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

Dr. Vanika Nagpal
Associate Professor
Guru Ram Dass B.Ed.College, Jalalabad(w)

ABSTRACT
The Present Study Entitled To Study the Effect of Anxiety on Adjustment of E.T.T. students has certain objectives. The present study falls under the category of descriptive and the interpretation of data is done by S.D. and significance of means.

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 identify 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.

Anxiety may be experienced as a kind of fear, but it also involves uneasiness forbidding or distress arising out of disturbance in a person's life.

Anxiety is a feeling of apprehension caused by insecurity and tension. According to the dictionary meaning,' anxiety is a painful uneasiness of mind concerning impending and anticipated illness. In anxiety, the uneasiness is on account of something within the person himself. Anxiety is a response to a hidden subjective danger"

Aggarwal and J.C. Biswas (2001) define anxiety is a concept in Kaven Horney's theory of personality. An anxiety, caused as a reaction to a variety of tension-laden situations giving rise to neurotic needs.

Rathus, S.A. and Nevid, J.S. (2002) define anxiety as a feeling of fear and dread. A psychological state characterized by tension and apprehension. It is generalization response to stress.

Kessler RC, et al.(2005). define anxiety can be a symptom of an underlying health issue such as chronic obstructive pulmonary disease (COPD), heart failure, or heart arrhythmia. Abnormal and pathological anxiety or fear itself may be a medical condition that falls under the blanket term "anxiety disorder." Such conditions came under the aegis of psychiatry at the end of the 19th century and current psychiatric diagnostic criteria recognize several specific forms of the disorder.

Recent surveys have found that as many as 18% of Americans may be affected by one or more of them.

Dan J Stein (2010)

Anxiety disorders are a potentially disabling group of disorders which are prevalent in childhood and adolescence. The recognition of the early onset of anxiety disorders, and their successful treatment with medication in adults, has led to the growing interest in using medication for pediatric anxiety disorders.

ADJUSTMENT

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 problem of adjustment is both internal as well as external. The demands such as hunger, water, oxygen, sleep etc may be termed as internal demands. If we do not fulfill these demands we feel uncomfortable. Man is a social animal. He has a unique sense of belongingness to a social environment. While living as a member of a social group, he comes into contact with many people and situations. There is action and reaction chain going on between the individual and his environment. Thus, adjustment means reaction to the demands and pressure of social environment imposed upon the individual. These may be called as external demands. So the adjustment is the process of bringing coordination between the internal demands and external demands.

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.

Adjustment can be defined as person's interaction with his environment each person constantly strives to meet his needs and reach his goals. At the same time he is under pressure from the environment to behave in a certain way.

When a conflict occurs between internal needs and external demands in such conditions, there are three alternatives to modify it. Firstly, the individual may inhibit or modify his internal needs and demands. The second alternative is that he can satisfy his demands. At the third place, he can use some mental or adjustment mechanism to escape from the conflicting situation. In this way he can deal with his adjustment problems in a satisfactory way and have a healthy personality

Encyclopaedia of Britanica (2000) defines**,** 'Adjustment in psychology as a process of behaviour by which man and other animals as well maintain an equilibrium between their needs and the demands and obstacles of their envirionment."

According to Indian Pschologist (2001) defines, 'Adjustment is precarious and ever changing balance between the needs and desires of the individuals on the one hand and the demands of environment or society on the other hand.'

S.S. Chauhan (2002) defines Adjustment is precarious and ever changing balance between the needs and desires of the individuals on the one hand and the demands of environment or society on the other hand.

Merriam Webster's Collegiate Dictionary (2002) describes, "Adjustment as the act or process of adjusting. It is a state of being adjusted to one to another. It is a means (as a mechanism) by

which things are adjusted one to another and it is a correlation or modification to reflect to actual conditions."

Philip K Dick (2009) defines The Adjustment Bureau as a man who glimpses the future Fate has planned for him and realizes he wants something else. To get it, he must pursue the only woman he's ever loved across, under and through the streets of modern-day.

Fred K. Berger (2010) defines The behavioral process of balancing conflicting needs, or needs against obstacles in the environment.

So, adjustment is the process in which an individual learns certain ways of behavior through which he enters into a relationship of harmony with his environment. It is a never ending process.

