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Influence of personal characteristics on anxiety among urban and rural high school students

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Abstract
Anxiety is the most common psychological turmoil facing school adolescent function in everyday life. In school life, every school adolescent in one way or another is a victim of anxiety disorders. So, many researchers are interested in studying these problems. Hence, a study on influence of personal characteristics on anxiety among urban and rural high school students to know the anxiety among urban and rural high school students and to study the influence of personal characteristics on anxiety among urban and rural high school students.The population for the study comprised of Kannada medium government and private aided high school students, where 240 students from each urban and rural areas were drawn from Dharwad taluk of Karnataka. For the present study, the permission was sought from Block Education Officer and the Heads of the schools were contacted and permission was taken for conducting the study. From each class, 20 students were taken for the study randomly. General information schedule was used to know the gender, ordinal position, class and type of school of student. Study anxiety questionnaire (Vitasari *et al.* 2010) and academic anxiety questionnaire (Andreson 2007) were used. The findings from the study revealed that, girls were having more anxiety than boys and higher the class indicated higher the anxiety that, 10th class students were more prone to study anxiety as well as academic anxiety. In urban locality, private aided school students were under high level of anxiety. This indicates the immediate need for counseling programmes for high school students to reduce the anxiety during study period as well as during exams.

Keywords: Anxiety, high school students, personal characteristics

Introduction
Adolescence is a transition stage between childhood and adulthood and characterized by rapid physical changes and mental development. According to Ablard and Parker (2010) [1] adolescence stage is defined as the time when individuals begin to function independently of their parents. It is the period of life when a child develops into an adult and generally seen from the age of 12 to 19 years.

Anxiety is the most common psychological turmoil facing school adolescent function in everyday life. In school life, every school adolescent in one way or another is a victim of anxiety disorders. The young people/students with anxiety disorder are so afraid, worried and cannot function normally. Anxiety has been defined as a future oriented mood or feelings characterized of negative affective state accompanied by self-focused, psychological and self-preoccupation within the controllability of future threat or potentially negative situation (Figueroa, 2013) [6]. It is estimated that 13 to 25 per cent of the world adolescents in schools face anxiety (Walsh *et al*., 2010) [15].

Adolescents are often among those who experience negative effects from anxiety. As they transition through high school they encounter many changes internally and externally that aggravate their anxiety, such as increased cognitive abilities, changing perceptions, and increased pressure from others. This anxiety can lead to life-long effects, higher prevalence of co-morbid disorders, school failure, and social problems. Hence a study on influence of personal character on anxiety among urban and rural high school students was conducted with the following objectives.

Objectives
1. To know the anxiety among urban and rural high school students.
2. To study the influence of personal characteristics on anxiety among urban and rural high school students.

Methodology

Research Design: The differential design was used to know the difference between urban and rural high school student's anxiety and 'chi square' analysis was employed to know the influence of personal characteristics on anxiety among urban and rural high school students.

Population and Sample

There were total 98 high schools in urban locality and 188 high schools in rural locality of Dharwad taluk. Twelve schools were randomly selected, within twelve schools, about 4 per cent of 98 urban schools (four schools: 2 govt, 2 private aided) and 2 per cent of 188 rural schools (four schools: 2 govt, 2 private aided) were randomly selected for the study who were willing to participate and had co-operation for the study. In the present study, the sample comprised of 480 high school students (240 boys and 240 girls) studying in 8th, 9th and 10th classes of schools (government and private aided) situated in urban and rural localities of Dharwad taluk.

Tools used for assessment

The following tools were used to collect different information of the school children for the study.

General information schedule: The schedule was used to collect personal information such as name, gender, ordinal position, class, type of school and locale of school of high school students.

Study anxiety questionnaire

Study anxiety questionnaire which was developed by Vitasari *et al.* (2010) [14] - The questionnaire contains 40 items, each of item has five scale that ask respondents to answer of questions base on student experiences, feeling, and thought about anxiety felt along study in campus. The scale format uses answering ranging from 1 being an answer of never, 2 for an answer almost never, 3 for an answer rare, 4 for an answer fairly often and 5 being an answer of very often. The total scores of respondent ranges from 1 to 200. Based on these total scores respondents are divided into 3 categories as follows.

Category	Score range
High anxiety	133-200
Average anxiety	65 – 132
Low anxiety	< 65

Academic anxiety questionnaire

Academic anxiety questionnaire developed by Andreson (2007) [2] the questionnaire contains 16 items, each question has either true or false response, for each true response 1 score and for false response 0 score is given and for false items (10 and 13), reverse score is given. Total scores ranges from 0-16 and the scores above 12 or more indicative of test anxiety.

