LEVEL OF ANXIETY ON ADJUSTMENT AMONG SCHOOL GOING CHILDREN

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ABSTRACT The school going student faces problems regarding their schools and studies. The common problem which he experiences during this period is teacher-student relationship, vocational selection, partiality by the teacher, too much have task, lack of proper guidance hard to speak in class, freedom in the selection of courses in ignorance by teachers. The research study was on level of anxiety on adjustment among school children. The aim of the present study was to find out the level of anxiety and adjustment among male and female students. The total sample was 200 in consisting of 100 male students and 100 female students. The age group was 7 to 14 years. All samples were taken from various school of Jaipur city, Rajasthan. The research tool used for assessing the selected students were administered on Bell's Adjustment Inventory (BAI) and Generalized anxiety scale for children (GASC). The statistical technique such as Mean, SD, SED, DF, and T-value was employed for comparing the two groups. Findings suggested that school going boys had significantly higher level of adjustment in comparison to school going girls where as girls suffered significantly high level of anxiety. Implication and limitation of study was stated.

KEYWORDS : Anxiety, Adjustment, school going boys, school going girls.

Introduction

Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Their successes in negotiating these challenges predict school success. Sometimes anxiety is easy to identify- like when a child is feeling nervous before a test at school. Other times anxiety in the classroom can look like something else entirely an upset stomach, disruptive or angry behaviour, ADHD, or even a learning disorder. Gary W. Ladd (1990) "studied the potential role that children's classroom peer relations play in their school adjustment was investigated during the first 2 months of kindergarten and the remainder of the school year. Results indicated that children with a larger number of classroom friends during school entrance developed more favourable school perceptions by the second month, and those who maintained these relationships liked school better as the year progressed. Making new friends in the classroom was associated with gains in school performance, and early peer rejection forecasted less favourable school perceptions, higher levels of school avoidance, and lower performance levels over the school year.

Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs, and it is a continuous process to produce harmonious relationship between a man and his environment. Emotional Adjustment leads to the modification of one's behaviour and attitude. Anxiety is a prolonged state of fear. It is an emotion that is difficult to define and even more difficult to reliably detect in performance. Garrison (1960) found that, "good adjustment was associated with extroversion and poor adjustment with introversion."

"Nervousness" is often used to synonymously with anxiety. Anxiety plays an important role in the acquiring of motor skill as well as in athletic performance. Anxiety can either enhance or inhibit performance. Whether its effect is positive or negative depends on how an individual athlete perceives the situation. People with low and high levels of anxiety have been known to perform poor and there is also a positive relationship between high and low level of anxiety. But moderate level of anxiety seems best for the acquisition and performance of motor skills. Deb, Sibnath; Chatterjee, Pooja; Walsh, Kerryann (2010) 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. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the State-Trait Anxiety Inventory. 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. Anxiety plays a very dominant role in human life. There is always a desire of a student to be on the top in the class, which puts a lot of pressure on the student to cause tension and Anxiety. Anxiety is a way, which can be said the most intimate experience to a man. According to Sullivan (1953), "Anxiety is a state of tension arising from the experience of disapproval in interpersonal relation."According to Sarason et al. (1960), "The anxiety experience involves the fundamental emotions of fear, shame, guilt and anger."

According to Puebush (1963), "Anxiety is an unpleasant feeling state, clearly distinguishable from other emotional states and having physiological concomitants." According to Epstein (1967), "Anxiety is a state of undirected arousal following perception of danger."Anxiety is an affective quality that influences every child in everyday life, and is accompanied by significant functional impairment when it reaches clinical levels. According to Dutt (1974), "Anxiety constitutes particular unpleasant psychological and physiological reactions of an organism to extrinsic or/and intrinsic threat which amounts to disintegration or extinction of the organism." However, anxiety is a normal and necessary part of development and occurs in all children and adults. Thus, adolescents in the schools suffer from the above problems of the students are physically handicapped, emotionally disturbed and sexually dissatisfied they can't study properly and they will be unable to achieve their goal. Robert C. Pianta , Michael S. Steinberg and Kristin B. Rollins (2009) this study examines teacher child relationships and deflections in child adjustment over the school-entry to grade 2 periods in 436 children. The Student-Teacher Relationship Scale (STRS) was related to two indices of deflections in predicted child adjustment. Results supported the view that children's relationships with teachers are an important component of adaptation in school, and that they can play a role in deflecting the course of development in the school context.

 Thus, it is the duty of both parents and teachers to provide proper guidance and care to be children. The adolescents must be physically looked after and they must be medically examined. Their health must be up to the mark. If they are physically healthy, then only they can study properly. Jansen (1958) found that low achievers encounter more adjustment problems than to the high achievers.

Objectives

1. To determine the anxiety and adjustment among boys and girls.

2. To determine the difference between the level of adjustment and its dimension among school boys and girls.

Hypotheses

• There will be significant difference between the level of adjustment and its dimensions among school boys and girls.
• There is significant difference between anxiety and adjustment among male and female students.

