Anxiety And Adjustment of Senior College Students in Relation to Socio-Economic Status and Religion

Dr. Anil Balaso Balugade

Assistant Professor, Department of Psychology, Shri Shahaji Chhatrapati Mahavidyalaya
Kolhapur (MS)

Abstract—Anxiety and adjustment both are psychological factors that's are influenced positively and negatively on student development. The present study examined anxiety and adjustment of senior college students in relation to socio-economic status and religion. The sample of 120 senior college students (60 Hindu and 60 Muslim) of different senior colleges from Kolhapur city, Maharashtra state, India were selected through stratified sampling method. Sinha's Comprehensive Anxiety Test developed by A. K. P. Sinha and L. N. K. Sinha (1995), Adjustment Inventory for College Students (AICS) developed by A. K. P. Sinha and Dr. R. P. Sinha and self-developed Personal Data Questionnaire (PDQ) were used for assess the study variables. The obtained data was analyzed by using mean, SD, t test and correlation. The result stated that there is significance difference found between socio-economic status and religion on anxiety; socio-economic status and religion on adjustment among senior college students. Moreover, significance correlation found between anxiety and adjustment of senior college students. The major finding is showed that anxiety and maladjustment is the prime barrier among the college students.

Index Terms—Senior college students, Socio-economic status, Religion, Anxiety, Adjustment.

I. INTRODUCTION

Adolescence is the crucial stage of human development. Senior college students are part of the adolescence stage. Many psychologists have been remarked that this is a transitional stage; because a lot of physical, mental, emotional and behavioral changes happens in this stage. According to psychologists, it shapes identity, direction, responsibilities and especially relationships. Every senior college student emphasizes on developing abstract and critical thinking. He is also trying to build his career path. Senior college students (adolescence) are creature and future of our nation, as per the view of Dr. A. P. J. Abdul Kalam, Former President of India. But, in current scenario, we have seen a different picture. Present senior college students are facing a lot psychological, social and economical problem which caused to stressful, anxious, depressive and unhealthy coping to them. These problems promoting low self-esteem, lack of motivation, negative body image issues, relationship issues, adjustment problems, addiction, role confusion, identity crises etc which are harmful to holistic development of senior college students.

Anxiety is a most common mental health in every stage of human development; especially among the senior college student. It's very common issue due to reasons such as academic pressure, maladjustment, career and future uncertainty, parental and social expectations as well as influence of present social media. There is adverse impact has been on physical (sleep disturbance, weight loss, headache, less eating etc.), psychological (depression, lack of motivation, low self-esteem etc.) and social health (poor communication, strained relationship, less social interactions, social withdrawal etc.) of students happening due to the anxious behavior.

Adjustment is another issue found among the senior college student in current scenario. The factors related to academic, social, mental, emotional involves adoption of adjustment among the senior college students. Adjustment is a major pillar of personality development of an individual. The students are especially anxious about career and future related adjustment. There are lots of internal factors (personality traits, lack of coping skills, low resilience, perfectionism etc.) and external factors (academic pressure, peer pressure, family

expectations, academic and career-future issues etc.) caused to adjustment issues among the students.

Socio-economic status is a measure of any person's or family's social and economic position relevant to others based on factors such as income, occupation, education, living conditions, culture etc. Especially, Socio-economic status divided into three categories such as high SES, moderate SES and low SES. Socio-economic status of an individual or family strongly influences the adjustment, performance and well-being of the senior college student. The positive SES is helpful to access better and healthy physical, mental, emotional and social health for senior college student.

II. REVIEW OF LITERATURE

1. Arvindgiri and K. Aparnath (2014) studied academic anxiety of secondary school students with in relation to their gender and religion. The sample for the present study was 120 children (60 boys and 60 girls) from different school of Kapadwanj town, Gujrat. The researchers have been used Academic anxiety scale for children (AASC) developed by Dr. A. K. Singh & Dr. A. Sen Gupta was used for measure the study variables. The obtained data was analyzed by using Mann-whitney 'U' test and the study results reveals that no significance difference found in anxiety in relation to religion. In addition, Hindu girls found more academic anxious than Hindu boys.

2. Chaturvedi (2015) studied the impact of anxiety on self-concept and adjustment of adolescents with learning disabilities in Mumbai. Total 110 students with age group of 14to 18 years were selected as a sample of the study. The study variables were assessed through standardized tests. The researcher found that there is positive correlation between anxiety and self-concept; anxiety and adjustment were positively correlated.