Data collection procedures

For the present study, high schools were randomly selected and the Heads of the of the schools were contacted and permission was taken for conducting the study. Twenty students (both boys and girls) from each class were selected randomly. The concerned class students were approached and explained about the study so as to seek their honest answers. The questionnaires were distributed to respective class students with right instructions. It took nearly one hour of 4 visits for the completion of all questionnaires for all selected classes. The filled questionnaires were collected and the doubts were cleared on the spot by the interviewer.

Statistical analysis: Frequency and percentages were used to interpret the personal characteristics and anxiety among high school students. t-test was used to know the differences in selected independent variables and Chi-square was used to know the influence of personal characteristics on anxiety among urban and rural high school students.

Results and Discussion

Table 1: Frequency distribution of urban and rural high school students by personal characteristics N=480

Personal characteristics		Urban (n=240)		Rural (n=240)		Total (480)	
		n	%	N	%	N	%
Gender	Girls	132	55	112	46.66	244	50.62
	Boys	108	45	128	53.33	236	49.16
Ordinal position	1st born	94	39.16	110	45.83	204	42.50
	Later born	146	60.83	130	54.16	276	57.50
Class of students	8th class	80	33.33	80	33.33	160	33.33
	9th class	80	33.33	80	33.33	160	33.33
	10th class	80	33.33	80	33.33	160	33.33
Type of school	Govt	120	50	120	50	240	50.00
	Private aided	120	50	120	50	240	50.00

Results on distribution of students according to personal characteristics such as gender, ordinal position, class and type of school are presented in Table 1.

With regard to gender, among 480 students, 50.62 per cent of students were girls and 49.16 per cent of students were boys. In urban locality, 55 per cent of students were girls and 45 per cent of students were boys. In rural 46.66 per cent of students were girls and 53.33 per cent of students were boys. With regard to ordinal position, in urban locality, majority (60.83%) were later borns and 39.16 per cent were first borns. In rural locality, 54.16 per cent were later borns and 45.83 per cent were first borns. In total sample 57.50 were later borns and 42.5 per cent were first borns. Among total students, they were equally distributed among 8th, 9th and 10th classes (33.33%) and in both urban and rural localities (50%). With respect to type of school, equal numbers of students were distributed in Government and private aided schools (50%) and urban and rural localities (50%). With respect to locale, students were equally distributed among urban and rural localities (50%).

Study anxiety among urban and rural high school students

Table 2: Association and difference between study anxiety among urban and rural high school students N=480

Locality	Levels of study anxiety								χ^2 value	Mean ± SD	t-value
	Low		Average		High		Total				
	n	%	N	%	n	%	N	%			
Urban	45	18.75	93	38.75	102	42.50	240	100	1.23	113.29 ± 23.29	0.72
Rural	41	17.08	86	35.83	113	47.08	240	100		109.32 ± 20.12	
Total	86	17.91	179	37.29	215	44.79	480	100		110.98 ± 20.18	

Study anxiety among high school students in urban and rural localities is presented in Table 2. It was found that, in urban locality, majority (42.5%) of students had high study anxiety followed by average (38.75%) study anxiety 18.75 per cent of students were belonged to low study anxiety group. In rural locality also followed the same trends that, majority (47.08%) of students were under high anxiety followed by 35.83 per cent of students were in average anxiety and 17.08 per cent of students were in low level of study anxiety. In total students, majority had high anxiety (44.79%) followed by average level and low level (37.29% and 17.91% respectively) of study anxiety. On statistical analysis, the 'chi square' value not found be significant indicated that, there is no association between study anxiety and locality. The mean score of urban locality students (113.29) slightly higher than rural locality students (110.32) and 't' value not found to be significant indicated that there was no difference found between locality and study anxiety of high school students. Similar results have been reported by Banga and Sharma (2016) [4] who found no significant difference in the study anxiety among rural and urban secondary school students. However, students coming from urban locality had slightly higher study anxiety than students coming from rural locality but this difference was not significant statistically. Sharma *et al*., (2016) [12] also reported that, non-significant difference in the study anxiety among rural and urban secondary school students.

