Anxiety and Adjustment among Undergraduate and Postgraduate students

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Abstract: Adjustment, in psychology the behavioural process by which humans and other animals maintain an equilibrium among their various needs or between their needs and obstacles of their environments. Anxiety is defined as a conserved caused by an anticipated problem and usually refers to a danger in the future. The objective of the study was to examine the relationship of anxiety with adjustment in Undergraduate and Postgraduate students. The sample selected for the study was 94, comprising of both UG and PG students. Purposive sampling was adapted. Sinha's ComprehensiveAnxiety test and Bell's Adjustment Inventory were used for data collection. The collected data was analysed through Pearson Correlation and Mean Difference analysis. The study reveals that there is correlation between anxiety and adjustment in both UG and PG students. There is no significant difference between UG and PG students in terms of anxiety and adjustment.

Keyword: Undergraduate (UG), Postgraduate (PG), Anxiety, Adjustment

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I. INTRODUCTION

Adjustment is a process by which an individual attempts to cops with master and transcend the challenges of life by utilising a variety of techniques and strategies. It is a process of behaviour by which man keeps equilibrium among his various needs and the obstacles of environment. It is a dynamic, complex and continuing process through which individuals respond to their ever changing needs and desires with a variety of behaviour in order to adjust adequately in their social environment.

Adjustment may be defined as the process by means of which the individual seeks to maintain psychological and physiological equilibrium and people himself towards self-enhancement. (Gupta and Rahul 2006).

A sequence of adjustment begins when a need is felt and ends when it is satisfied. In the process of adjustment on going difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well or more likely to have clinical anxiety or depression as well as experience feelings of hopelessness, difficulty in concentration, sleeping problems and reckless behaviour.

The term anxiety is generally means 'a state of emotional and physical disturbance induced in a standard or fear that one does not hold the appropriate standard. Psychologists believe that some anxiety is essential because it helps us to be alert and gives us motivation to deal with our problems. But it has also been observed that high levels of anxiety may block recalling ability and expression of individual's potentials.

Anxiety is defined as a concern caused by an anticipated problem and usually refers to a danger in the future. Although anxiety can be helpful in identifying future risks and planning for confronting with them. When unpleasant thoughts occupy adolescents minds they become too upset in terms of mental disorders and their ability control with the issue dramatically decreases. This leads to procrastination and lack of adjustment with the situation.

Beck (1976) argued that in cases of anxiety, people usually overestimate the risk of a specific situation. These overestimations automatically and involuntarily active "the anxiety program" (Hawton et al. 1989, translated by Ghasemzadeh, 2012) Watson and Clark (1984) found that positive emotions, like happiness and negative emotions such as anxiety and depression are under the influence of various factors. A study conducted by Hassein Jenaabadi et al. "on the relationship of anxiety with adjustment and procrastination in female high school students" found that anxiety among female high school students was significantly and directly related to students adjustment. The results of Pearson correlation coefficient demonstrated that anxiety among students was significantly and directly correlated with their social, emotional and educational adjustment.

According to Irfan,Trama and Sharma (2007) "Adjustment is continuous interaction of an individual with himself, with other people, and with his world. These factors are constantly acting upon the individual and

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influence him. The relationship between individual, others and environment is reciprocal, for the individual is constantly acting upon them as well. Broadlyspeaking the process of need arousal and satisfaction may be called as adjustment. Most of the behaviour represents attempts to fulfil needs which may be either physical, psychological or social since the process of need arousal is throughout the life of human beings, he accomplishes it fairly or badly in different ways during his life time.

Singh (2003) found that girls of upper SES irrespective of their intelligence level differ in anxiety from the girls of lower SES.

Here in this study the investigator tries to find out correlation and differences between anxiety and adjustment among male and female undergraduate and postgraduate students.
Following were the objectives of the study:
1. To find out relationship between anxiety and adjustment among undergraduate students.
2. To find out relationship between anxiety and adjustment among postgraduate students.
3. To find out relationship between anxiety and adjustment among undergraduate female students.
4. To find out relationship between anxiety and adjustment among postgraduate female students.
5. To find out relationship between anxiety and adjustment among undergraduatemale students.
6. To find out relationship between anxiety and adjustment among postgraduate male students.

