International Journal of Advanced Educational Research
ISSN: 2455-6157
Impact Factor: RJIF 5.12
www.educationjournal.org
Volume 2; Issue 5; September 2017; Page No. 387-392

A study on state-trait anxiety and academic stress among flood affected college students of (Jammu & Kashmir) India

[1] Asma Nazir, [2] Dr. Tasleema Jan

[1] Research Scholar, School of Education & Behavioural Sciences, University of Kashmir, Hazratbal Srinagar, Jammu and Kashmir, India

[2] Associate Professor, School of Education & Behavioural Sciences, University of Kashmir, Hazratbal Srinagar, Jammu and Kashmir, India

Abstract
The purpose of the study was to compare male and female flood affected college students on various dimensions of state-trait anxiety and academic stress. The study was conducted on a sample of 400 flood affected college students of third year from district Srinagar and district Anantnag of Jammu & Kashmir. The sample consists of 200 male and 200 female flood affected college students. The tools used in the study were Sanjay Vohra State-trait Anxiety Test and Dr. Poorva Jain & Neelam Dikshit Academic Stress Scale. The data was analyzed by applying Mean, Standard Deviation and t-test. The analysis of the data revealed that female flood affected college students when compared with male students affected by floods were found to have high state-trait anxiety. It has also been found that female students affected by floods possess high academic stress as compared to male students of the above mentioned areas.

Keywords: state-trait anxiety, academic stress, male and female flood affected college students

Introduction

Natural disaster is a threat to the development and advancement of a mankind. It hampers the societal network of communication thereby makes an individual handicapped with many challenging situations. Natural disasters are a loss in the form of infrastructure and capital of the state which lowers the physical as well as the mental health of an individual inevitably. A natural disaster is a sudden or a natural catastrophe that causes a great damage or loss of life. A disaster is a severe or a dreadful disturbance that may take place over a relatively short time involving widespread human, material, economic or environmental loss and impacts, which exceeds the ability of the affected community or society to cope with it. Disasters can affect poverty reduction in several ways: like as they have macro-economic impacts, directly through physical damage to infrastructure, productive capital and stocks and indirectly by affecting productivity, growth and macro-economic performance in the affected areas. These effects hit the poor people badly to the hardest thus; they become unable to access adequate social amenities at affordable prices in the disaster region (Lavell, 1999) [15]. After the disasters, the floods are almost accompanied by a wide range of health hazards such as malaria, cholera, typhoid, and bilharzia, that situation leads to strain on medical facilities. The situation is usually made worse after the heavy floods due to overcrowding in the camps; leading to deaths in the flood relief camps. In the flood relief camps toilet facilities although not common among the people of affected areas, which exist are submerged by the floods and hand-dug wells at higher grounds collapse thus water becomes a bigger problem (Mango, 2003) [19]. After disaster mostly children are in great danger of floods, landslides and lightening regions because they fall victim of drowning, starvation, and disease. It has been perceived that the rate of natural disasters is increasing worldwide since the beginning of this century. The causes of the flood can be divided into two physical (climate forces) and human-influenced (urban development and vegetation clearing) categories. The worst floods in decades have been addressed in Jammu and Kashmir State with many people killed, hundreds trapped and property and crops worth millions destroyed because of many factors such as heavy rains, cloud-bursts, melting glaciers, improper handling of the situation and where the mismanagement of the authorities, added much more miseries which created havoc in the society. Mostly a few districts including Central Kashmir City were badly affected by the floods, while rest of the society was directly or indirectly perturbed with this catastrophic situation. The floods of 2014 were the history's ever devastating floods witnessed in Jammu & Kashmir. The flood in Jammu and Kashmir, which began in the first week of September in the wake of particularly heavy monsoon rains claimed over 200 lives and billions of rupees in terms of damage to private property, businesses and government infrastructure. The recent floods triggered not only the minds of home-makers, the educationists, the policy-makers or the administrators but it encircled the all sections of society in one way or the other way. The focus of the present research study is on the youth falling in the age group between 19-21 where the instability of mind still occurs until the onset of adulthood is being achieved. Thus, it is indispensable to look at the repercussions

of this catastrophic situation upon the individuals in order to provide a detailed report for policymakers and services on practical methods to reduce the impacts of flooding on the mental health.

