

TO STUDY THE EFFECT OF ANXIETY ON ADJUSTMENT OF E.T.T. STUDENTS

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ABSTRACT

The present study entitled as To Study the effect of Anxiety Adjustment on ETT students has Certain objectives. The present study falls under the category of descriptive analysis and interpretation of data is done by SD and significance of Means. The sample size was of 200 ETT students . The study helped to know the effect of anxiety and adjustment on ETT students.

Keywords: Anxiety, Adjustment, ETT Students

INTRODUCTION

Modern age of science and technology has created certain evils, like industrialism mechanism, materialism etc. In spite of spectacular achievements in science, man is not happy and contented. Violence, frustration, immorality, self-centeredness, egoism are rampant everywhere. In the midst of material prosperity, a large section of humanity is under the grip of poverty; immorality and corruption. Thus, man has been the monarch of the entire world and aspirants of controlling the whole universe, but he is still the slave of many undesirable passions like stress, worry, fear, tension and anxiety.

Anxiety

Modern age is called the age of anxiety in which person feels awkward lost confused social pre-occupations, feelings of frustration, thwarting and stress are obstacles to the developmental process. Anxiety tends to reduce the person's ability to discriminate and it interferes in the development of a sense of personal identity and integrating concept of personality.

Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy to a task. It is, therefore, considered by many that anxiety interferes with the activity.

Anxiety can be a 'trait' arising from inner conflict, which is a stable trait characteristic of a person. Anxiety can be a 'state' as frustrated fear, unpleasant and distressing psychological state. It is an uneasy mental state. It is marked by apprehension, helplessness, nervousness irritability and blocks mental function which in turn inhibits finding solution to the problems. As the nature of threat is usually unclear to the individual anxiety often becomes difficult to cope with.

Adjustment plays an important role to determine the success and failure of a person. Fortunate is the individual who is adjusted. Every individual, great or small, old or young s confronted with the problem of adjustment. The problem of adjustment has been in existence on earth since the appearance of human race. The process of adjustment starts right from the birth of the child and continues till his death. World is rapidly changing and each change makes new demands of our ability to adapt. The adaptation of an individual to his physical and social environment is considered important for survival.

The term “adjustment” refers to the degree of capacity by which an individual tries to cope-up with inner tensions, needs, conflicts and frustration. The adjustment is the process which influences the desires of the individual in such a way that the tensions, frustrations and conflicts with the world and within the individual are brought down to a minimum. A well-adjusted person as a normal person completes the cycle of his life without giving the society any trouble.

SIGNIFICANCE OF THE STUDY

The coming of new family has brought a great change in the field of Education. Previously, home was the most important agency of imparting education and influence the behavior of child. It used to prevent anxiety and provide children with security and pleasure. But in present conditions most of the homes are not discharging their obligations properly. It is felt that children in such families are less conversant with their parents and parents are losing contact with children and control over their children. All this has made many children suffer from psychological problems like aggression, fear, insecurity, tension and anxiety the investigator feels that anxiety may affect the behavior and adjustment of individual. A person, who is free from anxiety, can make adjustments in a better way and person who is anxious faces many adjustment problems. So, it is very important to know how far this feeling of anxiety among students can affect the adjustment. This study aims to find out the effect of anxiety on adjustment of E.T.T. students.

STATEMENT OF THE PROBLEM

To study the Effect of Anxiety and Adjustment on E.T.T.students.

OBJECTIVES OF THE STUDY

The study aims to achieve the following objectives:-

1. To study the level of anxiety of E.T.T. Students (Boys)
2. To study the level of anxiety of E.T.T. Students (Girls)
3. To study the level of adjustment of E.T.T. Students (Boys)
4. To study the level of adjustment of E.T.T. Students (Girls)
5. To study the difference between the level of anxiety of E.T.T. students (Boys & Girls)
6. To study the difference between the level of adjustment of E.T.T. students (Boys & Girls)
7. To study the Effect of level of anxiety on adjustment of E.T.T. Students (Boys)

