



Impact of Gender and Faculty on Anxiety of College Students

ABSTRACT

The purpose of this study was to explore the relationship of anxiety between gender and faculty of college students of Halol, Kaalol and Godhra city. In this research paper "Sinha's Comprehensive Anxiety Test" (SEAT) was used. The random sample (N=400) was taken from different colleges, (male 160 and female 240). Out of 160 male 82 were from arts and 78 were from commerce faculty. Similarly, female group consisted of 240 female, 147 were from arts and 93 were from commerce faculty. Bartlett test for homogeneity of variances given in different sub-population and they are all non-significant, (Table no: II, III & IV). Received data should like normal distribution curve, (Show graphs no: I & II). So it is decided to use of "t" test as parametric statistics. "t" Test was calculated to find out the result. The "t" value of anxiety test between gender (male and female) comes to 4.46 which are significant at 0.01 levels. This shows that, there is significant difference between gender (male and female) of college students on anxiety. Second things the "t" value of anxiety test between faculty (arts and commerce) comes to 1.35 which is insignificant at 0.05 levels. This shows that there is no significant difference between faculty (arts and commerce) of college students on anxiety. The details results are given in paper itself.

INTRODUCTION:

The lifeway is not very simple for today's human being. There are lots of personal and social problems seen in life. Human being he and she are sad and unsatisfied. These types of mentalities are in his and her mind. Dramatic changes have taken place in the society, thus anxiety have become more immediate focal point of interest. Due to advancement in the technology and atomization, the sedentary tendency has developed among the people, which is great threat to the health.

Anxiety has many facets that cannot be encompassed in any simple definition. Mostly anxiety prevails when individuals are at odds with themselves. According to Cattell and others who have sampled anxiety scores in people of various ages, anxiety levels rise during the later adolescent years and also in the sixties. Anxiety is an emotional state closely related to fear, occurs when a person worries about what might happen in future, or when he is fearful about some vague or unknown thing, which he cannot explain.

Anxiety is currently a central explanatory concept in most theories of personality and psychopathology and it is widely regarded as a principal cause of such diverse behavior as insomnia, debilitating psychological and psychosomatic, immoral and sinful acts and even instances of creative self-expression. Anxiety, by contrast, arises in response to apparently innocuous situation or is the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself. Some anxiety inevitably arises in the course of daily life and is normal.

There are many causes for anxiety. Sigmund Freud viewed anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses from conscious awareness experiences, feelings, or impulses that are too threatening or disturbing to live with. Anxiety is also viewed as arising from threats to an individual's ego or self-esteem, as in the case of

inadequate sexual or job performance. Behavioral psychologists view anxiety as an unfortunate learned response to frightening events in real life.

According to Rubebush (1963) females have been found to have higher score on anxiety than Males. Costello et al; (2003) found that adolescent females report a greater number of worries, more separation anxiety and higher levels of generalized anxiety. Ojha (2005) conducted a study and revealed that 25% males have extremely high anxiety whereas only 6.7 females have high academic anxiety. Robichaud et al; (2003) found that female reported more worry than male. Female outnumber male in each illness except for OCD, in which both sexes have an equal likelihood of being affected.

Vinod Sharma (2013) male and female college students do not have significant difference level of anxiety.

OBJECTIVES OF STUDY:

- (i) To study the impact of gender (male and female) on anxiety.
- (ii) To study the impact of faculty (arts and commerce) on anxiety.

METHODOLOGY:

Sample:

The sample of the present study consisted of 400 respondents was randomly selected from different colleges, (male – 160 and female – 240) out of 160 male, 82 were from Arts and 78 were Commerce faculty. Similarly female group consisted of 240 female, 147 were from Arts and 93 were Commerce faculty.

Tool:

Comprehensive anxiety test constructed and standardized by Sinha, A. K. P. and Sinha L. N. K. (1971) to measure the anxiety of schools and colleges students. The scale consists of 90 items. The test consisted of objective type questions concerned with one's behaviors and temperament. The way of answering the question was to make a cross on either "Yes" or "No". Each item of the test is scored 01(one) for positive response and 00(zero) for negative response. The maximum possible score of this test is 90 and minimum possible scores is zero. The sum of all positive or yes responses would be the total anxiety score of the individual.