Academic anxiety among urban and rural high school students

Table 3: Association and difference between academic anxiety among urban and rural high school students N=480

Locality	Levels of academic anxiety						χ^2 Value	Mean ± SD	t-value
	Presence of academic anxiety		Absence of academic anxiety		Total				
	N	%	N	%	N	%			
Urban	159	66.25	81	33.75	240	100	8.31**	8.59 ± 2.59	2.19**
Rural	138	57.5	102	42.5	240	100		6.71 ± 1.39	
Total	297	61.87	183	38.12	480	100		7.79 ± 1.28	

** Significant at 0.0 1 level

It was found that, in urban locality, majority (66.25%) of students were under presence of academic anxiety followed by absence of academic anxiety (33.75%). In rural locality also same trend was followed that, 57.5 per cent of students were in presence of academic anxiety and 42.5 per cent of students were in absence of academic anxiety. In total sample, 61.87 per cent of students had academic anxiety and 38.12 per cent of students had not academic anxiety. On statistical analysis the 'chi square' value found to be significant at 1 per cent level indicated that, there was association found between academic anxiety and locality. The mean of urban locality students (8.59) higher than rural locality students (6.71%) and 't' value found to be highly significant. Kumar *et al*. (2015) [8] reported similar result that, there was significant difference found between rural and urban adolescents on the variable of academic anxiety. Banga and Sharma (2016) [4] reported that, there was significant difference in the academic anxiety among rural and urban secondary school students. However, students coming from urban locality had slightly higher academic anxiety than their counterparts coming from rural locality but this difference was not significant statistically.

Influence of personal characteristics on study anxiety among urban and rural high school students

Table 4: Association between gender and study anxiety among urban and rural high school students N=480

Levels of study anxiety	Urban (240)				χ^2 Value	Rural (240)				χ^2 Value
	Boys (108)		Girls (132)			Boys (128)		Girls (112)		
	n	%	N	%		n	%	n	%	
Low	31	28.70	14	10.60	13.46**	12	9.37	29	25.89	0.91
Average	58	53.70	45	34.09		35	27.34	51	45.53	
High	21	19.44	81	61.36		51	39.84	62	55.35	

** Significant at 0.01 level

A perusal of Table 4 shows the association between gender and study anxiety among urban and rural high school students. In urban locality, 53.70 per cent of the boys had average level of study anxiety, 28.70 per cent fell under low level and 19.44 per cent boys were under high level of study anxiety. Among girls, majority of them were under high level (61.36%) of study anxiety followed by medium level (34.09%) of study anxiety and 10.60 per cent of girls were under low level of study anxiety. The gender of the students was significantly associated with levels of study anxiety of urban high school students. Present results are in line with the results by researchers such as, Jessica, (2014) [7] and Shakir (2014) [11] showed that, significant association found between gender and study anxiety. In rural locality, the gender of rural

high school students was not found to be significantly associated with study anxiety. Kumar *et al.*, (2015) [8] opined that, because of adolescent boys and girls having executive, agriculture, social and household as common area of vocational interest so no significant relationship could be found between gender and anxiety in rural locality.

Table 5: Association between ordinal position and study anxiety among urban and rural high school students N=480

Levels of study anxiety	Urban (240)				χ^2 Value	Rural (240)				χ^2 Value
	First born (94)		Later born (146)			First born (110)		Later born (130)		
	n	%	n	%		N	%	N	%	
Low	11	11.70	34	23.28	1.40	25	22.72	16	12.30	0.39
Average	43	45.74	50	34.24		38	34.54	48	36.92	
High	40	42.55	62	42.46		47	42.72	66	50.76	

In urban locality, 45.74 per cent and 42.55 per cent of the first borns students were in average level and high level of study anxiety respectively and 11.70 per cent students were under low level of study anxiety. Among the later borns students, 42.46 per cent, 34.24 per cent and 23.28 per cent were in high, medium and low level of study anxiety respectively. There was no significant association between ordinal position and levels of study anxiety of urban high-school students (χ^2 = 4.40).

In rural locality, majority of the first borns students fell under high level of study anxiety (42.72%) followed by average level (34.92%) and 22.72 per cent of students were under low level of study anxiety. Similarly among later borns students, 50.76 per cent of students were in high level of study anxiety followed by medium and low level (36.92% and 12.30%) of study anxiety respectively. However, the statistical analysis revealed no significant association between ordinal position and study anxiety among rural high school students.

