

## Impact of State-Trait Anxiety and Academic Stress on Social Adjustment among Flood Affected College Students

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### ABSTRACT

The purpose of the study was to find out the significant relationship between state-trait anxiety, academic stress and social adjustment among the flood affected college students of Kashmir. 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 tools used in the study were Sanjay Vohra State-trait Anxiety Test, Dr. Poorva Jain & Neelam Dikshit Academic Stress Scale and Dr. R. C. Deva Social Adjustment Inventory. The data was analyzed by applying co-efficient of correlation. The analysis of the data revealed that a significant positive correlation is found between state-trait anxiety and academic stress among the flood affected college students. It has also been found that there is a negative correlation between academic stress and social adjustment among the students affected by floods. Furthermore, a significant negative correlation is found between state-trait anxiety and social adjustment among the students of the above said areas.

**Keywords:** *State-Trait Anxiety, Academic Stress, Social Adjustment, Flood Affected College Students.*

Natural disasters are a severe phenomenon with intense consequences usually caused by environmental factors that occur without warning, harm people and damage property. Earthquakes, windstorms, floods, and disease all strike anywhere on earth, often without warning. A natural disaster is an unfavourable occurrence that results from natural processes of the earth and the extremity of which depends on the affected population's resilience, or ability to recover. Floods are among the most incessant and catastrophic natural disasters in terms of human hardship and economic loss. Flooding is extremely hazardous and has the potential to submerge or inundate the whole area which can cause an extensive damage to life and property. People who are being stricken with such disasters are unable to stabilize themselves which can pose substantial social and mental health problems that may continue over extended periods of time and it can challenge their psycho-social resilience as well. Floods cause many socio-economic and political dimensions which further give birth to many

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complex problems. The major problems that people come across during such circumstances are that they get displaced from their homes; there are damages to infrastructure in various forms such as destruction of bridges, houses, buildings, historical monuments, roads, crops and loss of cattle and livestock. These destructions cause a stop in any of the ongoing action or development and administrative processes remain held up for the couple of days or months which in turn becomes a loss for a state or a nation. Due to unprecedented and intense rains, Jammu and Kashmir encountered one of the worst floods in the past 60 years during the first week of September 2014. The floods which devastated the social set-up of Jammu and Kashmir damaged the educational sector badly. It directly or indirectly affected all the systems of education. Flash floods are inherently difficult to predict as was the case during the destructive September 2014 floods of Jammu and Kashmir State. The entire community including the whole education system was affected by the flood and this traumatic situation presented a variety of unique issues and coping challenges, including issues associated with the specific type of natural disaster, the need to relocate when home and community have been destroyed.

History of anxiety disorders is often been written as a recent concept. It has been repeated that anxiety; like schizophrenia, was hardly known as an illness before the 19th century. In contrast, mood disorders, with melancholia foremost, can boast historical roots going back to classical antiquity. However, it may not be quite true that anxiety is a relatively recent construct. There are indications that anxiety was clearly identified as a distinct negative affect and as a separate disorder by Greco-Roman philosophers and physicians. In addition, ancient philosophy suggested treatments for anxiety that is not too far removed from today's cognitive approaches. Some authors believe that anxiety has a long history but short past. Anxiety is seen as a very uncomfortable feeling which is often vague and is associated with one or more physical feelings such as feeling an empty heart, palpitations, headache and sweating. In addition, stress and anxiety can occur in response to what that has threatened the self-confidence or by the appearance of a situation in which the person feels pressure due to not being able to do something that is beyond his abilities. Anxiety, in general, is a factor which disrupts the person's physical and psychological balance and subsequently gives rise to some psychosomatic and psychological problems which in turn decreases the individual's performance in different aspects of his life such as education, occupation, social ones. The distinction between state and trait anxiety was introduced by Cattell (1966) and elaborated on by Spiel Berger (1966, 1972, and 1976). Spiel Berger (1983) described state anxiety as existing in a transitory emotional state that varies in intensity and fluctuates over time. On the other hand, trait anxiety refers to a stable susceptibility or a proneness to experience state anxiety frequently. Spiel Berger (1966) described this disposition to experience anxiety as a personality trait. Heiskell, A.M (2015) found that a statistically significant negative correlation existed between competitive trait-anxiety and optimism. Peng, H. Huang, TC. (2014) showed that state-anxiety is positively correlated with problem-solving status, trait and spirituality.

