Short Communication (SS-1)

ANXIETY LEVEL OF STUDENTS IN PROFESSIONAL INSTITUTE ARENA

Avanika Sinha* and Ambalika Sinha

Department of Humanities and Social Sciences, Motilal Nehru National Institute of Technology, Allahabad, Uttar Pradesh (INDIA)

Received April 15, 2011      Accepted July 02, 2011

ABSTRACT

In order to assess the anxiety level anxiety scale questionnaire was administered on the first and final year students. The finding shows that there is no significant difference between the first and final year students on anxiety level. T-test was computed to study the differences between the two groups of first and final year students with respect to their anxiety levels. The mean anxiety level of the first year students is 2.53 and that of the final year students is 2.48. Thus, indicating that the level of anxiety in both the groups is below three on the five point scale. This means that the anxiety level of both the groups is not high. Now, in order to see whether there is any significant difference between the two groups T-test was applied. The value of t-test had come around 0.9, SD(0.46); SED (0.10) which was not falling at either of the significant points (P>0.05 and P=0.01). This clearly rejects the hypothesis that the anxiety level would be higher in the final year students due to their apprehension about getting placed in comparison to the first year students.

Key Words: Anxiety, College student heredity, Biological cause, Dietary factors, Withheld feeling, Stress maintaining cause, Triggering cause, Problem solving, Self-talking

INTRODUCTION

Anxiety is an unavoidable part of life in contemporary society. When a person experiences an anxiety he, often can’t be able to specify that what he is anxious about. The focus of anxiety is more internal than external. It is a type of response towards a vague, distant and unrecognized danger. Like having an anxiety about something bad happening. Anxiety affects the whole personality of an individual. It is a combination of physiological, behavioural and psychological reaction. Under the physiological conditions, anxiety may consist of bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth or sweating. Behavioural symptoms may include hesitation in expressing oneself, problem in handling the everyday situations and inability to act properly. In extreme cases i.e., generalized social phobia, what happens that there is a kind of fear towards the social situations, for example, initiating conversations, participating in small groups, speaking to authority figures, dating, attending parties, etc. Such behavioural problems can begin at late childhood or adolescence but have a tendency to decrease in severity later in life. Lastly, in psychological anxiety one may have a subjective state of apprehension and uneasiness. In its most extreme form, it can cause one to feel detached from oneself and even fearful of dying or going crazy. A complete programme of recovery from an anxiety disorder must intervene at all the three levels in the following manner:

*Author for correspondence
By reducing physiological reactivity, eliminating avoidance behaviour and change subjective interpretations (or self-talk) which perpetuate a state of apprehension and worry. Anxiety is laden with different levels of intensities. It can vary from severity of anxiety attacks to mere small twinge.

Anxiety in college students

New college students can fall into the streams of anxiety due to the academic and social challenges of college life. These challenges can be embedded within the issues of living with roommates, joining club and hanging out at parties. College is purposefully designed to provide students with new information, new knowledge, new experiences and new people. Such experiences or events might come as a gradual part of anyone’s maturation but they come in rapid succession for the college students. The college student experiencing excitement, impoverishment can also have the feeling of stress, anxiety and loneliness1. Junior and senior students often face different challenges, including managing multiple responsibility such as school work, employment and sometimes family commitments and apprehension about finding suitable employment2,3. Some college students may face discrimination on the basis of class, region, background, speech or merely snobbishness. It can be frightening, painful and bewildering. For a newly admitted student this is a kind of challenge to adjust with the present environment. All the work that he did in the past to adapt into his previous place of education now has to be repeated on the different stage with new people. Thus, in building-up of such social network the person can experience anxiety. Mainly, the freshman year is an important time of self-discovery and reflection. The maturation and growth of a student takes place during this phase of his life. The goals which he carries are discovering important aspects of one such as abilities, skills, values, interests and goals; maintaining a good academic record; beginning to narrow choices for a major and developing a social support network.

While talking about the senior year, this is the phase of a student’s life which is filled with hard work, excitement and mixed emotions as now the pressure to think about career making also gets increased.

AIMS AND OBJECTIVES

The aims of the present study is to focus on a chosen field and to begin the job search and making preparations for a successful transition from student to employee. Searching for job is one of the critical tasks of the senior year and can also be the most anxiety producing experiences in the college career.

METHODOLOGY

Sample

The samples taken in the study are the students of MNNIT, Allahabad, Uttar Pradesh. Two groups of students were taken, ie., one is the group of first year students and the second one is of the final year students. Each consisted of 40 students. Their age range is from 18-23 yrs.

Measures

Fifteen items have been extracted from Sinha’s anxiety scale. This is a widely used questionnaire to measure the anxiety level of an individual. There are fifteen items converted into a five point scale.

where,

1. stands for very less,
2. stands for less,
3. stands for neutral or not known,
4. stands for often and
5. stands for very often.