Variables

The variables to be investigated in this research will be as follows;
• Anxiety
• Adjustment
• School going boys
• School going girls

Sampling

The sample of the Present study was conducted on 200 students 100 boys and 100 girls. The sampling will be taken from various schools Jaipur Rajasthan .The age range lied 7 – 14 years. Anxiety level and adjustment will use to measure (GASC) Generalized Anxiety Scale for Children and Bell's adjustment inventory were used.

Sampling structure

Total 200 samples

100 boys   100 girls
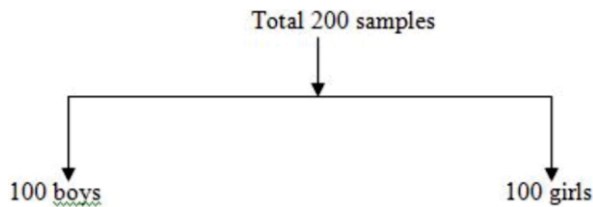
Tools employed

Anil Kumar's General Anxiety Scale for Children (GASC) (2003) General Anxiety Scale for Children (GASC) (2003) is a widely used and standardized scale developed by Dr. Anil Kumar and his associates for their project on 'Anxiety in School Children'. The scale is helpful to locate the anxiety level of children up to an age of 17 or 18 years. The scale also categorizes the anxiety level of children into five categories viz., very low, low, average, high and very high, for the purpose of diagnosing and removing their problems. It has total 45 items related to varied life situations. The various situations, with which the items are generally related, are as follows: (a) Health, physical appearance and injury. (b) Success or failure in his work. (c) Afraid from animals and strange things. (d) Social relations and social approvals. (e) Worries regarding family members and other relatives. (f) Worries regarding the future happenings. (g) Afraid in loneliness.

Bell's Adjustment Inventory (B.A.I) (1971) Bell's Adjustment Inventory is a widely used and standardized scale developed by R.K. Ojha. The bell Adjustment Inventory was a questionnaire approach to measuring personality, consisting of 140 items. The items were split into four categories, home, health, social, and emotional. One purpose of this questionnaire was to differentiate between well-adjusted individuals and mal adjusted individuals.

Procedure

The sample of the present study was 200 students 100 boys and 100 girls. The sampling was being taken from various school of Jaipur city, Rajasthan. Generalized Anxiety Scale for Children and Bell's adjustment inventory was used to measure the level of anxiety and adjustment. Scoring was done according to the manuals, relevant statistical tools were applied and results obtained were tabulated. Interpretation of the results was drawn.

Statistical technique

Mean, SD, and SED and T-test were applied to the raw data.

RESULT AND DISCUSSION

Table 1: Showing overall MEAN, SD, SED and t value among boys and girls on adjustment.

| Variable	Dimensions	Categories	N	Mean	Sd	SEd	T-value	Level of significant
Adjustment	Home	Boys	100	15.29	6.42	0.82	4.15	Significant
		Girls	100	11.88	5.34			
	Health	Boys	100	13.24	7.29	0.88	2.85	Significant
		Girls	100	10.73	6.46			
	Social	Boys	100	14.07	5.41	0.78	1.96	Not significant
		Girls	100	12.54	6.62			
	Emotional	Boys	100	10.32	6.28	0.88	1.80	Not significant
		Girls	100	8.73	6.43			
	Total Adjustment	Boys	100	52.92	256.64	11.33	0.79	Not significant
		Girls	100	43.88	212.60			

Mean Score of Adjustment
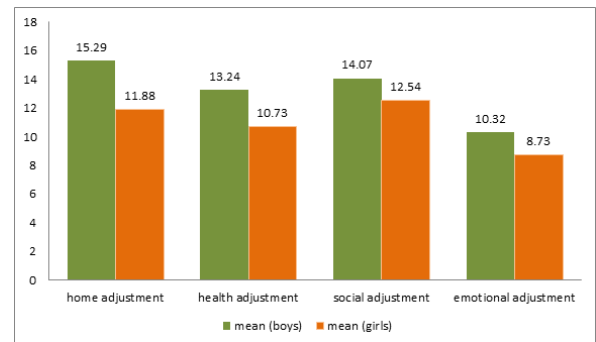
Table 2: Showing overall MEAN, SD, SED and t- value among boys and girls on anxiety.

