



A STUDY ON ANXIETY PROBLEMS AMONG STUDENTS AT ST. JOSEPH'S COLLEGE OF ARTS AND SCIENCE - CUDDALORE

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Abstract: Anxiety is the feeling of fear or panic. Most people feel anxious, panicky or fearful about situations in life, such as money problems or exams but often once the difficult situation is over, you feel better and calmer. Sometimes the feelings of fear or anxiety continue after the difficult situation or sometimes you may feel a stronger sense of fear than other people and this is when anxiety becomes a problem and can affect you doing everyday things. This paper briefly describes the research carried out in the problems of anxiety. It focuses anxiety among college students, nature of generalized anxiety disorder (GAD), panic disorder, Phobias, Social anxiety disorder of college students. Emphasizing how counseling will help students with anxiety problems and also suggested preventive measures to be taken by college such as setting up student counseling centers, create awareness among college students in seeking help with counseling centers. They should be giving regular seminar and workshop for teachers and college students on various issues of anxiety problems and its coping mechanism.

Keywords: ANXIETY PROBLEMS, ST. JOSEPH'S COLLEGE OF ARTS AND SCIENCE, CUDDALORE

1. Introduction

Anxiety is the feeling of fear or panic. Most people feel anxious, panicky or fearful about situations in life, such as money problems or exams but often once the difficult situation is over, you feel better and calmer. Sometimes the feelings of fear or anxiety continue after the difficult situation or sometimes you may feel a stronger sense of fear than other people and this is when anxiety becomes a problem and can affect you doing everyday things.

1.1 Generalized anxiety disorder (GAD)

This disorder involves excessive, unrealistic worry and tension, even if there is little or nothing to provoke the anxiety. The worry is not focused on any one object or situation. Those suffering

from GAD experience non-specific persistent fear and worry, and become overly concerned with everyday matters. A diagnosis of GAD is made when a person has been excessively worried about an everyday problem for six months or more.

1.2 Phobias

A phobia is an intense fear of a specific object or situation, such as snakes, height, or flying. The level of fear is usually inappropriate to the situation and may cause the person to avoid common, everyday situation. Between 5% and 12% of the population worldwide suffer from phobic disorders, making it the single largest category of anxiety disorders.

2. Literature Review

Hayward and Arthur (1998) examined perfectionistic standards for academic achievement and their association with depression and anxiety among 178 post-secondary students (93 males, 85 females) in a multidimensional approach of perfectionism. Their Results revealed that socially-prescribed perfectionism was more closely related to the symptoms of distress as compare to self-oriented perfectionism.

Schweitzer and Hamilton (2002) examined the relationship between perfectionism and negative emotional states among 405 male and female Australian university students. They found significant positive association between perfectionism and depression, anxiety and stress.

Flett, Greene, and Hewitt (2004) investigated the extent to which dimensions of perfectionism are associated with components of the anxiety sensitivity construct among 177 undergraduate students. Their results confirmed that automatic thoughts involving perfectionism and the interpersonal aspects of the perfectionism construct were associated with anxiety sensitivity. Further they found that perfectionism cognitions were associated primarily with anxiety sensitivity involving fears of cognitive dyscontrol, while socially prescribed perfectionism and perfectionistic self-presentation were associated primarily with fears of publicly observable anxiety reactions. Their study suggesting that the interpersonal perfectionism dimensions are linked closely with an anxious sensitivity to negative social evaluation and subsequent panic attacks. 45

Ashby and Bruner (2005) examined the relationship between adaptive and maladaptive perfectionism and obsessive-compulsive behaviors among 144 undergraduate psychology students. They found that maladaptive perfectionists engaged in more doubting and slowness behaviors than did adaptive perfectionists.

Hamidi and Besharat (2010) examined the relationship between perfectionism and competitive anxiety among 173 athletes (115 males and 58 females). They found that striving for perfection (positive perfectionism) was negatively associated with cognitive and somatic anxiety, and positively associated with self-confidence. Further their results also revealed that negative reaction to imperfection (negative perfectionism) was positively associated with cognitive and somatic anxiety, and negatively associated with self-confidence.

3. Methodology

3.1 Aim

To Study anxiety problems among college students.

3.2 Objectives

1. To Study the socio demographic details of the Respondent.
2. To Find out the anxiety problems among college students.

3. To Give preventive measures of anxiety problems.

3.3 Hypotheses:

There is a significant relationship between the Age, Gender, Religion, Community, Social background, Medium of Education at school level and the anxiety faced by students in the college.

3.4 Research design

The researcher adopted descriptive design for the present study as the study tries to describe the anxiety problems among college students.

3.5 Universe and sampling

The universe consists of 5600 students who are studying at St. Joseph's college of Arts and science, cuddalore. The researcher used the simple random sampling lottery method in order to acquire the required number of respondents 100 from various department at St. Josephs college, cuddalore.

3.6 Tools of data collection

The researcher is collected data through test anxiety scale developed by Nist and Diehl.

