Psychological Correlates of Anxiety, Depression and Assertiveness in Career Formation of College Students

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Abstract

The speed at which changes are taking place in the world today is certainly overwhelming and hearth taking students are undergoing tremendous pressure regarding their career formation. This is causing increased rate of suicides among them. Therefore, this study is based on different stream of study (Arts, science, commerce) and residential area (hostels and non hostels), 2x2x3 factorial design was used. The sample of 240 Graduates male female students of arts, science and commerce belonging to 5 colleges of MLSU. To collect data V.V. Nagar Back depression inventory, anxiety scale prepared by D.N. Srivastava and assertive scale prepared by N.S. Tripathi was used. The data was analyzed by ANOVA. Finding of the study revealed that college students irrespective of their sex, stream of study and area of residence had low level of anxiety, depression and assertiveness. Males are found to be significantly more assertive than females. Effective of stream of study was significant on anxiety. Interaction of sex and residence was found to be significant on depression.

Keywords:

Depression, Assertiveness, Students, Anxiety, Career etc.

Introduction

Our society is going through rapid social change which is clear indication of struggle for existence. These new changes have brought out so many challenges that have been affecting health and caused dis-satisfaction among students. Sometimes the anxiety does not seem to come from any identifiable source. This is called free floating anxiety, sometimes anxiety may come suddenly in the mild form or chronic form in a random fashion. There may be General fear, gloominess, fear of some people, situation, excitement, general insecurity, Anxiety striking people experience, palpitation of heart, tumor, breathing difficulty sleeplessness excessive perspiration, indigestion fatigue, depression, anticipation of something adverse to happen, experiencing, different pairs in different location of the body dryness in the mouth or throat etc. Anxiety striking people often complain of difficulty in decision making, lack of concentration, wavering mind, out burst of anger without any apparent reason, restlessness etc.

Many other anxiety related difficulties are fairly common among many students studying in schools or colleges. Our society is going through rapid social changes which are mainly responsible for changing our values. The home environment, school environment, friends and peer group are very important for the behaviour and choices of students. Current research shows that study habits influence students academic achievements.

According to Mayer Friedman (1974) behaviour pattern is particular action emotions complex which is exhibited by those individuals who are engaged in relatively chronic struggle to obtain an unlimited number of poorly defined things from their environments in the shortest period of time and if necessary against of opposing efforts of other persons or things.

In case of depression the major symptoms relate to loss of enthusiasm and General retardation of physical and mental activity. The students feel rejected and discouraged, loses all initiative and energy and is not inclined to do any thing, students suffering from depression are not able to take any decision. Even a small task appears very difficult, most of the students complain that they are not able to concentrate and remember things in a better manner. They have no hope, no rest, no interest. Modern youth have learnt to hold others as responsible for their failure experiences which keep on multiplying due to presumed inability to deal with situations in a complex environment. The prevailing more or less authoritarian structure of our society promotes dependency, submissiveness and conformity. It may be due to this that most of the modern youth feel depressed.

The third variable viz. assertiveness means to stand up for ourselves without undue anxiety, to express honest feeling comfortably to exercise one's own rights without denying rights of others.

In general assertive people do not say yes when they have to say 'No', they say what they want to say without any aggression and fear. Today as has been said above there is no training for assertiveness; people are encouraged to conform to the prevailing norms. At times conformity is self induced out of fear which can be operated by people in authority. In a highly complex and developing world uncertainty prevails in the minds of modern youth. Consequently depression and anxiety are the typical response exhibited by the youth.

The students are suffering from anxiety, depression and lake of assertiveness among male and female students in the hostel at-home. The outcomes of the study will be quite useful for promoting growth and development of students along desirable lines.

Objectives

- To measure the level of anxiety level of the students.

- To know the level of assertiveness among students.

- A comparative study of male and female in respect of anxiety, depression and assertiveness.

- To study the students depression level.

- To know the different impact of anxiety depression and assertiveness upon the arts, science and commerce students.

- To measure the effect of residential area's student on anxiety, depression and assertiveness.

Hypothesis

1.   Different streams of student will not show any significant variation in respect of anxiety, depression and assertiveness.

2.   The effect of anxiety, depression and assertiveness will be independent of sex, area of residence and stream of study.

Sample: A sample of 240 students was drawn randomly from five colleges of MLSU. The graduate student's studying in Arts, commerce and science was quite comparable.

Tool: Data were collected by following tools:

1.   **Back Depression Inventory:**   The BDI consisted of 21 items, self repost inventory covering affective, cognitive, motivational and somatic symptoms of depression. Each item is to be marked by selecting one of four alternative statements. The score ranges from 0-3 for 21 items, the highest possible score would be 21x3=63 and the lowest score would be 'O' higher the score more depressed the person's.

2.   **Anxiety Scale:** An Indian adaptation of anxiety scale by Dr. D.N. Shrivastava was used to measure anxiety. It consisted of 100 items to be answered in the form yes or no. The correct answer i.e. the answer which shows anxiety is to be scored 1. The total score in this case would be 100 ranging from 0-100. Higher the score more the person is anxious.

3.   **Assertiveness scale :** Assertiveness scale consisted of 30 items. The test was prepared and adapted by Neeta S. Tripathi. The items are varied covering a wide variety of situations.

The response alternatives are ABCD and E. The middle alternative (C) is given or score of 'O' with A as Z, B as 1, D as 1 and 6 as 2. The total score is computed for each sub-group. The scoring direction is such that higher score indicates higher assertiveness.

