A Study of Anxiety among Art's and Science College Students

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Abstract

Research Method:- Statement of Problem: To study the Anxiety among Art's and Science College Students. Purpose of the Study: To Investigate the anxiety among arts and Science college students Hypothesis: There will be significantly difference between arts and Science college students' dimension on anxiety Sample: Total 20 senior arts and Science College students were selected study among them 10 subjects were senior arts college students and 10 subject's senior Science college students belonging to Vivekanand College, Aurangabad. The age range were 18 to 22 years (M =20.78, SD = 2.81). Non-probability purposive sampling was used. Tools SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT) This test is developed and standardized by A.K.P. Sinha and L.N.K. Sinha. Conclusion: Science Students had significantly high Anxiety than the Arts Students.

Keyword: *College Students, Anxiety*

Introduction:-

anxiety is defined as the negative expectation and concern an individual has about performing, while somatic anxiety is defined as bodily symptoms or feelings associated with stress, such as nervousness or tension. In addition, cognitive anxiety is theorized to have a negative linear relationship with performance, while somatic anxiety is theorized to have an inverted-u or curvilinear relationship. Within the past 10 to 12 years, investigators have expanded upon the MAT model by including an anxiety direction dimension to go along with the original intensity dimension. Jones and Swain (1992) first introduced the concept of *anxiety direction*, and operationally defined it as the athlete's facilitative (i.e., positive) and debilitative (i.e., negative) interpretation of the anxiety symptoms related to performance.

Past research indicates that the direction of anxiety may be the most important dimension when comparing elite versus non elite performers, with elite athletes having more positive anxiety perceptions (e.g., Jones, Hanton, & Swain, 1994; Jones & Swain, 1995). Research investigating state anxiety intensity and direction has demonstrated gender differences, although results have been equivocal. For instance, some researchers have reported gender differences when examining temporal patterns of anxiety and self-confidence (e.g., Jones & Cale, 1989; Jones, Swain, & Cale, 1991). In a study focusing on the frequency of *state anxiety* (i.e., how often the individual experiences anxiety symptoms prior to a specific competition), Swain and Jones (1993) reported cognitive and somatic state anxiety symptoms increased significantly for both males and females as the competition approached. Females reported higher state somatic anxiety scores than males. Wiggins (1998) reported gender differences investigating anxiety across time, with females reporting higher cognitive anxiety intensity 24 hours prior to competition, but found no anxiety direction differences.

Initial inquiries attempted to determine the anxiety-performance relationship through arousal-based explanations. For example, drive theory (Spence andSpence, 1966) purported that an increase in drive or arousal was associated with alinear increase in performance providing that the learned dominant response wasone of a correct skill execution. This approach was superseded in sport psychology by the inverted-U hypothesis (Oxendine, 1970) that described the relationship between arousal and performance through an inverted-U Increases in arousal up to an 'optimal' level were suggested to result in positive performance gains, beyond which performance decrements occurred. Optimal levels of arousal were also suggested to be dependent on the type of task, with more complex tasks requiring lower arousal levels for optimal performance (cf. Landers and Arent, 2001).

A recent approach that accounts for the positive aspects of the arousal performance relationship is that of reversal theory (Kerr, 1993). Based upon the work of Apter (1982, 1984), the theory suggests that motivation is influenced by changes or reversals between four paired alternate meta-motivational states. In atelic state, high physiological arousal will be interpreted as anxiety; whereas in apar atelic state, high physiological arousal will be experienced as excitement.

Equilibrium in the desired meta-motivational state is achieved when minimal differences arise between an individual's preferred and actual arousal state. In addition, contingent upon the perceived pleasure or hedonic tone of the individual, performers can also suddenly reverse from the experience of high arousal as excitement to one of anxiety (Kerr, 1997).

Review of Literature

Mohammad Amin Wani (2016) Objective: In present days stress, anxiety and depression is commonly found among the students globally . These psychological problems badly affect the health of our students. The cardinal object of the present study was to investigate the effect of gender and faculty on stress, anxiety and depression. Further the study also strived to find the level of stress, anxiety and depression among boys and girls; science and arts students. Method:The present study consisted sample of 260 students divided in two groups (Boys and Girls) each group has 130 students. Further these two gr oups are equally subdivided into two mor e faculty wise (Science and Arts) groups with 65 students in each group. Levels of stress, anxiety and depression was measured by Depression Anxiety Stress Scale (DASS) constructed by Lovibond & Lovibond (1995). For data analysis and hypothesis testing mean and ANOV A was applied. Findings: The findings shows that girl students are prone to stress, anxiety and depression than boys as they have high percentage in all thr ee areas (Stress 57.67%, Anxiety 90.77% and Depression 60.77%) than boys (Stress 43.85 %, Anxiety 89.22% and Depression 43.08%). Similarly science students have high level of stress, anxiety and depression (Stress 73.86%, Anxiety 96.14% and Depression 88.46 %) than arts students (Stress 27.69%, Anxiety 73.84% and Depression 15.38%). The results also revealed both gender and faculty have significant effect on stress, anxiety and depression as all obtained "F" ratio' s was found significant at 0.05 level of significance. Conclusion: - On the basis of the findings in the present study we may conclude that both gender and faculty are influential factors in stress, anxiety and depression. Keywords: Stress, Anxiety, Depression, Gender and Faculty.