In fact, it is an achievement and process. It is dynamic rather than static as we modify our behavior to adjust to the ever changing environment. It is a condition or a state in which one feels that one's needs have been fulfilled and one's behavior is confirmed to the requirement of a given culture. Adjustment is nothing but accepting the code of conduct.

Thus adjustment may be viewed from two angles. From one angle, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tensions. From another angle, adjustment may be looked upon as a process or how a person adjusts to his conflicts.

Anxiety influences personality, interests, habits creativity, thinking, reasoning, problem-solving ability and adjustment. It inhibits adjustment of the individual in the present study an attempt has been made to study the effect anxiety on adjustment of E.T.T. students.

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

DELIMITATIONS OF THE STUDY
1. The number of students is delimited to 200.
2. The study will be confined to E.T.T. students only.
3. The study will be 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.

Table 1

Showing the name of colleges and number of students

Name of Colleges	No. of students	Boys	Girls
GURU RAM DASS B.ED COLLEGE JALALABAD(W)	100	50	50
LALA JAGAT NARAYAN COLLEGE JALALABAD(W)	100	50	50
Total Students	200	100	100

TOOLS OF THE STUDY: -
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
        Dr. R.P. Singh

ANALYSIS AND INTERPRETATION OF DATA
The present study aims at studying, the effect of anxiety on adjustment of E.T.T. students (Boys and Girls) to realize the objectives of the study, the data were collected and quantified and same are presented in the following pages.
To achieve the objectives of study 100 boys and 100 girls from colleges of education have been taken as sample. Proper statistical treatment was given and their interpretation was done.

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 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:

Table 2

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:

Table 3

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, 500/o in the category of normal anxiety and 26%.are fall in the category of low anxiety.

The table further shows that ½ 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.

4.3 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
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 as 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 5
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 7

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 8
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 9
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.

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.

REFERENCES

SURI (2001) found that non-depressive and rural students have better, social adjustment as compared to depressive and urban students.

KAUR(2002) study found significant difference in the adjustment of high and low alienated school going adolescents.

KAKKA (2003) conducted a study on adjustment problems of adolescents at home, school and health and social area.

PATHAK, R.D. (2004) conducted a study on socio-metric status and adjustment in school children. The study revealed the poplars were significantly superior to all the other three groups in home adjustment and socio-adjustment. They were superior to the neglects and the isolates but not to the rejects.

TULPULE (2004) reports lower middle income girls students of pre-university classes to be the most maladjusted at home. In emotional both lower and higher groups are maladjusted. Higher middle group is the most aggressive and least submissive in social contacts. The study also reveals that working mother do not make any difference with respect to the mode of the adjustment of children.

SRI VASTANA STUDY(2004) Revealed that urban students are better adjusted than the rural students in terms of educational adjustment. No significant difference between here. Two groups is found with respect to health, social emotional and over all adjustment.

Results showed that 43 percent cases had serious adjustment problems, the school area the adolescents were over dependent on parents.

DUTT (2004) neuroticism and anxiety have a high correlation with each other. In fact, the characteristics of two exhibit a marked similarity with one another.

SWAN (2005) found that academic achievement to a large extent determines the scholastic achievement of the students.

ADAVAL (2005) concluded that high level of anxiety, lack of confidence, submissiveness and group dependency were correlated with conformity. Subjects were confident, dominant, self-sufficient and showed a low level anxiety.

May, R. (2005) Studied the meaning of anxiety and found that girls were better adjusted than boys at the three levels of adjustment at home, school and society. Secondly, religion does make an effect on adjustment of boys and girls in home, school and society.

Kessler RC et al (2005) Studied prevalence, severity, and co morbidity of 12-month DSM-IV disorders in the National Co morbidity Survey Replication and found that as many as 18% of Americans may be affected by one or more of them.

Downey. J (2008) Studied premium choice anxiety and found that anxiety induced by the need to choose between similar options is increasingly being recognized as a problem for individuals and for organizations.

Barlow et al (2008) Studied abnormal psychology that showed three common characteristics of people suffering from chronic anxiety, which he characterized as "a generalized biological vulnerability", "a generalized psychological vulnerability", and "a specific psychological vulnerability".