

Gender Roles And Anxiety: A Comparative Study among College Students

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ABSTRACT

Anxiety affects individuals differently based on societal expectations and gender roles. This paper examines the relationship between Anxiety and Gender, exploring how cultural norms and academic environment impact mental health. A survey-based approach was used to collect data from a sample of 62 college students (31 males and 31 females). An independent samples t-test was conducted to compare anxiety levels. The results show a significant difference between males and females ($t = 2.86$, $\alpha = 0.05$, critical value = 2.000). The calculated t-value (2.86) exceeds the critical value (2.000). This indicates that female students have higher anxiety levels than male students. The findings suggest that specific support services are needed for female students. These services can help female students manage anxiety and improve mental health. By recognizing these differences, educators can develop targeted initiatives. These initiatives meet the unique needs of male and female students, enhancing their academic experience. Also, this study can help promote more adaptable cultural norms, easing anxiety for individuals. The study's findings have implications for educators and policymakers. We can use these findings to create a more supportive and inclusive academic environment.

Keywords: *Anxiety, Anxiety Disorders, Gender, Gender Roles, Academic, College Students, Cultural Norms, Masculinity, Femininity, Mental Health, Stress*

In the last decade, we have invented so many technologies to provide us rest, make work fast and easy, and give us some peace from workloads, but it seems to have given us an opposite side, as it has made our lives restless and stressful and made the world fast-paced. The 21st century has earned the title of being the "era of stress," as we know that there is no one left who has not experienced stress yet. Our lives have become a relentless marathon, with no finish line in sight, taking a devastating toll on our mental and physical well-being. Long-term stress can contribute to the development of anxiety.

Anxiety is a feeling of worry, nervousness, or unease that can affect a person's thoughts, feelings, and physical sensations. It is a normal human emotion that everyone experiences at some point in their lives. Anxiety can have a significant impact on a person's quality of life.

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Received: September 2, 2025; Revision Received: March 18, 2026; Accepted: March 22, 2026

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It can interfere with their relationships, work, and daily activities. Anxiety can also lead to physical symptoms such as headaches, stomach problems, and sleep disturbances.

According to the American Psychological Association, “anxiety is an emotion characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune.”

In addition, when a person tries to face the threat, muscles become tense, breathing becomes fast, and heartbeats become rapid. Anxiety is considered a future-oriented, lasting response broadly focused on a diffuse threat. Anxiety is a complex condition that can arise from a multitude of factors. One of the primary reasons for anxiety is genetics. Another significant contributor to anxiety is stress. Stressful life events, such as the loss of a loved one, a job change, or a move, can trigger anxiety in individuals. Environmental factors, such as upbringing and life experiences, Personality traits, such as perfectionism and low self-esteem, Medical conditions, such as thyroid disorders, heart conditions, and chronic illnesses, and modern lifestyle habits, such as excessive screen time, social media use, and poor sleep habits, can also contribute to anxiety. There is a difference between stress and anxiety. Stress typically arises from external demands, deadlines to reach goals, financial difficulties, relationship issues, etc., and it is often short-term, which can be managed by coping strategies. Stress can manifest physically, emotionally, or mentally. Once triggering situations or events resolve, stress can be managed. Anxiety can be triggered by stress, but it often continues even after the specific stressor is removed. Anxiety can be long-term, which also manifests physically, emotionally, and mentally but also includes symptoms like excessive worry, fear, unease, or avoidance behavior. Anxiety can be triggered by internal thoughts and feelings, and this requires intensive treatments, such as therapy or meditation.

Anxiety becomes an anxiety disorder when it's continuous, extreme, and interferes with daily life. Occasionally, normal anxiety is a part of our lives, but anxiety disorders can significantly impact a person's ability to function in personal, social, academic, occupational, and other areas of life.

The Silent Struggle Among College Students

College life can be a crucial source of stress for many students. The transformation from high school to college can be overwhelming because of new academic expectations and performance. Students go through many social pressures and financial responsibilities. Students must cruise a new environment, and it is difficult to make new friends. They have to balance academic projects with extracurricular activities. This can lead to feelings of anxiety, stress, unpredictability, and self-doubt.

Anxiety is an inescapable issue that affects many college students. They sneak in the shadows of academic pressure, social expectations, and personal growth. It is a feeling of uneasiness, worry, nervousness, or fear that can be overwhelming and draining. For college students, anxiety can be particularly challenging as they navigate the demands of higher education. They have to build and manage careers, relationships, and self-discovery. Financial stress is another serious concern for many college students. The cost of tuition and room can be stressful to manage. Many students must take on part-time jobs or loans to finance their education. The stress of managing finances and paying bills can be a significant source of anxiety. College students may also experience stress due to lack of sleep and poor eating habits. The pressure to balance these responsibilities can lead to poor self-care habits, which can worsen stress and anxiety.

GENDER COMPARATIVE STUDY ANXIETY AMONG COLLEGE STUDENTS



Overall, college life stress is a common experience for many students. It is essential for students to recognize the sources of their stress. It will help to develop healthy coping mechanisms to manage their stress and anxiety. As we explore the complex relationship between anxiety and gender roles among college students, it's essential to recognize the unique challenges that students face in today's fast-paced academic environment. According to the American College Health Association Fall 2018 National College Health Assessment, 63% of college students in the US felt overwhelming anxiety in the past year. In the same survey, 23% reported being diagnosed or treated by a mental health professional for anxiety in the past year.

