

“ANXIETY AND PERSONALITY A CORRELATION STUDY AMONG SECONDARY SCHOOL STUDENTS”

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Abstract:

Anxiety is an emotion characterized by feeling of tension worried thoughts and physical changes like increased blood pressure. Have a rapid heartbeat. It can be a normal reaction to stress. For example, might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision. It can help to cope. The anxiety may give a boost of energy or help to focus. But for people with anxiety disorders, the fear is not temporary and can be overwhelming. Anxiety disorders are condition in which have anxiety that does not go away and can get worse over time. The symptoms can interfere with daily activities such as job performance, schoolwork, and relationships. Generalized anxiety disorder (GAD). People with GAD worry about ordinary issues such as health, money, work, and family. But their worries are excessive, and they have them almost every day for at least 6 months. People with panic disorder have panic attacks. These are sudden, repeated periods of intense fear when there is no danger. The attacks come on quickly and can last several minutes or more. People with phobias have an intense fear of something that poses little or no actual danger. Their fear may be about spiders, flying, going to crowded places, or being in social situations (known as social anxiety). To diagnose anxiety disorders, health care provider will about to symptoms and medical history. It may also have a physical exam and lab tests to make sure that a different health problem is not the cause of symptom. The main treatments for anxiety disorders are psychotherapy (talk therapy), medicines, or both. Cognitive behavioral therapy (CBT) is a type of psychotherapy that is often used to treat anxiety disorders. CBT teaches different ways of thinking and behaving. It can help to change how to react to the things that cause to feel fear and anxiety. It may include exposure therapy. This focuses on having confront to fears so that will be able to do the things that had been avoiding. Medicines to treat anxiety disorders include anti-anxiety medicines and certain antidepressants. Some types of medicines may work better for specific types of anxiety disorders. The people should work closely with the health care provider to identify which medicine is best. It may need to try more than one medicine before it can find the right one. It is a natural process of body responses to stress. It is a feeling of fear or apprehension about what to come. Schools and educators are under increasing pressure to meet achievement standards. However, there are variables which may interfere with the authentic measurement of student achievement, such as test anxiety. In addition, test anxiety has risen with the use of test-based accountability. This study investigate anxiety and personality A correlation study among secondary school students. It is suggested that people certain personality trait are more likely to have anxiety. for example, Children who are perfectionists, easily flustered, timid, inhibited, lack self-esteem and want to control everything, sometimes develop anxiety during childhood, adolescence as adults. In this context, the main purpose of the study was to examine the Anxiety and personality A correlation study among secondary school students. The study

also aimed to find out correlation between the variable . The study was carried on students of 8th standard in the city of Mysore. The sample for the study consisted of 50 male and 50 female students and data was collected by using tools as Eysenck personality Inventory to measure the level of personality of secondary school students and Sinhas comprehensive anxiety test to measure the anxiety of secondary school students. The result shown that Majority (52%) of Secondary school student possess, moderate level of Anxiety. It is also seen that only 21% and 27% of the Secondary school students possessing low and high level of Anxiety respectively. Majority (51%) of secondary school students possess, moderate level of Personality and it is also seen that only 22% and 27% of the secondary schools possessing low and high level of Personality respectively. There is a significant difference between the Anxiety of male and female secondary school students There is a significant difference between the personality of male and female secondary school students There is a positive insignificant relationship between the Anxiety and personality of secondary school students.

Key Words: Anxiety, Personality, Descriptive survey method, t-test,

1. Introduction:

Things especially at creating an identity for themselves. Anxiety is one of the most studied phenomenon 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. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc. Academic anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success, however, without any anxiety, most of them would lack the motivation to study for exams, write papers or do daily homework. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Adolescence is a period of internal conflict, psychic disequilibrium and erratic behavior. 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 phenomenon 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. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc. Academic anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success, however, without any anxiety, most of students would lack the motivation to study for exams, write papers or do daily homework. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Anxiety is a normal and often healthy emotion. However, when a person regularly feels disproportionate levels of anxiety, it might become a medical disorder. Anxiety disorders form a category of mental health diagnoses that lead to excessive nervousness, fear,

apprehension, and worry. Disorders alter how a person processes emotions and behave, also causing physical symptoms of these. Mild anxiety might be vague and unsettling, while severe anxiety may seriously affect day-to-day living. Anxiety disorders affect 40 million people in the United States. It is the most common group of mental illnesses in the country. However, only 36.9 percent of people with an anxiety disorder receive treatment.

The American Psychological Association (APA) define anxiety as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure” Knowing the difference between normal feelings of anxiety and an anxiety disorder requiring medical attention can help a person identify and treat the condition. Since the earliest days of humanity, the approach of predators and incoming danger sets off alarms in the body and allows evasive action. These alarms become noticeable in the form of a raised heartbeat, sweating, and increased sensitivity to surroundings.