Hypotheses:

- (i) There will be no significant difference between the mean scores of anxiety of male and female college students.
- (ii) There will be no significant difference between the mean scores of anxiety of arts and commerce college students.

Procedure:

The data collected in small groups in the classroom situation. During the testing session respondents were instructed in brief about the purpose of investigation. They were instructed to read the items carefully and to put a tick mark in one of the provided spaces according to their opinion

“YES” or “NO” and then after all the forms calculate one by one and find out row scores. Respondents are divided in different groups like male-female, arts-commerce and different colleges. Bartlett test for homogeneity of variances given in above groups respectively.

Statistical tests mainly divided in two sections i.e. parametric and non-parametric tests. In this research “t” test used which is parametric test. Before the use of parametric statistics following conditions should be fulfilled.

- (I) Received data should like normal distribution curve.
- (II) Data should be received by minimum interval scale.
- (III) Collection procedure of sample should be randomly.
- (IV) Number of samples should be greater than or equal to 30.

Above all conditions are fulfilled in this study. So it is decided to use of “t” test as parametric statistics. Then calculate MEAN, SD and “t” value of data.

RESULTS AND DISCUSSION:

The finding of the study on problem of relationship between gender and faculty of anxiety of college students, results are given bellow.

TABLE: I
Sample of the study

Sr. No.	Group	Faculty	Gender		Sub Total (Male/Female)	Sub Total (Arts/Commerce)
			Male	Female		
01	Halol College	Arts	46	82	128	166
		Commerce	24	14	38	
02	Kaalol College	Arts	23	45	68	136
		Commerce	34	34	68	
03	Godhra College	Arts	13	20	33	98
		Commerce	20	45	65	
04	Grand Total		160	240	400	400

Table No: I show that the total data of 400 respondents were collected for the study of relationship between gender and faculty (male & female and arts & commerce) on anxiety of college students.

For analyzing data and testing of hypothesis data was checked for assumptions of parametric statistics.

TABLE: II Bartlett test for homogeneity of variances given in sub-population of different colleges groups of gender like male and female

Sr. No.	Group	Gender	N	Variance	“F” Ratio	Remarks
01	Halol College Arts	Male	46	209.96	1.02	NS
		Female	82	202.49		
02	Halol College Commerce	Female	14	174.77	1.29	NS
		Male	24	135.26		

03	Kaalol College Arts	Female	45	269.62	1.12	NS
		Male	23	240.25		
04	Kaalol College Commerce	Female	34	211.70	1.10	NS
		Male	34	192.93		
05	Godhra College Arts	Female	20	148.84	2.40	NS
		Male	13	69.94		
06	Godhra College Commerce	Female	45	173.71	1.00	NS
		Male	20	172.92		

NS = Non Significant

Table No: II shows that the Bartlett test for homogeneity of variances given in sub-population of different colleges between male and female groups and they are all "F" ratio non-significant. Above all groups are merged.

TABLE: III

Bartlett test for homogeneity of variances given in sub-population of different colleges groups faculty like arts and commerce

Sr. No.	Group	Faculty	N	Variance	"F" Ratio	Remarks
01	Halol College	Arts	128	221.12	1.40	NS
		Commerce	38	157.75		
02	Kaalol College	Arts	68	259.85	1.25	NS
		Commerce	68	207.07		
03	Godhra College	Commerce	65	196.56	1.68	NS
		Arts	33	117.29		

NS = Non Significant

Table No: III shows that the Bartlett test for homogeneity of variances given in sub-population of different colleges faculty between arts and commerce groups and they are all "F" ratio non-significant. Above all groups are merged.