Dr.Mandar P. Baviskar & etc (2013) Objective: In present days stress, anxiety and depression is commonly found among the students globally . These psychological problems badly affect the health of our students. The cardinal object of the present study was to investigate the effect of gender and faculty on stress, anxiety and depression. Further the study also strived to find the level of stress, anxiety and depression among boys and girls; science and arts students. Method The present study consisted sample of 260 students divided in two groups (Boys and Girls) each group has 130 students. Further these two groups are equally subdivided into two more faculty wise (Science and Arts) groups with 65 students in each group. Levels of stress, anxiety and depression were measured by Depression Anxiety Stress Scale (DASS) constructed by Lovibond & Lovibond (1995). For data analysis and hypothesis testing mean and ANOV A was applied. Findings: The findings shows that girl students are prone to stress, anxiety and depression than boys as they have high percentage in all three areas (Stress 57.67%, Anxiety 90.77% and Depression 60.77%) than boys (Str ess 43.85 %, Anxiety 89.22% and Depression 43.08%). Similarly science students have high level of stress, anxiety and depression (Stress 73.86%, Anxiety 96.14% and Depression 88.46 %) than arts students (Stress 27.69%, Anxiety 73.84% and Depression 15.38%). The results also revealed both gender and faculty have significant effect on stress, anxiety and depression as all obtained "F" ratio' s was found significant at 0.05 level of significance. Conclusion: - On the basis of the findings in the present study we may conclude that both gender and faculty are influential factors in stress, anxiety and depression. Keywords: Stress, Anxiety, Depression, Gender and Faculty.

Research Method:-

Statement of Problem:

To study the Anxiety among Art's and Science College Students.

Purpose of the Study:

- ▪ To Investigate the anxiety among arts and Science college students

Hypothesis:

- ▪ There will be significantly difference between arts and Commerce college students' dimension on anxiety

Sample:

Total 20 senior arts and Commerce College students were selected study among them 10 subjects were senior arts college students and 10 subject's senior Science college students belonging to Dr. Babasaheb Ambedkar College, Aurangabad. The age range were 18 to 22 years (M =20.78, SD = 2.81). Non-probability purposive sampling was used.

TOOL: -

SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT)

This test is developed and standardized by A.K.P. Sinha and L.N.K. Sinha. The test consisted of 90 Items. The subjects were required to respond to each item in terms of 'YES' OR 'NO'. The reliability coefficient of the test was found 0.92 with Spearman Brown formula. The validity coefficient was found 0.62.

Variable:

Independent variable: Types of Facultya)Arts b) Science

Dependent Variable: 1. Anxiety

Procedures of data collection

For data collection permission has been taken from respective sources than the subjects have been selected for data collection. Personal data sheet (PDS) has been given for the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses will keep confidential and the information will be used for research purpose only.

Statistics

t-test was used for the statistical analysis of data.

Statistical Data Analysis

- *Hypothesis 1:* There will be significantly difference between arts and Commerce college students' dimension on anxiety

- **Table No –1 Showing mean and standard deviation and t values among Arts and Science students on anxiety.**

Dimension	Arts Students (N=10)			Science Students (N= 10)			t- ratio	df	P
	Mean	SD	SE	Mean	SD	SE			
Anxiety	24.56	4.02	1.27	32.21	4.54	1.44	3.99**	18	0.01

0.01= 2.62,   0.05= 1.98

Table no. 1 indicates that the mean scores on the anxiety levels of Arts Students and Science students are found to be 24.56 & 32.21 and the standard deviation is 4.02 & 4.54 respectively. The t value of such groups is found to be (18) 3.99 and two mean is highly significant at both level. Our null hypothesis is rejected and alternative hypothesis is accepted it concluded that the Commerce Students had significantly high Anxiety than the Arts Students.
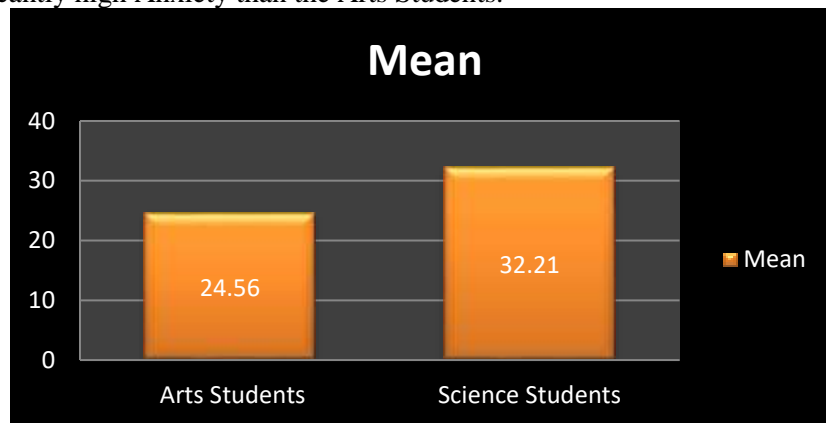
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