3. Sharma Perween (2019) examined level of anxiety and adjustment among Hindu and Muslim college students of Ranchi town, Jharkhand. By using stratified sampling method, total sample of the study was 160 (80 Hindu & 80 Muslim) college students of Ranchi town. An effective tool of Sinha's Anxiety Scale prepared by Dr. Durganad Sinha (1975) and Bell Adjustment Inventory developed by H. M. Bell (1963) were used for the data collection in this study.

The obtained data was analyzed by using mean, SD. T test and correlation. The study result indicates that high level of socio-economic status college students shows low level of anxiety and good adjustment. In addition, Muslim student shows high level of anxiety and bad adjustment than Hindu college students. It also found positive and significant correlation between anxiety and adjustment of college students.

4. Mozumdar et al. (2019) explored the study of adjustment among adolescents of Guwahati city in relation to gender and religion. The total sample comprised of 282 high school students (IX and X class) from different state government schools of Guwahati city by using multi-stage sampling method. Upadhyay-Saxena Socio-economic Status Scale (USSES), Adjustment Inventory for School Students (AISS) and personal information data sheet were adopted for assess of the study variables. The standardized statistical tools such as mean, SD and ANNOVA were used to analyze the obtained data. The study results stated that female shows better in all area of adjustment than male; but no significance difference found in the area of social adjustment. In addition, there is no significance difference found in the adjustment of adolescents in relation to religion.

III. RATIONALE OF THE STUDY

Senior college students are often facing issues such as academic pressure, future and career uncertainty and social challenges which can lead to anxiety and some difficulties in adjustment. Religion can serve as a source of mental-emotional, coping and moral support, but it influences on mental health and adjustment of students as per the different beliefs. India is multi-religious society and students from different religions may respond differently to stress or any other psychological issue. The study will be helpful to understand the relationship of multi-religious society of India and understand how religious beliefs influence mental health, coping and adjustment in college environment. The study will be also helpful to identify factors influencing anxiety and adjustments. It will be also promoted holistic development integrating mental, emotional, social, academic spiritual well-being among the students. The study results will be helps students to enhance academic achievement, future career choices and entire growth of the students. Hence, it will be also

helps to teachers and parents, to emphasize effective strategies to improve psychological factors influences students' performance and development.

IV. STATEMENT OF THE STUDY

To study the level of anxiety and adjustment of senior college students in relation to gender and religion.

V. OBJECTIVES

1. To assess the impact of socio-economic status on anxiety.
2. To assess the impact of religion (Hindu & Muslim) on anxiety.
3. To examine the impact of socio-economic status on adjustment.
4. To examine the impact of religion (Hindu & Muslim) on adjustment.
5. To find out the relationship between anxiety and adjustment.

VI. HYPOTHESES

1. There will be significant impact between high and low socio-economic status on anxiety.
2. There will be significance impact between Hindu and Muslim people on anxiety.
3. There will be significance impact between high and low socio-economic status on adjustment.
4. There will be significance impact between Hindu and Muslim people on adjustment.
5. There will be positive correlation between anxiety and adjustment in relation to SES and religion.

VII. METHODOLOGY

1. Sample:
A total 120 senior college students studying in various senior colleges of Kolhapur city, Maharashtra state, India were selected through stratified random method. As per this method, total 60 senior college students including 30 high socio-economic status from Hindu religion, 30 low socio-economic status from Hindu religion and 30 high socio-economic status from Muslim religion, 30 low socio-economic status from Muslim religion were selected in this study. In addition, the parents whose monthly income was above than Rs. 30000/- were considered the high level of socio-economic status; the parents whose monthly income was between Rs. 20000/- to Rs. 30000/- were considered the moderate level of socio-economic status and the parents whose monthly income was below than Rs. 20000/- were considered the low level of socio-economic status of the family. The following table is showing sample of the study.

Table No. 1 Sample of the Study

Independent Variable	High SES	Low SES	Total
Hindu Students	30	30	60
Muslim Students	30	30	60
Total	60	60	120

2. Variables:

Independent Variable	Socio-economic Status - High & Low Religion - Hindu & Muslim
Dependent Variable	Anxiety Adjustment

3. Operational Definitions:
Hindu Students:
Hindu students are those students who follow Hinduism as their religion.
Muslim Students:

Muslim students are those students who follow Islam as their religion.

Socio-economic Status:
It refers social and economical position of an individual or a group of society including factors such as income, education, occupation, standard of living etc.

Adjustment:
It relates to any person's adoption to different situations in life to stay comfortable, balanced and satisfied.

