



## LEVEL OF ANXIETY AMONG HIGH SCHOOL CHILDREN WITH PHYSICAL DISABILITY

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### Abstract

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Anxiety is a normal human emotion that everyone experiences at times. It is a cognitive emotional process that occurs in most people. Many people feel anxious, when faced with a problem at their work, before taking a test, or making an important decision. Anxiety is one of the factors, which are responsible for students' performance, but it can be managed by appropriate training of students in dealing with factors causing anxiety.

The present study aims to investigate the level of anxiety among high school children with physical disability. A total of hundred 9<sup>th</sup> class pupils were selected from different schools in Guntur district by adapting the simple random technique. A standardized tool was used to obtain response from the students. The survey method is considered to be the best method for the present study. Mean, % of mean, SD calculations were done. The result of the study showed that boys have high anxiety than the girls.

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**Key Words:** Anxiety, Emotions and Physical Disability.

### Introduction

Anxiety is one of the most studied phenomenon's 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).

Anxiety is an essential, physical response that communicates the need to pay attention to something in the environment. It starts as a biochemical change in our 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 behavioural components. The root meaning of the word anxiety is vex or 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.

## **Meaning**

Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of apprehension or fear.

Anxiety disorders are a group of mental disorders characterized by feelings of anxiety and fear, where anxiety is a worry about future events and fear is a reaction to current events. These feelings may cause physical symptoms, such as a racing heart and shakiness. There are various forms of anxiety disorders, including generalized anxiety disorder, phobic disorder, and panic disorder. While each has its own characteristics and symptoms, they all include symptoms of anxiety.

The term handicapped, when used in a wider sense, include intellectual disabilities and disadvantages which are cause learning hardship. In the light of the above discussion, the study will look into the various learning hardship likely to be faced by the handicapped child in school. Previous researchers have revealed that behaviours are judged in terms of the society existing standards, therefore the ability of the handicapped can be under estimated by their teacher because already they are termed that they cannot perform as well as the naturally endowed pupils/students. This study will examine the various problems facing the education of the handicaps ones.

Some children are physically handicapped from birth, others develop infirmities after accidents. There are many physical disabilities like blindness, lameness, deafness, dumbness etc. There are other children, who may not have any physical abnormalities, but they might be abnormally short, fat, with jutting teeth, small and sunken eyes and several such features.

A physically handicapped person is defined as a person who has a disability of locomotor and neurological origin which constitutes a disadvantage or restriction in one or more aspects of daily living activities, including work.

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## **Significance of the Study**

The problem of anxiety occupies a central position in the theory of psycho- pathology and psychosomatic dysfunctions. Stated briefly, anxiety is the signal of danger which mobilizes the human organisms resources at all levels of functioning in the interest of conservation, defense and self-preservation. Yet, it is also the sign of disorganization which in large

quantities leads only to further disturbance and regression of functioning. At all levels of anxiety there are various combinations in degree of loss of homeostatic control and attempts at mastery to re-gain control.

The present day terrible competition, graving for marks and ranks are the major factor. That is increasing anxiety in every body. Unless the anxiety levels are brought down and concreted into positive direction the present student generation cannot cope up. Therefore it is the need of ours and the responsibility of teachers to look into the anxiety levels of their students and analyze the situation thoroughly and think and adopt the remedies.

### **Review of Related Literature**

Shahnawaz Mushta (2016) studied on ‘Self Esteem, Anxiety, Depression and Stress among Physically Disabled People’; found that physically disabled people have low level of self-esteem and high level of depression, stress and anxiety in comparison to normal population.

Chaudhary, A.K. and Meghwal Jyothi (2015) conduct a study on ‘A Study of Anxiety & Depression among Learning Disabled’ Children in Ahmadabad, found that the significant difference between anxiety level as well as depression level of able children and Learning Disabled children. Level of anxiety and depression was significantly higher in Learning Disabled children.

Sr. Kaula Assumpta Syokwaa (2014) conduct a study ‘The Relationship between Anxiety Levels and Academic Achievement among Students in Selected Secondary Schools’ in Lang’ata District, Kenya, found that high personality anxiety levels at 79%, while the test anxiety indicated a relatively low-normal anxiety level of 27%.

### **Objectives**

1. To study the level of anxiety among high school children with physical disability.
2. To study the level of anxiety among high school children with physical disability with respect to the following variables:
  - Gender : Boy / Girl
  - Locality : Rural/ Urban
  - Type of Institute : Government / Private

### **Hypotheses**

- There is no significant difference in the anxiety levels of physically disabled pupils with respect to Gender.