II. HYPOTHESES
Following hypotheses has been formulated for the study
- There will be no significant difference between undergraduate and postgraduate students in terms of anxiety and adjustment.
- There will be no significant difference between undergraduate female and postgraduate female students in terms of anxiety and adjustment.
- There will be no significant difference between undergraduate male and postgraduate male students in terms of anxiety and adjustment.
- There will be no significant difference between undergraduate female and postgraduate male in terms of anxiety and adjustment.
- There will be no significant difference between postgraduate female and undergraduate male in terms of anxiety and adjustment.

III. METHODOLOGY
Sample

The sample of the study consisted of 46 undergraduate and 48 postgraduate students of various colleges of Guwahati city of Assam. The sample was selected under purposive sampling technique. The study has employed a correlational research design.

Tools and techniques of Data Collection
Following tools has been used to collect data:
Sinha's comprehensive anxiety test –by A.K. P. Sinha and L. N. K. Sinha.

The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicated as 'Yes', the testee should be awarded the score of One, and Zero for 'No'. The sum of all the positive or yes responses would be the total anxiety score of the individual.

BELL'S Adjustment Inventory (BAI) : The inventory is totally negative inventory. When an individual answers in 'yes' it indicates his difficulties. If he answers in 'no' it indicates that the individual has no such difficulty. His answer is neither affirmative nor negative towards difficulties. Therefore, only 'yes' responses are scored to measure adjustment difficulty. As the no. of scores increases the level of adjustment decreases to satisfactory adjustment to very unsatisfactory adjustment.

IV. STATISTICAL TECHNIQUE USED
The data obtained was analysed by mean difference analysis and by Pearson correlation method.

V. ANALYSIS AND INTERPRETATION
In order to find out the relationship between anxiety and adjustment among undergraduate and postgraduate students as well as female and male undergraduate and postgraduate students Pearson correlation method was applied.

In order to compare the difference between undergraduate and postgraduate students in terms of anxiety and adjustment t-test was applied.

Table -1: Mean Score and Pearson correlation

Objective	Groups	Variables	N	Mean	Std. Deviation	Pearson correlation
Objective No. 1	UG Student	Anxiety	46	37.35	14.418	.788**
		Adjustment	46	55.78	17.711	
Objective No. 2	PG Student	Anxiety	48	38.56	12.963	.649**
		Adjustment	48	56.83	15.211	
Objective No. 3	UG Female	Anxiety	23	41.04	16.347	.966**
		Adjustment	23	60.39	14.978	
Objective No.4	UG Male	Anxiety	23	33.65	11.376	.635**
		Adjustment	23	51.17	19.310	
Objective No. 5	PG Female	Anxiety	24	40.49	14.935	.603**
		Adjustment	24	56.67	16.402	
Objective No. 6	PG Male	Anxiety	24	36.33	10.487	.767**
		Adjustment	24	57.00	14.274	

**Significant at 1%

As per the objective no. 1 of the study the table no. 1 shows that the mean score obtained by the UG student in anxiety is 37.97 as per the manual which is extremely high. As the score increases the level of anxiety also increases.

Whereas the score obtained by the UG student in adjustment is 56.32. Which indicates unsatisfactory adjustment. As per the manual as the no. of scoreincreases the level of adjustment decreases from excellent to very unsatisfactory adjustment. (i.e. excellent, good, average, unsatisfactory and very unsatisfactory)

The score of Pearson correlation indicates that there is correlation between anxiety and adjustment among UG student. The correlation is significant at .01% level.

The mean score obtained by the PG student in anxiety is 38.56 and SD is 12.963 and the mean score in adjustment is 56.83. The anxiety score indicates the extremely high anxiety and the adjustment score indicate unsatisfactory adjustment. The correlation score which is .649shows that there is correlation between anxiety and adjustment among PG students. If a person has high anxiety then it influences on his adjustment. It is supported by a study conducted by Watson and Clark (1984) and Tozandejani et al. (2007) on female high school student, the result of Pearson correlation coefficient indicated that anxiety among students was significantly and directly related to students' adjustment.