Anxiety:

It is a psychological state; feeling uneasy, tense or worried. It is a normal human response to stress.

4. Tools:

The following tools were adopted for collection in this study.

I) Personal Data Questionnaire (PDQ):

This questionnaire is purposively developed by the researcher for the collection of demographic information regarding name, gender, age, education, occupation, family income etc.

II) Sinha's Comprehensive Anxiety Test (SCAT):

This scale is prepared by A. K. P. Sinha and L. N. K. Sinha (1995). It is available in both Hindi and English version. It has 90 items with two alternatives 'Yes' (carries one score) and 'No' (carries zero score). There is no longer time to solve all the items but it can be taking maximum 20 minutes. The sum of all the positive items (Yes responses) shows high level of anxiety. The test-retest reliability of the test is 0.85 and reliability coefficient of the test is 0.92. The validity of the test found 0.54 and 0.59 respectively.

III) Adjustment Inventory for College Students (AICS):

It is developed by A. K. P. Sinha and Dr. R. P. Sinha. The scale has classified into five areas such as home, health, social, emotional and educational adjustment. It consists of 102 items. Each item has two alternatives 'Yes' and 'No'. The scoring procedure of the scale is very simple. If the respondent indicates 'Yes' then one score otherwise zero. There is no time limit to solve this scale but can be takes 18 minutes. The high score of the scale shows high adjustment and low score shows low adjustment. The split-half reliability is 0.94 and test-retest reliability found 0.93 which is significant at 0.01 level. The validity of the test is determined by biserial correlation method which is sufficient.

5. Statistical Analysis:

The very effective statistical tools such as Mean, SD, 't' test and correlation were employed for the data analysis.

6. Result and Discussion

Table No. 2 Mean, SD and 't' value showing impact of socio-economic status on anxiety

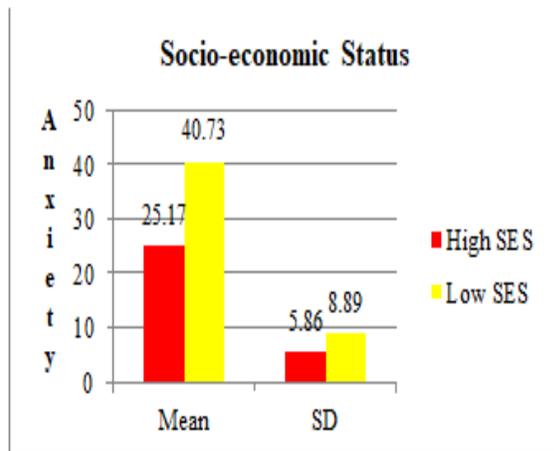| Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Anxiety	High SES	30	25.17	5.86	5.9	0.01
	Low SES	30	40.73	8.89		

Figure No. 1

Table No. 2 and Figure No. 1 presents that mean, SD and 't' value of socio-economic status on anxiety of senior college students. Mean score of high SES is 25.17 and SD is 5.86. Mean score of low SES is 4.73 and SD is 8.89. The obtained 't' value is 5.9 which statistically significant on 0.01 level. It means that hypothesis no. 1 "There will be significant impact between high and low socio-economic status on anxiety" has been proved.

This result might be occurred because of, low SES is strongly linked with lower income, financial insecurity, poor family condition, lack of parental support, unemployment problems etc than high SES. Moreover, high SES often emphasizes on protective access such as better healthcare, education, financial stability, coping strategies, social support networks,

mental health care etc. Due to these, there is a difference found between socio-economic status and anxiety among college students. Similar studies show that, Richardson et al. (2017) found that low SES students experience more psychological distress than high SES students. Ibrahim et al. (2013) also highlighted that their significance difference between SES and anxiety of students. Sharma Perween (2019) stated that impact of high and low SES on anxiety among the college students.

Table No. 3 Mean, SD and 't' value showing impact of religion on anxiety

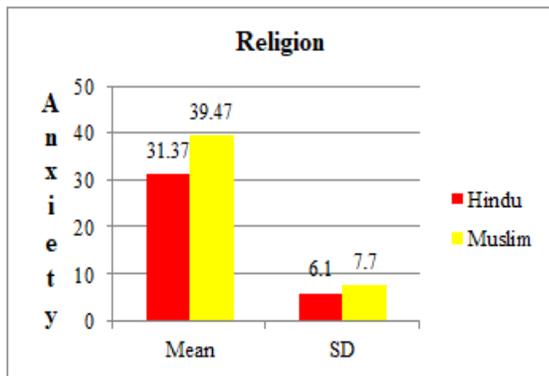| Dependent Variable	Independent Variable	N	Mean	SD	't' Value	Significance
Anxiety	Hindu	30	31.37	6.1	3.05	0.01
	Muslim	30	39.47	7.7		

Figure No. 2

Table No. 3 and Figure No. 2 presents that mean, SD and 't' value of religion on anxiety of senior college students. Mean score of Hindu students is 31.37 and SD is 6.1. Mean score of Muslim students is 39.47 and SD is 7.7. The obtained 't' value is 3.05 which statistically significant 0.01 level. It means that hypothesis no. 2 "There will be significance impact between Hindu and Muslim people on anxiety" has been proved.