8. To study the Effect of anxiety on adjustment of E.T.T. Students (Girls)

HYPOTHESES OF THE STUDY

The following hypotheses were tested:

1. There was no significant effect of anxiety on E.T.T. Students Boys.
2. There was no significant effect of anxiety on E.T.T. Students Girls.
3. There was no significant effect of adjustment on E.T.T. Students (Boys)
4. There was no significant effect of adjustment on E.T.T. Students (Girls)
5. There was no significant difference between the level of anxiety of E.T.T. students (Boys & Girls)
6. There was no significant difference between the level of adjustment of E.T.T. students (Boys & Girls)
7. There was no significant effect of level of anxiety on adjustment of E.T.T. Students (Boys)
8. There was no significant effect of anxiety on adjustment of E.T.T. Students (Girls)

DELIMITATIONS OF THE STUDY

1. The number of students was delimited to 200.
2. The study was confined to E.T.T. students only.
3. The study was confined to Jalalabad (West) only.

SAMPLE OF THE STUDY

The sample of the study consists of 200 students (100 boys and 100 girls) studying in colleges of Education. The following colleges were randomly selected to be included in the study.

TOOLS USED

The topic of the research is to find the effect of anxiety on adjustment. In order to collect the data, following tools were used:

1. Sinhas Comprehensive - Anxiety test by A.K. Sinha
2. Adjustment inventory for college students by

Dr. A.K. Sinha and Dr. R.P. Singh

RESULTS AND CONCLUSIONS

Hypothesis 1

There is no significant effect of anxiety of E.T.T. Students (Boys.)

This study aims at studying the level of anxiety among E.T.T. students. One of the objectives of the study is to investigate the level of anxiety of E.T.T. students. For this purpose "Comprehensive anxiety scale" by Sinha and Sinha" was administered to 100 boys of E.T.T. studying in Jalalabad West, Distt. Fazilka. The data

collected were scored and quantified in respect of each E.T.T. student according to the instructions given in the manual. To present the data, the raw scores are presented below:

Data showing the level of Anxiety among E.T.T. Students (Boys)

Percentile	Frequency	Percentage	Total	Category
P0	34	34%	34	Low
P25	15	15%	40	Normal
P75	25	25%		
P100	26	26%	26	High

$X = 19$

S.D. = 17.

Table 4.1 showing that the mean score of E.T.T. students (boys) is 19 with standard deviation = 17.83. After getting the percentage it is found that 26% are in high anxiety, 40% are the normal anxiety and 34 fall in low level of anxiety. The table further shows that more than ½ students (boys) of E.T.T. College are either highly anxious or less anxious. In other words they are either hyper anxiety individual having complicated personality or they are under motivated. Under motivated means they are less worried about their further happening and about other things in life. Only 40% of students (boys) are normal individuals. So far as their level of anxiety is concerned.

Hypothesis 2

There is no significant effect of anxiety of E.T.T. Students Girls.

This study aims at studying the level of anxiety among E.T.T. students.

One of the objectives of the study is to investigate the level of anxiety of E.T.T. students. For this purpose "Comprehensive anxiety scale" by Sinha and Sinha" was administered 100 girls of E.T.T. studying in Jalalabad (West) Fazilka districts. The data collected were scored and quantified in respect of each E.T.T. student according to the instructions given, in to manual. To present the data, the raw scores are presented below:

Data showing the level of anxiety among students of E.T.T. College (Girls)

Percentile	Frequency	Percentage	Total	Category
P0	24	24%	24	Low
P25	27	27%	50	Normal
P75	22	23%		
P100	26	26%	26	High

$X = 30.5$

S.D. 18.02

The table 4.2 indicates that 24% students (girls) of E.T.T. college fall in the category of high anxiety, 50% in the category of normal anxiety and 26% are fall in the category of low anxiety.

The table further shows that 1/2 of E.T.T. college students show (Girls) normal anxiety. It shows that they are neither highly anxious nor low anxious 26% are more anxiety prone. They anticipate dangerous and painful events and are conscious regarding health, injury, success or failure in work. 24% of them show low anxiety It means they are unmotivated and less worried about their future happenings.

