Generalized Anxiety Disorder in relation with Meta Cognitive Awareness

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Abstract

The main objective of the study was to find out the predictors and correlates of generalized anxiety disorder among the variables namely Declarative Knowledge, Procedural Knowledge, Conditional Knowledge, Planning, Information Management Strategies, Comprehension Monitoring, Debugging Strategies, Evaluation and Meta-cognitive awareness. A sample of 63 B Ed. students were taken for the study from Kannur district in Kerala state. The data were collected using Personal information Schedule Meta-cognitive Awareness Inventory (MAI) and G A D 7. Correlation analysis and multiple regression analysis were used for analyzing the data. The obtained results show that Generalized Anxiety Disorder inversely related to Procedural Knowledge, Conditional Knowledge, Evaluation and Meta-cognitive Awareness. 18% of variance in generalized anxiety disorder has been predicted by evaluation alone.

Health is the most precious wealth of the person. A person can't achieve his/her personal, social and professional obligations, if he/she have not satisfactory health. World Health Organization (WHO) defines health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2001). This definition portrays the integrity among each dimensions of health such as social, physical and mental dimensions. Any difficulties in either dimension would be produce subsequent difficulties in other dimensions too. Nowadays, our concerns about mental health have drastically increased as compared to previous decades, because several physical illness are more likely to co morbid with mental ill health. Physical as well as mental health is important for one's personal, social and physical well-being. Globalization and industrialization demand changes in all walk of human life and it also demand more and more human potential and capability. Several people can't cope with this changing situation and they fail to face increasing demands that leads to their life is more stressful and anxious. This study conducted to find out the nature of relationship between Meta cognitive awareness and generalized anxiety disorder among B Ed students in Kerala.

Teachers play an important role in molding the child character with respect to national ideology and culture. There for teacher's mental health is crucial for attain this goal. Adrian wells point out the role of metacognitive factors in developing mental disorder. Metacognition is higher order thinking that monitor and control of thinking. Metacognition is a higher order cognitive mechanism that control, monitor and appraise products and process of awareness. The metacognitive approach based on the idea is that rigid and fixed pattern of responding to inner experience sustains of emotional experience and strengthen negative ideas. This

particular style of thinking and way of coping with negative ideas and threat are called cognitive attentional syndrome (Fisher & Wells, A, 2009; Wells, 2009).

According to the S-REF model, emotional disorders are maintained by perseverative styles of thinking (worry/rumination), attentional strategies of threat monitoring, and behaviors that fail to modify dysfunctional self-beliefs. This array of factors constitutes a cognitive–attentional syndrome (CAS) (cited Papageorgiou, & Wells, 2004). Cognitive attentional syndrome is a particular style of sustained and inflexible responding to thoughts, emotion and threats is responsible for prolonging and intensifying suffering (Fisher & Wells, 2009).

Teaching is noble profession in the world. Therefor teaching students must be acquire lot of teaching skills such as how to introduce a new topic before the students, how to maintain attention in the class room, how to manage class room properly, how to prepare lesson plan etc. These teaching skills are largely owed to metacognitive ability of the teacher. Nowadays our school curriculum demands activity based teaching rather than lecture method. Activity based class room demand more and more novel ideas and activities that produces some difficulty in teaching. Some teachers are more rapidly adjust the changing situation and others are not, this also produce stress and anxiety. Here the study investigates the relationship between GAD and various dimensions of metacognitive awareness.

Anxiety is common symptom seen in general and clinical population. Optimum level of anxiety help us proper adjustment of varying social, personal and environmental condition. But it exceeds certain level, result deteriorate effect on wellbeing. The cardinal feature of anxiety is trepidation of anticipated danger. The major difference between anxiety and fear, fear always concerned external danger while in anxiety the danger is largely unknown or internal (Ahuja, 2006). The worry is difficult to and is associated control with somatic symptoms, such as muscle tension, irritability, difficulty sleeping, and restlessness (cited Sadock & Sadock, 2007).

The most common characteristics of generalized anxiety disorder (GAD) is persistent and excessive anxiety and worry about various life circumstances. In addition to excessive worry and anxiety individual experience physical symptom such as restlessness, being easily fatigued, difficulty in concentrating, irritability, muscle tension and sleep disturbance. The prevalence of GAD is 0.9% among adolescents and 2.9% among adults in general population of United States. The life time morbid risk is 9%. Females are twice as likely as males to experience GAD. The prevalence of diagnosis peaks in middle age and the median age at onset for GAD is 30 years (DSM V, 2013).

