

A STUDY OF GENERAL ANXIETY DISORDERS (GAD) AMONG PRE-SERVICE TEACHERS OF YAMUNA NAGAR IN RELATION TO THEIR SEX AND RURAL-URBAN BACKGROUND

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ABSTRACT

Generalized anxiety disorder (GAD) is much more than the normal anxiety people experience day to day. It's chronic and fills one's day with exaggerated worry and tension, even though there is little or nothing to provoke it. Having this disorder means always anticipating disaster, often worrying excessively about health, money, family, or work. Sometimes, though, the source of the worry is hard to pinpoint. Simply the thought of getting through the day provokes anxiety. This study is carried out in order to know the general anxiety disorder among pre-service teachers of both rural and urban background.

INTRODUCTION

'Anxiety' is a common phenomenon, which is characterised by a state of apprehension or unease arising out of anticipation of danger. It is the most common symptom of clinical practice and anxiety disorders are among the most common disorders in the field of psychopathology and psychiatry.

WHAT ARE ANXIETY DISORDERS?

Anxiety disorders are the most common form of all mental disorders, illnesses and conditions. It is hard to tell exactly what portion of the World's population suffers from anxiety disorders but according to the various statistical data and researches from different countries and organizations, this number is huge. Citizens of the highly developed Western countries are the most likely group to be struck by anxiety disorders. Stress, pressure and high expectations are usually the main culprits.

Anxiety disorders usually start occurring in the early adulthood (early 30's) and women are 2-3 times more likely than men to become victims of these unpleasant and nasty disorders.

GENERALIZED ANXIETY DISORDER

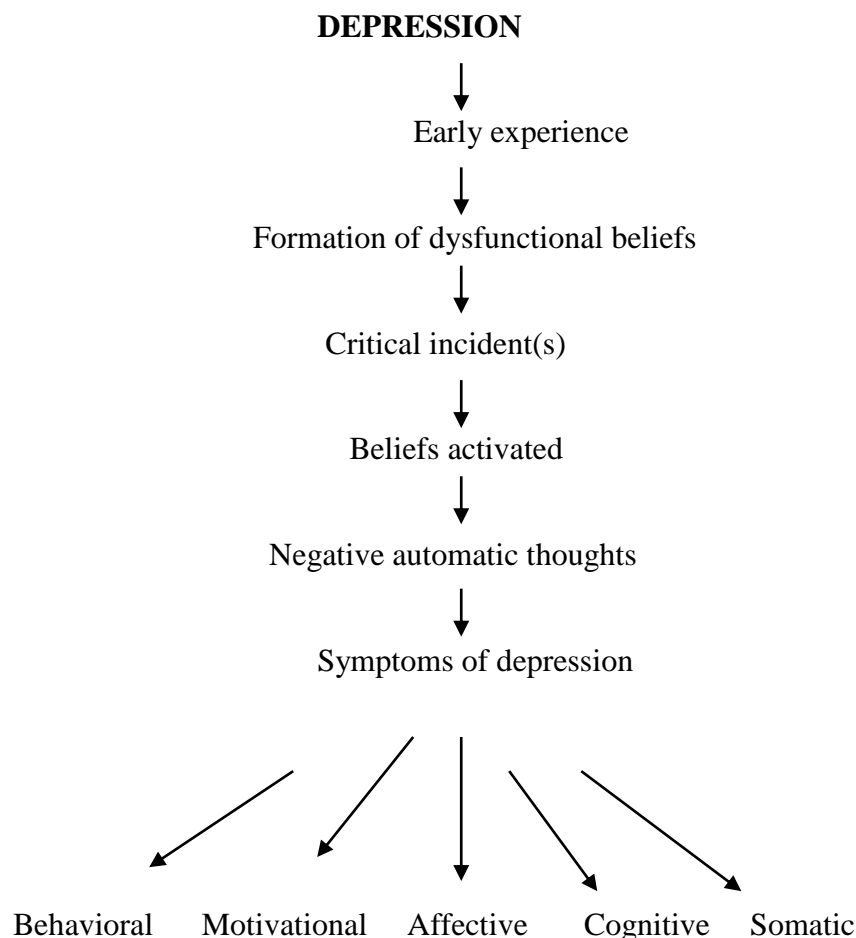
Women are more often affected than men with prevalence rates approximately twice as high (Wittchen, Zhao, Kessler & Eaton; 1994) Furthermore, Kessler, Mickelson, Barber and Wang (2001) found that in comparison with those experiencing 25 other common physical conditions and mental disorders, people with GAD reported the highest number of days off work, with an average of 6 days per month. Rapee (1991) told that although generalized anxiety disorder is not commonly seen at mental health centres, it has found in 4% of the general population.