Variable	Categories	N	Mean	SD	SED	T-value	Level of significant
Anxiety	Male	100	11.07	8.11	1.17	5.67	Significant
	Female	100	17.14	8.59			

Mean Scores of Anxiety among Girls and Boys
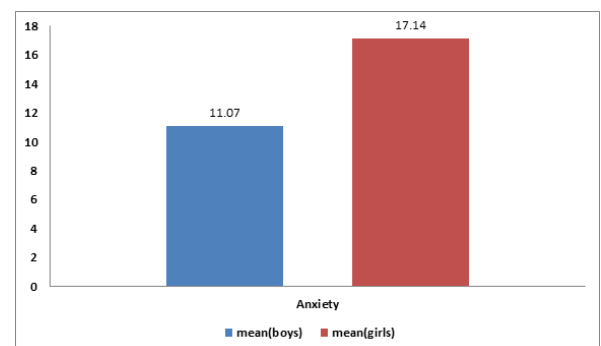
Discussion:

The purpose of the study was to compare the level of anxiety on adjustment among school going children. The objectives of the study were to measure the level of anxiety on adjustment among boys and girls. And to study the anxiety factor related to adjustment, to examine the anxiety problems of school children, and to examine the adjustment problems of school children. The study included 200 students as sample 100 boys and 100 girls. The sampling was being taken from various school of jaipur city, Rajasthan. For the present study hypothesis considered were as, there is significant difference in home, health, social and emotional adjustment among male and female students. There is significant difference between anxiety and adjustment among male and female students. The tools used in the study were (G.A.S.C) Generalized anxiety scale for children (Anil kumar, 2003) and Bell's Adjustment Inventory (B.A.I) (R.K. Ojha,1971). After collecting data

from the various schools, the scoring was done according to the respective manuals, than proper statistical tools were applied and result tables were drawn and the interpretation of the results obtained is as follows:

Table: 1 highlights the difference between level adjustment and its dimensions among school going boys and girls. It may be observed from the table that in first dimension of home adjustment the mean value of boys was to analyse 15.26 and SD was 6.42 and mean value of girls was analysed as 11.88 and SD was 5.34. Overall SED value of boys and girls was came out to be 0.82 and t-value was computed as 4.15 which is significant at 0.01 level. Hence hypothesis is proved . it indicating that boys are more adjustable in home environment than girls. Its reason behind may be boys get more in technological interested and they playing to gadgets , laptops, computers, videogames because that why boys are more adjustable in home environment than girls.

It may be observed from the table that in second dimension of health adjustment the mean value of boys and girls was calculated as 13.24 and 10.73.and SD of boys and girls was came out to be 7.29 and 6.46. And overall SED of boys and girls is 0.88 and t-value was analysed as 2.85. Which is significant at 0.01 level. Hence hypothesis is proved. It indicates that boys are more adjustable in health adjustment. The reason behind may be boys gives more attention to our physical stamina. Boys are stronger than girls which help them in good health. That why boys are more adjustable in health area.

It may be observed from the table 1 that in third dimension of social adjustment in which the mean value of boys and girls was computed as 14.07 and 12.54. and SD value of boys and girls was analysed as 5.11 and 6.62 and overall SED value of boys and girls is 0.78 and t-value was came out to be 1.96 which is not significant 0.05&0.01 level. Hence hypothesis not proved. It indicates that boys are more adjustable in social area. It reasons behind may be boys get more freedom from their parents which helps them get more interacted with people which increasing their confidence, self-esteem and leadership qualities. The qualities which lead them boys are more adjustable in social area.

It may be observed from the table that in fourth dimension of emotional adjustment the mean value of boys was calculated as 10.32 and SD was came out to be 6.28 and mean value of girls was analysed as 8.73 and SD is 6.43 and overall SED value of boys and girls was computed as 0.88 and t-value was calculated as 1.80 which is not significant as 0.05 level. Hence hypothesis has not proved. It indicates that boys are more adjustable in emotional area than girls. Its reason behind may be because our society have been taught boys to keep their emotions to themselves. In our society we believe emotions and sensitivity a sign of weakness and due to physical structure and strength of boys are more conscious of showing emotions and they considered a sign of weakness. Boys are more extrovert than girls and boys are more outgoing, other resources on which they can divert themselves so that they can cope with situations.

In overall adjustment the mean value of boys was computed as 52.92 and SD was came out to be 256.64 and mean value of girls is 43.88and SD was analysed 212.60. And overall SED value of girls and boys was came out to be 11.33 and t-value was analysed as 0.79 which is not significant as 0.05 level. Hence hypothesis not proved. It indicates that boys are more adjustable in all dimensions than girls. Table: 2 Highlights the difference between level of anxiety among school going boys and girls. It may be observed from the table that the mean value of boys and girls was analysed as 11.07 and 17.14 and SD value of boys and girls came out to be 8.11 and 8.59. Overall SED value of boys and girls was 1.17 and t-value of boys and girls was calculated as 5.67 which is significant at 0.01 level. It indicates that girls are more anxious than boys. May be because girls have to compete with boys to stand a position in the society. They have to take care of the household courses as well as their studies and expectations of their family. they not only want to be independent

but also equal to the boys. These reason cause stress and anxiety in girls at compare to boys. Hence, the hypothesis is proved.

Conclusion

From above the discussion it may be concluded that boys are more adjusted to their home, health, social, emotional adjustment as compared to girls where as girls were found to take more stress and anxiety were found to be higher significant of anxiety than boys.

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