



The Impact Of Study Anxiety Among The College Students Quality Of Leader-member Exchange Relationships

KEYWORDS

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Introduction

Anxiety was initially conceptualized by Darwin (1965) as an adaptive response manifested by a series of physiological changes (e.g., increased heart palpitation, pupil dilation, trembling, dryness of mouth, increased perspiration, changes in voice quality, and peculiar facial expressions), but it was not until Freud that the phenomenological aspect of anxiety has been recognized. Freud (1926) defined anxiety as "something felt", that is, an unpleasant emotion state or condition characterized by both experiential and physiological qualities (Spielberger, (1970), but still, it has been difficult to give anxiety an exact and specific definition in today's contemporary psychology. In spite of this difficulty, it has been generally agreed that anxiety is an emotional reaction characterized by a psychobiological process involving experiential, physiological, and behavioral components.

Social Anxiety

Social anxiety is anxiety (emotional discomfort, fear apprehension, or worry) about social situations, interactions with others, and being evaluated or scrutinized by other people (Caballo, V. E., & Turner, R. M. 1994). It can occur at different times of life, and for different reasons. Developmental social anxiety occurs early in childhood as a normal part of the development of social functioning, and is a stage that most children grow out of it, but problem or chronic social anxiety may persist (perhaps unnoticed) until adolescence or may surface in adulthood. People vary in how often they experience social anxiety and in which kinds of situations. Overcoming social anxiety depends on the person and the situation. In some cases it can be relatively easy, just a matter of time passing for many individuals, and yet for some people social anxiety can become a very difficult, painful and even disabling problem that is chronic in nature.

The Onset and Prevalence of Social Anxiety

The onset of social anxiety is almost always in childhood or adolescence, with most cases emerging by age 19 (Crum & Pratt, 2001); (Lepine & Pelissolo, 2000); (Wittchen & Fehm, 2003). The condition is chronic, and has an average duration of about 20 years (Westenberg, 1999). It also appears to affect women twice as often as men (Lepine & Pelissolo, 2000).

Review of Literature

In a study conducted by Anson et al. (1984) on the relationship between anxiety and academic performance, it was found that anxiety was significantly and negatively correlated with grades obtained by the students.

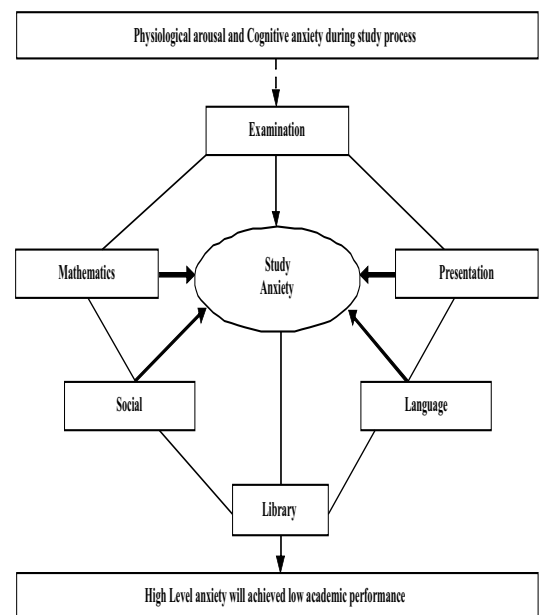
Sources of Study Anxiety

The negative feelings associated with the students searching for information at some point have been identified as sources of study anxiety. Researchers suggest that anxiety are underlying sources of students' fears and anxieties in the study process such as examination anxiety (Pecoraro, 2006), language anxiety (Ying, 2008), mathematics anxiety, (Vitasari et al., 2010b), social (life) anxiety (Cooley, 2007), presentation

anxiety (Brenda and Tillson, (2007) and library anxiety (Carlilie 2007). Thus there are six possible sources that can create study anxiety among the college students. The main sources of study anxiety include examination anxiety, social (life) anxiety, presentation anxiety, mathematics anxiety, language anxiety, and library anxiety.

The concept of study anxiety showed in Figure 1

Figure 1. Sources of Study Anxiety (Source: Vitasari et al, 2010)



Problem identification

Social anxiety is an anxiety disorder characterized by extreme fear and phobic avoidance of social and performance situations. The number of situations feared by a person with social phobia can vary from one to many. According to Yerkes Dodson, an optimal level of arousal is necessary to complete a task such as an examination, performance, or competitive event. However, when the anxiety or level of arousal exceeds that optimum, the result is a decline in performance. Students have a great deal of self control to balance the two necessary conditions posited and consequently move forward at least in term of academic performance or success in study. One of the factors which influences the students' academic performance is social anxiety disorder occurring when the student are encountering anxiety disorder in process of study (McCraty, 2007).

Researchers found that sources of study anxiety influence the students while their study processes such as examination anxiety, mathematic anxiety, language anxiety, presentation anxiety, social (life) anxiety and library anxiety had an impact on academic performance of the students. Hope that this study will support the idea that therapy for college students can significantly improve their anxiety symptoms and thus set them on the path to a more healthy and enjoyable life without persistent fear of social performance and interaction. In order to shed light on this important issue a relevant study was designed to assess the occurrence of social anxiety in a sample of higher education students, the researcher proposed this study entitled "The Impact of Study Anxiety among the College Students".

