STATEMENT
OF THE
PROBLEMS
STATEMENT OF THE PROBLEMS
Many investigators such as Sinha (1975) and Singh (1972); Sarason (1959); Ansari and Krishna (1974), Singh, A. (1972); Singh, Sinha and Shan, (1983); Sharma (1978); Gokulnathan (1971); Hundal and Kauri (1974); Singh (1968); Hundal and Singh (1971); Sinha and Sinha (1976) found that males are more anxious. Due to these controversial results, sex as an independent variable had been taken for verification.

(2) Culture of the students was selected to find out its effect on anxiety. There are some studies which show the cultural difference anxiety. The researchers such as Walton, Janise Wachtal, Johnson, Suzanne, Bennett and Algina, James (1999); Weiswer, Liza (1991); Okazaki, Shumie (1997); Sime Wesley (1990); Shivksky Khanna and K.A. Shirali (1989) have show cultural difference in anxiety. In this context it can be noted that these studies are conducted in foreign environment. In India there are many cultural and sub-cultural group such as Hindu, Muslim, Sikh, Christian, Budh etc. The researcher had selected culture as variable (Hindu, Muslim and Sikh) to find out its effect on anxiety.

(3) To study the effect of education on anxiety was the third problem of present investigation. Very few research has been conducted on the variable. Some researches, Scieutto, Mark J. (1995) have conducted a study of student centered method for decreasing anxiety and increasing interest level in
undergraduate statistics course. They found that a significant decrease in anxiety from Pro semester to Post semester. In daily life, it is observed that students studying in High School due to less experience in life, and found to unable to perceive the reality of environment in comparison to students of higher classes. Some times the junior students studying in High School can not comprehend and cope easily with the environmental circumstances. While the students at higher classes seem to be able to understand the environment. Thus this difference in comprehending and coping the environment of these two groups can generate different anxiety level.

(4) The fourth problem of the present research is study the interaction between sex and culture of subject. These two variables are treated as main problems. Now the question arises, do these variables work independently? Or do these interact with each other in a significant way. If these are dependent then to what extent they are interlinked.

(5) To determine the interaction between sex and education of the subjects is the fifth problem. The question is: are these factors working independently or are they dependent on each other. If they interact, then to what extent they are interlinked.

(6) To investigate the interaction between culture and education is the sixth problem of the study. The question arise these variable work independently or they work in an inclusive
manner? If they work in an inclusive manner, than to what extent they do.

(7) The seventh problem of this study is interaction between sex, culture and education of the subjects. These three variables were selected as main problems. The question arise, do these variables work independently? Do these interactions with each other? If they are dependent, then to what extent they are dependent.

**HYPOTHESES**

(1) There is no significant difference in anxiety of male and female students.

(2) There is no significant difference in anxiety level of Hindu, Muslim and Sikh.

(3) There is no significant difference in anxiety scores of the subjects having High School, Intermediate and Graduation.

(4) There is no significant interaction between sex and culture.

(5) There is no significant interaction between sex and education.

(6) There is no significant interaction between culture and education.

(7) There is no significant interaction between sex, culture and education.