Paris and Winograd (1990) have argued that students learning can be enhanced by becoming aware of their own thinking as they read, write, and solve problems in school, and that teachers should promote this awareness directly by informing their students about effective problem-solving strategies and discussing cognitive and motivational characteristics of thinking. Metacognition is a multi-faced concept. It includes knowledge, experience and strategies. Metacognitive knowledge refers to the belief and theories that people have about their own thinking. Metacognitive experiences are the situational appraisals and feelings that individual have of their mental status. Metacognitive strategies are the responses made to control and alter

thinking in the service of emotional and cognitive regulation (Wells, 2009). These all factors are crucial for effective teaching and learning.

Objectives

The study was undertaken with the following objectives:

1. To find out the inter correlations among the variables namely generalized anxiety disorder, declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies, evaluation and meta cognitive awareness.

2. To find out the predictors of generalized anxiety disorder among the variables namely declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies and evaluation.

Hypotheses

1. There will be significant inter correlations among all the variables under study, viz., generalized anxiety disorder, declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies, evaluation and meta cognitive awareness.

2. There will be significant predictors of Generalized Anxiety Disorder among the study variables namely declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies, evaluation and meta cognitive awareness.

METHOD

Sample

The sample of the present study consists of 63 B. Ed. students collected from Kannur district of Kerala. For this study, the experimenter used the characteristics of stratified random sampling method. Under stratified random sampling method, the population is divided into several sub populations that are individually more homogeneous than the total population and then we randomly select items from each sub population.

Variables

The present study consist of 10 variables Viz., generalized anxiety disorder, declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies, evaluation and meta cognitive awareness..

Tools

- Personal information Schedule
- Meta-cognitive Awareness Inventory (MAI)
- G A D 7

Metacognitive Awareness Inventory (MAI)

Schraw & Dennison (1994) developed an inventory called Metacognitive Awareness Inventory (MAI) to measure the knowledge of cognition and regulation of cognition in adolescents and adults. Then reliability of the instrument has been found as 0.90 and the internal consistency of sub scales are ranging from 0.93 to 0.88. There is a statistically significant correlation between knowledge and regulation of cognition, r = 0.54 and 0.45 respectively.

G A D 7

Spitzer et al. (2006) were developed GAD 7, a brief measure for assessing generalized anxiety disorder. The GAD has good reliability as well as criterion, construct, factorial and procedural validity. The internal consistency of the GAD-7 was 0.92. Test-retest reliability was also good 0.83. The construct validity of GAD-7 with the Beck Anxiety Inventory and the anxiety subscale of the Symptom Checklist-90 is 0.72 and 0.74 respectively. A score of 10 or greater on the GAD-7 represents a reasonable cut point for identifying cases of GAD. Cut points of 5, 10, and 15 might be interpreted as representing mild, moderate, and severe levels of anxiety on the GAD-7.

Personal information schedule

It helped the investigator to collect the subject's information about Age, Gender, Education, Occupation, Income, Marital status, Religion, Domicile, Birth order, Family size, Type of disability, and Type of family.

Administration and scoring

The Metacognitive Awareness Inventory (MAI), GAD 7 and personal information schedule were administered to a sample of 63 B Ed. students. The Metacognitive Awareness Inventory (MAI), and GAD - 7 are self-administering tests and the instructions were given in detail along with necessary clarifications. Special care was taken to obtain genuine responses from each individual.

Before scoring, the answer sheets were scrutinized and make sure that there is no omission in the answer sheet. The response of each subject was scored according to the instruction given in the manual of each questionnaire. The score were analyzed by using appropriate statistical technique.

Result and Discussion

Person product moment correlation was used to find degree of relationship between generalized anxiety disorder and all other variables under study. The step wise multiple regression was used to find out the predictors of generalized anxiety disorder among variables under study. The analysis results and their discussion are as follows.

The study has conducted to find out the relationship between Generalized Anxiety Disorder and the variables viz., Declarative Knowledge, Procedural knowledge, Planning, Information Management Strategies, Comprehension Monitoring, Debugging Strategies, Evaluation and Meta cognitive awareness. The result

Obtained from Person Product Moment correlation was Generalized Anxiety Disorder negatively correlated with procedural Knowledge, conditional knowledge, Evaluation and Meta cognitive Awareness.it also found that the variables viz., declarative knowledge, planning, information management strategies, comprehension monitoring and Debugging Strategies are not significantly related with generalized anxiety disorder.

Table 1: The correlation coefficient obtained between generalized anxiety disorder and variables under study.

