

ANXIETY IN RELATION TO ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS OF YAMUNANAGAR

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Abstract

The purpose of present study was to find out the relationship between Anxiety and Adjustment of Secondary school students. To achieve this objective, descriptive correlational method was used. The sample consisted of 160 secondary school students of Yamunanagar district selected through random sampling technique. The results found a significant negative relationship between Anxiety and Adjustment of Secondary school students which indicated that anxiety decreases with increase of adjustment and vice-versa. Further results of the study indicated that the anxiety and adjustment of males and females were not differ significantly.

INTRODUCTION

Adolescence is a period of internal conflict, psychic disequilibrium and erratic behavior. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. When the internal desires of the human beings oppose external demands, conflicts arise in mind. This creates tension and frustration which produce anxiety. Anxiety is one of the major psychological factor which is considered as an important part of personality development. The concept of anxiety is differentiated from fear as it is a normal human response to stress. Anxiety is a mental feeling of uneasiness or distress in relation to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc.

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Anxiety is a natural phenomenon in everybody's life. No human being is free from fear and anxiety. Anxiety is a complex emotional state characterized by a general fear of foreboding usually accompanied by tension, feeling of rejection and insecurity are usually constituents of anxiety. As far as we know, anxiety is a unique human experience. Anxiety is a common place experience that everyone has from time to time, it is difficult to describe concretely because it has no many different potential causes and degrees of intensity. Doctors sometimes categorize anxiety as an emotion or an affect depending on whether. It is being described by that person having it emotion or by and outside observer (affect). The word emotion is generally used for the biochemical changes and feeling state that underlie a `person's' internal sense of anxiety moreover, a large portion of human anxiety is produced by anticipation of future events without a sense personal continuity over time, people would not have the "raw materials of anxiety .

It is important to distinguish between anxiety as a feeling or experience and an anxiety disorder as a psychiatric diagnosis. A person may feel anxious without having an anxiety disorder. Also a person facing a clear and present danger or a realistic fear is not usually considered to be in a state of anxiety. In addition frequently occurs as a symptom in other categories of psychiatric disturbance.

The process of adjustment starts from the birth and continues till death. The concept of adjustment is as old as human race on the earth. Systematic emergence of this concept starts from Darwin. In those days, the concept was purely biological and he used the term 'adaptation.' The adaptability to environment goes on increasing as we proceed from lower to the higher extreme of species, man among the living beings has the highest capacities to adapt to new situation. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures. To help the pupil in making adjustment with the changing environment is one of the important goal of education. Development of personality of the child to a great extent depends on the adjustment with the environment. Efficiency of the child is also affected by adjustment. Adjustment helps in having an integrated and balanced personality.

The term 'adjustment' is used in terms of the total personality of an individual. The individual functions as a unit, thinking feeling, striving and simultaneously making use of and being influenced by verities of abilities and characteristic, both physical and mental, learned and unlearned, which constitute his total personality. Adjustment is the process by which a living

organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

JUSTIFICATION OF THE STUDY

The words adjustment and anxiety has been described in many ways by different psychologist, biologist, mental hygienists and other behavioral scientists. The effectiveness of the individual's effort to meet the needs of his environment is called adjustment and anxiety is a process. By this process the individual tries to bring harmonious, stable and satisfying relationship with his environment. A good adjustment always aims at long term satisfaction instead of satisfying an immediate intense need. In short, it can be said that his behaviors is not disturbing to himself and to the people around him.

Adjustment and anxiety is the interaction between a person and his environment. And for the study of adjustment we have to study the adequate level of bearing anxiety by the different persons. In view of the importance and paucity of research in the area, investigator decided to pursue the present study. The study is significant as the result of this study would be an additional contribution to the already existing knowledge

OBJECTIVES

1. To study the Anxiety and Adjustment of secondary school students.
2. To study the relationship between anxiety and adjustment of secondary school students.
3. To study difference between the anxiety of male and female secondary school students.
4. To study the difference between adjustment of male and female secondary school students.

HYPOTHESES

1. There exists a significant relationship between anxiety and adjustment (Home adjustment, Health adjustment, Social adjustment and Emotional adjustment) of secondary school students.

2. There exists a significant difference between anxiety among male and female secondary school students.
3. There exists significant difference between adjustment of male and female secondary school students.

DELIMITATION OF THE STUDY

The study was delimited to:

1. District Yamuna Nagar only.
2. Sample of 160 students only.
3. Secondary school students only
4. Two variables Anxiety and Adjustment only.

METHOD

The present study was descriptive correlational in nature which was conducted on the secondary school students of Yamuna Nagar.

POPULATION AND SAMPLE

The study was conducted on secondary school students of Yamuna Nagar District. Sample was selected by random sampling technique. For the present study 4 schools and 160 students was selected randomly from Yamuna Nagar district. The schools chosen for the study are G.S.S.School, Jagadhri, Saraswati S.S. School, Jagadhri, Swami Vivekanand S.S.School, Yamunanagar, Dyal singh public School, Bhagwanagarh (Yamunanagar)

TOOLS

1. Bell's Adjustment Inventory
2. Hindi Version of state-Trait Anxiety Inventory (STAI) by Charles spielberger.

FINDINGS

Table 1
Coefficient of correlation between Anxiety and Adjustment

Variables	Df	Coefficient of correlation	Level of significance
Anxiety vs Adjustment	158	-0.355	P> 0.01 = 0.208

**** Significant at 0.01 level of significance with df/158**

It is evident from the table 1 that the coefficient of correlation between anxiety and adjustment of secondary school students is significant at 0.01 level of significance. Therefore there exist a significant relationship between anxiety and adjustment of secondary school students. Thus the hypothesis which is stated earlier that “There exists a significant relationship between anxiety and adjustment of secondary school students” is retained.

