



ANXIETY AMONG PROFESSIONAL STUDENTS

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Abstract

The study was designed to investigate anxiety among professional students. The sample consisted of 400 students (200 boys and 200 girls) belongs to urban and rural localities. The subjects were in the age group of 20-22 yrs from the medical and engineering colleges. The data were collected by administering anxiety scale developed by Sinha (2002). Mean's, S.D's, analysis of variance (ANOVA) were used to analyse the data. Results revealed that nature of course had significant impact on anxiety.

Keywords: *Anxiety, Medical Students, Engineering Students.*

INTRODUCTION

In the context of globalization and privatization of education many professional students (medical and Engineering) are subjected to a lot of anxiety and depression. The importance of anxiety as a powerful influence in contemporary life is increasingly recognized and manifestations of current concern with anxiety phenomena are ubiquitously effects in literature, science and technology as well as in many other facets of on culture.

Anxiety can be defined as an 'Unpleasant' feeling accompanied by a premonition that something undesirable is about to happen.

The term anxiety is often used to desirable an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension and worry and by

activation or arousal of the autonomous nervous system. Anxiety state is evolved whenever a person perceives a particular stimulus on situation as potentially harmful, dangerous or threatening to him. Anxiety state varies in intensity and fluctuates physiological symptoms that are ordinarily associated with reactive depression (Gatchal and Prector, 1976).

Anxiety is an inevitable part of students life in contemporary society. Anxiety corrupts a person's ability to think, perceive and learn. A student suffering from anxiety usually experience difficulties in concentrating, remembering the learned material and establishing what the necessary relations among chants or people.

Hendrie and Clain Donna (1990) observed symptoms of anxiety/depression and suicidal ideation in medical students. A significantly higher proportion of female trainees than male trainees reported symptoms of anxiety/depression. Shulamit, Gordon and Paul (1995) tested the hypothesis perfectionism and personal control are associated with debilitating and facilitating performance anxiety among professional performers. The results shows the variables are joint contributor to the quality of performance anxiety and goal subtraction. Girgis (1998) observed 28% of medical oncologists surveyed in a report published in 1995 reported that they suffered from clinical levels of anxiety and depression. Supe (1998) wanted to determine incidence of stress, anxiety and factors controlling it is medical students at various stress of M.B.B.S. course at Seth G.S. medical college among 238 students. Bengamin and Jonathan (2000) conducted a 4 year longitudinal study in dental anxiety Irrachi dental students. Abraham, Chapman, Taylor et al. (2003) examined the anxiety of medical students when they conducted their first gynecological examination. Medical students are anxious when they conduct their first gynecological examination appears to be influenced by their personal experiences and appreciate methods of learning that reduce their anxiety. Charles (2004) identified of the level of anxiety, especially in accounting among business students, have not been directly explored and recognized. The results show that there are significant differences in accounting anxiety levels in all four tests among students with different academic majors, degree levels. Work experiences and significant difference in accounting anxiety between male and female students, contrary to recent and similar study of computer anxiety in business students. Daine and Sumith (2004) investigated the relationship between the students computer attitudes to library anxiety, computer experience, gender, native language and age. Computer experience produces

positive computer attitudes and positive computer attitudes help to decrease library anxiety among students.

The present era of modern age comprises of new socio-cultural and socio-economic process where serve competition, lack of co-operation, conflicts disrupted family relations, desire for economic upliftment, social differentiation and more awareness towards rights confine together to make a disorganized society. Therefore the modern age has been called the “age of anxiety”. Because of these reasons the present study had been taken in to consideration.

OBJECTIVE

1. To find out the impact of gender on anxiety among professional students.
2. To examine the effect of locality on anxiety among professional students.
3. To assess the influence nature of course on anxiety among professional students.

HYPOTHESES

- (i) Gender would significantly influence the experience of anxiety among professional students.
- (ii) Locality would significantly influence the experience of anxiety among professionals students.
- (iii) Nature of course would significantly influence the anxiety of professional students.

TOOL

Assessment of Anxiety:

Anxiety of the subjects was assessed by using anxiety scale developed by Sinha (2002). It consists of 90 statements. Each statement has two alternative responses i.e. Yes or No. ‘1’ mark was given to ‘Yes’ response and ‘0’ mark to ‘No’ response. The maximum possible score is 90. High score indicates high anxiety and low score indicates low anxiety. The reliability of the instrument was measured by test-retest method and it is 0.90.

SAMPLE

The subjects for the present investigation are drawn from students who are pursuing their III year medicine and engineering courses in the regions of Andhra Pradesh, Karnataka, and Tamil Nadu states of India. The subjects were in the age group of 20-22 years. 400 students from medical and engineering were randomly selected from 20 colleges (200 boys and 200 girls of rural and urban areas). The distribution of the sample is presented in Table-I.

Table-I: Distribution of the sample

Nature of course	Boys		Girls		Total
	Urban	Rural	Urban	Rural	
Medical	50	50	50	50	200
Engineering	50	50	50	50	200
Total	100	100	100	100	400

Variables Studied:

Independent Variables:

1. Gender
2. Locality
3. Nature of Course (Medical and Engineering)

Dependent Variable:

1. Anxiety

RESULTS AND DISCUSSION

To test the hypotheses formulated, the obtained data were analyzed and discussed by using appropriate statistical techniques namely Mean, SD and ANOVA (Analysis of Variance).