College students face many obligations that can potentially lead to increased levels of stress and anxiety. According to the American College Health Association, 66% of undergraduate Students reported experiencing overwhelming anxiety during the 2019 spring semester (*American College Health Association [ACHA], 2019*). Feelings of anxiety and other mental health issues may be a result of various stressors experienced by a college student. Some of the main causes of stress college students may encounter include financial obligations, social interactions, and academic workload (*Wilding 2004*).

1. The Universality of Anxiety Among College Students

College life is the new beginning for students, as they are going to work hard to achieve their goals, fame, financial status, social status, and occupational status. The experience of anxiety among college students is a complicated and multifaceted issue. Anxiety among college students is influenced by so many factors, including academic pressure, social expectations, and personal growth. College students navigate the challenges of higher education, and many struggle with feelings of unease, worry, and fear that can be draining and impact their academic performance, relationships, and overall well-being.

- *The Impact on Academic Performance:*

Students experiencing anxiety may have difficulty maintaining focus and concentration on their studies, academic activities, and examinations. This may be accompanied by reduced motivation and a decline in interest in academic tasks. As a result, they may struggle to

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complete assignments and meet deadlines. Additionally, test anxiety can negatively affect their performance, sometimes leading to poorer outcomes in examinations and assessments.

- *The Impact on Mental Health:*

Chronic anxiety among college students can contribute to higher level of stress and increase the risk of burnout and decreased self-esteem and confidence. They may face difficulty forming and maintaining relationships, and it increases the risk of depression and other mental health issues.

2. The Impact of Societal Expectations and Gender Roles

The societal expectations and gender roles that college students are exposed to can have an intense impact on their anxiety levels. From birth, individuals are taught by their parents, guardians, and society to conform to certain norms and expectations based on their gender. This can influence their behavior, roles and responsibilities, point of view, and experiences. For college students, these expectations can be extremely challenging, as they negotiate the demands of higher education while also trying to establish their identities and sense of self. Societal expectations and gender roles can play an important role in shaping the anxiety experiences of college students.

- *Coping mechanisms and gender roles:*

Coping mechanisms are ways to deal with stress and difficult emotions. People use different strategies to manage their feelings and situations. Some common coping mechanisms include exercise, talking to friends, or practicing mindfulness. These mechanisms help individuals handle stress and anxiety. Interestingly, coping mechanisms are not limited to humans. Animals, like humans, also use different strategies to cope with stress. For example, some animals may become aggressive, while others may become withdrawn.

In humans, coping mechanisms can vary greatly depending on factors like age, gender, and situation. Males and females often use different coping mechanisms. For instance, men might use avoidance or substances, while women might seek social support. Children also use coping mechanisms, such as drawing or playing, to deal with stress. People learn to manage stress in healthy ways. They don't have to follow traditional expectations. This leads to better mental health and a happier life. By recognizing these differences, we can create a more supportive environment. This allows everyone to thrive and reach their full potential. Healthy coping mechanisms can be learned and practiced. This benefits individuals and society as a whole. With the right support, people can live healthier and more balanced lives.

- *Anxiety's female face:*

Anxiety disorders have a higher popularity in women compared to men. In the United States alone, around 23% of women suffer from anxiety disorders in comparison to approximately 14% of men. The reasons behind this gender inconsistency in anxiety familiarity are multifaceted and complicated. There are several psychological, biological, and social agents that may contribute to the higher rates of anxiety in women. Biologically, hormonal differences (such as estrogen levels during the menstrual cycle, pregnancy, and menopause) between men and women; psychologically, personality traits and cognitive patterns; cultural norms and societal expectations; and traumatic events such as domestic violence, sexual assault, and multiple responsibilities, all contribute to the higher level of stress and anxiety among women.

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Women are twice as likely to experience anxiety and depression as men are, according to the Anxiety and Depression Association of America. Women face anxiety in the workforce due to unpaid maternity leave, job insecurity, pay gaps, and biased promotion practices. These stressors can take a toll on their mental health, leading to increased anxiety and decreased job satisfaction.

Several studies suggest that the clinical presentation of men and women with anxiety disorders may differ, although most of these differences are subtle. Women with anxiety disorders tend to report more severe anxiety symptoms and experience higher levels of impairment than do men with anxiety disorders (*Bekker and Van Mens-Verhulst, 2007; Baxter et al., 2014*). Women with anxiety disorders also report more somatic complaints compared to their male counterparts (*e.g., Altemus et al., 2014*). Research has consistently demonstrated that women tend to be at greater risk for developing anxiety disorders than men (*Kessler et al., 2005; Weissman and Merikangas, 1986*).

3. Can Social Media Reduce Anxiety?

Human beings are social creatures, and we need the companionship of others to succeed in life. The strength of our networks or connections has a huge impact on our physical, mental, and emotional health. Social connections can relieve stress, worry, anxiety, and depression. It boosts self-esteem, self-worth, and confidence. It prevents sadness, loneliness, and suicides too. In this social media era, there are so many options, such as WhatsApp, Instagram, Facebook, Twitter, Snapchat, YouTube, and TikTok, and people connect through these platforms.

