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ANXIETY ASPECTS IN PUPILS' BEHAVIOUR

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Abstract: Anxiety Aspects in Pupils' Behaviour

We live in an active, tensionate environment where stress is the main factor responsible for our health or psychic problems. This may lead to both communication or interpersonal issues, introversion and emotional unbalance. School, apparently a bond within society, is, sometimes, a means of determining certain negative reactions among pupils.

Our main abjective, when choosing this topic, was to monitor the emotional of students, especially those related to anxiety and katzenjammer, to analyse the way they mingle and to observe the teachers' reaction to all these.

The degree of involvement, interest and information coming from teachers when they have to deal with students' emotional problems has a direct impact on pupils' behaviour both in school and in society.

Keywords: ANXIETY, EMOTIONAL UNBALANCE, BEHAVIOUR, COMMUNICATION

We live in an active, tensionate environment where stress is the main factor responsible for our health or psychic problems. This may lead to both communication or interpersonal issues, introversion and emotional unbalance. School, apparently a bond within society, is, sometimes, a means of determining certain negative reactions among pupils. Family problems that students face are outgrowing and varied. Pupils can be part of domestic violence or they may live in a vicious environment or be involved in their parents' divorce; they may suffer because of their parents' leaving abroad to work or there may

be a lack of understanding or communication when it comes to pupils' problems. All these have a great impact on teenagers' personality development.

Interpersonal relationships are not as tight and settled as they were years ago. Nowadays, everybody wants to solve his own problems, to achieve his objectives thus individualization and self-centered persons seem to be the core of society while family life is left behind since time is no longer our ally. For many parents school is nothing but a cheap baby-sitter due to the oportunity it gives to parents not to have their pupils educated, but to leave them spend a part of the day there

For an introvert child, relationships seem hard to achieve within a group, most of the time anxiety and low esteem being the main problem. Social anxiety can stop a pupils' development because those six hours spent at school among his classmates could be such a nightmare because the others are skeptical when talking about the way he reacts in certain situations. Students make fun of such kind of persons and never include them in the group.

School should offer environment and support to those in difficulty, but the lack of interest coming from certain teachers, classmates, parents and headmasters offers them just a couple of hours away from their families or homes and, sometimes a tense atmosphere.

Our main objective, when choosing this topic, was to monitor the emotional problems of students, especially those related to anxiety and katzenjammer, to analyse the way they mingle and to observe the teachers' reaction to all these.

After deciding upon the purpose of this paper, we have erected the following hypothesis:

- if anxiety and emotional instability are high in pupils, then the risk of behaviour disorder and depressive tendencies is heightened
- if the degree of irritability is high in students, then they have a sharp probability for developing behaviour disorders.
- the degree of involvement, interest and information coming from teachers when they have to deal with students' emotional problems has a direct impact on pupils' behaviour both in school and in society.

Describing the Research Group

When choosing the research group we have thought about teenagers aged 14-19. They belong to different social environments: 70 girls come from normal families, while 41 have one or two parents working abroad or they belong to broken families; 39 boys come from normal families, while 24 are part of broken families. The 174 subjects involved in the research were divided into the 4 categories so that we can

observe any differences when analysing and interpreting the results.

There were 40 teachers aged 25-58 that were involved in the research because our intention was to test different points of view coming from their experience.

The first thing we could say about teachers was their reluctance when being asked to fill in the questionnaire. Some refused to take it saying that they did not want to hear about writing extra papers, the other asked me to give it at home so that they can complete it because they knew few things about this topic, while a small part of them filled it responsibly, on the spot. My general impression, after talking to the teachers, was that the topic was unknown to them, but there was a major lack of interest when it comes to finding information about it. It was easier for them to say that the topic was difficult and they only did this because I had asked them to. Although I informed them about the devastating effects anxiety can have on human psychic, most of the teachers did not show any interest in the topic.

When it comes to pupils, the situation was different. They were all very anxious to solve the questionnaires. After explaining them what they had to do, I have decided to read them the questions so that they can answer individually, thus, they could have been honest and I could better interact with them. The idea was successful since students started to discuss them while filling in thus offering me extra information related to their personal life. My purpose was to explain them that there were individual answers and none was good or wrong, but an honest opinion on this topic. It was clear to me that the conclusions were going to validate the hypothesis.

Methods and Techniques:

- Eysenck Personality Questionnaire
- Burns' list for checking the level of anxiety and katzenjammer
- A test for the teachers
- Some other investigation methods: the interview, the discussion, the observation.



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The Analysis, Data Processing and Interpretation

After analysing teh teachers' questioner, some conclusions could be drawn:

92% were female teachers

8% were male teachers

When it comes to studying:

87% only have an university graduation diploma

13% have post- graduate studies

We have considered this an important question because there are a lot of teachers who are not interested in knowing more.

As for their age:

67% of the subjects are between 25-35 years old

23% of the subjects are between 35-45 years old

10% of the subjects are between 45-58 years old

In order to have relevant results, we have tried to include all age-groups in our questionnaire. As we can see, there is a change of generations in the educational system. More and more young teachers become part of it. The main problem that may appear is related to the generation gap. The young ones have less chances to show what they can or to apply active-participatory strategies, being always involved in old and rigid teaching-learning-assessment methods that the most experimented teachers use not to lose control over the pupils in the classroom.

