

The Study on Anxiety of the Student University Level in West Bengal

Partha Das

M. Phil Scholar, Department of Education, Jadavpur University, India

Abstract: *Anxiety is a distress or uneasiness of mind caused by fear of danger or misfortune. But this term is a drastic over-implication. Anxiety can be considered “fear”, but in many ways fear is only a part of what it means to have anxiety. The study was conducted on Anxiety of the student University level in West Bengal. The present study was conducted cross sectional survey to find out the rate of prevalence of anxiety among the students at University level in west Bengal. The survey was conducted North Bengal University. The findings of this study of overall Anxiety was found more in female University level students (68.89%) than the male University level students (49.99%), and inferential statistically the difference was found to be not significant ($P>0.05$). It is found more in rural areas University level students (70%) than the urban areas University level students (57.5%), and inferential statistically the difference was found to be significant ($P<0.01$) and Anxiety was found more in Science Stream University level students (65.96%) than the Arts Stream University level students (62.79%) and inferential statistically the difference was found to be significant ($P<0.01$).*

Keywords: Anxiety, University Students, North Bengal University

1. Introduction

Stress is an unavoidable phenomenon in every aspects of human life. It is generally an emotional imbalance which may be due to several reasons such as tests, papers and projects, competitive nature within your chosen field, financial worries about school and feature job prospects (rose, 1999). Anxiety is the body's response to fear. It plays a valuable role in self-preservation- the fear of the consequences often prevents us from taking unnecessary risks. Anxiety as a disorder results from the fear response becoming out of proportion to the actual risk. Anxiety disorder involve excessive levels of negative emotions, such as fear, worry, nervousness, and tension, and the anxious feelings occur involuntarily despite your best attempts to avoid them or stave them off.

As we know mind body and spirit are seen as equal parts of the whole. As we know the unity of the body, mind and spirit is quite complex. Mental imagery, entrainment theory, divinity theory, split- brain research, and beat- endorphins all approach the same unity, each from a different vantage point, and each supporting the ancient axiom that “all points connect”.

2. Review of Related Literature

The review of related literature in the context of a research problem is a fruitful part of any research work. A review of related literature provides the researchers an insight into the problem that the researcher is going to carry out. It also helps in determining objectives and formulating hypotheses of the work. A review of the related literature must precede any well planned research study. Therefore, the main objective of a review of related literature is to have knowledge of the trends of research in the field.

Review of the related literature; besides, allowing the research to acquaint himself with current knowledge in the field or area in which he going to conduct his research kuol,(2009).

For this purpose, contemporary studies of measuring anxiety of higher educational level students in West Bengal are reviewed to specify the present research problem. The reviews are related below:

Prima Vitasari, at all (2010), conducted a research entitled as “**The relationship between study anxiety and academic performance among engineering student**”. In this research observes the relationship between study anxiety level and student academic performance. This research study was measured using state trait anxiety inventory. This research result shows that there was significant correlation of high level anxiety and low academic performance among engineering students.

Narasappa Kumaraswamy (2013), conduct a research entitled as “**Academic stress, anxiety and depression among college students**”. In this research, academic stress anxiety and depression among college students are a cause of concern. However research survey on college student reports at any given time there will be 10-20% of student population suffering from psychological problems example – stress, anxiety and depression. This research focuses that stress among college students, nature of psychiatric morbidity, emotional problems and adjustment, psychological problems of college students. This problem should be solved regular seminar & workshop for teacher & college students on various issues of psychological problems and its coping mechanisms.

Smita Sharma (2016), conducted a research entitled as “**The level of stress among the college going adolescents living in Guwahati city of Assam**”. The researcher said that stress is a part of life and every one experiences it in every- day life affair.

The objectives of this research study are to find out the level of stress, pressure, physical stress, anxiety and frustration among adolescent boys and girls living in Guwahati city of Assam. The study used descriptive method. The findings of the study reveal that most of adolescents have moderate level of stress.

Volume 7 Issue 5, May 2018

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

Rezvan Khoshlessan and Kumer Pail Das (2017), conducted a research entitled as “**analysing international students study anxiety in higher education**”. The purposes of this study were anxiety along lines of nationality, gender, age, major, degree and stress of education among the higher level students. The researcher collected pertinent demographic data and used a modified version of the study. The result demonstrates some differences in anxiety levels among different demographic groups.