TABLE: IV

Bartlett test for homogeneity of variances given in sub-population of different colleges groups like Kaalol & Halol, Halol & Godhra and Kaalol & Godhra

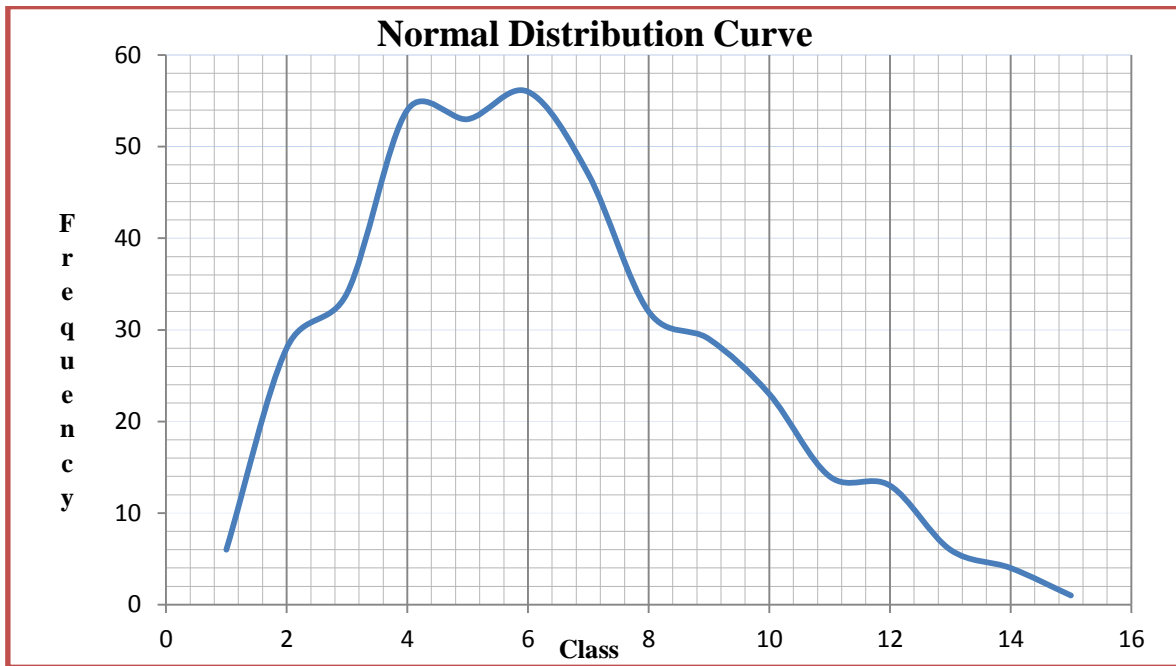
Sr. No.	Group	N	Variance	"F" Ratio	Remarks
01	Kaalol College	136	241.49	1.16	NS
	Halol College	166	208.51		
02	Halol College	166	208.51	1.22	NS
	Godhra College	98	171.35		
03	Kaalol College	136	241.49	1.41	NS
	Godhra College	98	171.35		