Variables	Correlation	% of variance
Declarative Knowledge	$.24^{ns}$	5.76
Procedural Knowledge	$.35^{**}$	12.25
Conditional Knowledge	$.31^{**}$	9.61
Planning	$.14^{ns}$	1.96
Information Management Strategies	$.12^{ns}$	1.44
Comprehension Monitoring	$.16^{ns}$	2.56
Debugging Strategies	$.04^{ns}$	0.16
Evaluation	$.43^{**}$	18.49
Metacognitive Awareness	$.36^{**}$	12.96

**. Correlation is significant at the 0.01 level., ns – not significant

Generalized anxiety disorder inversely related to procedural knowledge and the correlation coefficient between these two variables is -0.35, it indicates that procedural knowledge moderate negative correlation with generalized anxiety disorder. Procedural knowledge is the metacognitive component of thought. It help an individual to use suitable procedure for completing his/her task and also help selection of suitable procedure to find solution of various problematic situation.

The result show that generalized anxiety disorder and conditional knowledge are inversely related. Conditional knowledge got correlation coefficient -0.31 with generalized anxiety disorder. It indicates that conditional knowledge has moderate negative correlation with generalized anxiety disorder. Conditional knowledge is the form of metacognitive knowledge, it help an individual to determine in what circumstance a procedure is suitable.

Evaluation got a negative correlation with generalized anxiety disorder and the correlation coefficient is-0.43. It indicates that evaluation has moderate negatively correlated with generalized anxiety disorder. Evaluation is a capacity to analyze performance and strategies after a learning episode as an intention to determine its effectiveness. Evaluation helps an individual to analyze about his/her performance and also help to take decision about the selection of appropriate strategies for improving teaching and learning process.

Metacognitive awareness negatively correlated with generalized anxiety disorder and the correlation coefficient is -0.36. It indicate that metacognitive have moderate negative correlation with generalized anxiety disorder. Metacognitive awareness play crucial role in in improvement of various teaching skills and learning process. Metacognitive awareness involves knowing various appropriate strategies to improve learning process and knowing which strategies to select to increase our ability to control and manage our mental process.

Generalized anxiety is the common symptoms both clinical and general population (Ahuja, 2006). Excessive worries about forthcoming events are the cardinal feature of generalized anxiety disorder. Adrian wells point out the role of metacognition in developing GAD. Well's metacognitive model of GAD stress the importance of metacognitive belief, metacognitive appraisals and metacognitive control strategies for development and maintenance of generalized anxiety disorder. Maladaptive metacognition compel an individual to process information in a particular fashion. This particular style of processing is termed as Cognitive attentional syndrome (Wells, 2009). The excessive worry, rumination and self focused attention are the features of CAS. Patient who suffer GAD also have problem to use procedural knowledge, conceptual knowledge and evaluation. If an individual have good procedural knowledge, conceptual knowledge and evaluation, it definitely protect him/her from mental disorder.

Analyzing the result we must consider the population of the study conducted. The data obtained from B. Ed. students. We know the basic qualities of the teachers. The B. Ed. students must be internalizing some qualities such as social interaction, communication skill, empathy, observation, etc. In an extent these qualities may influence the result. Only 63 students were participated in this study, this also the limitation of the study.

Table 2:Analysis with dependent variable Generalized Anxiety disorder: Results of regression

Sl.No	Variable	B	Std.error	Beta	R	R^2
1	Evaluation	-1.5	0.40	-0.43	0.43	0.18
Constant		13.55	1.65	-	-	-

The only predictor variable of generalized anxiety disorder is Evaluation. The beta value of Evaluation was found to be -0.43. The multiple correlation (R) obtained from the analysis was 0.43 and the R^2 was 0.18. The score of R^2 indicate that 18 percent of variance in generalized Anxiety Disorder can be explained by Evaluation. Negative beta value indicates that the Evaluation was inversely associated with Generalized Anxiety disorder.

A regression equation was formulated with the obtained Beta weights and constant value is as given below:

$$Y = 13.55 + 1.5 \, x_1$$

Where, Y = Generalized Anxiety Disorder, X1 = Evaluation. The result shows that evaluation is the only one predictable variables of Generalized Anxiety disorder. It also indicates that the Evaluation will predict 18 percentages of chance to the occurrence of generalized anxiety disorder.

Conclusion

Generalized anxiety disorder inversely related to procedural knowledge, conditional knowledge, evaluation and metacognitive awareness. 18% of variance in generalized anxiety disorder has been predicted by evaluation alone.

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