To our next question, what anxiety is, our subjects answered:

42% gave corect answers

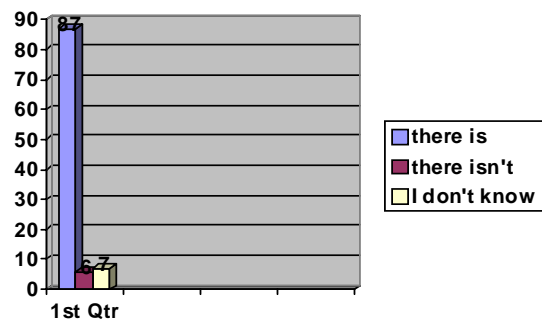
28% gave relative answers

30% gave wrong answers

As I have earlier mentioned in the paper, most of the subject we have interviewed could not explain what anxiety was when discussing about this, before they filled in the questionnaire.

When it comes to anxiety among students, the results are as they follow:

87% of the subjects consider that we may talk about anxiety among students

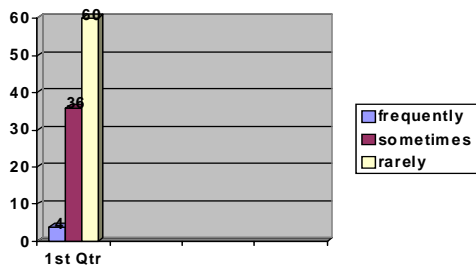


6% of the subjects said that we can not talk about this topic when it comes to our students

7% of the subjects did not know what to answer to this question

As results show, we can certainly say that there is anxiety among students and most of the teachers have the power to detect the problem and they are interested in doing their best to solve it. At the same time they proved to be empathic when their students asked for their guidance.

The level of anxiety among students



The frequency of anxiety cases as they were observed by the teachers among students.

60% of the subjects considered anxiety a rare problem

36% of the subjects answered that sometimes we can find it among pupils

4% of the subjects frequently found it

If we analyse the teachers' answer, we could say that anxiety is not a problem we should be worried about because its frequency among students is low. It seems that it can not induce behaviour problems to students.

40% consider That school can provide psycho-pedagogical information to a small extent.

35% of them do not know

20% of them say that school provides information to a great extent

5% of the subjects said that school does not offer any support when it comes to this field of activity.

Although the school I am working in is quite big, the interest for developing an important information base in all fields of activity is unimaginative. This kind of materials are rare at the school's library and teachers are not very interested in them. Since 35% of them have no idea about their existence, we may say that this should worry us because the fact shows us the lack of interest coming from teachers when this has to do with their training activity.

When being asked who is responsible for producing anxiety, the subjects answered as it follows:

- 58% of them consider parents as the main factor in developing anxiety
- 34% of them consider that the group of friends has the major influence when it comes to producing anxiety

- 8% of them consider that teachers are responsible for this problem

When analysing and interpreting the results coming from the questionnaires given to students, by using SPSS programme, there were found the following correlations:

- there was a huge correlation between the level of nervousness among girls and the frequency of disorder behaviour.

- there was a huge correlation between the girls' predisposition to psychosis and the frequency of behaviour disorder.

- there was a huge correlation between the level of nervousness among boys and the frequency of disorder behaviour.

- there was a huge correlation between the boys' predisposition to psychosis and the frequency of behaviour disorder among those who do not have their parents at home when compared to those that are luckier and have at least one parent staying home with them.

- there was a huge correlation between the depressive tendencies and the level of anxiety in girls who do not have their parents at home when compared to those that have at least one parent staying home with them.

If we take into consideration the fact that at least half of the students learning in our school have parents working abroad or come from broken families, we may conclude that family is the main factor for producing anxiety disorder. Another important factor that can sustain the results of our quest, could be related to the fact that high school pupils have an informational and emotional background and teachers can only adjust what is already there.

If family is a source of pressure, students tend to interrelate. Choosing the group is a difficult task and it may burden an unstable psychic. What concerns me is the fact that our educational system is not based on an active-participatory learning and the relationship between students and teachers can lead to anxiety.

Conclusions

I hope that our paper is going to be useful to those teachers that have students with anxiety problems and who have difficulties when it



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comes to integrating in a group. The hypothesis that we erected proved to be true when analysing the data from the questionnaires filled in by the pupils and thus we can conclude that:

- there is a strong bond between the students' anxiety and their tendency to develop katzenjammer or behaviour disorders
- there is a strong correlation between the degree of nervousness in pupils and the frequency of behaviour disorders
- the level of active involvement, interest and information of teachers related to their students' emotional problems has a direct impact on the pupils' behaviour in school and in society.

As trainers, we are responsible for our students' affective-emotional development. We should try to reduce, if not eliminate, the level of stress in schools by using active-participatory methods, by encouraging all students to take part in the lessons and by finding the best solutions to solve pupils' problems while being open-minded and interested. It is our duty to take care of pupils' state of mind because they are our future and we count on it. Beauty is in the eye of the beholder and but to achieve this we all have to deal with our inner struggles and win.

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