

A STUDY OF AN ANXIETY AMONG COLLEGE STUDENTS WITH REGARDS TO FACULTY, GENDER AND AREA OF RESIDENCE

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INTRODUCTION:

Anxiety, worry and fear seem to be permanent part of human life. They are perhaps the outcome of unresolved conflict in organization of covert skeletal and visceral reactions. Present century in the age of anxiety. Freud (1935) more than five decades ago, wrote that "the problem of anxiety is a noble point, linking up all kinds of most important questions; a riddle, of which the solution must cost a flood of light upon our whole mental life." Anxiety is a very important concept in adjustment, it refers to arousal caused by threat to one's well-being. From childhood onward, parental control, social prohibition, and one's own self reactions may interrupt or deflect the course of patterned behaviour or alter its character. Thus, amputated and unconsummated reactions are inevitable part of human existence. It may now be stated that "anxiety is the predominantly covert skeletal and visceral reaction which constitutes the unconsummated preliminary phase of emotional existent." (Camoron & Magaret, 1951). Some anxieties may be objective and understandable, whereas others may appear to be unwarranted and baffling (subjective or even unconscious). The strength of anxiety-states varies from person to person and within any person from time to time. Mild anxieties can act as helpful stimulants; very strong anxieties tend to disrupt behaviour. Thus the tensions of anxiety and unfulfilled need play a prominent role in the development of adjustive and maladjustive behaviour.

REVIEW OF LITERATURE:

Swan and Howell (1996) conducted a study to determine how test anxiety affects students with learning disabilities and behavior disorders. In this study, researchers worked with 82 students in eighth through twelfth grade. All students in the study had learning disabilities; 61 also had behavior disorders, and 39 also had attention deficit disorder. Researchers measured the relationship between the Stanford Achievement Test (SAT), anxiety, internal dialogue, self concept, and study habits.

Nelson and Harwood (2010) performed a study comparing research on learning disabilities and anxiety to determine the connection between the two. Researchers analyzed 58 studies, which included 3,336 students. Researchers used a computer program to analyze the data from the studies. The effect sizes, means, and standard deviations were computed for each study. The results of the effect size computations were used to determine whether or not students with learning disabilities experienced higher levels of anxiety than students without learning disabilities. The higher the effect size, the stronger the relationship between learning disabilities and anxiety. Negative effect sizes means that a relationship was not found between learning disabilities and anxiety levels. Researchers found a positive effect size value for 95% of the studies with an average of 0.61 and a range of -0.21 to 1.83. Researchers determined that students with learning disabilities are significantly more likely to suffer from academic anxiety.

Makaremi (2000) examined relation of depression and anxiety to personal and academic problems among Iranian college students. Analysis confirmed the relation and showed that off-campus students were significantly less depressed and anxious. These college students were worried about jobs and marriage. Feelings of anxiousness and worry were reported; sex differences on depression scores were not significant.

Clark-Bland and Iris (2004) had conducted "a study on the effects of teaching mathematics strategies and keeping mathematics journals to reduce mathematics anxiety". This mixed method study examined how different strategies of learning mathematics and keeping a mathematics journal in a remedial mathematics class in a community college affected mathematics anxiety and mathematics learning. Students were administered validated algebra pre and post tests and mathematics anxiety pre and post tests. The findings led to the following recommendations; (a) To break the cycle of mathematics anxiety, elementary schools teachers who are mathematically anxious should take measures to lessen their own anxiety; (b) Educators should teach several strategies for learning mathematics; (c) Additional studies of journaling in mathematics to alleviate mathematics anxiety should be conducted; (d) Educators should solicit a mathematics autobiography form studies.

OBJECTIVES:

1. To study and compare anxiety between college students of Commerce and science faculty.
2. To study and compare anxiety between male and female college students.

3. To study and compare anxiety between urban and rural college students.
4. To study interaction effect between faculty and gender of college students with regard to anxiety.
5. To study interaction effect between faculty and area of residence of college students with regard to anxiety.
6. To study interaction effect between gender and area of residence of college students with regard to anxiety.
7. To study interaction effect between faculty gender and area of residence of college students with regard to anxiety.