Design : A2x3x2 factorial design has been used for male and female students, studying in Arts, commerce, Science and hostel Vs home, main interaction effects of sex, stream of study and residential area are calculated for each of the three variables viz. anxiety, depression and assertiveness separately.

Result & Discussion:

Table 1 Showing mean and interaction effects of sex, stream of study and residential areas of anxiety.

Source	df	SS	MS	F
Sex	1	385.00	385.07	1.50
Stream	2	2715.41	1357.70	5.46**
Residence	1	290.40	290.40	1.16
Sex & Stream	2	156.63	78.30	0.30
Sex Residence	1	02.02	62.02	0.24
Stream & Residence	2	675.90	337.90	1.36
Stream & Sex & Residence	2	222.52	111.26	0.44
Within	228	56613.20	248.3	-

**   Significant at 1.01 level

As can be seen from the table 1, male students and female students do not differ from each other in respect of general anxiety. The mean score of male and female students are 39.84 and 42.38 respectively. The anxiety level is on the lower side.

For stream of study the F value of 5.46 is significant at 0.01 level. The mean scores of students in Arts, Commerce and Science stream are 42.88, 44.05 and 36.40 respectively. The anxiety level of commerce students is comparatively highest (44.05), next the level of anxiety is 42.88 in case of arts student and the lowest level of anxiety is found in case of science students (36.4). In short all the three stream students do not have high anxiety. The differences are at the lower level with relatively commerce students having the highest level and science students having the lowest level. All the values of interaction are not significant. Thus in general, anxiety does not seem to be a highly influencing factor on students.

Table 2 : Showing mean and interaction effects of sex, stream of study and residential area on Depression

Source	df	SS	MS	F
Sex	1	66.10	66.10	0.68
Stream	2	482.30	241.15	2.48
Residence	1	17.08	17.08	0.17
Sex & Stream	2	80.05	40.02	0.41
Sex Residence	1	395.32	395.32	4.07*
Stream & Residence	2	49.52	24.76	0.25
Stream & Sex & Residence	2	127.33	63.66	0.65
Within	228	22106.30	96.95	-

** Significant at 0.05 level

Looking to the various values in table 2 it appears that none of the main effects are significant. The mean score of male and female students are 12.92 and 13.97 respectively. These scores are on the lower side indicating that both male and female students do not have sizable amount of depression. Similarly those staying in the hostel and those staying with their parents have shown depression score of 13.18 and 13.71 respectively. Also those studying in different disciplines have very low depression mean scores with Arts stream scoring 13.81, Commerce scoring 14.96 and science scoring 11.95.

So far as first order interaction effect are concerned none of them except sex x residence effect is significant. The significant interaction effect shows that male students staying with their family members and female students staying in hostels have a relatively higher mean scores than boys staying in the hostle and girls staying with their family members. On the whole all the mean scores are relatively on the lower side.

Table 3 : Showing mean and interaction effects of sex, stream of study and residential area on Assertiveness.

Source	df	SS	MS	F
Sex	1	759.74	759.74	3.39*
Stream	2	26.04	26.04	0.004
Residence	1	1.01	0.50	0.002
Sex & Stream	2	100.95	50.47	0.22
Sex Residence	1	189.00	189.00	0.84
Stream & Residence	2	374.22	187.11	0.80
Stream & Sex & Residence	2	111.54	55.77	0.24
Within	228	51084	224.05	-

** Significant at 0.1 level

Looking to the results on assertiveness except the main effect of sex all other main as well as well interaction effects are not at all significant. The significant main effect of sex on assertiveness show that male students score little higher (mean score 115.42) than female students (111.9). The F ratio of 3.39 is significant at 0.05 level. Thus it could be said that male students are more assertive than female students. The scores on assertiveness range from very low (30) to very high (180) with a middle point at 105. Thus the score ranging from 30 to 105 can be considered as indicating low assertiveness and the score 106 and above can be considered as indicating high assertiveness.

All other main and interaction effects are not significant. The mean score of those staying at home or in hostlers are 113.31 and 113.97 respectively. Thus both hostilities and non-hostilities scored relatively on the higher side of assertiveness. Stream of study wise the students of all the three disciplines score slightly higher on assertiveness. All the three group of students are slightly more assertive.

Conclusion

(1)   Male students do not significantly differ from female students in respect of general anxiety and depression but they do differ significantly on assertiveness. Male students were slightly more assertive than female students.

(2)   The three groups of students based on their discipline of study, do differ in respect of anxiety with commerce stream showing relatively highest level of anxiety and science students showing the lowest level of anxiety. However all the mean scores are on the lower side indicating that the students of three disciplines differ from one another in anxiety on the lower side. The students of three disciplines do not show any significant variation in respect of anxiety, depression and assertiveness.

(3)   There is no differential impact of residential area on anxiety, depression and assertiveness.

(4)   All the interaction effects except one of sex x residence in case of depression are insignificant.

(5)   The sex x residence interaction in case of depression show that male students staying with parents show relatively higher depression than females do. The female students staying in hostels show relatively higher depression than in all students do.

(6)   In general the mean scores of students on all the three variables viz. Anxiety, depression and assertiveness irrespective of their sex, residential area, and stream of their study are relatively quite low, showing low anxiety, low depression and low assertiveness.

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