Anxiety occupies a focal position in the dynamics of human behaviour. It is a common reaction to frustration. Since anxiety is highly distressing, indeed one of the most intolerable psychic states with which the human organism has to deal, it demands some sort of adjustment which will afford relief. A large part of the human adjustment is concerned with avoiding or relieving anxiety. Anxiety can be defined as an unpleasant state of inner turmoil and rumination. Anxiety is a common phenomenon of everyday life. It is one of the most dominant emotional factors affecting the physical and mental abilities of an individual. Studies have been examined individuals with anxiety disorders as well as Individuals with high trait anxiety to see whether they exhibit memory bias. Anxiety can be either a state or an inherent trait, both ways it is harmful to the individual. In 1966, Spielberger suggested that conceptual anxiety could be introduced to multifaceted definitions of anxiety by distinguishing Trait-Anxiety from State. Anxiety does not occur as a single phenomenon, its various forms of manifestation can be categorized under the two different headings of Trait-Anxiety and State Anxiety. According to the state-trait-anxiety model, the individual proneness for acute (state) anxiety reactions is in part depending on the level of trait-anxiety (Lazarus, 1991; Spielberger, 1972) [16, 36]. Trait-anxiety is a relatively stable aspect of personality. In their behaviour, individuals with anxiety will tend to have an attitude reflecting their perception of certain environmental stimuli and situations as dangerous or threatening. Those who show a more developed anxiety trait are much prone to reacting to a large number and variety of stimuli, and tend to worry in situations which for most individuals would not represent a source of the threat. State-Anxiety manifests itself as an interruption of an individual's emotional state, leading to a sudden subversion of one's emotional equilibrium. People experiencing State-Anxiety will feel tension or worry, or might enter a state of restlessness. In such moments, the individual may feel very tense and easily react or over-react to external stimuli (Beck, Emery, & Greenberg, 1985). Trait-Anxiety refers to a long-term form of anxiety. It exists in the form of disposition in an individual. Trait-Anxiety refers to a general level of stress that is a characteristic of an individual i.e. a trait related to the personality. It varies according to how individual have conditioned themselves to respond to and manage the stress. Those who have high trait-anxiety are often easily stressed and anxious (Spielberger, 1972) [36]. On the other hand, State-Anxiety is characterized by a state of heightened emotions which develop in response to fear or danger of a particular situation. In another word, it comes with external stressors in the environment (Spielberger, Gorsuch & Lushene, 1970). This type of anxiety can be a good contributory factor to a degree of physical and mental paralysis that can hamper the performance of a task. This type of anxiety does not last much and often gets reduced when the person is no longer in the difficult or threatening situation (Cherry, 2005) [4].

Stress may vary in form and type and it may also vary from person to person. Thus an individual is confronted with stress at length and breadth of a day. Depression, anxiety, heart attacks, stroke, hypertension, and much more have been linked to stress from time to time. Nowadays, the most common form of stress i.e. acute stress is being found among the humans worldwide. It deals with the pressures of the near future or dealing with the very recent past. Chronic stress is another form of stress which has a wearing effect on people that can become a very serious health risk if it continues over a long period of time. It can produce numerous problems to an individual due to which they can lose their memory and their special recognition can be damaged as well to a severe extent. Academic stress is being spread widely through the schools which require an important swift action to overcome all these deficits and difficulties (Shah, 1988) [32]. Academic stress may be regarded as the outcome or the consequence of amalgamation of the demands that are related to academics which further exceed the adaptive resources that are available to an individual. Nikitha, S. *et al.* (2014) [23] found that 80.20% students have moderate stress, 13.5% have mild stress and 6.2% have severe stress. It is being found that the academic performance of an individual depends largely on two factors i.e. internal as well as external factors such as study habits, intelligence, infrastructure, library facilities, laboratory equipment's, methodology, educational aspirations of self and parents, a medium of instruction and so on. If these factors are not set in a proper line, they may cause various academic problems thereby can lead an individual to academic stress. Misra, *et al.* (2000) [20] denoted a significant gender difference among all the measures. Female college students experienced higher academic stress and anxiety than male students and also had more effective time management behaviour than their counterparts. Academic stress is an overall stress that encompasses all the activities of an individual in the classroom or outside the classroom and before or after the examinations are over. kadapatti, M.G. and Vijayalaxmi, A.H.M. (2012) [14] showed that poor study habits, high level of aspiration, change in medium of instruction and low socio-economic conditions are the factors responsible for academic stress and become the stressors for stress among pre-university students. The student comes to the period of depression when they start reflecting on their performance and comparing it to how their peer groups have done or performed. Poor confidence and a perception of poor performance can be an added stressor or important reason for depression that occurs after examination and where no further changes are possible. Porwal K. Kumar R. (2014) [30] indicated that there is a significant difference found among boys and girls in relation to academic stress.