NS = Non Significant

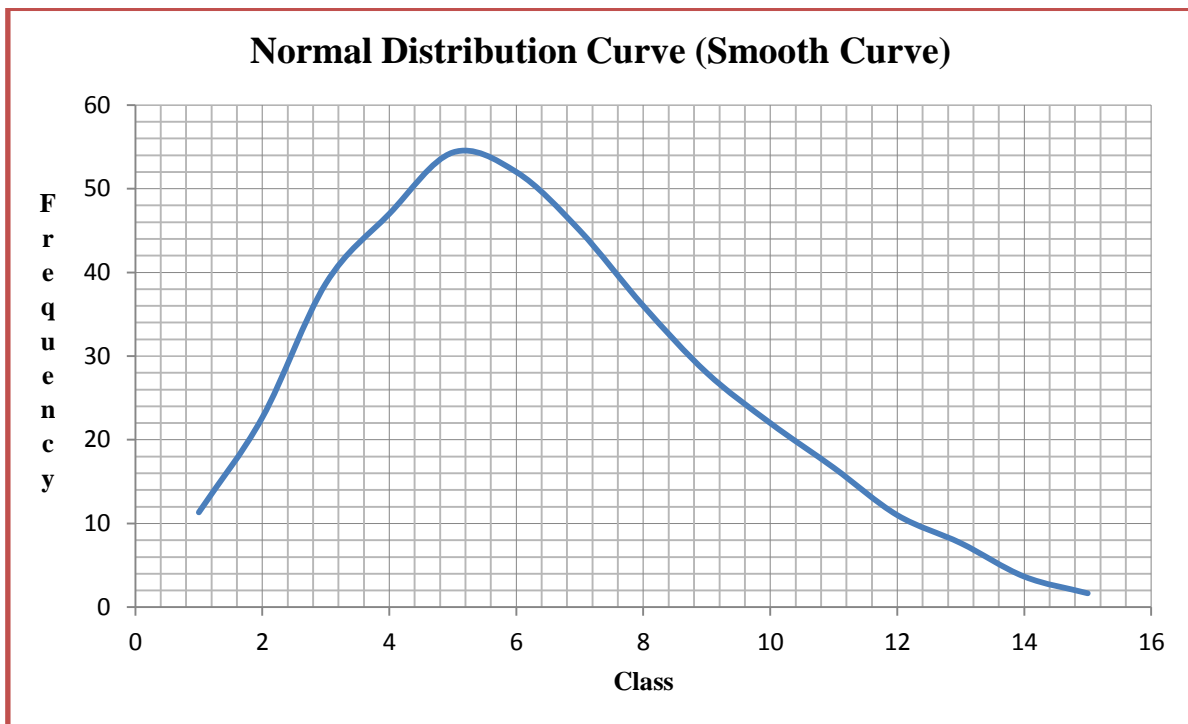
Table No: IV shows that the Bartlett test for homogeneity of variances given in sub-population between different colleges groups and they are all "F" ratio non-significant. Above all groups are merged.

Then after all collective data presented in X and Y axes. The results are given below. (Graph No: I & Graph No: II).

Graph no. I



Graph no. II



Observation of Graph No: I and Graph No: II show that the distributions are almost normal. Graph No: II make smooth curve. It has positive skewness to the right. When skewness is positive, the mean lies to the right of the median.

TABLE: V
MEAN, SD and "t" Value of Gender (Male and Female).

Sr. No	Group	N	Mean	SD	df	"t" Value	Sig. Level
01	Male	160	25.62	13.93	398	4.46	0.01
02	Female	240	32	14.43			

(N = 400)

Table Value= 2.32, Calculated "t" = 4.46

According to the table no: V the mean scores of anxiety between male and female of college students are 25.62 and 32 respectively. Indicating that there is a difference in anxiety between gender. The results shows that female students are more anxiety (32) then male students (25.62).The “t” value difference between gender (male and female) of college students are 4.46, which is significant at 0.01 levels. The table value is 2.32 at 398 df. Therefore the null hypothesis is rejected. Therefore it can be said that there is significant difference between mean scores of anxiety of gender (male and female) college students.

TABLE: VI
MEAN SD and “t” Value of Faculty (Arts and Commerce).

Sr. No	Group	N	Mean	SD	df	“t” Value	Sig. Level
01	Arts	228	30	14.95	398	1.35	NS
02	Commerce	172	28.04	13.91			

(N = 400)

NS = Not Significant Table Value= 1.64
Calculated “t”= 1.35 Level of Significant= 0.05

According to the table no: VI the mean scores of anxiety between arts and commerce of college students are 30 and 28.04 respectively. Table indicates that there are minor differences between mean scores of anxiety of faculty. The “t” value difference between faculty (arts and commerce) of college students are 1.35, which is not significant. So null hypothesis, There will be no significant difference between the mean scores of anxiety of arts and commerce college students was accepted.

CONCLUSION:

(i) In the present study there is significant difference between gender (male and female) of college students on anxiety. The results show that female students are more anxiety then male students. It shows that gender (male and female) was play significant role so far as anxiety is concerned.

(ii) Second things the “t” value difference between faculty (arts and commerce) of college students are not significant difference between the mean scores of anxiety. It shows that faculty (arts and commerce) was not play significant role so far as anxiety is concerned.

References:-

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