



ANXIETY LEVEL IN HINDU AND MUSLIM SCHOOL STUDENTS OF RANCHI

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ABSTRACT:

In the present scientific era, the progress of a nation depends upon its educational system. Without a sound and qualitative educational system, the nation cannot keep pace with the developed countries. Education is a lifelong process, which starts right from cradle and goes on throughout life. Education is about the preparation of unprepared minds. Preparation of mind as a process, thus involves enormous inputs and efforts on the parts of all stakeholders namely parents, teachers, peers and society. All these play a very significant role in the development of a child from his birth till death. The child learns a lot from all these in all stages of his life. But, this process of development is not an easy process. The child faces many problems from his childhood till his death. In a developing country like India, where there is lack of resources in almost every sphere, it becomes difficult for the individual to fulfill most of his needs during his life span. This difficulty in the fulfillment of his needs due to several personal, emotional and social reasons creates anxiety among the individuals. Anna Freud characterizes adolescence as a period of internal conflict, psychic disequilibrium and erratic behavior. Adolescents are on one hand egoistic regarding themselves as the sole object of interest and the centre of the universe but on the other hand also capable of self sacrifice and devotion. Youth today are living in an increasingly anxiety ridden atmosphere. They live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. Anxiety is one of the most studied phenomena in psychology. It is normal human response to stress. The concept of anxiety is differentiated from fear as it is a normal human response to stress. Today anxiety is a common phenomenon of everyday life. It plays a crucial role in human life because all of us are victim of anxiety in different ways (Goodstein and Lanyon, 1975).

KEYWORDS:

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INTRODUCTION:

Anxiety is an essential, physical response that communicates the need to pay attention to something in the environment. This reaction has been essential for animals to survive, and is also important for people. It starts as a biochemical change in your brain and body with the release of adrenalin. Anxiety, also called angst or worry, is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioral components. The root meaning of the word anxiety is the trouble; in either presence or absence of psychological stress, anxiety and create feelings of fear, worry, uneasiness and dread. At a lower level, anxiety helps individuals to deal with a difficult situation by prompting them to cope up with it but when anxiety becomes excessive, it becomes a disorder.

Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior, such as pacing back and forth, somatic complaints and rumination. It is the subjectively unpleasant feelings of

dread over anticipated events, such as the feeling of imminent death. Anxiety is not the same as fear, which is a response to a real or perceived immediate threat. Whereas anxiety is the expectation of future threat. Anxiety is a feeling of fear, uneasiness, and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension, restlessness, fatigue and problems in concentration. Anxiety can be appropriate, but when experienced regularly the individual may suffer from an anxiety disorder.

People facing anxiety may withdraw from situations which have provoked anxiety in the past. There are various types of anxiety. Existential anxiety can occur when a person faces angst, an existential crisis, or nihilistic feelings. People can also face mathematical anxiety, somatic anxiety, stage fright, or test anxiety. Social anxiety and stranger anxiety are caused when people are apprehensive around strangers or other people in general. Furthermore