This result might be occurred because of; cultural and religious background plays a vital role in shaping the experience of anxiety among the senior college students. Both Hindu and Muslim students living condition may be same socio-cultural context. In addition, coping strategies, social norms of living, family expectations may be common. Similar studies show that, Mahabeer et al. (1984) and Alam (2001) highlighted that there is statistically difference found between Hindu and Muslim senior college students on anxiety.

Table No. 4 Mean, SD and 't' value showing impact of socio-economic status on adjustment

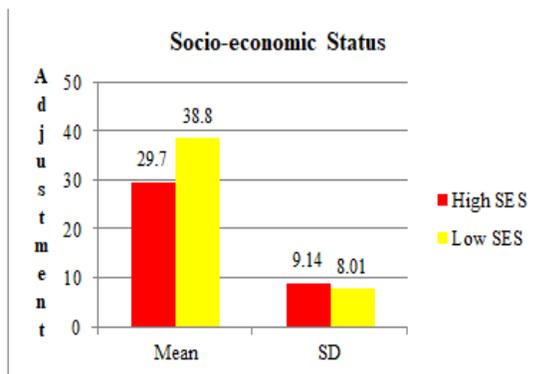| Dependent Variable	Independent Variable	N	Mean	SD	't' value	Significance
Adjustment	High SES	30	29.7	9.14	4.92	0.01
	Low SES	30	38.8	8.01		

Figure No. 3

Table No. 4 and Figure No. 3 presents that mean, SD and 't' value of socio-economic status on adjustment of senior college students. Mean score of High SES is 29.7 and SD is 9.14. Mean score of low SES is 38.8 and SD is 8.01. The obtained' value is 4.92 which statistically significant at 0.01 level. It means that hypothesis no. 3 "There will be significance impact between high and low socio-economic status on adjustment" has been proved.

This result might be occurred because of; low SES and high SES students may be facing differently and particularly as per their need and requirement. In

addition, family context, social supports, financial security and learning environment etc. aspects are influencing differently too. Similar studies show that,

Sangeeta et al. (2001) and Nidhi et al. (2015) noted that there is statistically difference found between high and low SES of college students on adjustment.

Table No. 5 Mean, SD and 't' value showing impact of religion on adjustment

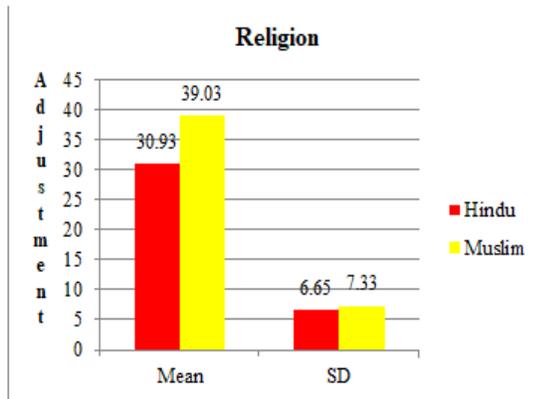| Dependent Variable	Independent Variable	N	Mean	SD	't' value	Significance
Adjustment	Hindu	30	30.93	6.65	3.57	0.01
	Muslim	30	39.03	7.33		

Figure No. 4

Table No. 5 and Figure No. 4 presents that mean, SD and 't' value of religion on adjustment of senior college students. Mean score of Hindu students is 30.93 and SD is 6.65. Mean score of Muslim students is 39.03 and SD is 7.33. The obtained 't' value is 3.57

which statistically significant at 0.01 level. It means that hypothesis no. 4 "There will be significance impact between Hindu and Muslim people on adjustment" has been proved.

This result might be occurred because of; Hindu and Muslim students often experience greater academic and career related aspects as per their needs and expectations. The cultural aspect may be also influencing on adjustment of both religions. In addition, family structure, traditions, community bonding may be also influences on adjustment of college students. Similar studies show that, Patel (2014) revealed that there is statistically difference found between Hindu and Muslim senior college students on adjustment. Perween (2019) also found that difference between adjustment of student in relation to religion.