The comparative analysis of table 4.1 and 4.2 indicates that 26% boys and girls fall in category of high anxiety.

Hypothesis 3

There is no significant effect of adjustment of E.T.T. Students (Boys)

This study aims at studying the adjustment of E.T.T. students boys. For this purpose, adjustment inventory for college students prepared by Dr. A.K.P. Sinha and Dr. R. Singh, was administered to 100 boys students of B.Ed. Studying in Jalalabad (West) Fazilka district. The data collected were scored and quantified in respect of each BEd. Students according to the instructions given in the manual to present the data raw scores are presented in the below table:

TABLE 4.3

Data Showing Adjustment of E.T.T. Boys Students

Range of scores	Frequency	Percentage	Category
12 & below	2	2%	High
13-28	15	15%	17%
29-45	3	3%	Average 33%
46-61	45	45%	Low 50%
62 & above	5	5%	

Mean = 42.94

S.D. 14.29

The table 4.3 indicates that the mean score of adjustment of E.T.T. students (Boys) is 42.94 with S.D. 14.29 After getting the percentage it is found that 17% boys are highly adjusted. It means that they are highly confident, having optimistic attitude. The table also shows that 50% boys have unsatisfactory adjustment.

But 33% boys have average adjustment. It shows that neither they have excellent adjustment nor they have unsatisfactory adjustment.

Hypothesis 4

There is no significant effect of adjustment of E.T.T. Students (Girls)

This study aims at studying the adjustment of E.T.T. students (girls). For this purpose an adjustment inventory for college students prepared by Dr. A.K. Sinha and Dr. R.P. Singh, was administered to 100 girl's students of E.T.T. studying in Jalalabad (West) Distt. Fazilka. The data collected were scored and quantified in respect of each E.T.T. students according to the instructions given in the manual. To present the data, raw scores are presented in the table below:-

Table 4.4

Data Showing adjustment of E.T.T. Students (Girls)

Range of Scores	Frequency	Percentage	Category
12 & below	9	9%	High 24%
13-27	15	15%	
28-42	22	22%	Average 22%
43-57	17	17%	Low 54%

Mean = 40.70 S.D. = 17.87

The table 4.3 indicates the mean score of adjustment of B.Ed, students (girls is 4070 with SD. 178%. After getting the percentage, it is found that 24% of E.T.T. girls come in the category of good adjustment it means that they are highly confident and adjusted. The table also show that 54% girls have unsatisfactory adjustment. And 22°/girls have average level of adjustment.

Hypothesis 5

To study the difference between the level of anxiety of E.T.T. students

(Boys & Girls)

As in hypothesis it is assumed that there exists no significant difference in the level of anxiety of E.T.T. students (Boys and girls) so to test this hypothesis a group of 100 boys and 100 girls was taken and their anxiety level identified from their anxiety scores. For this 't' value was obtained between the two groups (Boys and girls).

4.5 Table IVth showing the difference between level of anxiety of boys and girls of E.T.T. College

Sr. No.	Variable	N	Mean	S.D	S.E.	't'	Significance
1	Boys	100	19	17.83	2.53	4.54	Significant at both the levels .05, .01
2	Girls	100	30.5	18.02			

df (100-1) (100-1)

$$99 + 99 = 198$$

The table 4.6 shows that t' value between mean scores of level of anxiety of boys and girls of E.T.T. College has been calculated 4.54 by referring table D, the !t value in order to be significant with 198 of (degree of freedom) should be 1.97 at 0.05 level and 2.60 at .01 level of significance.

Since our obtained 't' value is more than the table value i.e. 1.97 and 2.360. Therefore it is significant at both .05 and .01 level of significance. In other words it may be said that difference between level of anxiety of boys and girls are significant

Hence our hypothesis is rejected at .05 and .01 level of significance

Hypothesis 6

To study the difference between the level of adjustment of E.T.T. students

(Boys & Girls)

It is assumed that there exists no significant difference in adjustment of boys and girls of E.T.T. To test this hypothesis a group of 100 boys and 100 girls of E.T.T. were taken and the adjustment was identified from this scores obtained the 't' value was calculated between two groups (boys and girls). The results are shown in the table given below.