In the objective no. 3 where the mean score obtained by the UG female student in anxiety is 41.04 which fall under extremely high anxiety level. However the score obtained in adjustment is 60.39 which indicate unsatisfactory adjustment. The correlation score i.e. .966 which is significant at .01% level shows that there is correlation between anxiety and adjustment among UG female student.

As per the objective no. 4 there exists relationship between anxiety and adjustment among UG male students. The anxiety score obtained by the UGmale student is 33.65 which fall under the category of extremely high anxiety. Whereas the score obtained by the UG male student in adjustment, i.e. 51.17 indicate the unsatisfactory adjustment. The correlation score is .635 shows positive correlation which is significant at .01% level.

The table no. 1 and the objective no.5 shows that there exist relationship between anxiety and adjustment. The table shows that the score obtained by the PG female student in anxiety and adjustment is 40.79and adjustment is 56.67 respectively. Since the correlation score i.e. .603 indicate positive correlation which is significant at .01% level.

The anxiety score and the adjustment score obtained by the PG male student is 36.33 and 57.00 respectively which is fall under extremely high anxiety as well as unsatisfactory adjustment. The Pearson correlation (.767) also indicate positive correlation.

From the above table it has been found that there exists relationship between anxiety and adjustment among UG and PG student irrespective of gender.In the same study conducted by Watson clark (1984) they concluded that there was a significant and direct correlation between anxiety among students and their adjustment respectively. Anxiety was strongly related to emotional adjustment, was then correlated with social adjustment and was finally related to students' educational adjustment, indicating that anxiety and students' mental health play significant roles in their adjustment. Apart from this preparing for various entrance examinations to get admission in good universities for higher studies and placements in public and private organisations is an additional academic burden on students during the final year.

Again this is the time when students are involved in close friendship, personal or romantic relationships. There is always fear of separating from partner and losing a relationship. In addition to these, expectations from parents, responsibilities towards family also create stress and anxiety among final year UG and PG students which effects on their overall adjustment.

To find out the significant difference between undergraduate and postgraduate students in terms of anxiety and adjustment, t-test was applied and the results are given in the table no. 2.

Table -2: Mean Difference

Variables	Group	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t	df	Sig. (2-tailed) (P)
ANXIETY	UG	46	37.35	14.418	2.126	-1.215	-.430	92	.668
	PG	48	38.56	12.963	1.871				
ADJUSTMENT	UG	46	55.78	17.711	2.611	-1.051	-.309	92	.758
	PG	48	56.83	15.211	2.196				
ANXIETY	UG-Female	23	41.04	16.347	3.409	.252	.055	45	.956
	PG-Female	24	40.79	14.935	3.049				
ADJUSTMENT	UG-Female	23	60.39	14.978	3.123	3.725	.812	45	.421
	PG-Female	24	56.67	16.402	3.348				
ANXIETY	UG-Male	23	33.65	11.376	2.372	-2.681	-.841	45	.405
	PG-Male	24	36.33	10.487	2.141				
ADJUSTMENT	UG-Male	23	51.17	19.310	4.026	-5.826	-1.180	45	.244
	PG-Male	24	57.00	14.274	2.914				
ANXIETY	UG-Female	23	41.04	16.347	3.409	4.710	1.181	45	.244
	PG-MALE	24	36.33	10.487	2.141				
ADJUSTMENT	UG-Female	23	60.39	14.978	3.123	3.391	.795	45	.431
	PG-MALE	24	57.00	14.274	2.914				
ANXIETY	PG -Female	24	40.79	14.935	3.049	7.139	1.838	45	.073
	UG-Male	23	33.65	11.376	2.372				
ADJUSTMENT	PG -Female	24	56.67	16.402	3.348	5.493	1.053	45	.298
	UG-Male	23	51.17	19.310	4.026				

Table no. 2 indicates that the mean score of anxiety of UG student is 37.35 and PG student is 38.56 respectively. The mean difference is -1.215 shows that the mean score of PG student is higher than UG students. The t-value and P value i.e. -.430 and .668 reflect that there is no significant difference between UG and PG student in the level of anxiety. Hence, we can accept the null hypothesis.