Thus, the individual with generalized anxiety disorder (GAD) is persistently anxious, chronic, uncontrollable worry about all manner of things is the hallmark of GAD. Thus, it is a condition where you have excessive anxiety on most days.

DEPRESSION

Depression affects the life of many. We all feel depressed at times, although we may call the feelings something else, like "sad", or "blue" or "unhappy". Depression is associated with the

perception of loss, events that occurred in the past, and decreased autonomic anxiety (Feldman, 1992). The term depression has been used to refer to a mood, a symptom, and a syndrome (Romano and Turner, 1985).



BECK'S COGNITIVE MODEL OF DEPRESSION

Over the past 30 years, an enormous amount of research has been conducted testing various other aspects of Beck's theory. Beck has generated a very effective form of treatment for depression as evident from the studies. Depressed patients are considerably more negative in their thinking than are non-depressed persons, and than they themselves are when they are not depressed. Moreover, there is also evidence for the negative cognitive triad (i) Negative views of the self, (ii) the world (iii) and the future. Depressed persons do think more negatively about themselves and the world around them than do non-depressed persons and are quite negative about the future-especially their own future. The negative thinking that Beck describes seems to occur in all subtypes of depression to occur in all subtypes of depression (Clark & Steer, 1996, Haaga, Dyck, & Ernst, 1991).

Anxiety and depression are very often comorbid. The overlap between measures of depression and anxiety occurs at all levels of analysis patients self report, clinician ratings, diagnoses, and family/genetic factors (Clark & Watson, 1991a, 1991b, Mineka, Watson & Clark 1998). That is, persons who rate themselves high on a scale for symptoms of anxiety also tend to rate themselves high on a scale for symptoms of depression, and clinicians rating these same individuals do the same thing. Moreover, the overlap also occurs at the diagnostic level. One review of literature estimated that just over half of the patients who receive a

diagnosis of an anxiety disorder at some point in their lives, and vice versa (Mineka, Zinberg, 1996).

Finally, there is also considerable evidence from genetic and family studies of the close relationship between anxiety and depressive disorders (Clark & Watson, 1991a, 1991b; Kendler, Walters, Neale, Kessler, Heath & Eaves, 1995; Kendler, 1996; Minka et al., 1998). Several very large twin studies and a review have shown that the liability for depression and generalized anxiety disorder comes from the same genetic factors, and which disorder develops is a result of what environmental experiences occur (Kendler et al., 1992d, 1995; Kendler 1996).

NEED FOR STUDY

General Anxiety Disorder is becoming a fast spreading psychosomatic ailment among the students. Heavy study pressure, high and unrealistic expectations of the parents and society and lack of self-motivation lead to the feeling of helplessness, and meaninglessness because of which level of anxiety, depression gets high which in turn can generate various psychological disorders among people. Further, the lack of proper facilities to help people overcome their difficulties and mental and physical health problems make the situation even worse. Most of people who suffer from various mental disorders are unaware that they need help or can get some help to overcome these disorders. Identification of GAD among students is quite important so that strategies may be devised to help them in becoming more balanced persons leading a fruitful and anxiety free life.