- There is no significant difference in the anxiety levels of physically disabled pupils with respect to Locality.
- There is no significant difference in the anxiety levels of physically disabled pupils with respect to Type of Institution.

**Delimitations of the Study**

- Due to several constraints the present study was limited to the high school children with physical disability in Guntur District only.
- The study is limited to 100 high school children of Guntur district only.

**Method**

For the present study normative survey method is used.

**Sample and Sampling**

Random sample of 100 high school children with physical disability were chosen from Guntur district only.

**Tools of the**

A standardized questionnaire *Test Anxiety Inventory (TAI; Spielberger et al., 1980)* was used in the present study to measure the anxiety levels of secondary school students.

**Reliability and Validity of the Tool**

Reliability is the consistency of a test yielding the same results in measuring, whether it does measure i.e. consistency throughout the series of measurement. Which has got internal coefficient contending. The reliability was found to be 0.72 which indicates the questionnaire was reliable.

**Scoring Criteria**

The scoring criteria are three alternate responses Always, Sometimes and Never.

**Table 1**

Item	Always	Sometimes	Never
<b>For positive items</b>	2	1	0
<b>For negative items</b>	0	1	2

**Statistical Techniques Used**

Mean, SD, % of Mean and ‘t’ value are to be calculated.

**Data Analysis**

**Objective – 1**

To study the level of anxiety among high school children with physical disability.

**Table 2 - Anxiety Levels of 9<sup>th</sup> standard Physical Challenged Pupils**

Sample	Mean	S.D	% of Mean
100	34.78	5.58	67.18

**Interpretation**

The above table whole sample mean is 34.78% of mean is 67.18 and their SD is 5.58 respectively. From the above table the mean scores of anxiety levels of physically disabled pupils is moderate.

**Hypothesis (H1)**

There is no significant difference in the anxiety levels of physically disabled pupils with respect to Gender.

**Table 3 - Anxiety Levels of Physical Disabled Boys and Girls**

Gender	Sample size	Mean	S.D	S.Ed	't' value
Boys	60	32.18	5.46	0.76	1.65 NS
Girls	40	30.92	5.31		

**NS= Not significant at 0.05 level**

**Interpretation**

The calculated 't' value is 1.65 is less than the table value 1.96. There is no significant difference between boy and girl students in their anxiety levels. Hence the null hypothesis is accepted. The boys mean value is greater than the girls mean value hence the anxiety levels of physically challenged boys have high anxiety than the girls.

**Hypothesis (H2)**

There is no significant difference in the anxiety levels of 9<sup>th</sup> standard physical challenged pupils with respect to locality

**Table 4 - Anxiety Levels of Rural and Urban Physical Disabled Pupils**

Locality	Sample size	Mean	S.D	S.Ed	't' value
Rural	50	33.71	5.10	0.72	3.08*
Urban	50	31.49	5.21		

**\*- Significant at 0.05 level and 0.01 level**

**Interpretation**

The calculated 't' value is 3.08 greater than the table value . There is significant difference between rural and urban school students in their anxiety levels. Hence the null hypothesis is

rejected. It could also be concluded that the rural pupils are having more anxiety levels than the urban pupils.

**Hypothesis (H3)**

There is no significant difference in the anxiety levels physical disabled pupils with respect to Type of Institute.

**Table 5 - Anxiety Levels of Govt. and Private Physical Disabled Pupils**

Type of the Institute	Sample size	Mean	S.D.	S.Ed	‘t’ value
<b>Govt.</b>	50	32.87	5.47	0.766	1.644NS
<b>Private</b>	50	30.91	5.32		

**NS= Not significant at 0.05 level**

**Interpretation**

The calculated ‘t’ value is 1.644 greater than the table value 1.96. There is no significant difference between govt. and private high school students with physical disability in their anxiety levels. Hence the null hypothesis is accepted.

**Findings**

- In table 2 the whole sample mean is 34.78 % of mean is 67.18 and their SD is 5.58 respectively.
- The mean scores of anxiety levels of physical challenged boys are greater than the girls. Boys have high anxiety than the girls.
- There is difference in the anxiety levels of physically disabled pupils.
- There is significant difference between rural and urban high school pupils with physical disability in their anxiety levels.
- There is no significant difference between government and private school physically disabled pupils in their anxiety levels.

**Suggestions**

- Teachers should adopt the strategies to decrease the level of anxiety.
- The present study has its implication for parents, teachers, policy makers, administrators, central and state government, and all other bodies related to the development of the students at high school stage directly and indirectly.
- Knowledge about academic anxiety is of immense worth both for teachers and learners and it will play an important role in teaching-learning process.

- We can reduce level of academic anxiety among students by appropriate training and if the evaluation system is student friendly.

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