Archana Kumari and Jagrati Jain (2014), conducted a research entitled as “**Examination stress and anxiety: A study of college students**”. The researcher want to know that examination stress among college students has been a topic interest for many years. This students experience high stress due to various reasons such as lack of preparation, style of their study and lack of needed information. The present study was conducted to know the examination stress felt by college students under arts science and commerce stream of education. This result shows that correlation between examination stress and anxiety of college students. There was no significant difference found in the stress and anxiety level of UG and PG students.

3. Statement of the Problem

There is little research conducted in this area. Therefore, a wide knowledge gap noticed in this area and an intensive research was conducted in this field. So, the problem of the present study was specified and state as, “**The study on Anxiety of the student University level in West Bengal**”

4. Delimitation of the Study

The present study was delimited to:

- 1) The study was conducted only the students of North Bengal University in west Bengal.
- 2) The present study was delimited to 90 samples only.
- 3) The study was delimited to only to measurement of anxiety on basic of demographic variable.
- 4) The study sample was considered of the student studying at UG and PG level only.
- 5) The tool use for the study was Back Anxiety Inventory (BAI) in Bengali version.
- 6) The demographic variable of the students were delimited to independent variable like Gender, Habitat and Stream of the study.

Objectives of the Study

The study was conducted with the following objectives:

- 1) To find out the rate of prevalence of anxiety among the students at University level in west Bengal.
- 2) To find out the rate of prevalence of the anxiety among the students at university level with respect to their Gender, Habitat and stream of the study.
- 3) To develop a modified version of Back Anxiety Inventory (BAI) in Bengali version.

Hypothesis of the study

In view of the objectives of the study the following Null Hypothesis were formulated:

H₀1: There is no significant difference in the rate of prevalence of anxiety among the Universities students with respect to their Habitat.

H₀2: There is no significant difference in the rate of prevalence of anxiety among the Universities students with respect to their Gender.

H₀3: There is no significant difference in the rate of prevalence of anxiety among the Universities student with respect to their stream of the study.

Methodology

The present study was conducted cross sectional survey framework. The study was conducted North Bengal University.

Population and Sample

Population: All the University level students (Science & Arts) of the state of West Bengal were considering as population of the study.

Sample: Since a good number of samples representing the population is required to collect information from the target group the student were chosen randomly from North Bengal University at Jalpaiguri district.

Distribution of sample according to different variables in percentage

Variable		Total Number	Percentage
Gender	Male	45	50
	Female	45	50
Habitat	Rural	50	55.56
	Urban	40	44.44
Stream	Arts	43	47.78
	Science	47	52.22

Tools

Tools are used to collect information and data according to study design in the present study, the tools are used to assess both qualitative and quantitative measures of variables. In the present study the self- report version of the back anxiety inventory (BAI) was used to collect data as it is considered to be sample and user friendly questionnaire.

The back anxiety inventory (BAI), created by Aaron T. Beck, MD, and colleague, and is a 21- item multiple choice self- report inventory that measure the severity of an anxiety in adults and adolescents. Because the items in the BAI describe the emotional, physiological, and cognitive symptoms of anxiety but not depression, it can discriminate anxiety from depression. Each of the items on the BAI is a simple description of a symptom of anxiety. The BAI requires only a basic reading level, can be used with individuals who have intellectual disabilities, and can be completed in 5-10 minutes using the pre-printed paper from and a pencil. Because of the relative simplicity of the inventory, it can also be administered orally for sight-impaired individuals. The BAI may be administered and scored by paraprofessionals, but it should be used and interpreted only by professionals with appropriate clinical training and experience.

5. Result and Analysis

Descriptive Statistics: Assessment of overall students among the University level Out of the total students (N=90), 21 students i.e. 23.33% showed very high level of anxiety or potentially anxiety of Back Anxiety Inventory (BAI) in anxiety of university level (UG&PG) students. This

indicates that they were fall under highest level anxiety i.e. these students have need intervention. Another 37 students i.e. 41.11% scored showed moderate level of anxiety. At the same way another 32 students i.e. 35.56% scored showed low level anxiety that means they have usually a good things. That illustration is given in figure 4.1.