anxiety has been linked with physical symptoms such as IBS and can heighten other mental health illnesses such as OCD and panic disorder. Anxiety can be either a short term "state" or a long term "trait". Whereas trait anxiety is a worry about future events, close to the concept of neuroticism. anxiety disorders are a group of mental disorders characterized by feelings of anxiety and fear, Anxiety disorders are partly genetic but may also be due to drug use, including alcohol and caffeine, as well as withdrawal from certain drugs. They often occur with other mental disorders, particularly bipolar disorder, eating disorders, major depressive disorder, or certain personality disorders. Common treatment options include lifestyle changes, medication, and therapy. David Barlow defines anxiety as "a future oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events, and that it is a distinction between future and present dangers which divides anxiety and fear. Another description of anxiety is agony, dread, terror, or even apprehension. In positive psychology, anxiety is described as the mental state that results from a difficult challenge for which the subject has insufficient coping skills. Fear and anxiety can be differentiated in four domains: (1) duration of emotional experience, Temporal focus, (3) specificity of the threat, and (4) motivated direction. Fear is defined as short lived, present focused, geared towards a specific threat, and facilitating escape from threat; While anxiety is defined as long acting, future focused, broadly focused towards a diffuse threat, and promoting excessive caution while approaching a potential threat and interferes with constructive coping. Anxiety can be experienced with long, drawn out daily symptoms that reduce quality of life, known as chronic (or generalized) anxiety, or it can be experienced in short spurts with sporadic, stressful panic attacks, known as acute anxiety. Symptoms of anxiety can range in number, intensity, and frequency, depending on the person. While almost everyone has experienced anxiety at some point in their lives, most do not develop long term problems with anxiety. The behavioral effects of anxiety may include withdrawal from situations which have provoked anxiety in the past. Anxiety can also be experienced in ways which include changes in sleeping patterns, nervous habits, and increased motor tension like foot tapping. The emotional effects of anxiety may include "feelings of apprehension or dread, trouble concentrating, feeling tense or jumpy, anticipating the worst, irritability, restlessness, watching (and waiting) for signs (and occurrences) of danger, and, feeling like your mind's gone blank" as well as "nightmares/bad dreams, obsessions about sensations, déjà vu, a trapped in your mind feeling, and feeling like everything is scary.

The cognitive effects of anxiety may include thoughts about suspected dangers, such as fear of dying. "You may ... fear that the chest pains are a deadly heart attack or that the shooting pains in your head are the result of a tumor or aneurysm. You feel an intense fear when you think of dying, or you may think of it more often than normal, or can't get it out of your mind.

Bryme (2000) conducted a study on anxiety, depression and coping strategies in adolescents. Results suggested that males present significant decrease of anxiety and fear in 12th grades instead of girls who show increase in anxiety and by this time both males and females use different coping strategies in order to deal with fear and anxiety.

Bradley (1995) demonstrates that, home-environment shows generally stronger relation to cognitive development. Parent's behavior is the important factor in creating the home environment. Now a day's success in education becomes prior demand of parents from their children.

Pramod (1996) found in his study with reference to Indian culture, that boys manifested more futuristic orientation than girls and therefore boys have more academic anxiety than girls.

OBJECTIVES OF THE STUDY

- To examine the impact of religion and gender on anxiety among school students.

HYPOTHESES

- There will be significant difference between Hindu and Muslim school students on anxiety level.
- There will be no significant difference between male and female school students on anxiety level.

SAMPLE & SAMPLING:

The sample for the present study will consist of 100 school students of class 10 they will be selected through stratified random technique the stratification being based on religion (Hindu and Muslim) and gender (male and female) This there will be 04 same sub groups and in each sample sub-group 25 college students will be selected randomly.

TOOLS

Personal Data Questionnaire was used to collect information about respondent name, age, gender, religion, caste, college, class, parental income, education, occupation etc. Sinha Anxiety scale developed and standardised by D.Sinha (1961) for merely professor and Head of dept of Psychology university of Allahabad. The scale is consists of 100 items. The scale is consists of 100 items. The scale measure anxiety on following ten dimension (1)Health appearance and injury, (2) Area of ambition (success or failure in work, money and occupation), (3) Family anxiety, (4) Anxieties regarding friendship and Love, (5) Social relation and social Approval, (6) Worries regarding the future,(7)Worries regarding the future ,(7)Worries about Civilization, war and Virtue, (8) Guilt and Shame, (9) Physical and Physiological Manifestations and (10) Purely Psychological Manifestation (Sinha 1961(a)

RESULT

RELIGIOUS COMPARISON TABLE 4.1

Group	N	Mean	SD	T
Hindu	50	64.26	10.81	0.22
Muslim	50	63.8	10.31	

t is not significant

GENDER COMPARISON TABLE 4.1

Group	N	Mean	SD	T
Hindu	50	63.86	11.014	0.512
Muslim	50	64.2	9.76	

t is not significant

CONCLUSION

The present study shows no significant difference between Hindu and Muslim school students on Anxiety level

There is no significant difference between Boys and Girls school students on Anxiety level.

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