



Anxiety and Adjustment Pattern of High and Low Academic Achievers

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ABSTRACT

The present study makes an attempt to examine the effect of anxiety and overall adjustment among high and low academic achievers. 100 Tribal college students (50 high and 50 low achievers) were selected, randomly. The selection was made from final year graduation students of the college in Ranchi town. Anxiety scale and adjustment inventory was used for the study. Result indicated that the magnitude of anxiety was significantly higher among the high achievers, and significantly better in terms of their level of adjustment. However, inverse but relationship between anxiety and adjustment were found significant for both the groups of college students.

KEYWORDS: anxiety, adjustment, high and low achiever

Introduction

Anxiety is a mental feeling of uneasiness or distress in reaction to a situation that is perceived negatively. It is similar to a messenger because it alerts your body when something is wrong or worth your attention. Academic anxiety afflicts students during school-related situations. Psychologists' reports that affected individuals frequently develop the problem due to developmental issues or their educational, family or genetic history. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests, which makes the student, feel helpless and like a failure. If academic anxiety isn't properly addressed, it can have many serious and lasting consequences, such as causing a student to procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing with peers or pursuing activities that interest him. Anxiety is a normal and sometimes helpful aspect of human life. It manifests itself in the feelings uneasiness and even moderate fear that you experience before like any new life change, such as starting a job, college students have to negotiate an entirely new social network. Petersen says, "Teenagers spend years negotiating and establishing a social network in middle school and high school. All of a sudden, they are forced to do that all over again. These pressures can trigger or exacerbate symptoms of depression.

A manageable level of academic anxiety is actually a good thing, according to Greenfield Community College. Moderate academic anxiety provides the motivation students require to exert effort completing assigned schoolwork and preparing to take examinations. Academic anxiety only becomes a problem that needs a solution when the amount experienced grows so excessive that a student is no longer able to function productively

The influence of anxiety on academic performance has been well documented by a number of investigators (Defrenbacher, 1980: Sarason, 1986: Sarason and Sarason, 1990) conducted a study on; 'test anxiety research in India', reported that academic performance is negatively influenced by test anxiety, while general anxiety appears to be less predictive of such a goal attainment. Singh and Asha (1984) conducted a study on "Neuroticism anxiety and academic achievement. The result showed that more number of high achiever had high anxiety than the low achievers. When the correlation between high achiever and anxiety was calculated, it was found that high achievers had high anxiety.

A study conducted by Ojha (2005) revealed that the boys have more academic anxiety than girls. Several investigators found that girls have also suffered significantly more academic anxiety than boys. Ghaderi, et.al, (2009) studied the depression, anxiety and stress among the Indian and Iranian students. Result revealed that the depression, anxiety and stress level of Indian students are significantly higher than those of Iranian student. Furthermore gender difference is not found significant.

The concept of adjustment was originally biological on and was concerned with adaptation to physical environment from survival. Adaptation to physical environment is of course a person's important concern. But he has also to adjust to social pressures and demands of socialization that are inherent in living inter-dependently with other persons.

One of the problems faced by the educational institutions is the maladjusted behavior shown by some students. It is not uncommon to find some students suffering from anxiety, stress, insecurity, mild depression and other related problems which affect their academic achievement. Some studies have been conducted to explore the effect of adjustment on scholastic performance. The general finding has been that scholastic achievement of students is adversely affected by psychological problems associated with adjustment (Ameerjan, 1983; Chauhan 2006: De and Singh, 1970; Gupta, 1970; Mottoo, 1994; Miya and Krishna, 1996; Orpen, 1976; Sharma and Manju, 1993). De and Singh (1970) examined the role of home adjustment as a determinant of academic motivation. The sample for the study consisted of 220 students of class V111 and IX. The results showed that students with high academic motivation had better adjustment. Gupta (1970) compared high and low scholastic achievers on measures of adjustment and found that satisfactory adjustment boosted up scholastic, achievement while anxiety and depression had negative effect on scholastic achievement. Sinha (1966) found that high achievers tended to be more adjusted in the area of home, health and society. The low achievers were poorer with regard to intelligence and were more anxious and inferior in general adjustment. Mattoo (1994) compared high and low creative students on their level of adjustment, scholastic achievement and vocational interests. Results indicated that adjustment had an important role in creatively and scholastic achievement. Daulta (2008) studied the impact of home environment on the scholastic achievement of children. The study was conducted on a sample of 220 students drawn from Senior Secondary School of Panipat. Results showed that good quality of home environment had significant positive correlation with high level of scholastic achievement. This finding demonstrates that home adjustment affects scholastic achievement significantly