OBJECTIVES OF THE PRESENT STUDY

Following were the objectives of the study:

1. To measure the level of anxiety and depression (GAD) among pre-service teachers of both sexes of Yamunanagar, Haryana.
2. To study the impact of rural-urban background on the General Anxiety Disorder (Anxiety in particular) among pre-service teachers of Yamunanagar, Haryana.

HYPOTHESES

Following hypotheses were tested:

1. There will be no significant difference in the levels of anxiety of male and female pre-service teachers.
2. There will be no significant differences in the levels of depression of male and female pre-service teachers.
3. There will be no difference in the levels of anxiety of pre-service teachers coming from rural and urban areas.
4. There will be no difference in the levels of depression of pre-service teachers coming from rural and urban areas.
5. The present study was conducted to determine the differences in the levels of anxiety and depression among male and female pre-service teachers of Haryana as well as pre-service teachers having rural and urban background. To meet the objectives of the study, the following methodology was adopted for carrying out the research.

SAMPLE

The tools were administered to 100 male and 100 female pre-service teachers, selected randomly from Colleges of Education in and around Yamunanagar, but some of the subjects did not complete the tools properly and were rejected. A final sample of 86 male and 96 female pre-service teachers. The sampling was done in two stages. First, out of 10 Colleges of Education in Yamunanagar, four colleges were selected randomly. Out of these four colleges, final sample was selected, equal number of subjects being selected from each college randomly. The sample was selected in such a way so that final sample had rural male, rural female, urban male and urban female pre service teachers.

TOOLS USED

1. Hindi Version of Beck's Depression Inventory (BDI) (1994).
2. General Anxiety Questionnaire (GAQ).

PROCEDURE

The Investigators approached the Principals of the selected Colleges of Education of Yamunanagar District for fixing up dates and time for the administration of tools. A schedule was chalked out to visit various selected colleges for the administration of the tools. On the appointed day and time, the Investigators visited the college and the subjects were asked to assemble in a separate classroom. This was done with the help of the college authorities. The Investigators made the subjects comfortable and explained the nature and purpose of the investigation. It has been seen that subjects are afraid to participate as they think that some examination will be held. All such unfounded fears were allayed. Instructions to fill in the tools were also explained in details.

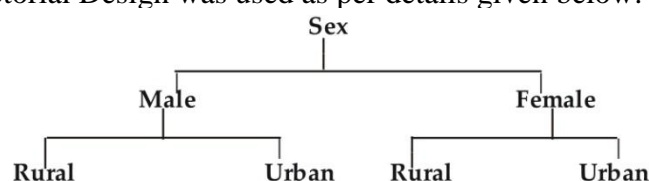
1. The tools were administered in one sitting, as it was very difficult to approach the subjects on more occasions. The data sheets were collected and scoring was done for further analysis.

METHOD

Survey method was used for the collection of data.

RESEARCH DESIGN

1. 2 X 2 Factorial Design was used as per details given below:



STATISTICAL ANALYSIS

The data were analysed using Analysis of Variance (ANOVA) for determining the differences between various groups.

ANALYSIS OF DATA

The details of the final analysis were given in the following Tables. Table 1 to 4 shows the Means, S.D. and N for different groups of Pre-service teachers. Table 5 and 6 show the details of Analysis of Variance (ANOVA).

Table 1: Mean, S.D. and N for Anxiety Scores of Male and Female Subjects

Sex	Mean	S.D.	N
Male	16.86	10.25	86
Female	17.16	8.90	97

Table 2: Mean, S.D. and N for Anxiety Scores of Rural and Urban Subjects

Background	Mean	S.D.	N
Rural	13.15	9.25	108
Urban	11.91	9.31	75

Table 3: Mean, S.D. and N for Depression Scores of Male and Female Subjects

Sex	Mean	S.D.	N
Male	12.90	9.81	86
Female	12.41	8.81	97

Table 4: Mean, S.D. and N for Depression Scores of Rural and urban Subjects

Background	Mean	S.D.	N
Rural	18.55	10.04	108
Urban	15.55	8.61	75

Table 5: Details of ANOVA for Anxiety Scores of Pre-service Teachers

Sources of Variation	Sum of Squares	df	Mean Sum of Squares
Anxiety	381.49	3	127.1661
Error	16170.41	179	90.3375
Total	16551.91	182	