While social media has its benefits of connecting the world in one click and making our networks broad and strong, providing us social support, it has its own disadvantages, such as replacing the real world with the online world. Many individuals are becoming increasingly dependent on social media and spend their valuable time scrolling through chats, videos, reels, and shorts. They are putting all of their efforts into seeking attention and support from virtual connections. Internet and social media platforms have made it easier for students to work on their assignments and exams, to gain knowledge and information, and to find opportunities for courses and careers, but on the other hand, college students are misusing these platforms. These are the disadvantages of using social media for college students:

Social media platforms can create constant comparison between users. The pressure to appear beautiful, happy, and perfect to gain likes and comments creates a toxic loop where self-worth becomes tied to external approval. A single negative comment, dislike, or act of ignorance can trigger feelings of sadness, loneliness, anxiety, and even suicidal thoughts. Social media can feed the fear of missing out (FOMO). Seeing updates about activities others are participating in can increase feelings of anxiety. Individuals may feel pressure to engage in similar activities, experiences, events, and social connections, even if they are unable to do so. FOMO can increase social media usage and create a vicious cycle of anxiety.

The blue light released by electronic devices can disturb sleep patterns, especially at bedtime; individuals must stay away from engaging with screen time. Nomophobia and social media addictions are increasing day by day, which leads to poor time management, especially for students as they have to achieve academic performance and prepare for tests and exams. But they fail to reach the deadlines and become anxious for both things, such as not being able to prepare for a given task and for not getting good achievements. In conclusion, excessive

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screen time, the need for online validation, and social media pressure can lead to increased anxiety levels in college students.

This research stands out due to its comparative analysis of anxiety levels between male and female college students. By focusing specifically on this population, it provides targeted insights into their mental health needs. The quantitative approach using statistical analysis adds rigor and objectivity to the findings. This study contributes to the growing body of literature on anxiety among college students, informing evidence-based practices in higher education. Its findings can help educators and policymakers develop targeted interventions and support services to promote mental health and well-being among students.

REVIEW OF LITERATURE

1. Gender, gender roles, and anxiety: Perceived confirmability of self report, behavioral avoidance, and physiological reactivity.

The study used a post-test design to examine fear and avoidance. Participants filled out questionnaires. Then, they approached a live tarantula. During this process, they reported their anxiety levels at different times. The Fear of Spiders Questionnaire (FSQ; Szymanski & O'Donohue, 1995) is an 18-item questionnaire. The FSQ measures fear and avoidance of spiders. Respondents rate their agreement on the FSQ using an 8-point scale from 0 (totally disagree) to 7 (totally agree). Higher FSQ scores indicate greater fear of spiders.

The Personal Attributes Questionnaire (PAQ) assesses gender roles. It asks respondents to rate themselves on various characteristics using a 5-point scale. The PAQ has three subscales: Masculinity which measures instrumental traits like competitiveness, independence, and assertiveness. Femininity which measures expressive traits like warmth, affection, and sensitivity. Masculinity-Femininity which assesses traits that combine both masculine and feminine characteristics.

Participants approached a live tarantula by following a series of increasingly difficult steps. During this task, they reported their anxiety levels. The goal was to induce anxiety and assess behavioral avoidance. Participants rated their fear levels on a 100-point scale at four different stages: anticipatory, approach, end, and peak anxiety during the task. This allowed researchers to track changes in anxiety levels throughout the exercise. Heart rate was continuously recorded throughout the task using a Polar S610i heart rate monitor, providing data on participants' heart rates in beats per minute.

The study involved 144 undergraduate students (67 women, 77 men) from the University of Nebraska – Lincoln, with a mean age of 20.2. The sample was diverse in terms of college year and ethnicity, with the majority being European American. Participants received research credit and were initially unaware that the study involved a live tarantula. Women experienced greater anxiety and avoidance compared to men. In contrast, physiological reactivity during the initial stages showed no significant difference between genders. However, the relationship between anxiety, avoidance, and heart rate reactivity displayed distinct patterns for men and women. Furthermore, instrumentality was associated with reduced anticipatory anxiety in women, but this link was not observed in men.

2. The Experience Among College Students with Social Anxiety Disorder in Social Situations: A Qualitative Study

Social Anxiety Disorder (SAD) can cause physical problems like blushing, sweating, and shaking. When people experience these physical symptoms, it can make their anxiety worse.

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This creates a cycle that's hard to break. SAD can greatly affect daily life. It can make it tough for students to focus in school and reach their goals. It can also make it hard to make friends and keep relationships. Overall, SAD can greatly affect a person's mental and emotional health.

College students with SAD need special programs that understand their needs. This review shows that SAD is a complex issue for college students. By understanding what students with SAD go through, we can create better help and support. More research is needed to learn about students' experiences and create effective help. If we can help students with SAD, we can improve their mental health and well-being.

3. Gender Differences in Anxiety Disorders: Prevalence, Course of Illness, Comorbidity and Burden of Illness.

A large study in the US looked at how anxiety disorders affect men and women differently. The study included over 20,000 adults. It found that women are more likely to experience anxiety disorders than men. Women were about 1.7 times more likely to have an anxiety disorder in their lifetime and 1.79 times more likely to have one in the past year. Women had higher rates of most anxiety disorders, but social anxiety disorder was equally common in both men and women. The study also found that men and women tend to develop anxiety disorders at the same age and experience similar levels of chronic symptoms.

