

Anxiety and Ego Strength in College Students

Kothival Krishna P.

Department of psychology

SurashtraUniversity, Rajkot-360005, Gujarat-India

Received Dec. 09, 2017

Accepted Jan. 14, 2018

ABSTRACT

Anxiety also called worry and worry is a biased psychological and physiological state characterized by somatic emotional, behavioral and cognitive components. Ego strength is effect on student life. The main purpose of present study was to investigate mean difference between anxiety and ego strength in college students. The total sample consisted of 60 students which 30 were girls and 30 were boys selected from colleges of Rajkot district in Gujarat. The research tool for anxiety was sinha's comprehensive anxiety test and ego strength was developed by..... To check the difference in anxiety and ego strength in students't' test was applied. Results revealed no significance difference in anxiety and ego strength in college students.

Key Words: anxiety and ego strength

Introduction

This study examines main purpose of anxiety and ego strength in college students. Boys and girls are including in college students in this study. Anxiety and ego strength are connected with each other and anxiety and ego strength are affected in student's life.

Anxiety is a common phenomenon of everyday life. It is defined as subjective feelings of tension, apprehension, nervousness and worry associated with on arousal of automatic nervous system (horwitz& Cope, 1986). Anxiety also called worry and worry is a biased psychological and physiological state characterized by somatic emotional, behavioral and cognitive components. (Charis, Thume and Hudson, 1995; Seligman, M.E.P., Walker, E.F. and Rosenhan, 2002) it is displeasing feeling of fear and concern (davison, Gral D. C., 2008). The root meaning of the word anxiety is to vex or trouble, in either presence or absence of psychological stress, anxiety can create feeling of fear, worry and uneasiness and dread. (Bouras N. and Holt, G., 2007) it is also associated with feeling of restlessness, fatigue, and concentration problem and muscle tension. However anxiety should not be confused with fear with is more of a dread feeling about something which appears intimidating and can overcome an individual (Robin Marantz, Hening, 2012).

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but critical anxiety can be a serious problem. Academic anxiety can become more injurious over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases (huberty, 2012). Anxiety is a vague fear experienced without our knowing just what is the matter? (Morgan 1990). Frued said about anxiety that Anxiety is something felt as unpleasant effective state or condition.

Anxiety is defined as "a painful or fearful uneasiness of mind usually over an impending or anticipated ill" (Merriam-Webster, 2012). Students can feel anxiety related to every academic task. Anxiety is not always negative. Some students can be motivated by anxiety. So some time it's a positive for students.

Ego strength refers to virtues through which "human beings steer themselves and others though life"(Erikson, 1964). In his psychosocial stage theory identified strenghts as outcomes of successful stage resolutions. Faith development includes two aspects, i.e. the frequency of participation in faith related activities and the level of importance respondents attributed to faith.

Review of literature:

According to **Cassie Dobson (2012)**, this research paper explores the relationship between anxiety, student achievement, self- concept, and self-efficacy for students with and without disabilities. Anxiety can have negative effects on all students. Students with anxiety problems tend to show lower of academic achievement, self-efficacy, and self-concept. Anxiety reduction requires the work of students, teachers, and parents. Mindfulness meditation, metacognition, coping, teacher involvement, and test question order are anxiety reduction strategies explored. Problem based learning is a teaching method proven to increase student's levels of positive metacognition. Ideas for further research involving anxiety and students with learning disabilities are explored.

According to **Everson, Tobias, Hartman and Gourney (1993)**.surveys were used to determine how students' perceptions of a subject's difficulty affect their levels of test anxiety on particular subjects in a study of 196 first year college students. The students self-reported their test anxiety levels in social science, math, physical science, and English. It was hypothesized that students in general tend to be more anxious about tests in subjects. They perceived more rigorous than in subjects such as humanities or the arts.

Physical science was found to cause significantly greater anxiety than math or English in this study. Their anxiety level increased when the subject was complex and difficult to master. The results confirmed the hypothesis that students' perceptions of a subject's difficulty had a positive correlation to their level of anxiety in the subject.

According to **BalavantChhansiya, Yogesh A. Jogsan (2015)**. The main purpose of this research was to find out the mean difference between working and non working women. The total 80 women as a variation belonging to working and non working women were taken. The research tool for ego strength was measured by hasan's ego strength scale and tool for anxiety were used which made by sinha. Here t-test was applied to check the significant of in ego strength and anxiety between working and non working women. The study revealed that there was significant difference between working and non working women in ego strength. There was significant difference between working and non working women in anxiety. While correlation is a positive.

Objectives

The main objectives of this study were as under:

1. To measure anxiety in college students.
2. To measure ego strength in college students.

Null Hypothesis

To related objectives of this study Null-Hypothesis were as under:

1. There will be no significance difference on anxiety in college students.
2. There will be no significance difference on ego strength in college students.

