A Study Of Anxiety And Self Esteem On Adolescents (i.e., Boys And Girls) In Mizoram.

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Abstract:

The present study has been designated to investigate, “the present title of the problem is, “A study of anxiety on self esteem on adolescents (i.e., boys and girls) in Mizoram.” The objectives of the present study is: “to study the correlational analysis of anxiety and self esteem of boys male and girls included in the study; to compare the anxiety between boys and girls included in the present study; to compare the self-esteem between boys and girls included in the present study. To achieve this objective sixty participants (boys=30 and girls=30 are randomly selected and included in this study. The Data are collected from Aizawl area. Participants are ranging age group from 15 to 18 years. All the participants are administered Sinha’s comprehensive anxiety test (SCAT) (to measure anxiety) and self esteem inventory (to measure self esteem i.e., personally perceived self and socially perceived self). Data can be analyzed quantitatively. The obtained data is processed by Mean and standard deviation of boys and girls of all variables included in the study; Pearson’s intercorrelational analysis among all the variables included in the present study; to compare the self esteem between boys and girls; to compare the anxiety between boys and girls. Results have indicated that The correlation coefficients of .20 and .25 are significant at .05 and .01 level of significance respectively. The correlation coefficients are ranged between -.30 to .32 All three correlations are significant at .05 and .01 level respectively. The mean value of anxiety between Boys and Girls are found 40.80 and 47.10 respectively and F value between groups (F=3.641) are found to be statistically significant. The mean value of self-esteem between Boys and Girls on personally perceived self (PPS) are found 140.30 and 133.03 respectively and F value between groups (F=4.956) are found statistically significant. The mean value of self-esteem between boys and girls on socially perceived self (SPS) are found 134.70 and 135.60 respectively and F value between groups (F=.095) are found to be statistically insignificant.

Keywords: Self-esteem, low self esteem, high self esteem, personally perceived self, socially perceived self.

Anxiety is a feeling of fear, uneasiness and worry, usually generalised and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscle tension, restlessness, fatigue and problems in concentration. Anxiety can be appropriate, but when experience regularly the individual may suffer from an anxiety disorder. People feeling anxiety may withdraw from situations which have provoked anxiety in the past. Anxiety can be either a short term “state” or a “long term trait” whereas trait anxiety represents worrying about future events, close to the concept of neuroticism, anxiety disorders are a group of mental disorders characterized by feelings of anxiety and fear.

David Barlow defines anxiety as “a future-oriented mood state in which one is not ready or prepared to attempt to cope with upcoming negative events” and that 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 different challenge for which the subject has insufficient coping skills. The behavioural effects of anxiety may include withdrawal from situations which have provoked anxiety in the past. Other effects may include changes in sleeping patterns, changes in habits, increase or decrease in food intake, and increased motor tension (such as 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 Occurrence) of danger and feeling like your mind’s gone blank as well as “nightmares”, bad dreams, obsessions about sensations, 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 tumour or aneurism. 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. Anxiety is considered to be a normal reaction to a stressor. It may help on individual to deal with a demanding situation by prompting them to cope with it. Immediately after the diagnosis of chronic illness, anxiety is common. Many patients become anxious by the spector of potential changes in their lives and by the prospect of death. Anxiety may also arise intermittently throughout the disease process (T.E. Hughes,1987; Popkin; Callies, Lentz, colon and Sutherland,1988).

Self-esteem has been generally defined as the evaluation of the self; it is an affective response to one’s self-description. The evaluation refers to a judgment of one’s worth and what is being judged is one’s perception of who one is, or one’s self concept.

In every day terms, self-esteem can be expressed in “I like who I am,” “I don’t like who I am,” or someplace in between these two end points. In this sense, related words such as self-confidence, self-worth, self-image, and positive self-regard can be used interchangeably; even self-concept has been used in some studies to suggest positive beliefs about the self. This focus on affect (different degrees of feeling good about one’s self) in the definition of self-esteem has its roots in William James’ views (1892), which emphasized that self evaluation is influenced by one’s self-perceived Competencies in important domains. Embedded in James’ view of self-esteem is measuring up to an internal standard in arenas deemed important by the individual.

Branden (1969) maintained that self-esteem consists of two components: (a) to consider oneself effective, to trust in one’s ability to think, learn, choose and make correct decisions, and to overcome challenges and produce changes, and (b) to respect oneself, the confidence in one’s right to be happy, and the confidence that people are worthy of the respect, love and self-fulfilment appearing in their lives. More recently, Reasoner (2005) viewed self-esteem as composed of two distinct dimensions: competence and worth. On the basis of these two components, he defines self-esteem as “the experience of being capable of meeting life challenges and being worthy of happiness”.