The NIMH Collaborative Psychiatric Epidemiology Surveys (CPES) were initiated in recognition of the need for contemporary data on the distributions and correlates of mental disorders among the general population. The specific aims of this study were: 1) to present new epidemiological data on the national prevalence of DSM-IV anxiety disorders stratified by gender; 2) to assess gender differences in the onset, course and patterns of comorbidity in anxiety disorders, 3) Investigate how anxiety disorders affect people's daily lives and work, and if this differs between men and women, 4) Explore if racial or ethnic background affects the relationship between anxiety disorders and gender.

The study used data from a large survey called the Collaborative Psychiatric Epidemiology Surveys (CPES). This survey combined data from three national studies on mental health in the US. The data was collected from May 2002 to November 2003. The study looked at people living in the United States, excluding those who lived in institutions (like hospitals or prisons), lived on military bases and didn't speak English. The study used a special method to select a representative group of people. This method involved four stages and was designed to get a snapshot of mental health in the US. The study's screening interview was completed by over 11,000 households, with a very high response rate of 98%. Interviews were conducted in person with 9,282 respondents (47.4% male; 52.6% female) with the mean age of 44.73 years (SD = 17.5), and a response rate of 70.9% (Kessler *et al.*, 2005).

In all three surveys, study procedures were explained to participants and written informed consent was obtained from the respondents in English (NCS-R and NSAL), or their preferred language (NLAAS; Alegria *et al.*, 2007). Trained interviewers conducted face-to-face interviews with all participants in the core and high-density samples as described in stages one and two above, except when a telephone interview was conducted with the respondent. To ensure quality control in each survey, participants were re-contacted at random to validate the data. An initial \$50 incentive was later increased to \$150 to reduce on-response (Abe-Kim *et al.*, 2007).

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Present Study focused on lifetime and past-year prevalence rates for all anxiety disorders assessed in the combined datasets: social anxiety disorder (SAD), generalized anxiety disorder (GAD), panic disorder (PD), agoraphobia without history of panic disorder (AG), specific phobia, and post-traumatic disorder (PTSD). The total sample (N = 20,013) examined in this study consisted of 11,463 women and 8,550 men. Women were significantly more likely to meet criteria for all anxiety disorders with the exception of Agoraphobia. All of these differences remained significant after the Bonferroni correction, except for the gender difference in SAD. There was no significant interaction between gender and race for past-year anxiety.

Individuals with a past-year diagnosis of an anxiety disorder were compared to the non-anxious cohort within each gender. Anxious women reported significantly more visits to the ER, urgent care, and doctors compared to women without an anxiety disorder over the past-year (1.04 visits/year vs. 0.59 visits/year, $F = 31.36$, $p < 0.001$) and missed significantly more days from work over the past 30 days (2.25 days/month vs. 1.27 days/month, $F = 21.47$, $p < 0.001$). There were no differences between anxious and non-anxious women in the number of visits to a professional for emotional/substance use issues in the past year. Similarly, anxious men reported significantly more visits to the ER, urgent care, and doctors than men without an anxiety disorder.

In sum, the present study provides an overview of the gender effects in DSM-IV anxiety disorders from the largest, most ethnically representative survey of the U.S. population to-date. Women were more likely than men to meet criteria for all anxiety disorders examined, with the exception of SAD, which was equally prevalent across genders. There were no differences between men and women with regard to the age of onset and the estimated chronicity of anxiety disorders.

METHODOLOGY

This study focused a quantitative research design to investigate the relationship between gender roles and anxiety among college students. A survey-based approach was used to collect data from a sample of 62 college students. The sample consisted of 31 males and 31 females.

The participants were selected using a convenience sampling method. Data were collected using an offline questionnaire. The questionnaire had 25 questions covering demographic information and anxiety scales. The questionnaire was given offline to collect responses accurately.

The collected data were analyzed using statistical methods. This analysis aimed to identify patterns, correlations, and differences between male and female college students. The focus was on anxiety levels and gender roles.

Hypotheses

1. Null Hypothesis (H0): There is no significant difference in anxiety levels between male and female college students.
2. Alternative Hypothesis (H1): Female college students have significantly higher anxiety levels than male college students.
3. Alternative Hypothesis (H2): Male college students have significantly higher anxiety levels than female college students.

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The questionnaire measured following aspects:

- Anxiety Dimensions
- Perceived Stress Levels
- Coping Strategies
- Mental and Emotional Well-being
- Gender Norms and Stereotypes
- Academic and Social Functioning

The study followed ethical guidelines. It clearly explained its purpose to participants and obtained their consent. Participants remained anonymous to maintain privacy and encourage honest responses. This approach minimized social desirability bias. As a result, the study collected accurate and reliable data.