Table No. 6 Correlation between anxiety and adjustment in relation to religion

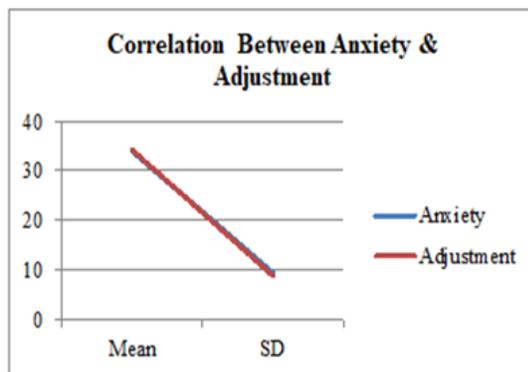| Correlation	Dependent Variable	Mean	SD	'r' value	Significance
Correlation anxiety and adjustment	Anxiety	34.18	9.56	0.4	0.01
	Adjustment	34.46	8.97		

Figure No. 5

Table No. 6 and Figure No. 5 presents that correlation between anxiety and adjustment of senior college students. The obtained 'r' value is 0.4 which statistically not significant at both levels. It means that hypothesis no. 5 "There will be positive correlation between anxiety and adjustment in relation to religion" has been proved. This result might be occurred because of; increasement in anxiety can be leads to decrease adjustment among the senior college students. In addition, major maladjustment among the students can be caused by other psychological constructs. Anxiety is an

emotional state and adjustment is a coping state. Disturbance in the emotional condition can be influencing the coping process among human being. So, there will be positive correlation between them. Some similar studies also supported to the study results, Chatruvedi (2015), Jenaabadi et al. (2016) and Perween (2019) found that positive correlation between anxiety and adjustment among Hindu and Muslim college students.

VIII. CONCLUSIONS

The following conclusions were drawn through testing of five hypotheses in this study.

1. There is significance impact found between high and low socio-economic status of senior college students on anxiety.
2. There is significance impact found between Hindu and Muslim senior college students on anxiety.
3. There is significance impact found between high and low socio-economic status of senior college students on adjustment.
4. There is significance impact found between Hindu and Muslim senior college students on adjustment.
5. There is positive significance correlation found between adjustment and anxiety in relation to socio-economic status and gender.

REFERENCES

[1] Alam, M. M. (2001). Academic achievement in relation to socio-economic status, anxiety level and achievement motivation: A comparative study of Muslim and non-muslim school children of UP. PhD thesis of Education, Aligarh Muslim University.

[2] Arjanggi et al. (2015). The correlation between social anxiety and academic adjustment among freshmen. Procedia, Social and Behavioral Sciences. Vol. 219(2016), pp. 104-107.

[3] Arvindgiri, Aparnath, K. (2014). A study of academic anxiety of secondary school students with relation to their gender and religion. The International Journal of Indian Psychology. Vol. 1(4), pp. 53-58.

[4] Chaturvedi (2015). The impact of anxiety on self-concept and adjustment of adolescents with learning disabilities in Mumbai. Indian Journal of Mental Health. Vol. 2(2), pp. 189- 196.

[5] Jennabadi, H., Rooh, S. V., Khods, H. R. and Hajiabadi, H. (2016). The relationship of anxiety and adjustment and procrastination in female high school student. Mediterranean Journal of Social Science., Vol. 7(2), pp. 66-72.

[6] Mahabeer, M., Bhana and Kastoor (1984). The relationship between religion, religiosity and death anxiety among Indian adolescents. South African Journal of Psychology. Vol. 14(1), pp. 7-9.

[7] Mozumdar et al. (2019). Adjustment among adolescents of Guwahati city in relation to gender and religion. International Journal of Management & Social Sciences. Vol. 14(02), pp. 64-72.

[8] Nidhi, et al. (2015). Adjustment problem of college students in relation to gender, socio-economic status and academic achievement. International Journal of Current Research. Vol. 7(4), pp. 14574-14578.

[9] Patel, S. B. (2014). Social adjustment of Hindu and Muslim people. International Journal of Research in Multilanguage. Vol. 2(3), pp. 40-42.

[10] Sharma, P. (2019). Level of anxiety and adjustment among Hindu and Muslim college students of Ranchi town, Jharkhand. The International Journal of Indian Psychology. Vol. 7(3), pp. 292-300.