Researcher like Ashima Soni (2011) has examined gender differences in self-esteem, parent adolescent relationship and sibling relationship in secondary school students. Results have indicated no significant gender differences in self-esteem and parent adolescent relationship. However, significant differences are found on dimensions of status and warmth dimension of sibling relationship but no significant differences are found on conflict and rivalry dimension of sibling relationship. Other researchers like Komuwo Sebastian and Sreehari Ravindernath (2011) have studied to find out the level of self-esteem among the tribal and non-tribal students in Manipur and have examined its influencing factors among them. The majority of the non-tribal students (90.2%) seem to fall in the normal range of self-esteem, where as only (75.6%) of the tribal students fall in the normal range of self esteem. The major influencing factors affecting self-esteem also differs from tribal and non-tribal students. Gender differences are found in the levels of self esteem between male and female. Another researcher like Kiran Sahu and Dheerja Singh (2011) have investigated to find out the psychological well being and self-esteem of the professional college students. In addition the role of some demographer variables like sex, income and occupation has also investigated by the researchers. Results have denoted that these professional students have showed above average level of psychological well being and self-esteem. Further, there is not only significant gender difference regarding the self esteem and the
psychological well being of these professionals. Both male and females have exhibited above average level of psychological well being and self esteem. Income has significant effect on the psychological well being as well as self-esteem of the subjects. High income group has showed high self-esteem and better psychological well being. In addition, the subjects of service class group indicated better psychological well being in comparison of business class group. But there is not only any marked able differences regarding self-esteem of business group and service group.

Other researchers like Pragati Dixit; Amrita Sharma; and Mahmood S.Khan (2012) have studied that anxiety is an unpleasant emotional state that has consisted of the feelings of the fear, suspiciousness and restlessness. Self esteem refers to self evaluation. It is the way an individuals feels about himself. Present study has undertaken to examine the difference between anxiety and self esteem among students of private and government schools. Results have indicated that students of private and government schools have differed significantly in terms of anxiety and self-esteem and socio-economic status also plays an important in determining one’s self-esteem and level of anxiety.

Methodology:

The present study has been designed to investigate “A study of anxiety on self esteem on adolescents (i.e., boys and girls)in Mizoram of 15 to 18 years. For this study, a sample of sixty participants are randomly selected from Mizoram. All the participants are administered :Sinha’a Comprehensive anxiety test (SCAT) and self esteem inventory.

Sample:

Sample (N=60 i.e. boys =30 and girls= 30 respectively) for the present study was drawn randomly from Aizawl area. The selected participants are administered tests of Sinha’s comprehensive anxiety test (SCAT) and self esteem. The testing is made on individual setting.

Tests Used:

The following tests are used for the present study:

1. Sinha’s comprehensive anxiety test (SCAT);
2. Self-esteem inventory.

Brief description of the test is as follows:

Sinha’s comprehensive anxiety test (SCAT): This test was developed by A.K.P.Sinha and L.N.K.Sinha. It consists of ninety items along with yes and no alternative choice in which subject has to choose one. No time limit was imposed. However,usually an individual takes 15 to 20 minutes in completing the test form. The ‘yes’ response to any item was indicative of anxiety and was given score of one. A score of zero was given to a ‘no’ response. The sum of all the positive or yes responses would be the total score of the individual. This test is designed to study individual’s reactions to different situations.

Self esteem inventory: Self esteem inventory was developed by M.S.Prasad and G.P. Thakur (1977). It consists of thirty items and five alternatives n out of which the subject has to choose one option. Of the thirty items,seventeen are socially desirable and thirteen are socially undesirable. The item which are socially desirable would get 7 scores if answered completely true and 1 if answered completely false. Other intermediate answers would get scores accordingly. The socially undesirable items would be scored in the opposite manner,i.e., the completely false point would get 7 scores and completely true would get 1 score. An individual who has took both the sets of the inventory will have two scores—one for personally perceived self and the other for the socially-perceived self. Therefore, there are three possibilities—personally-perceived score may be higher than the socially perceived score; personally perceived score may be lower than the socially-perceived score, and ; there may not be difference between the two. One who falls in the first category,i.e., personally-perceived score higher than the socially-perceived score may be termed a person having positive self,others who fall in the second category,i.e., socially perceived score/higher than the personally-perceived score.
may be known as persons having negative self and persons falling in the third category may be supposed to have a balanced self esteem.

Scoring for self esteem inventory:

Socially desirable items are: 1,3,4,5,7,8,10,12,13,15,17,20,23,24,26,27,30. (here totally correct=7; correct to a large extent=6; partially correct=5; uncertain=4; partially wrong=3; wrong to a large extent=2; totally wrong=1).