First the data pertaining to gender, locality and nature of course on anxiety are analyzed and the results are presented in table-II.

Hypotheses 1,2 and 3 which stated significant influence of gender, locality and nature of course on anxiety among professional students. Tables II and III indicates the results related to hypotheses.

Table-II: Means and SD's for scores on Anxiety

Nature of course		Boys		Girls	
		Rural	Urban	Rural	Urban
Medical	Mean	34.22	32.22	30.94	33.26
	SD	13.83	15.76	15.04	14.77
Engineering	Mean	39.10	36.10	35.02	33.36
	SD	12.96	13.19	14.64	14.83

Means of the groups variable wise:

Boys : 35.51 Rural : 34.82 Medical: 32.76
Girls : 33.14 Urban : 33.83 Engg : 35.89

Results given in table-II, indicate the mean values on anxiety of medical and engineering students. Boys pursuing their engineering course in rural areas have obtained the highest mean value of 39.10 indicating their high anxiety than the other groups. Girls pursuing their medical course in rural areas have obtained low mean value of 30.94, indicating their low anxiety.

When we look the mean values of anxiety interms of gender boys had a high mean of 35.51 than girls whose mean value is 33.14 irrespective of locality and nature of course.

Interms of locality, students pursuing their professional courses in rural areas have obtained the mean of 34.82 indicating their high anxiety than the students of urban areas whose mean is 33.83.

Interms of nature of course, engineering students obtained a high mean of 35.89, when compared to medical students whose mean value is 32.76. This indicates engineering students have high anxiety than medical students, irrespective of gender and locality.

There are differences in the mean scores of the groups related to anxiety, the data were further subjected to analysis of variance and the results are presented in table-III.

Table-III: Summary of ANOVA for scores on Anxiety

Source	Sum of squares (SS)	df	Mean sum of squares (MSS)	F
Gender	559.32	1	559.32	2.64 [@]
Locality	97.02	1	97.02	0.45 [@]
Nature of course	982.82	1	982.82	4.63*
Gender X Locality	172.92	1	172.92	0.81 [@]
Gender X Nature of Course	109.20	1	109.20	0.51 [@]
Locality X Nature of Course	180.90	1	180.90	0.85 [@]
G X L X Nature of course	41.60	1	41.60	0.19 [@]
Error	83062.30	392	211.89	
corrected total	85206.09	399		

Note: [@] Not significant

* Significant at 0.05 level

The 1st hypothesis stated that gender would significantly influence the experience of anxiety. The obtained 'F'-value of 2.64 is not significant, indicating that gender has no significant influence on anxiety. As the 'F'-value is not significant, the hypothesis which stated gender would significantly influence the experience of anxiety among professional students is not accepted as unwarranted by the results. The reason is that in the present century both boys and girls are exposed to equally to the society, socialization practices and

parental expectations make both boys and girls of professional courses play equal roles. The sense of inadequacy and the feeling of uncertainty and dependency can be observed equally both in boys and girls. Naturally they perceive many aspects of their environment as personally threatening, and thus anxiety is elicited equally among boys and girls.

The 2nd hypothesis stated that locality would significantly influence the experience of anxiety among professional students. It is evident from table-III that the obtained 'F' value of 0.45 is not significant implying that locality does not have any influence on anxiety among professional students. As the 'F' value is not significant the hypothesis-2 which states that locality would significantly influence the experience of anxiety among professional students is rejected as unwarranted by the results. In Indian context, especially in professional colleges of urban and rural localities we don't have observe many differences regarding curriculum, infrastructure, pattern of examinations, teaching styles etc. and these might have made both the students of professional courses of urban and rural localities to have same level of anxiety.

The 3rd hypothesis stated that nature of course would significantly influence the experience of anxiety among professional students. It is evident from table-III, that the obtained 'F'-value of 4.63 is significant at 0.05 levels implying that nature of course has significant influence on experience of anxiety among professional students. As the 'F' value is significant the hypothesis which stated that nature of course would significantly influenced the experience of anxiety is accepted as warranted by the results. When we take means into consideration engineering students have high anxiety than medical students.

The reason is that both medical and engineering students have their own goals. In Indian context if we observe the intelligence, personality characteristics as well as confidence levels of these two groups differ. More over medical students can analyse and use effective coping strategies to overcome their problems than engineering students. So only medical students have less anxiety than engineering students. Low anxiety of medical students is attributed to factors such as more exposure, open discussions, intelligence, high self-confidence positive thinking, perception of problem and effective coping strategies.

CONCLUSIONS

- 1) Nature of course would significantly influence the anxiety among professional students.
- 2) Gender and locality have no significant influence on anxiety among professional students.

IMPLICATIONS

The results have pointed out that there is influence of nature of course on anxiety. Students pursuing their engineering courses in rural areas have more anxiety than students doing their courses in medicine. Counseling psychologists, educationists have to focus their attention on various behavioural modification techniques to reduce the anxiety of engineering students.

By and large, these appears to be an urgent need for remedial educational programmes at the individual level and through media, conferences, workshops to explain the causes of anxiety. There is a necessity to enlighten the students regarding effective strategies that are appropriate for maintaining good mental health and reduce anxiety. They need to be provided with proper guidelines to cope effectively with difficult problems that cause anxiety. Steps towards this end would ultimately result in alleviating the problems of professional students is need.

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