"A STUDY OF ANXIETY AMONG ART'S AND COMMERCE COLLEGE STUDENTS"

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ABSTRACT

Purpose of the Study: To Investigate the anxiety among arts and Commerce college students Hypothesis: There will be significantly difference between arts and Commerce college students' dimension on anxiety Sample: Total 80 senior arts and Commerce College students were selected study among them 40 subjects were senior arts college students and 40 subject's senior Commerce college students belonging to Vivekanand College, Aurangabad. The age range were 18 to 22 years (M =20.78, SD = 2.81). Non-probability purposive sampling was used. Tools SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT) This test is developed and standardized by A.K.P. Sinha and L.N.K. Sinha. The test consisted of 90 Items. Conclusion Commerce Students had significantly high Anxiety than the Arts Students.

KEYWORDS: *anxiety Sample , Conclusion Commerce , negative expectation.*

INTRODUCTION:

anxiety is defined as the negative expectation and concern an individual has about performing, while somatic anxiety is defined as bodily symptoms or feelings associated with stress, such as nervousness or tension. In addition, cognitive anxiety is theorized to have a negative linear relationship with performance, while somatic anxiety is theorized to have an inverted-u or curvilinear relationship. Within the past 10 to 12 years, investigators have expanded upon the MAT model by including an anxiety direction dimension to go along with the original intensity dimension. Jones and Swain (1992) first introduced the concept of *anxiety direction*, and operationally defined it as the athlete's facilitative (i.e., positive) and debilitative (i.e., negative) interpretation of the anxiety symptoms related to performance.

Past research indicates that the direction of anxiety may be the most important dimension when comparing elite versus non elite performers, with elite athletes having more positive anxiety perceptions (e.g., Jones, Hanton, & Swain, 1994; Jones & Swain, 1995). Research investigating state anxiety intensity and direction has demonstrated gender differences, although results have been equivocal. For instance, some researchers have reported gender differences when examining temporal patterns of anxiety and self-confidence (e.g., Jones & Cale, 1989; Jones, Swain, & Cale, 1991). In a study focusing on the frequency of *state anxiety* (i.e., how often the individual experiences anxiety symptoms prior to a specific competition), Swain and Jones (1993) reported cognitive and somatic state anxiety symptoms increased significantly for both males and females as the competition approached. Females reported higher state somatic anxiety scores than males. Wiggins (1998) reported gender differences investigating anxiety across time, with females reporting higher cognitive anxiety intensity 24 hours prior to competition, but found no anxiety direction differences.

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Initial inquiries attempted to determine the anxiety-performance relationship through arousal-based explanations. For example, drive theory (Spence and Spence, 1966) purported that an increase in drive or arousal was associated with a linear increase in performance providing that the learned dominant response was one of a correct skill execution. This approach was superseded in sport psychology by the inverted-U hypothesis (Oxendine, 1970) that described the relationship between arousal and performance through an inverted-U Increases in arousal up to an 'optimal' level were suggested to result in positive performance gains, beyond which performance decrements occurred. Optimal levels of arousal were also suggested to be dependent on the type of task, with more complex tasks requiring lower arousal levels for optimal performance (cf. Landers and Arent, 2001).

A recent approach that accounts for the positive aspects of the arousal performance relationship is that of reversal theory (Kerr, 1993). Based upon the work of Apter (1982, 1984), the theory suggests that motivation is influenced by changes or reversals between four paired alternate meta-motivational states. In a telic state, high physiological arousal will be interpreted as anxiety; whereas in a par atelic state, high physiological arousal will be experienced as excitement. Equilibrium in the desired meta-motivational state is achieved when minimal differences arise between an individual's preferred and actual arousal state. In addition, contingent upon the perceived pleasure or hedonic tone of the individual, performers can also suddenly reverse from the experience of high arousal as excitement to one of anxiety (Kerr, 1997).

RESEARCH METHOD:-
Statement of Problem:
To study the Anxiety among Art's and Commerce College Students.