When student have anxiety and depression that goes unnoticed their mental health is at risk, which can lead social and behavioural problems. The danger causes a rush of adrenalin, a hormone and chemical messenger in the brain, which in turn triggers these anxious reactions in a process called the “fight-or-flight” response. This prepares children to physically confront or runoff any potential threats to safety. It can difficult for teacher to identify anxiety and dispersion and practices and low self esteem. For many people, running from larger animals and imminent danger is a less pressing concern than it would have been for early humans. Anxieties now revolve around work, money, family life, health, and other crucial issues that demand a person’s attention without necessarily requiring the ‘fight-or-flight’ reaction. The nervous feeling before an important life event or during a difficult situation is a natural echo of the original ‘fight-or-flight’ reaction. It can still be essential to survival – anxiety about being hit by a car when crossing the street, for example, means that a person will instinctively look both ways to avoid danger. It can be difficult for teacher to identify anxiety and depression because these disorder often show up different for different people. The anxiety during adolescence typically centers on changes in the way, The way the secondary school students body looks and feels social accepts and conflicts and affects on personality.

2. Need and importance of the study.

Most young people (students) will experience times in their lives when they feel anxious; it’s a perfectly common, normal reaction to stress and worry. In fact, it’s the brain’s way of signalling that things are becoming too much, and it can help to deal with tense or overwhelming situation. It’s like a built-in panic button that is essentially there to protect, heart rate can rise and adrenaline increases, enabling us to focus and function on high alert. This is rather useful when being chased by a dog, for instance, or wanting to do well in an exam, as the desired outcome is to protect oneself and perform well – whether through running fast to escape the dog, or being on form to ace the test. It’s important, therefore, to remember that a certain amount of anxiety is helpful, and feeling anxious is an important, spontaneous response to keep safe. However, this built-in protective mechanism becomes more of a hindrance than a help when prolonged or intense emotional stress goes undetected or unchallenged, especially in the context of a school setting. There may be upsetting or traumatic situations in the past that have been stored away and buried in the subconscious mind that threaten to resurface at times and present as anxiety, which is scary and confusing for the sufferer. Anxiety can

present in various ways – these are some typical symptoms teachers can look out for, and perhaps ask parents about if concerns are being raised by colleagues regarding a particular student. Family issues family breakdown, conflict, changes, arguments friendship and peers bullying, pressure, competitiveness loss and bereavement death, family changes, moving house/school social issues drugs, worrying about the news, war, terrorism, social media school exam stress, pressure, competitiveness, fitting in.

One size doesn't fit all are all different, and everybody will experience anxiety in their own, unique way. And because no experience will be exactly the same, no cure will be the same either. This can make it tricky to know how to support somebody best. The key is to be led by the young person – ask them what they need and how you can help support them best. Some people like to talk; some people like to have space to reflect and work through their feelings. Be non-judgemental and where possible, exercise confidentiality to help build trust. Go at the student pace and keep checking in on what they need and how you can best help. And never underestimate the importance of listening; actively listening (giving the person your full attention) is such an effective way of allowing somebody to trust in you and your caring intentions. Breathing exercises, physical exercise or hobbies away from technology, managing day-to-day expectations and tapping into home support networks – these are all really useful ways to help eliminate feelings of anxiety. Letting a student know that they are not alone, and that they can talk through what is going on for them with you, will absolutely help in reducing those intense feelings. It is also important for them as their caregiver or teacher, to take care of their own emotional health. Ensure they have a support system of their own in place, so they are able to debrief regularly and offload any of their own feeling. Adolescence is a period of internal conflict, psychic disequilibrium and erratic behavior. 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 phenomenon 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. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc. Academic anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success, however, without any anxiety, most of students would lack the motivation to study for exams, write papers or do daily homework. In the society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Adolescence is a period of internal conflict, psychic disequilibrium and erratic behavior. 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 phenomenon 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. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc. Academic anxiety is not a bad thing. It is true that a

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3. Operational definitions of the key terms used in the study:

3.1 Anxiety:-Anxiety is one of the most studied phenomenon 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. Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc. Academic anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success, however, without any anxiety, most of students would lack the motivation to study for exams, write papers or do daily homework

3.2 Personality:- The combination of characteristics or qualities that form an individual's distinctive character. Embraces moods, attitudes and opinions and is most clearly expressed in interactions with other people. It includes behavioural characteristics, both inherent and acquired. that can be observed in students' relations to the environment and to the social group.

4. Methodology:

Statement of the Problem:

The statement of the problem is Anxiety and Personality A correlation study among Secondary school students.

5. Objectives of the study:

The following were the objectives of the study:

- (a) To study the level of Anxiety among secondary school students
- (b) To study the level of personality among secondary school students
- (c) To examine whether there is significant difference between Anxiety of Female and Male secondary school students.
- (d) To examine whether there is significant difference between Personality of female and male secondary school students.
- (e) To examine whether there is a significant relationship between Anxiety and Personality of secondary school students.