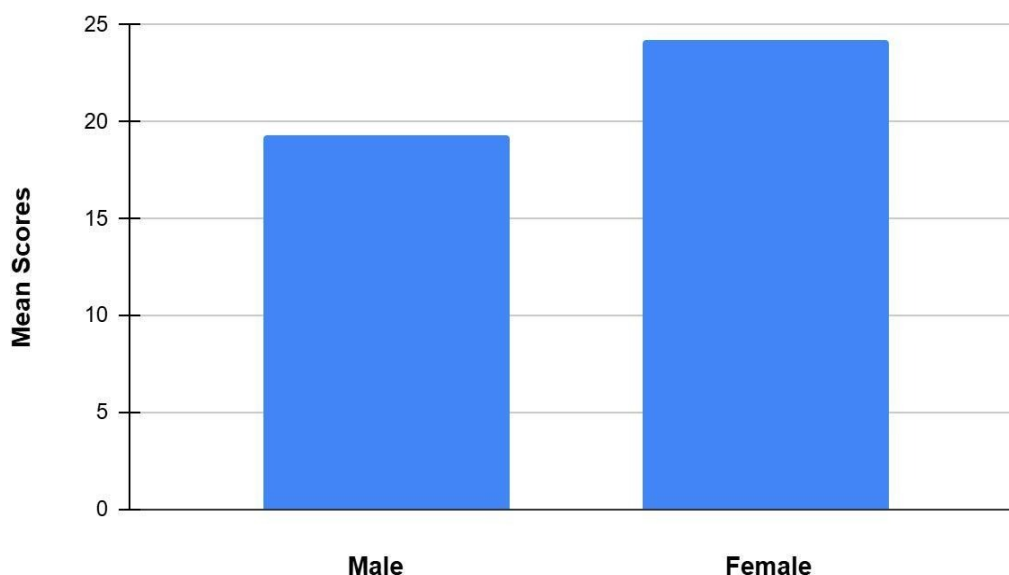
RESULTS AND DISCUSSION

The independent sample two-tailed t-test showed a statistically significant difference in anxiety levels between males and females. Females had higher anxiety levels with a mean score of 24.26 and a standard deviation of 7.20. In contrast, males had a mean score of 19.32 and a standard deviation of 6.37. The t-test value was 2.86, and the p-value was 2.000. Additionally, a weak positive correlation was found between gender and anxiety levels, with a correlation coefficient of 0.18. This suggests that female college students tend to experience higher anxiety levels compared to their male counterparts.

Graphs

Graph-1: Comparison of Mean Anxiety Scores Among College Students: Females vs. Males:

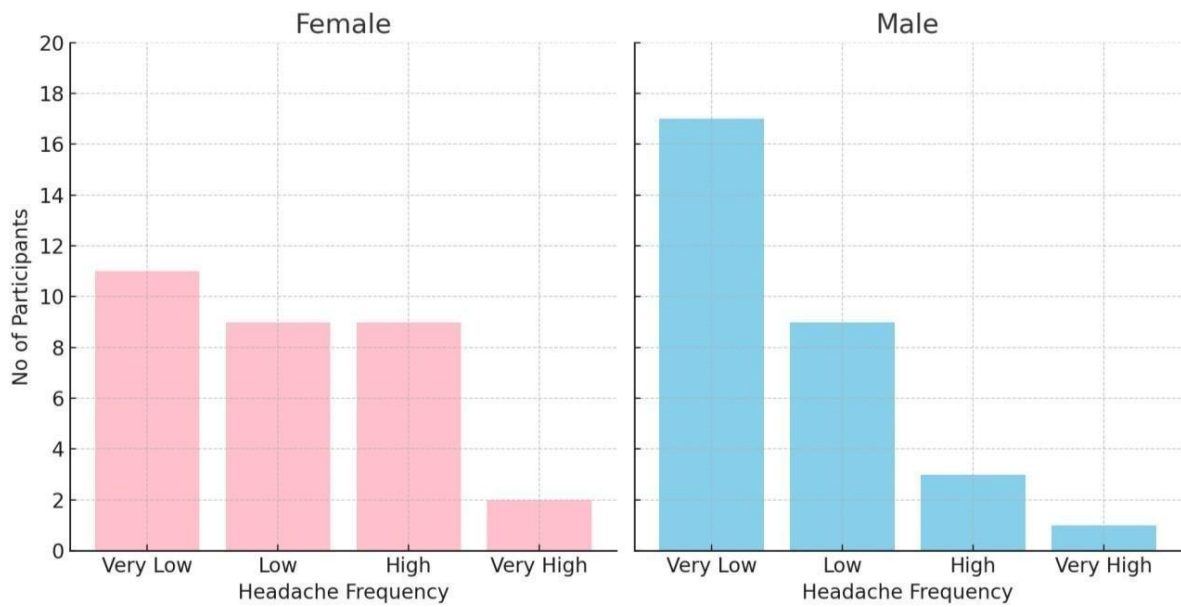
Gender-based mean scores



The study found that female students had a mean anxiety score of 24.26, while male students had a mean score of 19.32. Additionally, a Pearson correlation analysis revealed a weak positive correlation of 0.18 between the variables studied.

