

To Examine the Effect of The School Environment on Anxiety Levels Among Adolescents

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ABSTRACT

In the current study, the author has made an effort to examine how Delhi's urban youth's educational school environments affect their anxiety levels. Using a random stratified sampling technique, 500 teenage boys and girls between the ages of 13 and 17 were selected for the sample, which came from a number of English-medium high schools in Delhi, India. The sample was made up of teenagers with a basic command of both written and spoken English, ranging in age from class IX to class XII. Due to the fact that only students who agreed to participate in the surveys were included in the obtained sample, it was self-selected. The kids were picked from schools and learning situations that were similar in nature. The School Environment Inventory (SEI) by K.S. Mishra and the IPAT scale, both used to measure teenagers' levels of anxiety, were the questionnaires employed in the current study. Pearson's correlation was applied from a quantitative perspective to examine the link between teenage anxiety levels and the school environment. The study's key conclusion revealed that teenagers' anxiety levels are significantly influenced by their school environment. The relationship is important, especially for adolescent girls.

Keywords: *School Environment, Anxiety, Adolescents.*

Socialization is the process by which a child becomes a social agent in the society into which he is born. Regarding socialization, parents, family structure, and education are critical. The education system, namely the school system, plays an important role in a child's growth and upbringing by including the active participation of older and younger children. School is the social institution most immediately identifiable by the child and others concerned about his health and well-being inside the official educational setting.

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As stated by pertinent studies and a validity assessment, Mick Zais (2011) explained "school environment" as the degree to which school system support students' well-being and interactions, which may include matters like the infrastructural systems, the teaching context,

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the accessibility of psychosocial guidance and assistance, and the equity and correctness of disciplinary proceedings.

The school environment is critical. It should ideally be a secure place where every student feels capable, productive, and successful. The overall setting should promote motivation and self-assurance. Although the actuality is far distant from this ideal vision, for specifically struggling kids, the school system is typically a place that only serves to improve his current low self. Academic difficulties frequently demotivate pupils, leading to school desertion and a greater dropout rate than those who are academically competent.

Anxiety is a physiological and emotional apprehension of the future's uncertainty. An anxious person typically worries more about what might happen than about what has currently happened or is happening. Because the future is uncertain, there may be an element of fear owing to a potential event that might occur soon. Adolescence is often referred to as the period between childhood and maturity. It's possible to think of adolescence as a time of both confusion and discovery.

Adolescent girls and their relationship with anxiety in comparison to boys

Adolescent girls report having higher levels of anxiety issues like separation anxiety, and overall anxiety on average (Campbell & Rapee, 1994; Costello, Egger & Angold, 2003; Poulton, Milne, Craske & Menzies, 2001; Weiss & Last, 2001).

Females frequently experience higher levels of anxiety. Compared to boys, girls are subject to a lot more limitations and rules. They are supposed to follow the rules and not take offense or revolt.

In a condition known as neurotic anxiety, anxiety may be brought on by circumstances that appear to have no explanation but seem as absurd and irrational to the person experiencing them as they do to others. This is particularly true for females, who typically feel more anxiety and whose causes are not always understood by others around them. A danger to one's personal value or sufficiency can cause anxiety.

A research article on "An overview of school climate and student outcomes in the Indian context," Vineet Gaiorola, and Prabhat Kumar Mishra review's and investigates the school atmosphere and performance of students in the Indian setting, with the goal of clarifying and detecting trends in various studies and techniques. The goal is to establish a connection between the school environment and student results. The paper examines how good leadership behavior and instructor behavior influence school climate and how distinct kinds of school climate influence individuals' institutional performance. However, focusing on the connection between psychological health, stress due to studies, and the incompetency of the school, along with the complexities of a pupil's interpretation of and adaptation to the culture of the school,

Sukhwinder Kaur in a study also discusses how boys and girls see the school environment in the essay *Comparative Study on School Environment as Perceived by Boys and Girls in the Year 2017*. The study's conclusions showed a significant difference between male and female perceptions in a school environment. The survey also discovered that guys reported a more supportive and cooperative school climate than did girls. By offering them as many ways to connect with all academic duties as possible, it is imperative to create a school environment that is equally supportive of female students.

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Objectives

The goals of this study are:

- To examine the effect of the school environment on the anxiety of adolescent students
- To examine the effect of the school environment on the anxiety of adolescent girls
- To examine the effect of the school environment on the anxiety of adolescent boys

Hypothesis

- There will be no significant relationship between school environment and the anxiety among adolescents.
- There will be no significant relationship between school environment and anxiety among adolescent girls
- There will be no significant relationship between school environment and anxiety among adolescent boys.

METHODOLOGY

Variables

The factors in this study are:

- Independent variable: School environment
- Dependent variable: Anxiety

Demographic variables

Male and female teenagers and the school environment will be examined as demographic factors in the study.

Sample distribution

Inclusion criteria

- The sample chosen belonged to Delhi
- The sample chosen only consisted of adolescent males and females
- The sample chosen consisted of class 9-12 adolescent males and females
- The sample chosen was between the ages of 13 and 18.

Exclusion criteria

- Sample age below 13 and above 18 was excluded.
- Outside Delhi students were not involved in the sample

Sample and technique

A total of 500 adolescent males and females aged 13–17 years from several English-medium high schools in Delhi, India, were chosen using a random stratified sampling method. The sample consisted of adolescents ranging in age from class IX to class XII who possessed a basic understanding of both written and spoken English. The acquired sample was self-selected because it included only students who consented to fill out the surveys. The youngsters were chosen from comparable school and classroom environments.

