



# Amitrakshar International Journal

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(A Social Science, Science and Indian Knowledge Systems Perspective)

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## Adjustment in Relation to Anxiety among Male and Female College Going Students of Ranchi District in Jharkhand

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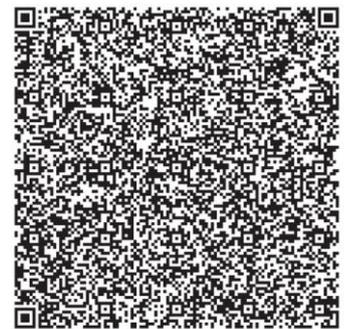
### Abstract

Anxiety is the feeling of distraction, worry, fear or being stressed out due to academics. If anxiety level increases, it hinders the student's academic performance in different situation. Education includes all those life experience of a child from which he or she learns something. It is important for the teacher to recognize that every activity of the pupil whether he is aggressive, co-operative, delinquent, or in fact doing anything, he is making adjustments. The adjustment he makes may not be a good one so far as society is concerned but it is an adjustment. Its purpose is to satisfy some or the other need of the individual. The teachers are more concerned with the adjustment because the primary purpose of education is to train children for life. The process of adjustment starts right from the birth of the child and continues till his death. When the internal needs of the human beings oppose external demands, conflicts arise in mind. This creates tensions, frustrations etc, and it produce anxiety. Anxiety is one of the major psychological variables which are considered as an important part of personality development. Now a days the society the educational institutions the schools, the family are too complex that the students are facing a lot of problems in their daily life in relation to their adjustment, anxiety, and academic achievement. It is the responsibility of the researcher, teachers and parents that the problem should be indentified very soon and immediate remedial measures should be provided to the students for the betterment of their lives. Thus the present study was undertaken to get an understanding of the anxiety and its effects on the adjustments of male and female college students. The students of the low anxiety groups possess better adjustment and academic achievement than high anxious group of students. The results of the present investigation have got many educational implications.

**Key Terms-** Anxiety, Adjustment, Male and Female college students.

### I. Introduction

Life is full of challenges and becoming complex and complicated day by day as the emergence of globalization has enhanced the feeling of competition in the world of academics as well as in the world of work. The reasons behind this are: excessive workload, pressure, cut-throat competition, feeling of quality consciousness, constant comparison with others, desire to achieve more and more, constantly striving for excellence in order to stand out with others, trying to control everything etc. People trust sophisticated complicated technological innovations more than real people and this automation/sophistication results in the physical and mental breakdown. This breakdown has adverse effects as it leads to the self-communicable



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negativity, stress and anxiety. Education is considered to be an integral part of human life. An uneducated man is not more than an animal so, it has been considered as one of the primary need of every civilized person. Hardly a century back education was privilege with relatively few people enjoyed. But now, it is accepted that everyone has a right to get education especially in democratic country like India. The term “education” cannot be circumscribed. It is a vast term. Education includes all those life experience of a child from which he or she learns something. The true education comes through the stimulation of the child’s power by the demands of the social situation in which he finds himself. Education should be imparted to children according to their aptitude, interest and capacities. It is important for the teacher to recognize that every activity of the pupil whether he is aggressive, co-operative, delinquent, or in fact doing anything, he is making or adjustment to life. The adjustment he makes may not be a good one so far as society is concerned but it is an adjustment. Its purpose is to satisfy some or the other need of the individual. The teachers are more concerned with the adjustment because the primary purpose of education is to train children for life. The process of adjustment starts right from the birth of the child and continues till his death. When the internal needs of the human beings oppose external demands, conflicts arise in mind. This creates tensions, frustrations etc, and it produce anxiety. Anxiety is one of the major psychological variables which are considered as an important part of personality development. Psychologists find abnormal anxiety interferes in the organized behavioral sequence.

Anxiety disorders are the most common disorders occur during adolescence. Anxiety is of many types and one among them is academic anxiety. Academic anxiety is a kind of anxiety related to the impending danger from the learning institution, learning environment, from ineffective study habits, from a certain subject, from the specific subject teacher or from the examination. It is a mutual feeling of agitation, uneasiness, distress, stress or tension in a reaction to a certain school situation which is related to the academics and perceived negatively. Students can feel anxiety related to every academic task as well as with the examination also. It may tend towards lack of concentration, procrastination, low academic achievement, lower level of intrinsic motivation, poor study habits, low achievement motivation, delayed academic assessments etc. Academic anxiety can become more detrimental over time. A moderate level of academic anxiety is considered as a normal but high level can hamper the academic performance of an individual (Huberty, 2012; Shakir & Sharma, 2018). Academic anxiety can either enhance or inhibit academic performance and it depends on how an individual student perceives the academic situation (Mahato & Jangir, 2012; Matto & Nabi, 2012). Therefore it acts like an adverse stimulus also for the development of student potentialities. Thus anxiety should not cross its threshold value otherwise it will reach its abnormal level. The conflicting state of mind also leads to the development of maladjustment in the personality of the individual.

### II. Objectives of the Study

The investigator has carried out the present study with the following objects:-

- To compare the high anxious group of male and female on social adjustment.
- To compare the average anxious group of male and female on social adjustment.
- To compare the low anxious group of male and female on social adjustment.

### III. Hypothesis of the Study

The following hypothesis was framed to achieve the objectives of present study:

- There is no significant difference in social adjustment between male and female high anxiety scores.
- There is no significant difference in social adjustment between male and female average anxiety scores.
- There is no significant difference in social adjustment between male and female low anxiety scores.

### Sample:

The sample of the present study consisted of 100 college students out of which 50 were male and 50 were female college students of Ranchi district in Jharkhand state. The college students were selected from four colleges in Ranchi district. The name of the colleges were as follows.