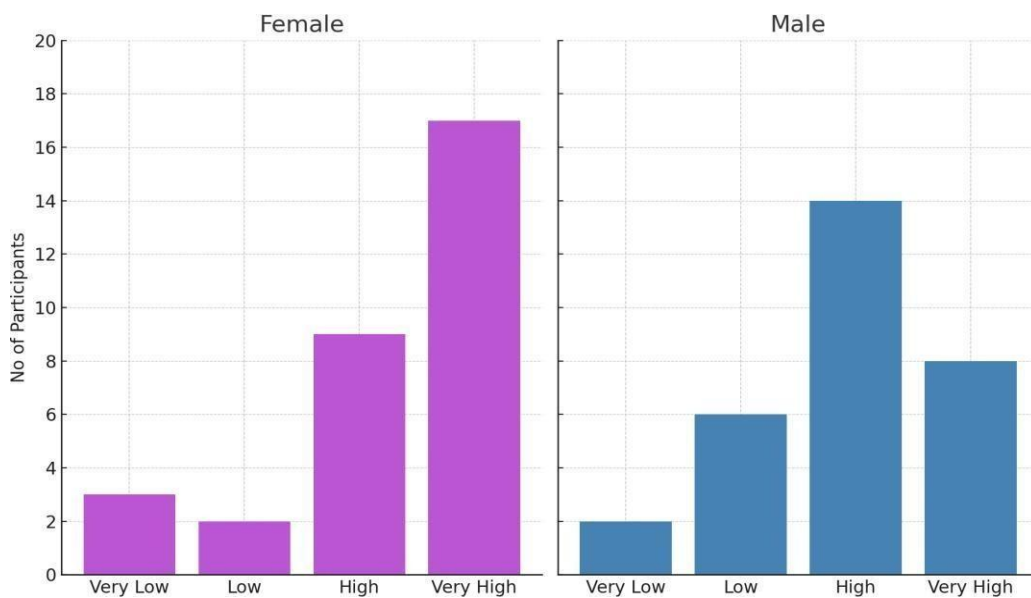
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Graph-2: "I often have a headache."



- **Female:** 37.9% reported very low headaches, 31.0% low, 31.0% high, and 6.9% very high.
- **Male:** 58.6% reported very low headaches, 31.0% low, 10.3% high, and 3.4% very high
- Overall, males reported fewer severe headache issues compared to females.

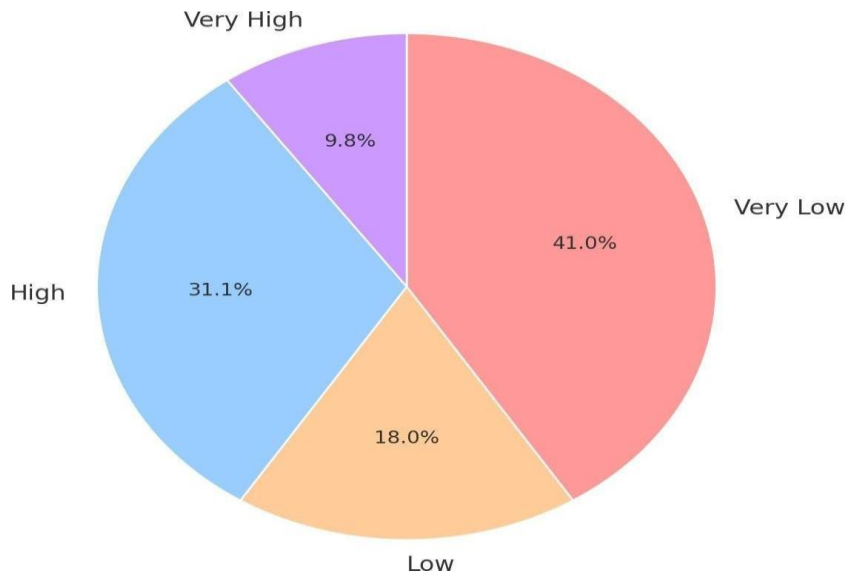
Graph-3: "I am more emotional/sensitive than most people."



- **Female:** 68% of females rated themselves as *High* or *Very High* in emotional sensitivity.
- **Male:** 55% of males rated themselves as *High* or *Very High*.
- Overall, females report higher emotional sensitivity compared to males.

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Graph-4: "I often worry that something unfortunate or unexpected might happen."

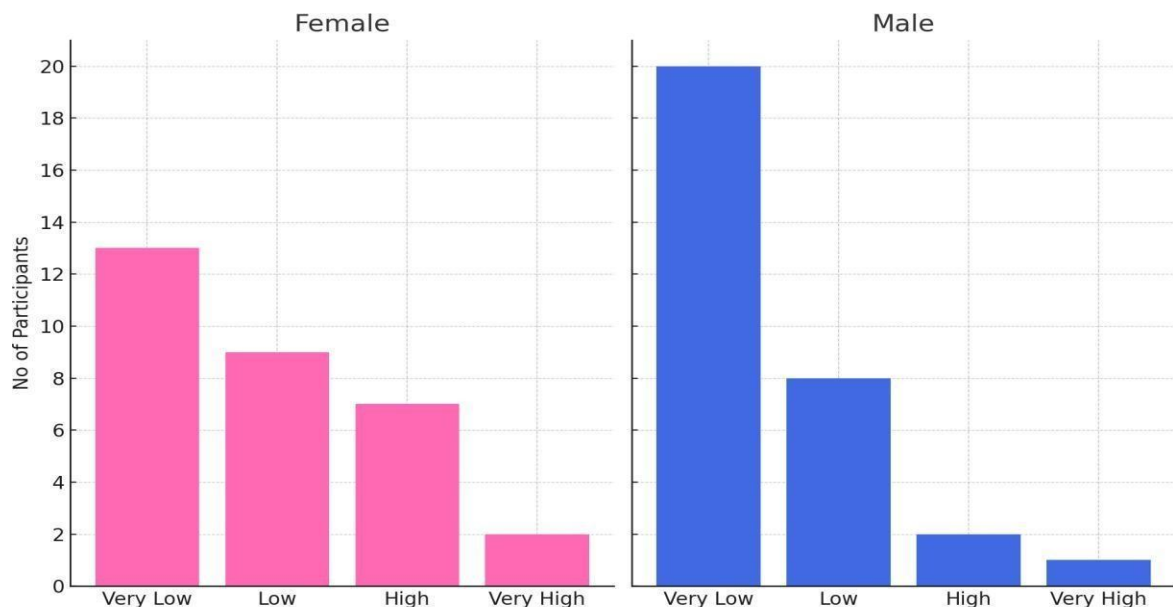


- **Very Low:** 42% of participants reported very low concern.
- **Low:** 18% showed low concern.
- **High:** 32% expressed high concern.
- **Very High:** 8% reported very high concern.