The ignition of adjustment was given by Ark off (1968) as a person's interaction with his or her environment. Ark off further defines college adjustment in terms of college achievement which covered students' academic achievement and personal growth. In his approach, the adjusted student is the one who obtains adequate grades, passes in his or her courses, and eventually graduates. Conversely, the maladjusted student is the one who demonstrates unsatisfactory grades, marginal level of performance in course work, or failing and shows tendency in dropping out of university or college before graduation. Besides academic achievement, university adjustment also involves the idea of personal growth. An adjusted student is one who will show good personal growth in terms of non-academic potential with reference to accomplishments outside of the classroom such as in art and music, creativity, and leadership.

Methods & Materials

Sample: The sample of the proposed study will be selected from the Ranchi District. Hundred (100) college students studying in B.A. Final will be selected by a stratified random sampling technique. The sample will be selected in two stages. In the first stage, two colleges of Ranchi will be randomly selected. In the second stage, high academic achiever and low achiever will be identified on the basis of marks obtained in B.A.II Final Examination. The high academic achievers will be those students who obtained 60% or more marks and low academic achiever will be those, who had obtained below 50% marks.

Tools:

1. Personal Data Questionnaire.
2. Sinha Anxiety Scale
3. Mohsin Shamshed Adaptation of Bell's Adjustment Inventory (Hindi Form).

Result and Discussion

The result and discussions of the present study have presented as follows:

Table No-1: Mean, SD and t value of Anxiety of High and Low Achievers (n= 100)

Achievers	N	Mean	S.D.	t	Sig.
High	50	38.29	4.25	5.40	.01
Low	50	33.49	4.55		

The finding in table 1 is obvious that the mean of anxiety scores of high achiever (38.29) is higher than the mean (33.49) of low achiever. The obtained t-ratio (5.40) is significant at .01 level, indicating that both groups differ significantly in terms of their anxiety levels.

Table No-2: Mean, SD and t value of Adjustment scores of High and low Achievers (n= 100)

Achievers	N	Mean	S.D.	t	Sig.
High	50	15.96	3.01	4.74	.05
Low	50	30.24	5.10		

The findings in table 2 are obvious that the mean of adjustment scores of high achiever (15.96) is lower than the mean (30.24) of low achiever. The obtained t-ratio of (4.74) is significant at .05 level, indicating that both groups differ significantly in terms of their adjustment.

The findings presented reveal that the high achievers have high anxiety and high adjustment in different situation. The findings of the present study have support from the studies of other researchers. Since high scores on Bell Adjustment Inventory signify poor adjustment and low scores better adjustment. High achievers on Bell Adjustment inventory significantly high adjustment than low achievers, it can be said that the low achievers suffer more from adjustment problems than the high achievers.

Conclusion

The comparison of the high and the low achievers in respect of anxiety and adjustment has yield significant t- values of 5.40 and 4.74, respectively. The findings of the present study have support from the observation made by Singh and Asha (1984) conducted a study on "Neuroticism anxiety and academic achievement. The result showed that more number of high achiever had high anxiety than the low achievers. When the correlation between high achiever and anxiety was calculated, it was found that high achievers had high anxiety. Daulta (2008), De and Singh (1970) and Gupta (1970) among several others have also reported that the high achievers tend to be more stable and adjusted in different situations than the low achievers.

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