METHOD

Participants:

In this study total 60 people were taken as a sample (30 boys and 30 girls)

Tools:

A) Sinha's comprehensive anxiety test:

Sinha's comprehensive anxiety test was used to assess the level of anxiety in college students. There are 90 items in questionnaires. This inventory has test-retest reliability coefficient of 0.85. The statements to be answered on 2 point scale.

B) Ego strength test:

The inventory was developed by Hasan. In this scale contents 32 statements. Answer given in right or wrong symbol in a inventory. There reliability and validity are higher.

First of all select some students as a sample and went at their colleges. Total 60 students were taken as a sample, 30 were girls and 30 were boys selected. They were informed about the purpose of the study. Participants were informed about the confidentially regarding information collected from them. A time for data collection was setup that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants a good report was built with the participants for getting correct response. Some necessary instruction and guidelines were provided to them property filling the scale. After this the both scale were provided to them and they were requested to fill up the both scales as for the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design

The aim of present research was anxiety and ego strength in college students. For these total 60 samples were taken with used purposive method to check significance differences between groups. 't' test was used check relation between anxiety and ego strength. Result and discussion of study is as under:

Result

The present study attempted to assess the anxiety and ego strength in college students. The data were selected by purposive method in Rajkot (Gujarat-India). The 't' test was applied for the purpose of statistical interpretation to test the significance of different between mental health and depression. Result and discussion for the present study are as follows:

Table-1 't' test of anxiety in college students

Variable	N	Mean	S.D.	t	Sig.
Boys (B1)	30	29.53	757.58	0.005	0.01
Girls (B2)	30	30.4	610.38		

Result of anxiety saw that boys students have a low level of anxiety (Mean =29.53) as compare girls students (Mean = 30.4). The't' test was 0.005. There is no significant difference of anxiety. It means first hypothesis was accepted. (Close looks at result table-1)

Table-1 't' test of ego strength in college students

Variable	N	Mean	S.D.	t	Sig.
Boys (B1)	30	11.87	103.99	0.11	0.01
Girls (B2)	30	14.6	87.12		

Result of ego strength saw that boys students have a low level of ego strength (Mean =11.87) as compare girls students (Mean =14.6). The't' test was 0.11. There is no significant difference of ego strength. It means first hypothesis was accepted. (Close looks at result table-2)

Discussion:

In this study t-value based no significant difference in anxiety and ego strength in male and female college students. Possible reason will be in present time many program have done about girl and women improvement, gender equality is developed by our society and people are very improved by education. So there is no significance difference in male and female students. Second possible reason will be same subjects and syllabus will be learned by male and female students, so there is no difference in students.

For t-value based no significance difference in male and female students. But, for mean score based female have high level of anxiety as compare male students. Possible reason will be female are sincere and sensitive as compare male. So results revealed that female havehigh level of anxiety as compare male. Female have a more ego strength because female are mature and stable as compare male. That's why female have high level of anxiety and ego strength.

Conclusion:

We can conclude by data analysis as follows:

In this study t-value based no significant difference in anxiety and ego strength in male and female college students. Mean score based female have high level of anxiety and ego strength as compare boy students.

References:

1. Anxiety (2012).In merriam-webster online dictionary.
2. Balvantchhansiya and Yogesh A. Jogsan (2015).Ego strength and anxiety among working and non working women. The international journal of Indian psychology Vol. 2, issue 4, ISSN 2348-5396
3. Bouras, N. and Holt, G. (2007). Psychiatric and behavioral disorders in intellectual and development disabilities (2nd ED.), cambridge University Press: U.K.
4. Cassie Dobson (2012). Effects of academic anxiety on the performance of students with and without learning disabilities and how students can cope with anxiety at school.northern Michigan University.
5. Charis, Thume and Hudson(1995). Chronicle of the roman emperors, 168-169.
6. Dawison, gerald (2008). Abnormal psychology, Toronto VeronicuVisentin, pg. 154.
7. Erikson, E.H. (1964) insight and resposibility, New York: Norton.
8. Everson, H.T., Tobias, S., Hartman,H., &Gourngy, A. (1993). Test anxiety and the curriculum: the subject matter. Anxiety, stress & coping: an international journal, 6(1), 1-8, doi: 10.1080/1061580938249528
9. Glorain Sorensen and LoismVerbrugge (1987).Morden women: multilgling the Dual Roles. New Maven, yale Uni.
10. Huberty, T.J. (2012). Test and performance anxiety.Principal leadership, 10, 12-16. Retrieved from <http://www.nasponline.org/>
11. Horwitz, E.K., Horwitz,M.B. & Cope J. (1986). Foreign language classroom anxiety.The morden language journal Vol. 70, pg 125-132.
12. Seligman, M.E.P., Walker, E.F. and Rosenhan(2002). Abnormal psychology (4th ED.),W. W. Norton and company inc.