Most participants (60%) fall in the low to very low concern range.

- **Female:** 44% of females responded with *High* or *Very High* concern about unexpected events.
- **Male:** Only 26% of males expressed *High* or *Very High* concern.
- **Overall:** Out of all participants, 35% showed *High* or *Very High* emotional concern, indicating females are comparatively more concerned than males.

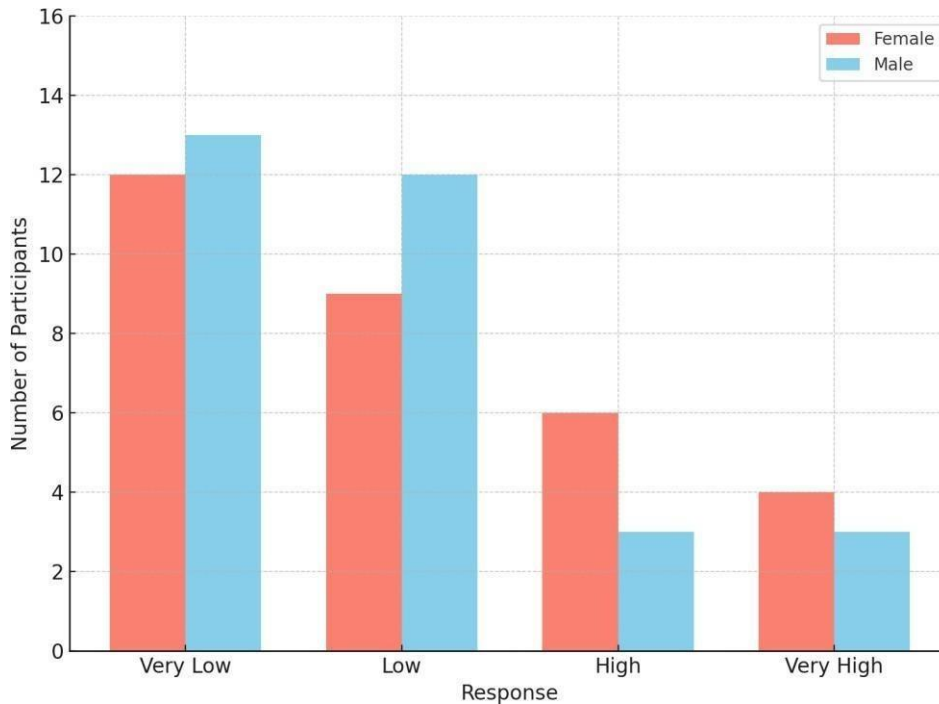
Graph-5: "Even though I know certain things or people can't harm me, I still fear them."



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- **Female:** 72% of females rated themselves *Very Low* or *Low* on this concern.
- **Male:** 85% of males chose *Very Low* or *Low*, showing even stronger confidence.
- **Overall:** Both genders showed a clear trend toward *lower emotional concern*, with males being more strongly represented in the “Very Low” category

Graph-6: "I work under a lot of mental stress."



The majority of both **male (81%)** and **female (67.7%)** respondents reported **very low or low** stress levels while working. However, a **higher proportion of females (32.3%)** reported high/very high stress compared to **males (19.3%)**.

Graph-7: "I often find myself worrying about something or the other."

Response	Female (%)	Male (%)
Very Low	22.6%	41.9%
Low	9.7%	29.0%
High	29.0%	16.1%
Very High	38.7%	12.9%

A larger percentage of females (67.7%) reported high or very high worry levels. In contrast, 70.9% of males reported very low or low worry levels. This indicates that females tend to experience more frequent worry than males in this study group.

DISCUSSIONS

This research explores the difference in anxiety levels between male and female college students, aiming to identify potential gaps in mental health support. By investigating this issue, the research seeks to inform strategies for providing targeted support and promoting mental health equity among college students.

The correlation analysis revealed a weak positive correlation between gender and anxiety levels, with a correlation coefficient of 0.18. This suggests that being female is associated with higher anxiety levels among college students. Although the relationship is not extremely strong, it indicates that gender plays a role in anxiety experiences. The relatively weak correlation also implies that other factors beyond gender contribute to anxiety levels, highlighting the complexity of this issue and the need for further exploration. The mean anxiety scores for females and males are 24.26 and 19.32, respectively. This indicates that females, on average, reported higher anxiety levels compared to males. The difference between the two means suggests that females tend to experience more anxiety. The standard deviations (SD) for females and males are 7.20 and 6.37, respectively. This implies that anxiety scores among females are slightly more spread out, indicating greater individual differences within the female group. In contrast, the male group's anxiety scores are relatively more clustered around the mean.

Overall, the mean and SD values suggest that females not only experience higher average anxiety levels but also exhibit slightly more variability in their anxiety scores compared to males. These findings can provide insights into the development of targeted interventions to support mental health, particularly for females who may benefit from additional resources.