Objectives

1. To study and compare mean scores of state-trait anxiety of male and female flood affected college students.
2. To study and compare mean scores of academic stress of male and female flood affected college students.

Hypotheses

1. There is no significant difference in mean scores of state-trait anxiety of male and female flood affected college students.
2. There is no significant difference in mean scores of

academic stress of male and female flood affected college students.

Method and Procedure

Sample

The sample for the present study consisted of 400 flood affected college students of district Srinagar and district Anantnag of Jammu and Kashmir.

Tools used

1. Sanjay Vohra State-Trait Anxiety Test

The data for the present study was collected with the help of Sanjay Vohra State-Trait Anxiety Test which intends to assess the State-Trait Anxiety. It measures State-Trait Anxiety in five dimensions-Guilt Proneness (Gp), Maturity (Ma), Suspiciousness (Su), Self-Control (Sc) and Tension (Tn) which contains immediate manifest content suggesting psychiatric symptoms of anxiety, to a total number of 40 items.

2. Dr. Poorva Jain & Neelam Dikshit Academic Stress Scale

The data for the present study was collected with the help of Dr. Poorva Jain and Neelam Dikshit Academic Stress Scale which intends to measure Academic Stress. It is based on five points Likert scale ranging from Strongly Agree to Strongly Disagree- by the following sequence: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) respectively. It consists of 28 items, pertaining to the issues related to academic failure.

Statistical Treatment

The data was analyzed by applying various statistical methods including mean, standard deviation, and t-test.

Analysis and Interpretation

Table 1: Mean comparison of Male and Female flood affected College Students of Kashmir on various dimensions of State-Trait Anxiety Test

Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Tension (Tn)	MFACS	200	9.95	2.83	3.51	Sig. at 0.01 level
	FFACS	200	10.86	2.33		
Guilt Proneness (Gp)	MFACS	200	9.81	3.03	4.51	Sig. at 0.01 level
	FFACS	200	11.08	2.60		
Maturity (Ma)	MFACS	200	6.67	2.40	1.87	Insignificant
	FFACS	200	7.08	1.95		
Self Control (Sc)	MFACS	200	6.47	2.91	0.86	Insignificant
	FFACS	200	6.71	2.66		
Suspiciousness (Su)	MFACS	200	3.75	1.85	1.89	Insignificant
	FFACS	200	4.11	1.89		
STA	MFACS	200	36.64	7.18	5.10	Sig. at 0.01 level
	FFACS	200	39.83	5.14		

STA= State-Trait Anxiety
MFACS= Male Flood Affected College Students
FFACS= Female Flood Affected College Students

Table No.1 shows the mean comparison of Male and Female flood affected College Students of Kashmir on various dimensions of State-Trait Anxiety Test. It is evident from the above table that on tension (t. value 3.51>0.01) and guilt proneness (t. value 4.51>0.01) dimensions of state trait anxiety test, the two groups viz. male and female flood affected college students of Kashmir differ significantly, whereas on the dimensions of maturity (t. value 1.87<0.01), self-control (t. value 0.86<0.01) and suspiciousness (1.89<0.01) of state-trait anxiety test, the two groups do not differ significantly.

The above table further reveals that female students affected by floods are found to possess high tension level i.e. they get irritated by small things and are short tempered than their counterparts. It is also been found that female students possess high score on guilt proneness dimension i.e. they tend to be depressed and troubled in situations than male flood affected college students. On the composite score it has been found that the calculated t-value (5.10) exceeds the tabulated t-value (2.58) at 0.01 level of significance, which depicts that there is a significant difference between male and female flood affected college students of Kashmir on State-Trait Anxiety. Furthermore, the mean scores of the above table indicate that female flood affected college students have higher state-trait anxiety than male flood affected college students. Therefore, hypothesis No.1 which reads as " There is no significant difference in mean scores of state-trait anxiety of Male and Female flood affected College students of Kashmir", stands rejected.