$$F = 1.407$$

From Table 5 it is evident that the calculated value of $F = 1.407$ for $df\ 3/179$ is not significant even at 0.05 level of confidence (Table value of F is 3.89 for $df = 3/179$ at 0.05 level of confidence). Hence, it may be concluded that there exist no significant differences among various combinations of means of various groups. Thus, it may be said that there is no significant difference in the level of anxiety between different groups of male and female pre-service teachers belonging to rural and urban areas.

Table 6: Details of ANOVA for Depression Scores of Pre-service Teachers

Sources of Variation	Sum of Squares	df	Mean Sum of Squares
Depression	247.94	3	82.65
Error	15404.25	179	86.06
Total	15652.20	182	

$$F = 0.9604$$

From Table 6 it is clear that the calculated value of $F = 0.9604$ for $df\ 3/179$ is not significant at 0.05 level of confidence (Table value of F is 3.89 for $df = 3/179$ at 0.05 level of confidence). Hence, it may be inferred that there exist no significant differences among various combinations of means of various groups. Thus, it may be said that there is no significant difference in the level of depression between different groups of male and female pre-service teachers belonging to rural and urban areas.

A perusal of Tables 1 to 4 shows that the mean scores for various groups on anxiety and depression are quite low (far below the average). Thus, it may be inferred that the levels of anxiety and depression among the male-female/rural-urban pre-service teachers of Yamunanagar district is quite low. It seems that pre-service teachers of this area do not suffer from General Anxiety Disorders.

DISCUSSION

It is clear from ANOVA that the differences among various groups of pre-service teachers of Yamunanagar district are not significant. Thus, all the four hypotheses, as given below are accepted.

1. There will be no significant difference in the levels of anxiety of male and female pre-service teachers.
2. There will be no significant differences in the levels of depression of male and female pre-service teachers.
3. There will be no difference in the levels of anxiety of pre-service teachers coming from rural and urban areas.
4. There will be no difference in the levels of depression of pre-service teachers coming from rural and urban areas

This may be due the fact that the subjects involved in this investigation are quite mature and are under the protection of their parents. The area, from which the sample is drawn, is a semi-backward area and life is comparatively slower than the life of similar subjects in the big cities. It has also been observed that level of anxiety increases if the person is under undue pressure for achieving excellence and also if he or she finds himself or herself in an environment of cut throat competition. These two aspects are missing in this area of Haryana.

The line of demarcation between sex roles is also becoming quite thin. It is also observed that boys as well girls both are treated on equal footings. Girls have also to share the earning responsibilities of the family and therefore she has to find a job to supplement the income of the family. Thus, the girls also face almost similar levels of anxiety as is faced by the male of the species.

Twin towns of Yamunanagar and Jagadhari are not cosmopolitan in nature. The difference between rural and urban ethos is not very distinct in this area. The sample drawn for the study came from such areas where the distinction between rural and urban areas was not very clear. Most of the villages are quite near to towns and hence share most of the values of these two towns. Hence, it is not surprising that the Investigators could not find any significant difference in the level of anxiety due to rural or urban background of the sample.

The male and female members of the local society face similar challenges in life. Hence, levels of GAD are almost similar and are quite low.

CONCLUSIONS

Based on the analysis of the data, following conclusions may be drawn:

1. There is no significant difference in the levels of anxiety of male and female pre-service teachers.
2. There is no significant difference in the levels of depression of male and female pre-service teachers.

3. There is no difference in the levels of anxiety of pre-service teachers coming from rural and urban areas.
4. There is no difference in the levels of depression of pre-service teachers coming from rural and urban areas.
5. The sample has a very low level of depression.
6. The sample does not suffer from General Anxiety Disorders.

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