TABLE2
**COEFFICIENT OF CORRELATION BETWEEN ANXIETY AND HOME
ADJUSTMENT**

Variables	df	Coefficient of correlation	Level of significance
Anxiety vs Home adjustment	158	-0.319	P> 0.01 = 0.208

**** Significant at 0.01 level of significance with df/158**

It is clear from the table 2 that the coefficient of correlation between anxiety and home adjustment of secondary school students is significant at 0.01 level significance. Therefore there exist a significant relationship between anxiety and adjustment of secondary school students. Thus the hypothesis which is stated earlier that “There exists a significant relationship between anxiety and home adjustment of secondary school students” is accepted.

TABLE 3
COEFFICIENT OF CORRELATION BETWEEN ANXIETY AND HEALTH
ADJUSTMENT

Variables	Df	Coefficient of correlation	Level of significance
Anxiety vs Health adjustment	158	-0.280	$P > 0.01 = 0.208$

**** Significant at 0.01 level of significance with df/158**

Table 3 reveals that the coefficient of correlation between anxiety and health adjustment of secondary school students is significant at 0.01 level of significance. Therefore there exist a significant relationship between anxiety and health adjustment of secondary school students. Thus the hypothesis which is stated earlier that “There exists a significant relationship between anxiety and health adjustment of secondary school students” is retained.

TABLE 4
COEFFICIENT OF CORRELATION BETWEEN ANXIETY AND SOCIAL
ADJUSTMENT

Variables	Df	Coefficient of correlation	Level of significance
Anxiety vs Social adjustment	158	-0.246	$P > 0.01 = 0.208$

**** Significant at 0.01 level of significance with df/158**

It is evident from table 4 that the coefficient of correlation between anxiety and social adjustment of secondary school students is significant at 0.01 level of significance. Therefore there exist a significant relationship between anxiety and social adjustment of secondary school students. Thus the hypothesis which is stated earlier that “There exists a significant relationship between anxiety and social adjustment of secondary school students” is retained.

TABLE 5
COEFFICIENT OF CORRELATION BETWEEN ANXIETY AND EMOTIONAL ADJUSTMENT

Variables	df	Coefficient of correlation	Level of significance
Anxiety vs Emotional adjustment	158	-0.286	$P > 0.01 = 0.208$

**** Significant at 0.01 level of significance with df/158**

It is evident from table 5 that the coefficient of correlation between anxiety and emotional adjustment of secondary school students is significant at 0.01 level of significance. Therefore there exist a significant relationship between anxiety and emotional adjustment of secondary school students. Thus the hypothesis which is stated earlier that “There exists a significant relationship between anxiety and emotional adjustment of secondary school students” is retained.

TABLE 6
SIGNIFICANCE OF DIFFERENCE IN THE MEAN SCORE OF ANXIETY AMONG MALE AND FEMALE SEC. SCHOOL STUDENT

Gender	N	Mean	Sd	T	Level of significance
Male	79	18.41	11.28	0.482	$P < 0.01 = 2.61$
Female	81	17.18	10.84		

**** Not significant at 0.01 level of significance with df /158**

The table 6 reveals that the mean score of males & females are 18.41 and 17.18 and the standard deviation of males & females are 11.28 and 10.84. The calculated t value comes out to be 0.482 which is less than the critical table value at 0.01 level of significance. So the

difference between males and females is not significant. Thus the hypothesis which is stated earlier that “There exists significant difference between anxiety of male and female secondary school students” is rejected.

TABLE 7
SIGNIFICANCE OF DIFFERENCE IN THE MEAN SCORE OF ADJUSTMENT
AMONG MALE AND FEMALE SEC. SCHOOL STUDENT

Gender	N	Mean	SD	T	Level of Significance
Male	79	42.98	17.06	0.790	P < 0.01= 2.61
Female	81	42.28	16.38		

**** Not significant at 0.01, level of significance with df /158**

The table 7 reveals that the mean score of male & female is 42.98 and 42.28 and the standard deviation of male & female students are 17.06 and 16.38. The calculated t -value comes out to be 0.790 which is less than the critical table value at 0.01 level of significance. So, the difference between male & female secondary school students is not significant. Thus the hypothesis which is stated earlier that “There exists significant difference between adjustment of male and female secondary school students” is rejected.

RESULTS AND DISCUSSION

The main results of the present study are as follows:

1. There exist significant negative relationship between anxiety and adjustment (Home adjustment, Health adjustment, Social adjustment and Emotional adjustment) of secondary school students i.e. anxiety is linearly and negatively related to adjustment. As the anxiety increases the adjustment decreases and vice-versa. The results are supported by the study of Arjanggi and Kusumaningsih (2015)

2. There was no significant difference in anxiety among male and female secondary school students i.e. the level of anxiety among males and females is equal.
3. There was no significant difference in adjustment of male and female secondary school students i.e. adjustment levels of males and females are not different and the results are consistent with the study of Sarsani (2007).

CONCLUSION

The study was conducted to find the relation of anxiety and adjustment among Secondary school students of Yamunanagar district. The findings revealed a significant relationship between the variables anxiety and adjustment but the relationship was negative and the mean scores of males and females were not differ significantly on anxiety and adjustment.

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