HYPOTHESIS:

1. There will be no significant difference between college students of Commerce and science faculty with regard to anxiety.
2. There will be no significant difference between male and female college students with regard to anxiety.
3. There will be no significant difference between urban and rural college students with regard to anxiety.
4. There will be no significant interaction effect between faculty and gender of college students with regard to anxiety.
5. There will be no significant interaction effect between faculty and area of residence of college students with regard to anxiety.
6. There will be no significant interaction effect between gender and area of residence of college students with regard to anxiety.
7. There will be no significant interaction effect between faculty, gender and area of residence of college students with regard to anxiety.

SAMPLE:

For the present research sample was taken Purposive sampling from the Ahmedabad District. The total sample was categorized as under.

Area of Residence	Commerce		Science		Total
	Male	Female	Male	Female	
Urban	30	30	30	30	120
Rural	30	30	30	30	120
Total	60	60	60	60	240

VARIABLES:

In present research faculty, gender and area of residence were considered as Independent variables and Scores of anxiety was considered as Dependent variable.

TOOL:

1. Sinha's Comprehensive Anxiety Test (SCAT):
The items of the test were largely constructed on the basis of the symptoms of anxiety reported by those who visited the Institute of Psychological Research and service, Patna University for psychological assistance. A few items from the existing tests of anxiety were also incorporated after such modifications as were considered necessary. Thus initially 315 items were prepared in Hindi. These items were given to five judges (all engaged in counseling and psychological testing work) for examining the merit of each item for inclusion in the test of anxiety They were also asked to score out those items, which they thought were redundant. On the basis of 100% agreement among the judges, 70 out of 315 items were eliminated.

RELIABILITY:

The coefficient of reliability was determined by using the following two methods: - 1 The test-retest method (N=100) was employed to determine the temporal stability of the test. The product moment correlation between the test and retest scores was 0.85. 2. The internal consistency reliability was ascertained by adopting odd even procedure (N=100). Using the Spearman Brown formula, the reliability coefficient of the test was found to be 0.92. Both the values ensure a high reliability of the test. 3.8.2

VALIDITY:

The coefficient of validity was determined by computing the coefficient of correlation between scores on Comprehensive Anxiety Test and on Taylor's Manifest Anxiety Scale. It was .62, which is significant beyond .001 level of confidence.

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PROCEDURE:

After establishing the rapport with selected college students, Sinha's Comprehensive Anxiety Test (SCAT) administered in small manageable group of students. After completion of data collection scoring was done by scoring key of creativity test.

STATISTICAL ANALYSIS:

To find out main and interaction effect of three independent variable such as faculty, Gender and area of residence on scores of anxiety three way Analysis of Variance was used.

RESULTS AND DISCUSSIONS:

Table No: 1

Showing Results of ANOVA on Anxiety of Various Groups of college students

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Significant
Ass	1353.75	1	1353.75	9.13	0.01
Bss	36092.82	1	36092.82	243.41	0.01
Css	4350.42	1	4350.42	29.34	0.01
AxB	476.02	1	476.02	3.21	NS
AxC	633.75	1	633.75	4.31	0.05
BxC	370.02	1	370.02	2.49	NS
AxBxC	138.02	1	138.02	0.93	NS
Error	34400.40	232	148.28		
TSS	77814.8				

Table No: 2

Showing Mean Scores of Anxiety of Variable-A (Faculty) of college students

	A1	A2
Mean	31.76	38.74
N	120	120

F ratio of anxiety among college students (Ass-Faculty) is 9.13 which is significant at 0.01 level. It means Commerce and science faculty college students differ significantly on anxiety. Same as table no.2 shows the mean scores of Commerce college students is 31.76 and the means score of Science college student is 38.74 on anxiety. It clearly indicates that significant difference exists between Commerce and Science college students on anxiety. Commerce college students have more Anxiety than Science collage students.

Table No: 3

Showing Mean Scores of Anxiety of Variable-B (Gender) of college students

	B1	B2
Mean	38.88	33.30
N	120	120

F ratio of anxiety among college students (Bss-Gender) is 243.41 which is significant at 0.01 level. It means male and female college students differ significantly on anxiety. Same as table no.3 shows the mean scores of male college students is 38.88 and the means score of female college student is 33.30 on anxiety. It clearly

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indicates that significant difference exists between male and female college students on anxiety. Male college students have more anxiety than female college students.