Overall Anxiety			Total
Anxiety	Potentially Anxiety(36 above)	Total number	21
		% of total	23.33%
	Moderate Anxiety (22-35)	Total number	37
		% of total	41.11%
	Low Anxiety (0-21)	Total number	32
		% of total	35.56%
Total	Total number	90	
	% of total	100	

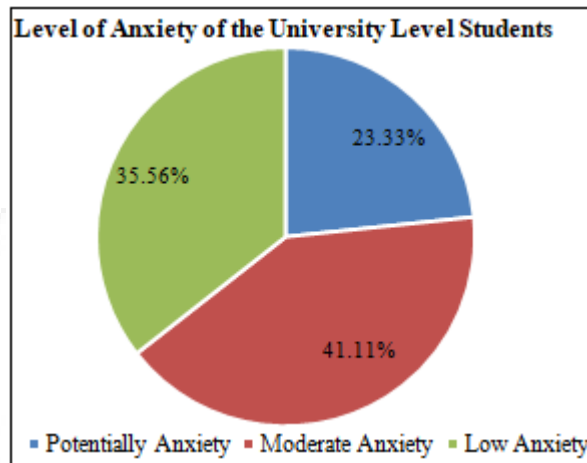


Figure 4.1: Level of Anxiety of University Level Student.

Table 4.2: Level of anxiety wise distribution of the university level students on the basis of their Gender

			Gender		Total
			Male	Female	
Anxiety	Potentially Anxiety	Total number	11	10	21
		% of number	24.44%	22.22%	23.33%
	Moderate Anxiety	Total number	16	21	37
		% of number	35.55%	46.67%	41.11%
	Low Anxiety	Total number	18	14	32
		% of number	40%	31.11%	35.56%
Total	Total number	45	45	90	
	% with in gender	100%	100%	100%	
	% of level	50%	50%	100%	

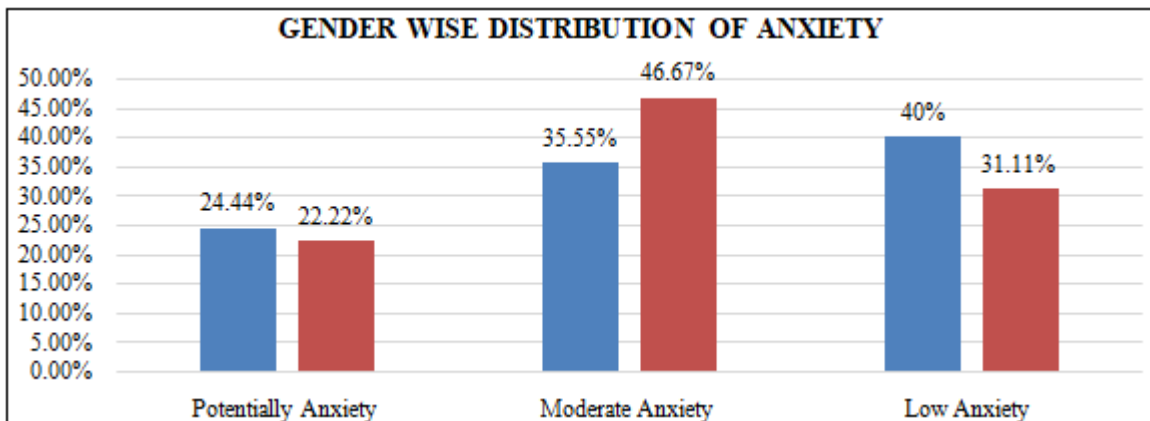


Figure 4.2: Gender wise distribution of the level of Anxiety of the University level students

Table 4.3: Level of anxiety wise distribution of the university level students on the basis of their habitat

Total			Habit		Total
			rural	urban	
Anxiety level	Potentially level	Total number	19	2	21
		% within habitat	38%	5%	23.33%
	Moderate level	Total number	16	21	37
		% within habitat	32%	52.5%	41.11%
	Low Anxiety	Total number	15	17	32
		% within habitat	30%	42.5%	35.56%
Total		Total number	50	40	90
		% within habitat	100%	100%	100%
		% of number	55.56%	44.44%	100%

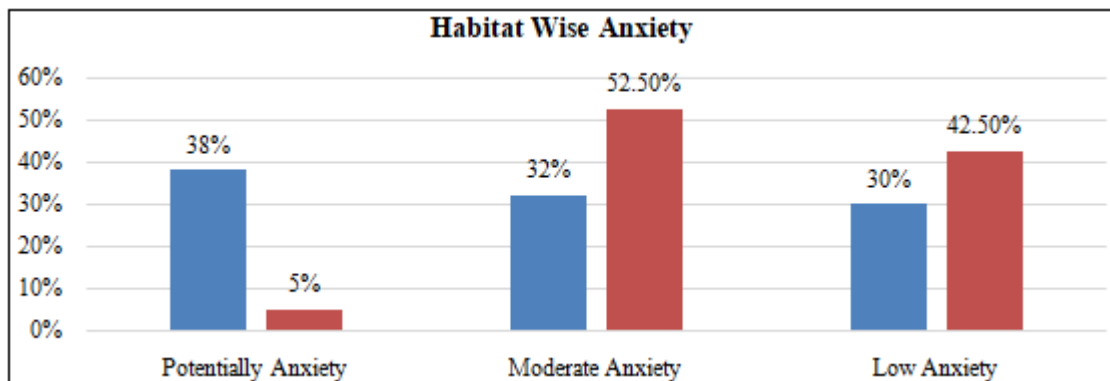


Figure 4.3: Habitat wise distribution of the level of Anxiety of the University level students