Gender differences in anxiety levels can be effectively understood through the lens of various theoretical frameworks. *The Social Learning Theory by Albert Bandura* provides valuable insights into how societal expectations and gender roles contribute to the development of anxiety in females. According to this theory, individuals learn behaviors and attitudes by observing and imitating others, which can lead to the internalization of gender-specific expectations that may exacerbate anxiety levels in females.

The Cognitive-Behavioral Theory by Aaron Beck & Albert Ellis offers another perspective, suggesting that negative thought patterns and behaviors play a crucial role in the experience of anxiety. This theory can help explain why females might exhibit higher levels of anxiety compared to males, as they may be more prone to ruminate on their worries and fears. By understanding these cognitive and behavioral mechanisms, targeted interventions can be developed to help females manage their anxiety more effectively.

Furthermore, *Biological and Neurobiological Theories by Joseph LeDoux & Eric Kandel* suggest that inherent biological differences between males and females might contribute to the observed differences in anxiety levels. These theories can provide a foundation for exploring the physiological underpinnings of anxiety and how they might vary between genders.

By integrating these theoretical perspectives, this research can offer a comprehensive understanding of gender differences in anxiety levels and inform the development of effective interventions tailored to the specific needs of males and females.

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While this study highlights gender differences in anxiety among college students, it's essential to recognize that anxiety can affect all students. Therefore, focusing on prevention and cure strategies, it can be beneficial for all students regardless of gender.

Here are some prevention and cure techniques for managing anxiety among college students:

- **Mindfulness and Relaxation:** Practice meditation, yoga, or deep breathing to calm mind and reduce stress.
- **Time Management:** Prioritize tasks, set realistic goals, and avoid procrastination to manage academic pressure.
- **Social Support:** Surround yourself with supportive peers, family, and friends to share feelings and receive emotional support.
- **Healthy Lifestyle:** Engage in regular exercise, eat a balanced diet, and get sufficient sleep to maintain physical and mental well-being.
- **Cognitive-Behavioral Therapy (CBT):** Work with a therapist to identify and change negative thought patterns and behaviors that contribute to anxiety.
- **Stress Management Workshops:** Attend workshops or classes that teach stress management techniques, such as problem-solving and emotional regulation.
- **Emotional Expression:** Express your feelings through journaling, talking to a friend, or engaging in creative activities to process emotions.
- **Self-Distraction:** Engage in hobbies or creative activities to temporarily shift your focus away from stressors.
- **Counseling Services:** Utilize campus counseling services or seek professional help from a therapist to address anxiety and stress.
- **Support Groups:** Join support groups or online communities to connect with others who share similar experiences and challenges.
- **Stress Management Apps:** Explore mobile apps that offer stress management techniques, such as meditation and relaxation exercises, to help manage anxiety.

Limitations

- This study limits us to generalize these results to a larger adult populations because it included only 62 participants.
- Students may not always respond accurately or honestly, potentially due to social desirability bias or personal biases. This might affect the validity of the findings.
- The sample might not be representative of the entire college student population. This limitation could be due to several factors. These factors include selection bias and non-response bias. Limited demographic diversity might also be a factor. This could impact the generalizability of the findings.
- The study's findings may not capture the experiences of students from diverse cultural backgrounds or those who face unique stressors and coping mechanisms.
- The findings might not apply to students in different educational settings. This includes online students or students from diverse cultural backgrounds. The results may be limited to the specific context of the study.
- The study might not capture changes in anxiety levels over time or the impact of interventions on anxiety.

Implications

- The study's findings can help colleges and universities develop targeted mental health support services for students.
- The study contributes to our understanding of anxiety experiences among college students, shedding light on potential causes and consequences.

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- The study's findings can inform the development of mental health policies and guidelines for colleges and universities.
- The study highlights the need to challenge traditional gender norms that contribute to stress and anxiety among students.
- The findings suggest that promoting healthy coping mechanisms, such as emotional expression and seeking support, can help students manage stress related to traditional gender norms.
- The study's findings can help reduce stigma around mental health issues related to traditional gender norms, encouraging students to seek help and support.

CONCLUSION

The current study aimed to examine and compare levels of anxiety among male and female college students, with particular attention to both emotional and physiological symptoms. The analysis revealed notable gender differences in the expression and intensity of anxiety. Female participants reported experiencing higher levels of anxiety-related symptoms, including frequent headaches and heightened emotional distress. In contrast, male participants predominantly reported lower levels of anxiety.

These findings suggest that female students may be more susceptible to anxiety, potentially due to a combination of academic pressure, emotional expectations, and social responsibilities. Meanwhile, lower reported anxiety levels among male students may reflect genuine differences or a tendency to under-report emotional discomfort due to societal norms surrounding masculinity.

The results emphasize the importance of implementing gender-sensitive mental health support systems within educational institutions. Colleges and universities should provide targeted interventions, including stress management workshops, peer counseling, and accessible mental health resources that acknowledge and address the distinct psychological needs of male and female students.

Overall, the study contributes to a deeper understanding of how gender influences the experience of anxiety among college students. These insights can guide the development of more inclusive, supportive, and effective mental health strategies within academic environments.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Lohiya, A.R. & Pathak, D. (2026). Gender Roles And Anxiety: A Comparative Study among College Students. *International Journal of Indian Psychology*, 14(1), 1795-1812. DIP:18.01.181.20261401, DOI:10.25215/1401.181