Prior appointments were scheduled with school officials from several English-medium schools in Delhi to inform them of the study's aims and to get permission for data collection. Following that, in cooperation with the management and concerned authorities, a tentative data collection schedule was created. The data was acquired with the teenage respondents' full agreement.

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Voluntary consent was gained after explaining the study's aims and guaranteeing volunteers of their anonymity and the confidentiality of the information they were submitting. All participants will be given a questionnaire to fill out.

In total, a sample of 500 students (250 boys and 250 girls) was taken by this sampling technique.

Tools for the study

The researcher chose and employed the following resources in the current study:

- IPAT Anxiety scale -by Krug, Samuel E.; Schleier, Ivan H., Joint author; Cattell, Raymond B (Raymond Bernard), 1905- joint author; institute for personality and ability testing
- School environment inventory (SEI) by K.S Mishra

Analysis Of Data

Collected data was tabulated, classified, grouped, and processed according to the above-mentioned design. Tables were prepared with the software used for the same, the statistical package for social science (SPSS). The data was analyzed for correlation using product moment correlation, Pearson's r.

RESULT AND DISCUSSION

Correlations

Table 1 Relationship between school environment and the anxiety of adolescent students

Correlations

	ANXIETY	School environment
ANXIETY Pearson Correlation	1	-.125**
Sig. (2-tailed)		.005
N	500	500
School environment Pearson Correlation	-.125**	1
Sig. (2-tailed)	.005	
N	500	500

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 2 Relationship between school environment and the anxiety of adolescent's girls

Correlations

	ANXIETY	School environment
ANXIETY Pearson Correlation	1	-.193**
Sig. (2-tailed)		.002
N	250	250
School environment Pearson Correlation	-.193**	1
Sig. (2-tailed)	.002	
N	250	250

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 3 Relationship between school environment and the anxiety of adolescent's boys

Correlations

		ANXIETY	School environment
ANXIETY	Pearson Correlation	1	.073
	Sig. (2-tailed)		.252
	N	250	250
School environment	Pearson Correlation	.073	1
	Sig. (2-tailed)	.252	
	N	250	250

The above tables show the school environment and its correlation with anxiety. The school environment scale was filled by adolescent girls and boys, so this is their perspective on their school environment.

RESULTS

- There is a significant relationship between school environment and anxiety among adolescents.
- There is a significant relationship between school environment and anxiety among adolescent girls
- There is no significant relationship between school environment and anxiety among adolescent boys.

Table 1 Relationship between school environment and the anxiety of adolescent students

The results of Spearman's correlation coefficient (Table 27) showed **significant negative relationships (at 0.01 level) between anxiety and the school environment (r = -.125)**. This shows that the higher will be the level of anxiety, the lower will be the school environment or vice versa. It can also be concluded that Indian adolescents who are high in the school environment are less anxious as they are provided with the best opportunities to express themselves freely in an environment where the school climate is cognitively encouraging for the students. Hence, our hypothesis is rejected.

Table 2 Relationship between school environment and the anxiety of adolescent girls

The results of Spearman's correlation coefficient (Table 2) showed **significant negative relationships (at 0.01 level) between anxiety and the school environment (r = -.193)**. This shows that the higher the level of anxiety, the lower the school environment, or vice versa. It can also be concluded that Indian adolescent girls who are positive about their school environment are less anxious because they are given the best opportunities to express themselves freely, and the school climate is cognitively encouraging for the students. Hence, our hypothesis is rejected.

Table 3 Relationship between school environment and the anxiety of adolescent boys

The results of Spearman's correlation coefficient (Table 3) showed insignificant relationships between anxiety and school environment (r = .073). This shows that **there is no significant relationship** between the school environment and anxiety among adolescent boys. It can also be concluded that Indian adolescent boys do not get greatly impacted by the school environment, and their anxiety levels don't depend on that. Hence, our hypothesis is accepted.

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Implications

Research is a crucial component of every scientific analysis, and its applicability and usefulness are particularly crucial. Any research's goal is to establish its applicability to societal and psychological problems.

- The outcomes of this research have advanced to our understanding of how anxiety levels and the school environment correspond in teenagers, both male and female.
- Many often, the significant anxiety problems that teenagers experience go unrecognized. This study may be utilized to learn how a significant change in the school environment might benefit teenagers' mental health by lowering their stress and anxiety levels.

Recommendations for further research

- It is possible to perform an elaborate thorough investigation of the effects of various educational factors on teenage boys and girls.
- The characteristics of young teenage girls and boys can be studied through further research.
- To examine the differences in greater detail, a comparison study between schools in urban and rural settings might be carried out.

CONCLUSION

In this study, male and female teenagers' experiences with anxiety and the school environment are compared. The association between the school setting and the degree of anxiety experienced by teenagers was evaluated using a Pearson product-moment correlation coefficient. The results show that there **were significant negative relationships (at 0.01 level) between anxiety and the school environment ($r = -.125$)**. This shows that the higher will be the level of anxiety, the lower will be the school environment or vice versa. Pearson's correlation between female adolescents and school environments shows significant negative relationships (at 0.01 level) between anxiety and school environment ($r = -.193$). This shows that the higher the level of anxiety, the lower will be the school environment for girls, or vice versa. Pearson's correlation between anxiety among adolescent boys and school environment showed insignificant relationships between anxiety and school environment ($r = .073$).

Overall, it can be concluded that a happy school atmosphere lowers the amount of anxiety experienced by teenagers.

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Conflict of Interest

The author(s) declared no conflict of interest.

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