The administration time is of ten minutes.

Procedure

The two groups of students were given the questionnaire to be filled-up in the separate sessions. They were given the instructions for filling-up the questionnaire. For each item the five-point scale is given. Their task was to encircle that point which applied to them. For example, for the given statement they were required to circle one of the given points.

Where

1. stands for very less,
The mean anxiety level of the first year students is 2.53 and that of the final year students is 2.48. Thus, indicating that the level of anxiety in both the groups is below three on the five point scale. On the whole, in the administration of anxiety scale questionnaire their anxiety level is falling below 3. This means that the anxiety level of both the groups is below the optimum level.

Now, in order to see whether there is any significant difference between the two groups T-test was being applied. The value of T-test was around 0.9, SD (0.46); SED (0.10) which did not fall at either of the significant points (P>0.05 and P=0.01). This clearly accepts the null hypothesis that the anxiety level would be higher in the final year students due to their apprehension regarding their placement in comparison to the first year students.

This study was conducted in order to investigate the hypothesis that the level of anxiety would go to the higher side in the final year students pertaining to their placement matter than the newly admitted final year students. The result which was acquired was totally contradictory to what was expected. There was not found any significant differences between the anxiety levels of the two groups. Thus, the hypothesis gets rejected.

It was assumed that in their last year the final year students’ tension gets raised due to several reasons related to their career and future making. At this stage their main consideration is to get a good job and to get settled in their lives.

**RESULTS AND DISCUSSION**

Data obtained was analyzed to assess anxiety level in college students. In order to assess the anxiety level anxiety scale questionnaire was administered on both year students. The finding shows that there is no significant difference between the anxiety level of the first and final year students.

Data obtained was analyzed to examine differences in anxiety level of the first and final year students with respect to three different aspects of life such as psychological, physiological and sociological.

Mean comparisons of anxiety levels of the first and final year students (B.Tech. 1st and V11th) on anxiety scale questionnaire

T-test was computed to study the differences between the two groups of first and final year students with respect to their anxiety levels. (Fig. 1).

![Fig. 1 : Mean comparisons of anxiety level between the students of first and final year](image)

The mean anxiety level of the first year students is 2.53 and that of the final year students is 2.48.
successfully. Their parents also have high expectations from them. Thus, they become quite serious regarding their future. There starts prevailing a feeling of unidentified fear, insecurity and apprehension within their hearts. They try to make their best efforts in order to get selected for jobs. Due to this stress they start developing several physical, mental and sociological disorders that leads to anxiety. This is the year which is considered to be the most anxiety provoking than the fresh year of college. According to the present findings, both year students were on lower level of anxiety suggesting that they are lower in motivation and take their future and study related things lightly. One supportive study describes about the low level of anxiety in students in relation to the following finding. This explains that during the childhood a child shows both positive as well as negative type of emotional expressions that is altered by their parents through punishment giving, approval and disapproval as a result of which they start suppressing their strong emotional expressions. Thus, students would have predicted to be anxiety free.

Second rationale could be that students would be good at time management. It has been seen that students who have shown lower anxiety level or high satisfaction level were good at time management skills. Time management includes completing tasks before the stipulated time, breaking-down large tasks into subtasks. The college is having such a well organized study- oriented environment which is responsible for having problem solving attitude in the students. This is consistent with the previous findings. Thus, this helps students to cope up with academic and employment related problems which lead to low level of anxiety. As far as the final year students’ low anxiety level issue is considered, it might have occurred due to the good placements provided by the institute to its students. The students are relaxed on this part that the college would get them placed to the posts which they deserve. Thus, they can concentrate on their studies and perform well. The time students filled the questionnaires most of them got the placements. This can also be the reason for the reduction in anxiety.

Implications of findings

As our hypothesis is nullified and the anxiety level in both year students is less this shows the possibility that the college environment is study oriented and does not put any extra pressures on them. This provides its students full opportunity to give more time to their studies in a strategic manner. They can think about their future goals in an organized manner. Their being skillful in management of time and problem solving attitude are also the major reasons for having less anxiety.

Limitations of the study

Limitation is it’s reliance on self reported measures and is based on a small sample of students. For college students researchers are required to investigate about the higher leisure satisfaction level, time management strategies and problem solving attitudes of the students responsible for the reduction in the anxiety level.

CONCLUSION

In the present study our hypothesis is not proved and we have concluded that time management skill, problem solving attitudes are based on low anxiety level. Hence, faculty members and counselors should make arrangements for time management seminars and workshops to cope-up with their stress and academic success of their students. In order to encourage leisure activities recreation centers and student union should be planned and implemented.

REFERENCES

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