Table 4.4: Level of anxiety wise distribution of the university level students on the basis of their stream

Total			Habit		Total
			Arts	Science	
Anxiety level	Potentially level	Total number	4	17	21
		% within Stream	9.30%	36.17%	23.33%
	Moderate level	Total number	23	14	37
		% within Stream	53.49%	29.79%	41.11%
	Low Anxiety	Total number	16	16	32
		% within Stream	37.21%	34.04%	35.56%
Total		Total number	43	47	90
		% within Stream	100%	100%	100%
		% of number	47.78%	52.22%	100%

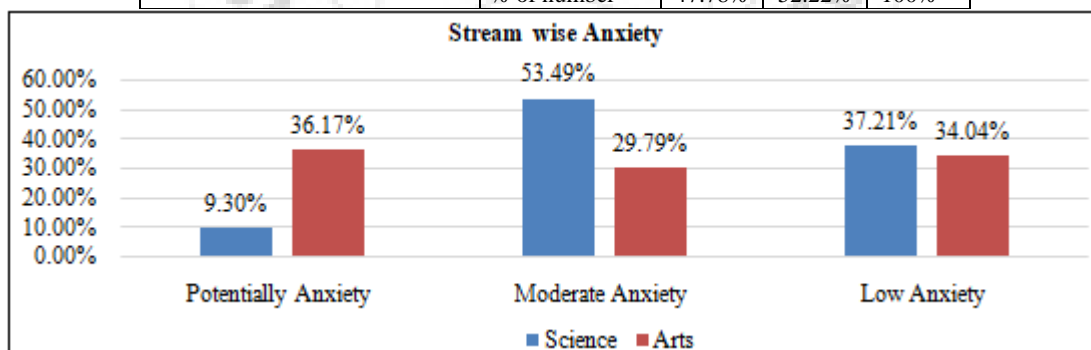


Figure 4.4: Stream wise distribution of the level of Anxiety of the University level students.

Analysis using inferential statistics

This part of chapter deals with inferential statistics using chi-square test of variables. As the chi-square test is used with discrete data in the form of frequencies, it is decided to use chi-square test as a test at independent and to estimate the likelihood that some factor other than chance accounts for the observed relationship (koul, 1999).

Hypotheses testing

In order to test the null hypotheses H_0 to H_3 , Chi-square test has been used. Table 4.4 shown the Chi-square test.

Table 4.4: Chi-square test showing variable wise differences in Anxiety level of university level students:

Variable	Category	N	Df	χ^2	Level of Sig.	Remarks
1. Habitat	Rural	50	2	13.620	0.001	S* ($P < 0.01$)
	Urban	40				
2. Gender	Male	45	2	1.223	0.542	NS* ($P > 0.05$)
	Female	45				
3. Stream	Arts	43	2	10.079	0.006	S* ($P < 0.01$)
	Science	47				

S*- Significant, NS*- Not Significant

- H₀₁:** There is no significant difference in the rate of prevalence of anxiety among the Universities students with respect to their Habitat.
- H₀₂:** There is no significant difference in the rate of prevalence of anxiety among the Universities students with respect to their Gender.
- H₀₃:** There is no significant difference in the rate of prevalence of anxiety among the Universities student with respect to their stream of the study.

- 52.5% urban areas University level students having Moderate level of Anxiety and 32% rural areas University level students having Moderate level of Anxiety.
- The rate of prevalence of overall Anxiety was found more in rural areas University level students (70%) than the urban areas University level students (57.5%), and inferential statistically the difference was found to be significant ($P < 0.01$).

6. Conclusion and Discussion

Findings of the Study

The major finding of this study was in respect to analysis in interpretations of data are given below:

1) Rate of prevalence of overall Anxiety among the Universities students.

Out of 90 University level students, the overall rates of prevalence of anxiety were found—

- 35.56% students having low level anxiety.
- 41.11% students having Moderate level of Anxiety.
- Another 23.33% students having Potentially Anxiety.

That means it can be concluded that cumulatively the rate of prevalence of anxiety among the most of the University level students i.e. 64.44% found to be ranged from potentially and Moderate level of Anxiety.