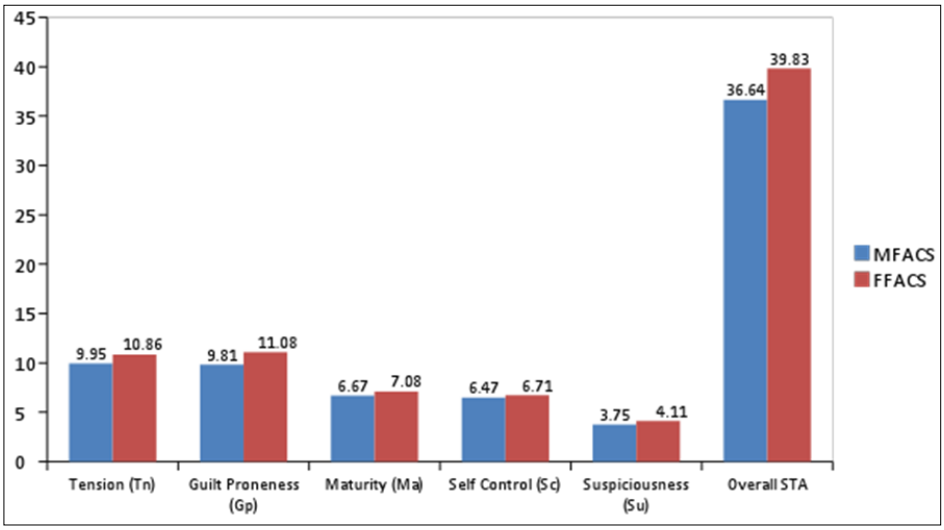

Fig 1: Showing the mean comparison of male and female flood-affected College Students of Kashmir on various dimensions of State-Trait Anxiety Test

Table 2: Mean comparison of Male and Female flood affected College Students of Kashmir on Academic Stress Scale

	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Academic Stress	MFACS	200	85.75	13.11	11.20	Sig. at 0.01 level
	FFACS	200	99.17	10.72		

MFACS= Male Flood Affected College Students
FFACS= Female Flood Affected College Students

Table No.2 shows the mean comparison of Male and Female flood affected College Students of Kashmir on Academic Stress Scale. It is evident from the table that the calculated t-value (11.20) is greater than the tabulated t-value (2.58) at 0.01 level of significance, which shows that there is a significant difference between male and female flood affected college students of Kashmir on Academic Stress. Furthermore, the mean scores of the above table indicate that female flood affected college students possess high academic stress than male flood affected college students. Therefore, hypothesis No.2 which reads as "There is no significant difference in mean scores of academic stress of Male and female flood affected college students of Kashmir", stands rejected.

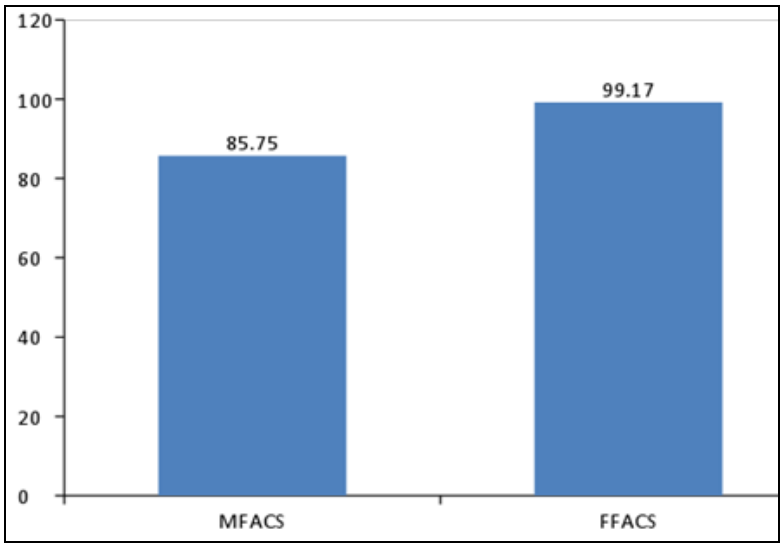

Fig 2: Showing the mean comparison of male and female flood-affected College Students of Kashmir on Academic Stress Scale

Conclusion

- It has been revealed that female college students affected by floods have been found with high state-trait anxiety when compared to male students affected by floods. Further, female students when compared with their counterparts on the dimensions of state-trait anxiety test, have been found to be irrationally worried, irritable and anxious and are easily downhearted and remorseful.

- It has also been found that female flood affected college students in comparison to male students possess high academic stress.

Suggestions

- Structural and non-structural majors need to be put in place to reduce the vulnerability of schools and students to flood disasters.
- Students should be taught how to prepare, mitigate, prevent, and to recover from flood disasters.
- There is a need to integrate disaster risk reduction programmes in the educational curriculum.
- Female students have been observed to be affected more than male students due to sensitivity and of varied responsibilities. Thus it is indispensable to have counselling cells in the educational institutions in order to help them whenever they are in need.

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