Objectives

- 1) to measure the study anxiety sources such as performance in examination mathematics and foreign language study
- 2) to measure the academic interaction while class presentation, library facilities and social interaction with fellow students.
- 3) to correlate the impacts study anxiety on academic performance of the respondents and
- 4) to give suitable suggestions if necessary

Research Methodology

On the basis of the nature of research problem, this study is tended to find out the impact of study anxiety disorder on academic performance of the college students.

In the present study, the target population constitutes the students of Madurai Kamaraj University affiliated colleges and autonomous colleges during the academic year 2012-2013. The population size was about 11456 in total excluding the Science students. A sample of 700 first year undergraduate students from various disciplines like commerce, business administration, economics and social work, sociology alone were considered for the survey. All those above the age of 18 years and studying in first year undergraduate courses were included. Out of which 634 students participated in the study and data was collected with the help of structured questionnaire, 66 respondents were excluded because of biased responses in the study. Thus multi stage cluster sampling technique was adapted for sample selection.

Analysis and Interpretation

ANOVA between Personal Profile of Respondents and Academic Performance (One Way ANOVA)

H0: There is no significant difference between personal profile of respondents and their Academic Performance.

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	5.073	3	1.691	6.979	.000
	Within Groups	152.663	630	.242		
	Total	157.737	633			
Age	Between Groups	3.554	3	1.185	5.271	.001
	Within Groups	141.596	630	.225		
	Total	145.150	633			
Degree	Between Groups	28.465	3	9.488	7.336	.000
	Within Groups	814.822	630	1.293		
	Total	843.287	633			

Medium	Between Groups	2.881	3	.960	4.236	.006
	Within Groups	142.843	630	.227		
	Total	145.724	633			
Parents Qualification	Between Groups	52.765	3	17.588	8.683	.000
	Within Groups	1276.182	630	2.026		
	Total	1328.946	633			
Parent occupation	Between Groups	24.748	3	8.249	4.593	.003
	Within Groups	1131.430	630	1.796		
	Total	1156.178	633			
Residence	Between Groups	7.216	3	2.405	10.367	.000
	Within Groups	146.160	630	.232		
	Total	153.375	633			
Academic Residence	Between Groups	12.978	3	4.326	4.515	.004
	Within Groups	603.685	630	.958		
	Total	616.662	633			

The table reveals that all the personal profile of the respondents except medium of study, show significant difference with academic performance, since the significance value is lesser than the 'P' value (0.05). Hence the null hypothesis is rejected. The medium of study do not have any influence can academic performance, since its 'P' value is greater than 0.05.

Indicating Correlation between variables of Study Anxiety and Academic performance

		Ex	Pre	FL	Math	Lib	SL	AP
Ex	PC	1						
	Sig							
	N	634						
Pre	PC	.283*	1					
	Sig	.021						
	N	634	634					
FL	PC	.229**	.152**	1				
	Sig	.000	.011					
	N	634	634	634				
PC	.351**	.387*	.355**	1				

		Ex	Pre	FL	Math	Lib	SL	AP
Mat h	PC	.351	.387	.355	1			
	Sig	.000	.044	.000				
	N	634	634	634	634			
Lib	PC	.207**	-.299**	.223*	-.116**	1		
	Sig	.000	.000	.033	.003			
	N	634	634	634	634	634		
SL	PC	.274*	-.267**	.202**	.014	.751*	1	
	Sig	.037	.000	.000	.725	.020		
	N	634	634	634	634	634	634	
AP	PC	.563**	.466*	.599**	.629**	.189*	.244**	1
	Sig	.000	.028	.000	.000	.014	.000	
	N	634	634	634	634	634	634	634
** Significant at 0.01%					FL - Foreign Language			
*Significant at 0.05%					Math - Mathematics			
PC – Pearson Correlation					Lib - Library			
Ex – Exam					SL - Social Life			
Pre – Presentation					AP - Academic performance			

The positive correlation at 1% level of significant exists between dimensions such as academic performance and social life, between academic performance and mathematics, between academic performance and foreign language, between academic performance and examination.