2) Rate of prevalence of Anxiety among the Universities student on the basis of their gender.

The rate of prevalence of overall anxiety among the Universities students with respect to gender, that is

- 24.44% male University level students having potentially level of Anxiety and 22.22% female University level students having potentially level of Anxiety.
- 46.67% female University level students having Moderate level of Anxiety and 35.55% male University level students having Moderate level of Anxiety.

The rate of prevalence of overall Anxiety was found more in female University level students (68.89%) than the male University level students (49.99%), and inferential statistically the difference was found to be not significant ($P > 0.05$).

3) Rate of prevalence of Anxiety among the Universities student on the basis of their Habitat.

The rate of prevalence of overall anxiety among the Universities students with respect to habitat, that is

- 38% rural areas University level students having potentially level of Anxiety and 5% urban areas University level students having potentially level of Anxiety.

4) Rate of prevalence of Anxiety among the Universities student on the basis of their Stream of the study.

The rate of prevalence of overall anxiety among the Universities students with respect to Stream of the study, that is

- 36.17% Science Stream University level students having potentially level of Anxiety and 9.30% Arts Stream University level students having potentially level of Anxiety.
- 53.49% Arts Stream University level students having Moderate level of Anxiety and 29.79% Science Stream University level students having Moderate level of Anxiety.

The rate of prevalence of overall Anxiety was found more in Science Stream University level students (65.96%) than the Arts Stream University level students (62.79%), and inferential statistically the difference was found to be significant ($P < 0.01$).

7. Discussion

Anxiety is a major predictor of academic performance (McCraty, 2007 and McCraty, et al., 2000) and various studies have demonstrated that it has a detrimental effect. There exist a possible association between high level of anxiety and low academic performance among students. Researchers revealed that high levels of anxiety influence on the decrease of working memory, distraction, and reasoning in students (Aronen et al., 2005). Researchers have been looking at the correlation of anxiety and the effect of academic performance among school students, they found that among high school students with higher level of anxiety have lower academic performance (McCraty, 2007) and greater anxiety would be associated with poorer academic achievement (Luigi et al., 2007). Students with high level of anxiety have a reduced memory span; lose concentration, and lack confidence, and poor reasoning power. Generally, high level of anxiety was more closely associated with lower performance among low ability students (Sena et al., 2007).

In the present study, it may be concluded that the rate of prevalence of anxiety among the maximum number of University level students i.e. 64.44% found to be ranged from potentially and Moderate level of Anxiety. The rate of

prevalence of overall Anxiety was found more in Rural Areas University level students (70%) than the Urban Areas University level students and the overall Anxiety was found more in Science Stream University level students (65.96%) than the Arts Stream University level students; and it was also statistically in significant.

The educational policy framers, administrators, teachers and teacher's educators may adopts some realistic measures or strategies in the light of the present study. All of us have a common mission to provide Anxiety students for quality at higher education Level specially University level students. We have to achieve that as early as possible.

References

- [1] Archana Kumari and Jagrat Jain (2014), Examination stress and anxiety: A study of college students, Global journal of multidisciplinary studies volume 4, Issue 01, December 2014.
- [2] Beck, A. T., Epstein, N., Brown, G., Steer, R. A. (1988). An inventory for measuring clinical anxiety: Psychometric properties. Journal of Consulting and Clinical Psychology, 56, 893-897.
- [3] Best, W.J. & Kahn, W.J. (2008): Research in Education, Delhi: Pearson, PHI Learning Pvt. Ltd.
- [4] Garrett, H E (1979): Statistic in psychology and Education, 6th Edition: International Book Bureau, Hyderabad, pp. 42-48.
- [5] Koul, L (1997): methodology of Educational Research, 3rd Edition: Vikas publishing house pvt. Pp. 33-35
- [6] Narasappa Kumaraswamy (2013), Academic stress, Anxiety and depression among college students, international review of social science and humanities vol. 5, no 1(2013), pp. 135-143
- [7] Prima Vitasari, et al (2010), The relationship between study anxiety and Academic performance among engineering students; international conference on mathematics education research, volume 8, 2010, pages 490-497
- [8] Rezvan Khoshlessan (2017), Analysing international students' study anxiety in higher education, Journal of international students, volume 7, Issue 2(2017), pp.311-328
- [9] Smita sharma (2016), The level of stress among the college going adolescents living in Guwahati city of Assam, The international journal of Indian psychology ISSN 2348-5396 (e), volume 3, issue 4, no.63, july-september, 2016