TABLE 4.6

TABLE SHOWING THE DIFFERENCE BETWEEN ADJUSTMENT OF E.T. T.STUDENTS (BOYS AND GIRLS)

S.No.	Variable	N	M	S.D.	S.E.	t value	Significance
1	Boys	100	42.94	17.87	2.27	0.03	Insignificant at 0.05 and 0.01 level
2	Girls	100	40.70	17.87			

$$df = (100-1) + (100-1)$$

$$99+99= 198$$

The table shows that the + value between the mean scores of adjustment boys and girls of E.T.T. has been calculated to be 0.03. By references table D, the value is insignificant at both 0.05 and 0.01 level.

Hence our hypothesis i.e. there is no significant difference in the adjustment: of E.T.T. students (Boys and Girls) is accepted at both 0.5 and .01 level

Hypothesis 7

There is no significant effect of level of anxiety on adjustment of E.T.T. Students (Boys)

It is assumed that there exists no significant difference in the level of anxiety on 4 of E.T.T. students. Ta test this assumption two groups of boys (students) with high level of anxiety and low level of

anxiety were identified. Their scores obtained in adjustment were taken and value between the two scores was calculated the results are shown in the table 4.7.

Table 4.7

Data showing effect of level of anxiety an adjustment of E.T.T. student (Boys)

Sr. No.	Effect of adjustment	N	M	S.D.	S.E.	't' value	Significant
1	Pattern of E.T.T. students having high level of anxiety	26	43.9	12.33	53.61	.284	Insignificant at 0.05 and 0.01 level
2.	Adjustment of E.T.T. students having low level of anxiety	34	47.88	8.78			

$$df = (26-1) + (34 - 1)$$

$$25 + 33 = 58$$

The above table indicates that value between the mean of adjustment scores corresponding to high and low level of anxiety have been calculated 0.284. The 't' value in order to be significant should be 1.98 and 2.58 at 0.05 and 0.01 level of significance respectively. Since our 't' value obtained with $df=58$ is lower than the table (D) value so it is highly insignificant at both levels.

Hence our hypothesis that there exists no significant difference between the adjustment of E.T.T. students (boys) with high and low level of anxiety is accepted.

Hypothesis 8

There is no significant effect of level of anxiety on adjustment of E.T.T. Students (Boys)

It is assumed that there exists no significant difference in the effect of anxiety on adjustment of E.T.T. student. To test these assumption two groups of students (girls) with high level of anxiety and low level of anxiety were identified. Their scores obtained in adjustment were taken and 't' value between the two scores was calculated. The results are shown in table 4.9.

Table 4.8

Data showing effect of level of Anxiety on Adjustment of E.T.T. students (Girls)

Sr. No.	Effect of adjustment	N	M	S.D.	S.E.	't' value	Significant
1	Pattern of students having high level of anxiety	26	35.77	21.77	15.73	5.96	Significant at 0.05 and .01 level
2.	Adjustment pattern having low level of anxiety	25	9.5	3.46			

$$df = (26-1) + (25-1)$$

$$25 + 24 = 49$$

The above table indicates that 't' value between the mean of adjustment scores corresponding to high and low level of anxiety have been calculated 5.96, the value is order to be significant should be 1.98 and 2.58 at 0.05 and 0.1 level of significant respectively. Since our obtained 't' value with $df=49$ is greater than table (D) value, so it is highly significant at both levels.

Hence, our hypothesis that there exists no difference in the adjustment of E.T.T. students (girls) with high and low level of anxiety is rejected.