Table 6: Association between class and study anxiety among urban and rural high school students N=480

Levels of study anxiety	Urban (240)						χ^2 Value	Rural (240)						χ^2 Value
	8th class (80)		9th class (80)		10th class (80)			8th class (80)		9th class (80)		10th class (80)		
	n	%	N	%	n	%		N	%	n	%	n	%	
Low	19	23.75	18	22.50	8	10.00	19.48**	33	41.25	6	7.50	2	2.50	11.42*
Average	31	38.75	35	43.75	27	33.75		20	25.00	35	43.75	31	38.75	
High	30	37.50	27	33.75	45	56.25		27	33.75	39	48.75	47	58.75	

** Significant at 0.01 level

The Table 6 represents the association between class and study anxiety among urban and rural high school students. In urban locality, majority of 8th class students were in medium level (38.75) of study anxiety followed by high level (37.50) and 23.75 per cent of students were in low level of study anxiety. With regard to 9th class students 43.75 per cent of students were in average level followed by 33.75 per cent and 22.50 per cent students were in high and low level of study anxiety respectively. Majority of 10th class students were in high level (56.25%) of study anxiety followed by average level (33.75%) and 10 per cent of students were in low level of study anxiety.

In rural locality, 41.25 per cent 8th class students were in low level of study anxiety followed by high level and low level of study anxiety (33.75% and 25.00%) respectively. Among 9th class students majority (48.75%) were at high level of study anxiety followed by average level (43.75%) and 7.50 per cent students were in low level of study anxiety. With regard to 10th class students, 58.75 per cent were in high level of study anxiety followed by medium level (38.75%) and only 2.5 per cent were in low level of study anxiety. The statistical analysis showed that significant association found between the class of students and levels of study anxiety among both urban and rural high school students. These results are in accordance with the reports of Jessica (2014) [7] who found significant association between grades and severity of anxiety. Significant number of students in grade 10 appeared to experience most anxiety than other grades. The majority of ninth grade respondents indicated that, anxiety was not an issue while 10th class students appeared to experience this more. Yusuph (2016) [16] also reported that, there was significant association found between levels of study anxiety and class of the secondary school students.

Table 7: Association between type of school and study anxiety among urban and rural high school students N=480

Levels of study anxiety	Urban (240)				χ^2 value	Rural (240)				χ^2 value
	Government school (120)		Private aided school (120)			Government school (120)		Private aided school (120)		
	n	%	N	%		N	%	n	%	
Low	28	23.33	17	14.16	19.55**	24	20.00	17	14.16	3.22
Average	52	43.33	41	34.16		34	28.33	52	43.33	
High	40	33.33	62	51.66		62	42.50	51	42.50	

** Significant at 0.01 level

The data presented in Table 7 shows the association between type of school and study anxiety among urban and rural high school students. With regard to urban locality, majority (43.33%) of government school students were in average level of study anxiety followed by high level (33.33%) and 23.33 per cent of students were in low level of study anxiety. Among private aided students, 51.66 per cent students were in high level of study anxiety followed by average level and low level (34.16% and 14.16%) of study anxiety respectively. The 'chi square' analysis showed there was significance association between type of school and levels of study anxiety of urban high school students at 0.01 level of significance.

Bihari (2014) [5] and Singh *et al.* (2016) [13] also found a significant association between the type of schools and anxiety among secondary school students. With regard to rural locality, there was non-significance association found between type of school and study anxiety among rural high school students. In line with this results Rehman *et al*. (2014) [10] and Rathod and Khemka (2016) [9] reported that, non-significance association was found between type of school and study anxiety among secondary school students.

Influence of personal characteristics on academic anxiety among urban and rural high school students

Table 8: Association between gender and academic anxiety among urban and rural high school students N=480

Levels of academic anxiety	Urban (240)				χ^2 Value	Rural (240)				χ^2 value
	Boys (108)		Girls (132)			Boys (128)		Girls (112)		
	n	%	n	%		n	%	n	%	
Presence of academic anxiety	73	67.59	86	65.15	7.41**	70	54.68	68	60.71	13.54**
Absence of academic anxiety	50	46.29	61	46.21		58	45.31	44	39.28	

** Significant at 0.01 level

Association between gender and academic anxiety among urban and rural high school students is presented in Table 8 It was revealed that, in urban locality, majority of boys had academic anxiety (67.59%) and 46.29 per cent of boys had not academic anxiety. It was found that, majority of the urban girls had academic anxiety (65.15%) and 46.21 per cent of girls had not academic anxiety. However, the statistical analysis revealed significant association between the gender and academic anxiety among high school students at 0.01 level of significance.