4. Results and discussion

Table:1 Demographic characteristics of the respondent

S.NO	Variables with values		No of the respondents (n=100)	percentage
1.	Age	17-20	64	64
		21-24	25	25
		25-28	7	7
		Above 28	4	4
2.	Gender	Male	44	44
		Female	56	56
3.	Religion	Hindu	63	63
		Muslim	2	2
		Christian	31	31
		Others	4	4
4.	Community	ST	2	2
		SC	20	20
		MBC	25	25
		BC	47	47
		OTHERS	6	6
5.	Educational Qualification	UG	79	79
		PG	19	19
		M.phil	2	2
6.	Marital Status	Married	10	10
		Unmarried	90	90
7.	Social Background	Rural	41	41

		Urban	32	32
		Semi Urban	27	27
8	Type of Family	Nuclear Family	86	86
		Joint Family	14	14
9	Medium of Education at School Level	Tamil	56	56
		English	44	44
10	Monthly Income of the Family	Rs 5000 – 10000	60	60
		Rs 10001 – 15000	22	22
		Rs 15001 – 20000	11	11
		Above 20000	7	7

4.1 Findings:

1. Respondent the demographic characteristics of the respondents. A majority (64 percent) of the respondents were from the age group between (17-20) years old.
2. A majority 56 percent of the respondents were female.
3. A majority 63 percent of the respondents were Hindu.
4. More than 47 percent of the respondents were from backward community and a sizable portion (20%) of the respondents was from scheduled caste community.
5. A vast majority 79 percent of the respondents are pursuing their under graduation studies.
6. A vast majority 90 percent of the respondents are unmarried.
7. More than one half of the respondents are from rural background.
8. A vast majority 86 percent of the respondents are from nuclear family.
9. A vast majority 56 percent of the respondents had Tamil as their medium of instruction at school level.
10. Majority 60 percent of respondent are monthly income of family level 5000-10000.

Table 2: Distribution of the respondents based on factors leading to anxiety problem

S.NO	Variables with values	Number of the respondents (n=100)	percentage
1.	Visible signs of Nervousness before test	Never	15%
		Rarely	33%
		Sometimes	37%
		Often	9%
		Always	6%
2.	Butterflies in stomach before test	Never	41%
		Rarely	29%
		Sometimes	14%
		Often	11%
		Always	5%

3.	Nauseated before a test	Never	45	45%
		Rarely	19	19%
		Sometimes	19	19%
		Often	11	11%
		Always	6	6%
4.	Mind goes blank during a test	Never	30	30%
		Rarely	23	23%
		Sometimes	34	34%
		Often	11	11%
		Always	2	2%
5.	Remembering the information after the test	Never	19	19%
		Rarely	19	19%
		Sometimes	30	30%
		Often	22	22%
		Always	10	10%
6.	Finding difficulty in choosing answers	Never	19	19%
		Rarely	19	19%
		Sometimes	40	40%
		Often	14	14%
		Always	8	8%

4.2 Findings

- The sizable portion of (37%) the respondents express that they had visible sign of nervousness before test for sometimes.
- Nearly to fifty percent (41%) of the respondents express that they never had butterflies in stomach before test.
- Nearly to fifty percent (45%) of the respondents express that they never had nauseated before test
- The sizable portion of (34%) the respondents express that they had mild goes blank during a test.
- The sizable portion of (30%) the respondents express that they had remembering the information after the test for sometimes.
- Nearly to (40%) of the respondents express that they had finding difficulty in choosing answers for sometimes.

Table 3: Karl Pearson's Coefficient of Correlation between Age, parental upbringing, social background anxiety of college students.

Variables	Correlation Value	Extent of relationship	Statistical Inference
Age	.204	Positive Correlation	$P < 0.05$ significant
Parental upbringing	-.297	Negative correlation	$p > 0.01$ not significant
Social background	-.390	Negative correlation	$p > 0.01$ not significant

The above table shows the relationship between Anxiety and Age, Parental upbringing, social background and the anxiety among the college students. Karl Pear's Co-efficient of Correlation Test was applied in order to find out the relationship. Regarding the Anxiety among college students and their age, significant difference was found. Hence research hypothesis is accepted and null hypothesis is rejected. The results of the Correlation value indicate that difference is not significant with regard to the Anxiety of the students due to their Social background. Hence the research hypothesis is rejected and the Null hypothesis is accepted.

Table 4: Chi - Square test between social background and anxiety among college students.

S.No	Interdependent variable with values	Anxiety among college students		Statistical inference
1	Social Background	Low	Medium	$X^2 = 16.4$ $Df = 2$ $P > 0.05$ significant
		Rural	32	
		Urban	21	
		Semi urban	8	

Table 4 shows the result obtained by Chi – square test between respondent's social background and their anxiety. H_0 states that there is no relationship between respondent's social background and their anxiety. H_1 states that there is relationship between respondent's social background and their anxiety. It was found from the above table that there is a relationship between respondent's social background and their anxiety. Hence. H_0 is rejected and H_1 is accepted.

5. CONCLSIONS

The counseling will help students with anxiety problems. The researcher also suggested preventive measures to be taken by college such as setting up student counseling centers, awareness among college students in seeking help with counseling centers Regular seminar and workshop for teachers and college students on issues of anxiety and its coping mechanism need to be organized at the educational institution.

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