6. Hypotheses of the study:

The following hypotheses were formulated in pursuance of the objectives of the study:

- (a) There is no significant difference between Anxiety of female and male secondary school students.
- (b) There is no significant difference between the personality of female and male secondary school students.
- (c) There is no significant relationship between Anxiety and personality of secondary school students.

7. Variables of the study:

Main variables:Anxiety, Personality.

Back ground variable:Gender.

8. Method of the study:

Descriptive survey method has been adopted in the study.

9. Sample of the study:

Random sampling technique was used for selecting the sample of secondary schools of city of Mysore. Further 50 female and 50 male students were selected through cluster sampling technique.

10. Tools used for collection of data:

The following tools have been used for the study and are shown in the in the table no .1.

Table no:1

SL No.	Variables	Tools used	Standardized/constructed
1	Anxiety	L.N.KSinha's comprehensive Anxiety test.	SINHAS
2	Personality	EysenckPersonality Inventory	Eysenck.

Table no 1: Showing tools used for the study

11. Statistical techniques used for analysis of data:

The following statistical techniques were used for analyze the hypotheses formulated in the study.

A) Percentage analysis

Percentage analysis was used as a statistical technique to analyze the level of percentage with respect to first and second objective which have been presented below.

B)t-test

The t-test was used to find out significant difference between variables.

C)Pearson product movement correlation:

The technique was used to find out the relationship between the variables.

12. Analysis and interpretation of the data.

Objective 1: To assess the level ofAnxiety of secondary school students.

Table No. 1: Table showing the percentage of Secondary school students possessing low, moderate and high level ofAnxiety.

Anxiety	Score Limit	Secondary school students	
		Frequency	Percentage
Low	Less than 15	21	21
Moderate	16-23	52	52
High	More than 24	27	27
Total		100	100%

Table No.1 reveal that majority (52%) of Secondary school student possess, moderate level of Anxiety. It is also seen that only 21% and 27% of the Secondary school students possessing low and high level of Anxiety respectively.

Objective 2: To assess the level of Personality among secondary school students.

Table No2: The table showing the percentage of secondary school students possessing low, moderate and high level of Personality.

Personality	Score limit	Secondary school students	
		frequency	Percentage
Low	Below 25	22	22
Moderate	26-55	51	51
High	Above 56	27	27
Total		100	100%

Table No. 2 revealed that majority (51%) of secondary school students possess, moderate level of Personality and it is also seen that only 22% and 27% of the secondary schools possessing low and high level of Personality respectively.

Hypotheses-1: There is no significant difference between Anxiety of male and female secondary school students.

Table No. 3: showing mean, SD, t-value of male and female with respect to Anxiety.

	Groups	N	Mean	SD	df	T	Significance
Gender	Male	50	19.45	7.236	5	4.536	0.01
	Female	50	19.47	8.452			

Table No. 3 shows that the obtained 't' value 4.536 is greater than the tabled 't' value 2.626 at 0.01 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Anxiety of male and female secondary school students is accepted. Since, the mean value of male (19.45) is lesser than that of the mean value of female (19.47), it is concluded that female secondary school students have scored higher in Anxiety.

Hypotheses-2: There is no significant difference between the personality of male and female secondary school students.

Table No. 4: showing mean, SD, t-value of male and female with respect to personality.

	Groups	N	Mean	SD	df	T	Significance
Gender	Male	50	41.28	4.302	15	5.202	0.01
	Female	50	41.25	3.265			

Table No.4 shows that the obtained 't' value is 5. 202 is greater than the tabled 't' value 2.000 at 0.01 level. Therefore, the above stated alternative hypothesis is accepted and it is concluded that there is a significant difference between the personality of male and female secondary school students is accepted.

Hypotheses-3: There is no significant relationship between the Anxiety and personality of secondary school students.

Table no- 5: Showing the Number, Mean 'r' value between Anxiety of Secondary school students and their personality.

Variables	N	Df	'r' value	Level of significance
Anxiety	100	15	0.04	0.05
Personality				

NS: Not Significant

Table no-5 shows that obtained 'r' value of 0.04 is lesser than tabled value at 0.250 at 0.50 level. Hence, the null hypothesis Ho-3 is accepted. It is concluded that there is a positive insignificant relationship between the Anxiety and personality of secondary school students.

13. Findings of the study

1. Majority (52%) of Secondary school student possess, moderate level of Anxiety. It is also seen that only 21% and 27% of the Secondary school students possessing low and high level of Anxiety respectively.
2. Majority (51%) of secondary school students possess, moderate level of Personality and it is also seen that only 22% and 27% of the secondary schools possessing low and high level of Personality respectively.
3. There is a significant difference between the Anxiety of male and female secondary school students
4. There is a significant difference between the personality of male and female secondary school students
5. There is a positive insignificant relationship between the Anxiety and personality of secondary school students.

14. Educational Implications of the study:

Teacher need to develop Anxiety management among secondary school students through organizing Life skill programs, yoga, exercise, value development program keep learning, get some exercise, brainstorming, etc.

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