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Psychologists distinguish stress in two terms-(distress) that is harmful and (eustress) stress that is positive, wherein a negative stress compels a person to varied complexities and positive stress directs him to reach to higher achievements. The term “stress”, as it is currently used more in nowadays was coined by Hans Selye in 1936, who defined it as “the non-specific response of the body to any demand for change”. Therefore, it can be used in different ways and for different purposes. Today's student is under more stress because of peculiarities of the contemporary times. Despite availability of resources the students are more vulnerable to adverse things. Academic stress is in itself a stress that is related to academics where an individual is unable to balance himself with the demands of heading ahead in the field of education with integrity. Ghatol, S.D (2017) indicated that the cause of being under stress are varied throughout the adolescence period i.e., disorganized or disordered family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence. The fact of being involved or entangled in possessing the instant gratification of needs or desires among the adolescence has led to a great deal of stress in them and in their relationships with family and peers. Deb, S. et al. (2015) signified that academic stress is positively correlated with psychiatric problems and parental pressure. It has also been revealed that examination-related anxiety is found to be positively related to psychiatric problems.

Adjustment is an approximation to the normal, the realization of full potentiality under a given group of circumstances. In terms of men and women, the adjustment is not complete until the fullest possible opportunity has been afforded for the development of human capacity. The realization of full potentiality, of complete adjustment, through the development of capacity, is conditioned by opportunity. Afford opportunity and capacity will develop deny opportunity and capacity will be submerged. The test of adjustment in any community is, therefore, the relation between the possibilities for the opportunity, and the actual opportunity afforded for the development of human capacity. The institutions of society, humanly created, determine the activities of men, but do not insure adjustment between men and social institutions. Indeed, whole groups of persons are at times out of harmony with these man-made institutions, and as a consequence of the lack of opportunity incident to this in harmony, the members of the group fail to develop their full capacity. Such cases of lack of adjustment between men and the institutional environment which they have created are termed social maladjustment. The adjustment may be defined as regulating the inner needs and reacting to the demands that are within an individual in a more appropriate way. Adjustment problem comes in a way when there is an incapacity or incapability on the part of an individual to make a reasonable adjustment to some compulsion or demand in the environment. The modern world has discovered a form of social adjustment which is immediately practical and attainable. The dream of philosophers is regarded as neither a dream nor a hope, but a practical, attainable condition. Modern society looks upon adjustment as normal and upon the lack of adjustment as abnormal or subnormal. Social adjustment is in any age an approximation to the normal; but with invention and progress, education and evolution, the potentiality of each age is one step in advance of the normal of the past age. As

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possibilities increase the normal standard of society moves forward. Each age must, to complete its adjustment, realize all of these possibilities, and when the normal possibilities of any age are realized, its adjustment is complete. Sekar, et al. (2016) indicated that, the relationship between emotional, social and educational adjustment of higher secondary school students in relation to academic achievement is found to be significant. Yengimolki, S (2015) indicated a significant relationship between self- concept and adjustment. It has also been found that a significant correlation existed between academic achievement and social adjustment. The results further indicated that the person with sound adjustment is more likely to make progress in their life due to their ability and potential.

### ***Objective***

- To find out the significant relationship between state-trait anxiety, academic stress and social adjustment among the flood-affected college students of Kashmir.

### ***Hypothesis***

- There is no significant relationship between state-trait anxiety, academic stress and social adjustment among flood-affected college students of Kashmir.

## **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. 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. Academic Stress**

The data for the present study was collected with the help of Dr.Poorva Jain and NeelamDikshit 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.

#### **3. Social Adjustment**

The data for the present study was collected with the help of Dr.R.C.Deva Social Adjustment Inventory which intends to measure Social Adjustment. It measures Social Adjustment on the basis of the Emotional Adjustment (EA) and Social Maturity (SA) Scores. This inventory consists of 100 items.