Again the mean score of adjustment of UG and PG student is 17.71 and 15.21 respectively. The mean difference -1.051 shows that the mean of PG student is higher than UG student in adjustment. The t-value, -.309 and p= .758 depicts that there is no significant difference between UG and PG student in the level of adjustment. Hence we can accept the null hypothesis.

The mean score of anxiety of UG and PG female student is 41.04 and 40.79 respectively. The mean difference .252 shows that the mean of UG female student is higher than PG female student in terms of anxiety. The t-value .055 and P value .956 shows that there is no significant difference between UG and PG female student in the level of anxiety. Hence we can accept the null hypothesis.

Again the mean score obtained by the UG and PG female student in adjustment is 60.39 and 56.67 respectively. The mean difference is 3.725 shows that the mean of UG female student is higher than PG female

student in terms of adjustment. The t-value .812 and p=.421 reflect that there is no significant difference between UG female and PG female student in adjustment. Hence, we can accept the null hypothesis.

The mean score of anxiety obtained by UG and PG male student is 33.65 and 36.33 respectively. The mean difference is -2.681 that the mean of PG male student is higher than mean of UG male student. The t-value -.841 and P=.405 reflects that there is no significant difference between UG male and PG male student in terms of anxiety. Hence we can accept the null hypothesis.

Againthe mean score of adjustment of UG male and PG male student is 51.17 and 57.00 respectively. The mean difference is -5.826 that the mean of PG male is higher than the mean of UG male student. The t-value -1.180 and P= .244 depicts that there is no significant difference between UG male and PG male student in adjustment. Hence we can accept the null hypothesis.

The mean score of anxiety of UG female and PG male student is 41.04 and 36.33 respectively. The mean difference is 4.710 shows that the mean of UG female is higher than the mean of PG male student. The t-value 1.181 and P=.244 reflect that there is no significant difference between UG female and PG male student in terms of anxiety.

However the mean score of adjustment of UG female is 60.39 and PG male is 57.00 respectively. The mean difference 3.391 indicate that the mean of UG female student is higher than the mean of PG male student. The t-value .795 and p=.431 depicts that there is no significant difference between UG female and PG male student in terms of adjustment.

The mean score of anxiety obtained by PG female student is 40.79 and UG male student is 33.65 respectively. The mean difference 7.139 indicate that the mean of PG female student is higher than the mean of UG male student. The t-value 1.838 and P= .073 shows that there is no significant difference between PG female and UG male in terms of anxiety. Hence we can accept the null hypothesis.

On the otherhand the mean score of adjustment of PG female and UG male student is 56.67 and 51.17 respectively. The mean difference 5.493 shows that the mean of PG female is higher than the mean of UG male. The t-value 1.053 and P=.298 reflects that there is no significant difference between PG female and UG male in terms of adjustment.

The study reveals that UG female students has more anxiety than the UG male student. In a study Singh (2006) found that male and female undergraduates have significant mean difference in level of anxiety and also that male and female undergraduates of high and low SES have significant mean difference in level of anxiety.

Female students reported more anxiety than male students. It is well documented that females are more emotional than males and more likely to develop anxiety disorder than males. PG students have additional burden of scoring good marks and get placements. Heavy fees of private professional institutes are not affordable to all the aspirants. To get the required sum of money, parents have to do many adjustments, including taking education loans from financial institutions. The problem of homesickness also bothers many of the first year engineering students who stay away from home. Students find themselves in an unfamiliar environment, where they have to interact with new people, make new friends and adapt a new life style.

Another problem student encounter is the difficult curriculum, after completing the higher secondary education. When student introduced with new subject with difficult study material, new examination pattern, i.e. semester pattern. Assignment submission, frequent class tests creates additional burden of studies. Also lack of time management makes it difficult for students to find the time to study. All these problems creates anxiety and anxiety directly influences on adjustment.

VI. CONCLUSION

The study has revealed that there is significant correlation between anxiety and adjustment among UG and PG student. Female student has more anxiety than the male student. However the UG female student has more anxiety than PG female student. It also indicates that the higher the anxiety level and poorer the adjustment. It can also be concluded that there is no significant difference between UG and PG student in terms of anxiety and adjustment.

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