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- 1.Marwari + 2 College , Ranchi, Jharkhand.
- 2.Balakrishna +2 College , Ranchi, Jharkhand.
- 3.C.N.Raj +2 College Ratu., Ranchi, Jharkhand.
- 4.S.S. +2 College , Bero, Ranchi, Jharkhand.

The sample was selected on the basis of simple random sampling technique.

### Collection of data:

The investigator obtained permission from head of the institutions to collect data from the students. The purpose of the test was explained to the sample subjects, separate instructions were given as to how to give response to items in adjustment inventory and anxiety questionnaire. It was ensured that no item was left.

### Administration and scoring of Adjustment inventory:

The adjustment inventory contained 88 items to differentiate between well adjusted and poorly adjusted students in various aspects of life. Every item had three options to each question always, sometimes and never. In case of positive item the students who agreed to as “always” was given plus 2 “sometimes” was given plus 1 and “never” was given 0 score. In case of negative item response “always” was given 0 “sometimes “was given plus 1 and “never” was given plus 2 scores.

### Administration and scoring of Anxiety inventory:

The anxiety questionnaire contained 100 items dealing with certain sample of behavioral situation that most of the people experience at one time or the other. For anxiety inventory student marked their answer as “True” and False and was given plus 1 mark for true and for “False” 0 was given according to manual of the scale. These scores were then summed up to get anxiety score.

### Statistical technique used:

Since it was comparative study mean standard deviation and ‘t’ value were considered appropriate to find out the significance of difference between two groups.

### Iv. Findings

**1. Table 1** shows the difference in social adjustment level between male and female high anxiety group of college students. The male college students showed a high mean score in the social adjustment (52.2) than female college students (45.67). The calculated value of T ratio was 3.64 which is significant at 0.05 and 0.01 level It means that there is significant difference in social adjustment level between male and female high anxiety group of college students.

**Table 1**

**Social Adjustment between male and female of high anxiety scorers**

Sr. No.	Group	Mean	S.D.	SED	t-value	Level of significance
1.	Male	52.2	2.93	1.79	3.64	significant
2.	Female	45.67	3.68			

Table value of ‘t-ratio’ at d.f. =12 at 0.05 and 0.01 levels are 2.18 and 3.64 respectively.

**2. Table II** shows the difference in social adjustment between male and female average anxiety group of college students. The male college students showed a high mean score in social adjustment (43.76) than the female college students (39.53). The calculated value of T ratio was 1.67 which is not significant at 0.05 and 0.01 levels. It implied that there is no significant difference in social adjustment of male and female average anxiety group of college students

**Table II**

**Social adjustment between male and female average anxiety scorers**



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Sr. No.	Group	Mean	S.D.	SED	t-value	Level of significance
1.	Male	43.76	5.76	2.25	1.67	Not significant
2.	Female	39.53	8.72			

Table value of 't-ratio' at  $df=38$  at 0.05 and 0.01 levels are 2.02 and 2.70 respectively.

3. **Table III** shows difference in social adjustment between male and female low anxiety groups of college students. The male college students showed a high mean score in social adjustment (45.65) than the female college students (43.30). The calculated value of T ratio was 1.21 which is not significant at 0.05 and 0.01 levels. It implied that there is no significant difference in social adjustment of male and female low anxiety group of college students.

**Table III**

### Social adjustment between male and female low anxiety scorers

Sr. No.	Group	Mean	S.D.	SED	t-value	Level of significance
1.	Male	45.65	6.79	1.94	1.21	Not significant
2.	Female	43.30	6.23			

Table value of 't-ratio' at  $df=44$  at 0.05 and 0.01 levels are 2.02 and 2.70 respectively.

### Conclusion

There is significant difference in social adjustment level between male and female high anxiety group of college students which implies that social adjustment level is higher in case of male college students than female college students. Thus the hypothesis that there is no significant difference in social adjustment between male and female high anxiety scores is rejected.

1. There is no significant difference in social adjustment between male and female average anxiety group of college students. It implied that social adjustment of male and female average anxiety group of college students does not differ significantly. Thus the hypothesis that there is no significant difference in social adjustment between male and female average anxiety scores is accepted.

2. There is no significant difference in social adjustment between male and female low anxiety groups of college students. It implied that social adjustment of male and female low anxiety group of college students does not differ significantly. Thus the hypothesis that There is no significant difference in social adjustment between male and female low anxiety scores is accepted.

### VI. Educational Implications

Adjustment and anxiety are two important factors in the mental and emotional development of any individual. It is the utmost duty of teachers and parents to develop excellent or at least good adjustment in male and female college students. They should be provided with opportunities to develop well adjustment and reduce anxiety level so that it may not cross its threshold value.

Now a days the society the educational institutions the schools, the family are too complex that the students are facing a lot of problems in their daily life in relation to their adjustment, anxiety, and academic achievement. It is the responsibility of the researcher, teachers and parents that the problem should be indentified very soon and immediate remedial measures should be provided to the students for the betterment of their life's. Students of the low anxiety possess better adjustment and academic achievement than high anxious group of students. The results of the present investigations have got many educational implications.

1. The better means of developing adjustment and reeducating anxiety should be included in the school programme the mental and emotional development of any for low adjustment and high anxious students.

2. The better educational facilities should be provided to the low adjustment and high anxious students to achieve success in every field of life in their career.



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3. The male and female students should be made to feel that they are also the significant members of the society.
4. Teacher should create conducive environment and opportunities for the students who are not properly adjusted in the class-room as well as outside of the school environment.
5. Counseling and guidance centre's should be established for the students who are completely maladjusted and high anxious.

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