Socially undesirable items are: 2,6,9,11,14,16,18,19,21,22,25,28,29. (scoring: totally correct =1; correct to a large extent=2; partially correct=3; uncertain=4; partially wrong=5; wrong to a large extent=6; totally wrong=7).

Part I in the self-esteem inventory =personally perceived self;(socially desirable score + socially undesirable score).

Part II in the self esteem inventory=socially perceived self (socially desirable score+ socially undesirable score).

Procedures:

The randomly selected samples for the present study from different parts of Aizawl are administered indivially.

Scoring of the test:

Hand scoring was done by using prescribed scoring keys for different tests.

Statistical analysis:

Data can be analyzed quantitatively. The obtained data is processed to obtain the following information:

1. Mean and standard deviation of boys and girls of all variables included in the study.
2. Pearson’s intercorrelational analysis among all the variables included in the present study.
3. To compare the self esteem between boys and girls;
4. To compare the anxiety between boys and girls.

Result:

The result tables for the present study were as follows:

**Table I**

*Mean, standard deviation of boys and girls anxiety and self esteem i.e. pps(personally perceived self) and SPS (socially perceived self).*

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>30</td>
<td>40.80</td>
<td>13.79</td>
</tr>
<tr>
<td>Girls</td>
<td>30</td>
<td>47.10</td>
<td>11.69</td>
</tr>
<tr>
<td>PPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>30</td>
<td>140.30</td>
<td>12.98</td>
</tr>
<tr>
<td>Girls</td>
<td>30</td>
<td>133.03</td>
<td>12.29</td>
</tr>
<tr>
<td>SPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>30</td>
<td>134.70</td>
<td>11.83</td>
</tr>
<tr>
<td>Girls</td>
<td>30</td>
<td>135.60</td>
<td>10.80</td>
</tr>
</tbody>
</table>

**TABLE II**

*Intercorrelation matrix for all the variables included in the study.*

<table>
<thead>
<tr>
<th></th>
<th>PPS</th>
<th>SPS</th>
<th>ANX</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPS</td>
<td>----</td>
<td>.327**</td>
<td>-.376**</td>
</tr>
<tr>
<td>SPS</td>
<td>-----</td>
<td>-.307**</td>
<td></td>
</tr>
<tr>
<td>ANX</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed);
**Correlation is significant at the 0.01 level (2-tailed)
Note: *p<.05; **p<.01

TABLE: III
Summary of ANOVA of significance difference between Boys and Girls on anxiety and self esteem (PPS and SPS)

<table>
<thead>
<tr>
<th>Variables</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANX</td>
<td>Between groups</td>
<td>595.350</td>
<td>1</td>
<td>595.350</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>9483.500</td>
<td>58</td>
<td>163.509</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10078.850</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>PPS</td>
<td>Between groups</td>
<td>792.067</td>
<td>1</td>
<td>792.067</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>9271.267</td>
<td>58</td>
<td>159.849</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10063.333</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>SPS</td>
<td>Between groups</td>
<td>12.150</td>
<td>1</td>
<td>12.150</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>7447.500</td>
<td>58</td>
<td>128.405</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7459.650</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1

Mean personally perceived self (PPS)
Mean socially perceived self (SPS)
Boys have positive self esteem than girls (PPS>SPS)
Discussion:
The results are discussed in the following ways:

The result Table-I shows mean, standard deviation and Table II shows the intercorrelation variables included in the present study. The correlation coefficients of .20 and .25 are significant at .05 and .01 level of significance respectively. The correlation coefficients are ranged between -.30 to .32 All three correlations are significant at .05 and .01 level respectively. Personally perceived self has positive significant correlation with socially perceived correlation (.32<.01 level) and negatively significant correlation on anxiety (.37< .01 level). Socially perceived self has negative significant correlation on anxiety (.30<.01 level).

Table-III shows F value of all the variables anxiety and self esteem of boys and girls included in the present study.

The mean value of anxiety between Boys and Girls are found 40.80 and 47.10 respectively and F value between groups (F=3.641) are found to be statistically significant.

The mean value of self-esteem between Boys and Girls on personally perceived self (PPS) are found 140.30 and 133.03 respectively and F value between groups (F=4.956) are found statistically significant. The mean value of self-esteem between boys and girls on socially perceived self (SPS) are found 134.70 and 135.60 respectively and F value between groups (F=.095) are found to be statistically insignificant.

Conclusion:
In conclusion part, the investigator found very interesting finding about the correlation factors between anxiety and measures of self-esteem.

Acknowledgement:
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References