Purpose of the Study:
1. To Investigate the anxiety among arts and Commerce college students

Hypothesis:
1) There will be significantly difference between arts and Commerce college students' dimension on anxiety

Sample:
Total 80 senior arts and Commerce College students were selected study among them 40 subjects were senior arts college students and 40 subject's senior Commerce college students belonging to Vivekanand College, Aurangabad. The age range were 18 to 22 years (M =20.78, SD = 2.81). Non-probability purposive sampling was used.

Tools
1)   SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT)
This test is developed and standardized by A.K.P. Sinha and L.N.K. Sinha. The test consisted of 90 Items. The subjects were required to respond to each item in terms of 'YES' OR 'NO'. The reliability coefficient of the test was found 0.92 with Spearman Brown formula. The validity coefficient was found 0.62.

Variable:
Independent variable: Types of Faculty   a) Arts   b) Commerce
Dependent Variable: 1. Anxiety

Procedures of data collection
For data collection permission has been taken from respective sources than the subjects have been selected for data collection. Personal data sheet (PDS) has been given for the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport

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was established with subjects. And they have been told that their responses will keep confidential and the information will be used for research purpose only.
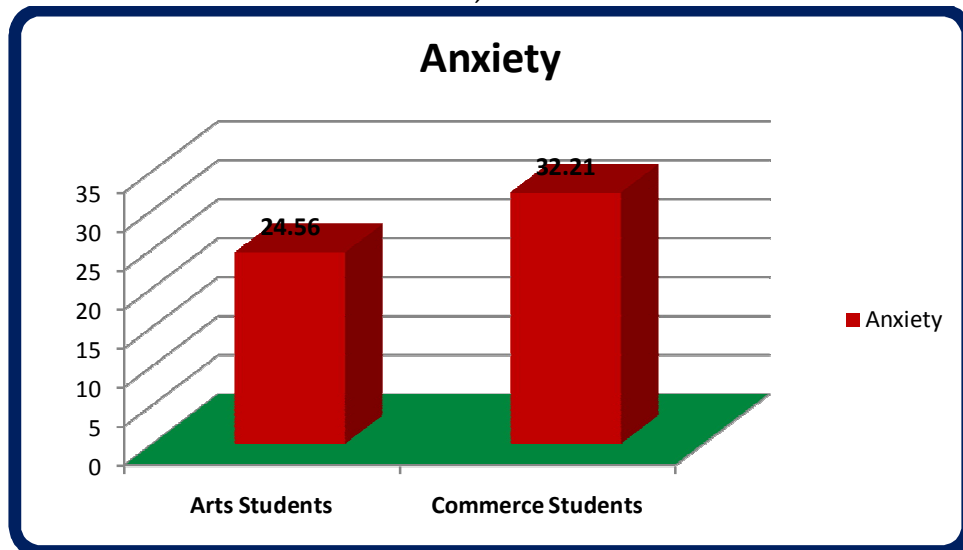
Statistics
t-test was used for the statistical analysis of data.

Statistical Data Analysis
't' showing the significance of difference between the Arts and Commerce Students respect to Anxiety.

Dimension	Arts Students (N =40)			Commerce Students (N = 40)			t- ratio	df	P
	Mean	SD	SE	Mean	SD	SE			
Anxiety	24.56	4.02	1.27	32.21	4.54	1.44	7.98**	78	0.01

0.01= 2.62,   0.05= 1.98

Anxiety score of the arts students Mean is 24.56 and commerce Students Mean is 32.21, t values is (78) 7.98 and two mean is highly significant at both level. Our null hypothesis is rejected and alternative hypothesis is accepted it concluded that the Commerce Students had significantly high Anxiety than the Arts Students.

Students are the wealth and future of a nation. It is clear from the findings that Commerce Students had significantly high Anxiety than the Arts Students. Their academic problem must be discussed by the teacher as well as parents. And they must be guided properly to choose a specific stream, not forced by parents. Parents should have expectations by their children according their capability. This study recommended that the teacher should arrange the necessary healthy environment to reduce the students' anxiety. The teachers' should focus on reducing the students' anxiety by providing mentors classes, time scheduling activities, changing teaching method, and providing extracurricular activities.

CONCLUSION:
1)   Commerce Students had significantly high Anxiety than the Arts Students.

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