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### Statistical Treatment

The data were analyzed by applying co-efficient of correlation to treat the raw scores.

### ANALYSIS AND INTERPRETATION

*Table No. 1: Showing the correlation between State-Trait Anxiety, Academic Stress and Social Adjustment among flood affected college students of Kashmir*

Group	State-Trait Anxiety	Academic Stress	Social Adjustment
Academic Stress	+.063		
Social Adjustment		-.026	
State-Trait Anxiety			-.162

Table No.1 shows the correlation between State-Trait Anxiety, Academic Stress and Social Adjustment among the flood-affected college students of Kashmir. It is evident from the above table that there is a low positive correlation between state-trait anxiety and academic stress ( $r=+.063$ ) among the above-mentioned students. This depicted that higher the state-trait anxiety among the flood-affected college students the higher will be the academic stress among them. The table further indicates that there is a negative correlation between Academic Stress and Social Adjustment ( $r=-.026$ ) among the flood-affected college students. It is also apparent from the above discussion that there is a negative correlation between State-Trait Anxiety and Social Adjustment ( $r=-.162$ ) among the above said students. This suggests that the variables Academic Stress and Social Adjustment moves in the opposite direction that means higher the academic stress, the lower will be the Social Adjustment among the flood-affected college students. Further, it also suggests that the variables State-Trait Anxiety and Social Adjustment moves in the opposite direction that means higher the State-Trait Anxiety, the lower will be the Social Adjustment among the flood-affected college students.

### DISCUSSION AND COCLUSION

The Correlation has been found between State-Trait Anxiety, Academic Stress and Social Adjustment among the flood-affected college students of Kashmir. It has been found that there is a low positive correlation between state-trait anxiety and academic stress among the students affected by floods. This depicted that higher the state-trait anxiety among these students the higher will be the academic stress among them. Furthermore, it has been revealed that there is a negative correlation between Academic Stress and Social Adjustment among the above-mentioned students. This suggests that the variables Academic Stress and Social Adjustment moves in the opposite direction that means higher the academic stress, the lower will be the Social Adjustment among the students affected by floods. It has also been found that there is a negative correlation between State-Trait Anxiety and Social Adjustment among these students. It further indicates that the variables State-Trait Anxiety and Social Adjustment also move in the opposite direction that means higher the State-Trait Anxiety; the lower will be the Social Adjustment among the flood-affected college students. Therefore, it

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is clear from the above discussion that state-trait anxiety and academic stress has a positive correlation, thereby state-trait anxiety within an individual affects him/her academically which in turn gives rise to academic failure resulting into academic stress. This is in line with the results of the present research study Kumar, S (2015). Relationship between State-Trait Anxiety and Memory difficulties among Adolescents, which reveals that there is statistically a significant relationship between trait-anxiety and everyday memory difficulties and the students with high scores on trait-anxiety tend to show high scores on everyday memory difficulties. It is also apparent that State-Trait Anxiety and Social Adjustment has a negative correlation, which thereby conveys that State-Trait Anxiety among the flood affected College Students lowers the process of Social Adjustment with in an individual. Furthermore, it has also been seen that Academic Stress and Social Adjustment has a negative correlation, which depicts that when an individual is reeling under Academic Stress it automatically hinders the process of Social Adjustment among the individuals. This is also in line with the results of the present investigation Hussain, A. et al. (2008) Academic Stress and Adjustment among High School Students, which denotes a significant relationship between academic stress and adjustment among both groups of students and for each type of school. Gupta, N. (2013). A Study of problems of adjustment of senior secondary school students shows a significant relationship between the families, social, emotional and health adjustment among boys and girls of senior secondary school.

### SUGGESTIONS

On the basis of the findings the investigator has drafted some of the suggestions which are as follows:

- Authorities should look at the repercussions of such situations and must plan well so as to be manageable during this tough time.
- Administrators should be skilful in order to balance and regulate the condition so as to refrain or prevent the physical as well as psychological problems resulting from such circumstances.
- Proper orientation should be provided to teachers working in higher educational institutions so that they can manage their own stress in order to help the students during their tough times because of natural disasters.

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