Effect of gender and educational status on the anxiety of the students

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ABSTRACT

The gender differences and the differences in the educational levels of students on anxiety were examined. Total 200 Participants (50 male and 50 female students from 12th standard and 50 male and 50 female students from Third Year B.A.) were administered standardized Gujarati version of Sinha's Comprehensive Test. Anxiety score for each participant was computed, and the results were analyzed through a 2 x 2 factorial design. The results showed significant gender differences were reported. Whereas, the insignificant mean difference was revealed for the students' educational status, the significant interaction effect between gender and educational level of the students for the anxiety.

Keywords: *Gender, Educational Status, Anxiety, Students*

Health is an essential thing for human existence. Health does not mean only physical health or lack of disease due to due to deficiencies, but health also implies mental and psychological aspects. Psychological causes affect our physical health too. According to J.C.Coleman, the 17th century has been defined as the age of Enlightenment, 18th century as the age of reason 19th century as the age of progress and 20th century as the Age of Anxiety. With the advancement of science and technology, physical comforts and material affluence is achieved, but at the same time, stress and anxiety are also increasing. Modern human life is full of tensions, frustrations, conflicts, anxiety, depression, and fears. That is why Coleman defines modern age as the age of anxiety.

The modern way of life has invited to anxiety disorder. Competitive modernity is the enemy of health. Too many expectations, ambitiousness, increased necessities etc. are making life more and more complex. Everyone, be it from high, low or middle socioeconomic strata, undergoes one or the other type of stress and anxiety.

Psychologically anxiety is a complex phenomenon. The threat, doubt and uncertainty are associated with anxiety. Severe anxiety generates fear. Depression, passivity, indifference,

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inferiority, helplessness, sense of rejection, insecurity unease and lack of concentration are the characteristic features of anxiety.

There are two types of anxiety:
1. Realistic - Situational Anxiety,
2. Character - generated Anxiety.

Realistic-Situational Anxiety: The threats of some fearful situation generate this type of anxiety. As soon as such a fearful situation is removed, the resultant anxiety is also removed.

Character-generated Anxiety: This type of anxiety is rooted not in an outside situation, but it is embedded within the individual. One's imagination plays a significant role in creating this type of anxiety. This type of anxiety has its roots in childhood experiences.

Anxiety is an emotional, mental state like that of anger, fear or pleasure. The curve of Anxiety versus Performance is like bell-shaped, suggesting that a certain amount of anxiety improves one's performance to a certain extent. Still, after reaching certain heights, the graph collapses, i.e. performance and excellence deteriorate. Anxiety beyond certain limits creates adjustment problems and interferes one's effective interactions with the environment.

Statement of Problem:
The present research work's exact problem is ***"Effect of Gender and Educational Status on The Anxiety of The Students."***

Objectives:
1. To evaluate and compare the level of anxiety among boys and girls with reference to educational status.

Hypotheses:
$H0_1$:   There is no significant gender difference in anxiety.
$H0_2$:   There is no significant in the anxiety of students with reference to educational status**.**
$H0_3$:   There is no significant difference in the interaction of gender and educational status of students for anxiety.

Research Design:
The present study was not possible experimentally because of the nature of the research work. The pollster adopted quantitative descriptive research for gaining the objectives of the present study. It was quantitative survey research in which the event has already occurred, and the effects of the variables were studied by qualitative analysis.

Independent Variable:
Gender: with two levels of Males and Females.
Educational status: with two Level of higher secondary and last year of college.

Dependent Variable:
Anxiety scores obtained by subjects.

Sample:
The participants of the present study were selected based on the random sampling method. 50 male and 50 female students, studying in the Vishwabharati Higher Secondary at Shilaj in Ahmedabad and 50 male and 50 female students studying in Third Year B.A. of the B V D Arts & Commerce College, Ahmadabad, were taken as a sample of the study.

Tool:
Sinha's Comprehensive Anxiety Scale was translated and standardized in Hindi by A.K.P. Sinha and L.N.K. Sinha in 1995 was used for the present study.

Scoring:
Scoring of the obtained data was completed with the anxiety scale manual's help in the present investigation. The data have been arranged in the respective tables according to the statistical test employed.

Procedure:
The researcher visited these two academic institutions selected purposively. Taking the principals' permission, the researcher approached the students, established rapport with them, explained them about the study's purpose, took their consent and then each of the students was given the questionnaire measuring anxiety. They were given one hour to share their responses in the questionnaires.

Statistical Analysis:
For the present research study to determine the significant mean difference between male and female students' scores for anxiety, statistical measures like the F test and Mean were employed.

RESULTS AND DISCUSSION:

Table 1:- Showing Mean and F values for anxiety of students with reference to gender and educational status.

Variable	Groups	N	Mean	F	Sig. Level
Gender	Girls	50	32.79	11.226	$p<.01$
	Boys	50	25.80		
Educational Status	Higher Secondary	50	27.72	2.280	NS
	Graduate	50	30.87		

The results are shown in Table 1 that the mean scores for girls and boys student are 32.79 and 25.80, respectively. Based on this result that female students scored significantly higher mean on anxiety as compared to male students. Thus, *$H0_1$* is firmly rejected. The female students showed significantly higher anxiety than male students. However, the present finding is consistent with the commonly held belief that females are more emotional, sensitive and anxious than males. The result of the present study is contradicting the previous finding of *Raskiwitz and Henric* (1999).

Whereas, the educational status of the students does not influence the anxiety level of students. This means the students of 12th standard and the students of the third year of the college do not

differ significantly in their anxiety. The students of 12th standard and the students of the third year of the college are 27.72 and 30.87. Hence, **$H0_2$** is firmly accepted.

The reason might be that after 12th and after completion of graduation, the students might be feeling equal anxiety as both lead to specific turn to their career. Thus from the career decisiveness point-of-view, both are same. Both levels give a definite arc to their profession. So there may not be significant differences in their anxiety level of the students of both these standards.

Table 2: Showing Mean and F values for the interaction of gender and educational status with reference to the anxiety of students.

Gender	Educational Status	N	Mean	F	Sig. Level
Girls	*Higher Secondary*	50	32.280		
	Graduate	50	32.300	3.99	*p<.01*
Boys	*Higher Secondary*	50	22.160		
	Graduate	50	29.440		

Finally, it is important to note here that the interaction between gender and educational level significantly affected students' anxiety. As the results show, Female students of higher secondary, i.e. of 12th standard and higher anxiety (32.280) than that the Third year B.A. female students (32.300) while the male students of Third year B.A. (29.440) had higher anxiety scores than the 12th standard male students (22.160). Thus interaction effect of gender and educational level was significant. Therefore, **$H0_3$** was strongly rejected.

CONCLUSION:

The study investigated the level of anxiety of the college and school students with reference to gender. The study's descriptive results indicate those female students have high levels of anxiety than male students. Similarly, the interaction between gender and educational status was also reported significant. Results showed that the students of 12th standard and the students of the third year of the college do not differ significantly in their anxiety.

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