Similarly in rural locality, majority of boys and girls had academic anxiety (54.68% &60.71% respectively) and 45.31 per cent and 39.28 per cent had not academic anxiety respectively. Hence, the 'chi square' analysis showed a significant association (χ^2 = 13.54) between gender and academic anxiety among rural high school students at 0.01 level of significance. Similarly Attri and Neelam (2013) [3], Bihari (2014) [5] and Rehman *et al*., also reported that, gender was found to be significantly associated with examination-related anxiety and female students were more prone to examination-related anxiety than male students.

Table 9: Association between ordinal position and academic anxiety among urban and rural high school students N=480

Levels of academic anxiety	Urban (240)				χ^2 value	Rural (240)				χ^2 value
	First born (94)		Later born (146)			First born (110)		Later born (130)		
	n	%	n	%		n	%	n	%	
Presence of academic anxiety	71	75.53	88	60.27	3.25	63	57.27	75	57.69	5.17
Absence of academic anxiety	23	24.46	58	39.72		47	42.72	55	42.30	

Table 9 indicates the association between ordinal position and academic anxiety of urban and rural high school students. In urban locality, 75.53 per cent of the first borns students had academic anxiety and 24.46 per cent had not academic anxiety. Among the later borns students, majority had academic anxiety (60.27%) and 39.72 per cent of students had not academic anxiety. There was no association found between ordinal position and academic anxiety among urban high-school students (χ^2 = 3.25).

In rural locality, majority (57.27%) of the first borns students fell under presence of anxiety category and 42.72 per cent of students fell under the absence of academic anxiety category. It was found that, 57.27 per cent of later borns students had academic anxiety and 42.30 per cent of students had not academic anxiety. However, the statistical analysis revealed no association between the ordinal position and academic anxiety among rural high school students.

Table 10: Association between class and academic anxiety among urban and rural high school students N=480

Levels of academic anxiety	Urban (240)						χ^2 value	Rural (240)						χ^2 value
	8th class (80)		9th class (80)		10th class (80)			8th class (80)		9th class (80)		10th class (80)		
	n	%	n	%	n	%		n	%	N	%	n	%	
Presence of academic anxiety	44	55.00	50	62.50	65	81.25	3.66	33	41.25	41	51.25	64	80.00	**6.15***
Absence of academic anxiety	36	45.00	30	37.50	15	18.75		47	58.75	39	48.75	16	20.00	

*Significant at 0.05 level

The Table 10 represents the association between class and academic anxiety among urban and rural high school students. In rural locality, 41.25 per cent, 51.25 per cent and 80 per cent of 8th, 9th and 10th class students were under presence of academic anxiety category respectively and 58.75 per cent, 48.75 per cent and 20 per cent of 8th, 9th and 10th class students had not academic anxiety. The statistical analysis showed no association between the class and study anxiety among urban high school students and in case of rural high school students significant association found at 0.05 level of significance. These results are in accordance with the reports of Jessica (2014) [7] who found significant association between grades and severity of anxiety. Significant number of students in grade 10 appeared to experience most anxiety than other grades.

Table 11: Association between type of school and academic anxiety among urban and rural high school students

Levels of academic anxiety	Urban (240)				χ^2 value	Rural (240)				χ^2 value
	Government school (120)		Private aided school (120)			Government school (120)		Private aided school (120)		
	n	%	n	%		n	%	n	%	
Presence of academic anxiety	73	60.83	86	71.66	10.57**	68	56.66	70	58.33	3.33
Absence of academic anxiety	47	39.16	34	28.33		52	43.33	50	41.66	

** Significant at 0.01 level

The data presented in Table 11 shows the association between type of school and academic anxiety among urban and rural high school students. With regard to urban locality, majority (60.83%) of government school students were in presence of academic anxiety followed by absence of academic anxiety (39.16%). Among private aided students 71.66 per cent had academic anxiety and 28.33 per cent had not academic anxiety. The 'chi square' analysis showed significance association between type of school and academic anxiety among urban high school students at 0.01 level of significance. Similarly Bihari (2014) [5] stated that, significant difference was found between the government and private secondary school students in their academic anxiety. With regard to rural locality, no association found between type of school and levels of academic anxiety among rural high school students.

Conclusion

The present study focused on influence of personal characteristics on anxiety among urban and rural high school students. Majority of urban and rural high school students were under high level of study anxiety and in presence of academic anxiety. Girls were more prone to study and academic anxiety and higher the class indicated the high level of study anxiety and presence of academic anxiety. When compared to government and private school students, in urban locality, private aided school students were under more anxiety compared government school students.

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