies have become normal as we face it every now and then. Student community being a part of this society also faces all these happenings which either directly or indirectly affect their academic progress. Due to these conflict situations in state, problem relating to anxiety disorder and depression are increasing day by day as a flood. Many children whose beloved

parents were killed by militants or by military forces, were found developing separation anxiety. People who had faced communal riots, abuses, rape, molestation, natural calamities were found having post-traumatic stress disorder. The numbers of people suffering from various types of mental disorder will rise day by day until and unless some drastic change had been made in the functioning of the state. All these problems have a direct impact on the educational performance of the student. The results of the present study will be helpful to the teachers as well as to the school administrator in understanding the problems of the students. It will also be helpful to the parents in understanding the feelings of their children. The teacher who spend maximum time next to parent must have some knowledge of how to deal with adolescent, what common problem did most of the adolescent have and how can it be solved. Not only that the teacher should be master in the subject, besides teaching he should also know what his students want. He or she should be friendly to the students. Sometime there are some problems which the children cannot share with their parents but doesn't hesitate sharing with their teacher. Therefore, the teacher of today must have some basic knowledge of how to counsel his students. Most common types of anxiety which are found among the student community are academic anxiety and test anxiety.

In order to overcome the anxiety and associated problems among the students of our state; government, teachers, school administrators and parents should work hand in hand. Some measures can be taken up such as

(i) Extension talks by eminent persons in various fields from outside the state as well as from inside the state should be organised to motivate the student in a right track.

(ii) Regular medical checkup should be organised in every educational institution so that any health related problems of students can be detected in the early stage.

(iii) There should be a child psychologist in every educational institution.

(iv) Students should be taken out for school picnic in order to break monotonous classroom activities.

(v) School should organise sports, debate, exhibition, seminar, project work, etc. so that the leisure time of students are utilised in the best possible way.

(vi) Education should be made free zone.

(vii) Yoga classes should be included in the time table of all levels of education.

(viii) Teachers should make use of various modern teaching aids to remove the doubt relating to the topic under study in the class.

(ix) Curriculum should be modernised.

(x) An emotional intelligence intervention program highlighting the importance of realistic optimism among the Higher Secondary students is required as it will help the students in reducing anxiety and coping with stress in a better manner.

(xi) Proper school environment should be created, well equipped library, laboratory, playground, classroom should be provided to the students.

(xii)   Attendance of the students should be checked regularly and if students fail to come to class for a long time, then teacher should try to find out the reason.

(xiii)   State Government, Voluntary Agencies and Educational Institutions should work whole heartedly for the betterment of the student community.

(xiv)   Helping the students in developing positive attitude towards life.

(xv)   Proper training about how to prepare for test should be given to the students.

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