Table No: 4
Showing Mean Scores of Anxiety of Variable-C (area of Residence) of college students

	C1	C2
Mean	41.22	29.28
N	120	120

F ratio of anxiety among college students (C_{ss}-Area of residence) is 29.34 which is significant at 0.01 level. It means urban and rural college students differ significantly on anxiety. Same as table no.4 shows the mean scores of urban college students is 41.22 and the means score of rural college student is 29.28 on anxiety. It clearly indicates that significant difference exists between urban and rural college students on anxiety. Urban college students have more anxiety than rural college students.

Table No: 5
Showing Means Scores of Anxiety of Variable-AxB (Faculty x Gender) of college students

		A1	A2
B1	Mean	40.52	42.48
	N	60	60
B2	Mean	45.25	44.76
	N	60	60

F ratio of anxiety of faculty and gender of college students (AxB) is 3.21 which is not significant. It means faculty and gender of college students do not interact significantly on anxiety. Same as table no.6 shows the mean scores of commerce college male students on anxiety is 40.52. commerce college female students on anxiety is 42.48, means score of science college male students on anxiety is 45.25 and mean score of science college female students on anxiety is 44.76 . It clearly indicates that significant interaction effect does not exist between faculty and gender of college students on anxiety.

Table No: 6
Showing Means Scores of Anxiety of Variable-AxC (Faculty x Area of residence) of college students

		A1	A2
C1	Mean	48.42	47.56
	N	60	60
C2	Mean	50.25	42.40
	N	60	60

F ratio of anxiety of faculty and area of residence of college students (AxC) is 4.31 which is significant at 0.05 level. It means faculty and area of residence of college students significantly interact on anxiety. Same as table no.7 shows the mean scores of urban Commerce college students on anxiety is 48.42, rural Commerce college students on anxiety is 50.25, means score of urban Science college students on anxiety is 47.56 and mean score of rural Science college students on anxiety is 42.40. Rural Commerce college students have more anxiety than remaining groups of college students.

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Table No: 4.6
Showing Means Scores of Anxiety of Variable-BxC (Gender x area of residence) of college students

		B1	B2
C1	Mean	38.25	50.58
	N	60	60
C2	Mean	43.55	58.16
	N	60	60

F ratio of anxiety of gender and area of college students (BxC) is 2.49 which is not significant. It means gender and area of residence of college students do not significantly interact on anxiety. Same as table no.7 shows the mean scores of male urban college students on anxiety is 38.25, male rural college students on anxiety is 43.55, means score of female urban college students on anxiety is 50.58 and mean score of female rural college students on anxiety is 58.16. It clearly indicates that significant interaction effect does not exist between gender and area of residence of college students on anxiety.

Table No: 4.15
Showing Means Scores of Anxiety of Variable - Ax B x C (Faculty x Gender x area of residence) of college students

		A1		A2	
		B1	B2	B1	B2
C1	Mean	32.28	38.26	37.56	34.26
	N	30	30	30	30
C2	Mean	46.25	39.40	47.58	35.18
	N	30	30	30	30

F ratio of anxiety among college students (AxBxC) is 0.93 which is not significant. It means faculty, gender and area of residence of college students do not differ significantly on anxiety. Same as table no.7 shows the mean scores of urban Commerce male college students on anxiety is 32.28, rural Commerce male college students on anxiety is 46.25, urban Commerce female college students on anxiety is 38.26, rural of Commerce female college students on anxiety is 39.40, urban Science male college students on anxiety is 37.56, rural Science male college students on anxiety is 47.58, urban Science female college students on anxiety is 34.26 and rural Science female college students on anxiety is 35.18. It clearly indicates that significant interaction effect does not exist among faculty, gender and area of residence college students on anxiety.

CONCLUSIONS:

1. Significant difference exists between Commerce and Science college students on anxiety. Commerce college students have more Anxiety than Science college students.
2. Significant difference exists between male and female college students on anxiety. Male college students have more anxiety than female college students.
3. Significant difference exists between urban and rural college students on anxiety. Urban college students have more anxiety than rural college students.
4. Significant interaction effect does not exist between faculty and gender of college students on anxiety.
5. Significant interaction effect exists between faculty and area of residence of college students on anxiety. Rural Commerce college students have more anxiety than remaining groups of college students.
6. Significant interaction effect does not exist between gender and area of residence of college students on anxiety.
7. Significant interaction effect does not exist among faculty, gender and area of residence college students on anxiety

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