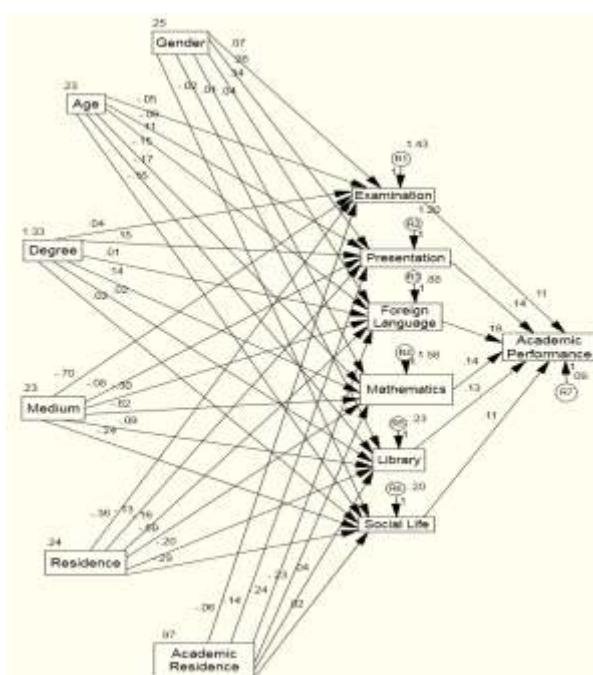
The correlation between social life and foreign language, between library and examination, between mathematics and examination, between mathematics and foreign language and finally between foreign language and examination are also exist at 1% level of significance.

The negative correlation at 1 % level of significance exists between dimensions such as social life and presentation, between library and presentation and finally between library and mathematics.

The positive correlation at 5% level of significance exists between dimensions such as academic performance and presentation , between academic performance and library , between social life and examination , The positive correlation between social life and library , between library and foreign language , between mathematics and presentation and finally between presentation and examination are also existed at 5%

level of significance .

There is no dimension having negative correlation at 5% level of significance.



Model Fit
Ho: The Model is Fit

Chi-square	1337.1
Number of distinct sample moments	91
Number of distinct parameters to be estimated	55
Degrees of freedom (91 - 55)	36
Probability level	0.112

Since the 'P' value is greater than the significance value 5 %, the null hypothesis is accepted, which states that the model is fit enough.

6.1 Finding on Source of Study Anxiety

The result of the analysis of mean and standard deviation shows that the respondents are having the feel of anxious in all the variables of examination anxiety and presentation anxiety sources. The overall mean score also fall on scale range between 3 and 4 which mean that the respondents are fairly often influenced by anxiety on examination and presentation. The respondents are having the feel of anxiety in all the variables of foreign language anxiety and mathematics anxiety sources. The overall mean score also fall on the scale range between 2 and 3 which mean that the respondents are rarely influenced by foreign language anxiety and mathematics anxiety. The respondents are influenced by the feel of anxious in all the variables of library anxiety and social (life) anxiety sources. The overall mean score also fall on the scale range between 1 and 2 which means that the respondents are almost never influenced by library anxiety and social life anxiety.

The ANOVA result shows that all the personal profile of the respondents except medium of study show significant difference with academic performance.

The study anxiety sources like the social (life) anxiety, mathematics anxiety, foreign language anxiety and examination anxiety are positively correlates with academic performance 1% level of significance.

The dimensions having negative correlation at 1 % level of significance are Social (life) anxiety and presentation anxiety, Library and presentation anxiety and library and mathematics anxiety.

The dimensions having positive correlation at 5% level of significance are Social (life) anxiety and Examination anxiety, Social life and library anxiety, Library and foreign language anxiety, Mathematics and presentation anxiety, Presentation and Examination anxiety, Academic performance and presentation anxiety, Academic performance and library anxiety.

There is no dimensions' having negative correlation at 5% level of significance.

The result of path analysis for personal profile and study anxiety shows that the model is fit enough.

The regression weight for the prediction of dependent variables of Academic Performance is significantly influenced by the personal profile of the respondents at 1% level and 5% level.

Suggestions

College students suffer from some levels of study anxiety. Based on the results the researcher has given suggestion to design intervention to reduce the anxiety and improve student's academic performance.

This study revealed that there was a potential impact of study anxiety on learning and academic performance. The college authority may improve the support for students with social anxiety with appropriate pedagogic support by the way of organizing public speaking workshops, workshops for confidence- building and coping of anxiety in general.

The college students' affairs office would have to put more effort toward rendering counseling services to the students particularly the new in-takes so as to get adapted to the academic environment and thus reduced students' anxiety during the beginning of any semester. The orientation programme for the new intakes should be done on rotational basis in-order to give attention to more students. There should be adequate planning in academic work which should enough

intervals between the periods of examination and continues assessment tests.

The social work psychiatric counsellors working in college campuses have to identify prevalence of study anxiety disorder among the students by periodical assessment technique. They have to provide data with suggestion not only on academic performance among the college students, but also the need for cognitive interventions for the treatment of social anxiety to focus on minimizing the negative forms of study anxiety disorder. In addition, the psychiatric social work counsellors should make the teachers and residential advisors be aware of the cognitive and emotional challenges and provide groups meetings and trainings on improving the academic performance of the students.

Conclusion

It is evident that academic activities which involve public speaking cause students with social anxiety great concern. It is also apparent that the study anxiety disorder may hinder learning and academic performance of the students. The understanding and awareness of study anxiety needs to be improved among the faculty members and students. The findings from this study provide tentative evidence that study anxiety should be taken seriously when considering curriculum design and student support. Overall, the professional consultations and appropriate therapy for long-term recovery of mental disorders for most of the individuals to treat them are required.

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