MAJOR FINDINGS:

The major findings of the study are given below.-

1. As regards the level of Anxiety of student of E.T.T. College (Boys), 34% are of low anxiety, 26 are of high anxiety and 40% are of normal anxiety. It means majority of boys fall in the average category as for as their level of anxiety is concerned. Their mean and S.D. are 19 and 17.83 respectively
2. As regard the level of anxiety of students of E.T.T. College (girls) the mean score and S.D. found to be 30.5 and 18.02 respectively. 25% girls are of low anxiety, 49% are of average anxiety and 26% having high anxiety. It means that majority of girls also fall in average categories, as their level of anxiety is concerned.
3. As regard the adjustment of students of E.T.T. College (boys) is concerned the mean score is found to be 42.94 and S.D. is 14.29. 17% of boys are highly adjusted and X 50 boys having low adjustment and 33 boys neither high nor low adjustment. Thus it is implied that majority of boys students are having a problem of maladjustment

4. As regard the adjustment of students of E.T.T. College is concerned the mean score is found to be 40.70 and S.D. is 17.57. 24% are having high adjustment and 54% are having low adjustment. 22% are having neither low nor high adjustment. It means that majority of girls students are having a problem of maladjustment.
5. The 't' value between the level of anxiety of boys and girls is calculated to be 4.54 which is significant at both 0.05 and 0.01 level. It means there is significant effect of anxiety on adjustment of E.T.T. students (boys and girls).
6. The 't' value between the adjustment of boys and girls is calculated to be .03 which is insignificant at both 0.05 and 0.01 level. It means that there exists no significant difference in adjustment of E.T.T. students (boys and girls).
7. The 't' value between the mean of adjustment scores of boys corresponding to high and low level of anxiety have been calculated to be .284, which is insufficient at both .05 and .01 and level. It means anxiety has not effect on adjustment of boys.
8. The 't' value between the mean of adjustment scores of girls corresponding to high and low level of anxiety have been calculated to be 5.96, which is significant at both 0.05 and 0.01 level of significance. It means that level of anxiety has effect on adjustment of girls.

CONCLUSION

The main objective of the study was to find out the effect of anxiety on adjustment of E.T.T. students (Boys and Girls). On the basis of the above findings, It can be concluded that level of anxiety of boy's students does not have significant effect on their adjustment and level of anxiety of (girls) students' have significant effect on their adjustment.

To conclude, it can be said that as level of anxiety of girls students have significant effect on adjustment, so parents and teachers should help the students (girls) to be free from anxiety, fear and frustration etc. in order to lead a progressive and successful life.

EDUCATIONAL IMPLICATIONS:

On the basis of conclusions drawn from the study, it is implied that as we have entered in the new millennium, a century of computer technology and electronic our life styles are constantly undergoing tremendous changes. These changes are concerned to each and every aspect of our life i.e. physical life social life, Emotional life and spiritual life.

New inventions and the solving of mysteries have, instead of simplifying our lives, us to new complexities. The world in which we are living and functioning is changing at an extremely fast pace and have created many problems for society at home, school and college and in personal areas of life. Due to these problems, adjustment problem arise. One finds oneself difficult in adjusting with his environment.

On the basis of the study, boys show low level of anxiety than the girls on the whole sampled grouped. Psychologically anxiety is dangerous for proper growth and development of personality of child. Efforts should be made to make the girls less anxious regarding anticipated danger and painful consequences regarding their health, physical appearance, injury, success or failure in work etc. They should be free from false fear of animals, strange things and loneliness and about future happenings. It will make the girls emotionally stable and less anxious in life.

If a person is free from anxiety, he may have better adjustment. So to facilitate the adjustment and level of anxiety of the individual it is necessary to know what problem he faces.

SUGGESTIONS FOR FURTHER RESEARCH

In the light of the present investigation the following suggestions are given:

1. The present study is conducted on E.T. T., college students. It may be repeated to other degree classes.
2. Due to shortage of time, the present study has been restricted to 200 students only (100 boys and 100 girls). In further study a large sample can be taken up to get more reliable results and for the generalization of the results.
3. The comparative study of effect of anxiety can be undertaken on sex basis.
4. The present study aimed to find out the effect of anxiety on adjustment. Other factors which effect the adjustment can also be taken.
5. A comparative study of anxiety level of students from rural and urban areas can also be conducted

