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## **A CORRELATIONAL STUDY OF JOB ANXIETY AND ACADEMIC SATISFACTION AMONG FRESHERS**

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### **ABSTRACT**

The purpose of the present paper is to study the relationship between job anxiety and academic satisfaction of fresher employees. A survey method was used to fulfill the purpose of this study, in which 120 fresher employees (60 urban and 60 rural) in various professions in district Meerut, who have just completed their education, were taken. The subjects in the profession of teaching were excluded from the study. Data were gathered with the help of questionnaires including Academic Satisfaction Scale and Job Anxiety Scale. The obtained data were then analyzed with statistical techniques like Mean, Standard Deviation, and Pearson Product Moment Correlation and analysis of Variance. Findings of the study indicate that job anxiety is significantly correlated with academic satisfaction among fresher employees. Furthermore a significant difference has been found between rural and urban employees, as well as male and female employees with respect to job anxiety and academic satisfaction.

**Keywords:** Job anxiety, Academic satisfaction.

### **Introduction**

In countries like India it is very difficult for freshers to find a job up-to the level as desired. It is difficult to accept that educational Institutions are providing the education and training as required for a suitable job. Youth of the age group of 18-25 do not feel secure about their future profession. Along with this, rapidly-increasing competitive environment is creating many psychological problems like stress, strain, anxiety and depression in youths. Continuously occurred new discoveries and advancements in various branches of science have changed the Indian society into complex industrial society. Every youth, whether he is studying or engaged in any profession can be seen fighting with various psychological problems. It can also be added that various psychological problems begin during the academic settings. It can generally be seen that many college students remain in stress and may sometimes experience various kinds of anxiety disorders. College students suffering with anxiety disorders may have difficulties in coping with demands of college classes and



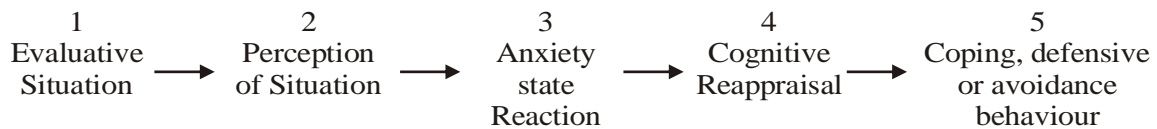
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along with difficulties in social interactions and performing other important roles in society. Anxiety related to academic setting may be about the grades, assignments, health and in social settings about family money and relationships.

### **Anxiety**

Anxiety can be defined as a general state of uneasiness (fear, tension, worry or apprehension) which can be caused by ambiguity. Anxiety also can be said as the bodily response to a perceived threat or danger (real or imagined) and it seems to be triggered by an individual's thoughts, beliefs and feelings. In the present era, when anxiety and stress can be seen very common, they are considered to affect student's performance and personal life. Once one area is affected, it starts to intrude into other areas and makes many aspects of life frustrating, and finally it may engulf their overall happiness.

Anxiety is an emotional process which has several components. Spielberger (1972) specifies its components as follow:



Although anxiety is regarded as a response to certain conditions, it is known by inference. It is a subjective state of the person, it cannot be directly observed. It can only be known through its causes and effects. It is known from what the person says, how he acts, or from the physiological changes that are associated with it. Thus, if one wishes to know whether or not an individual is anxious, he can be asked about it.

In his work, Sartre (1956) defines anxiety as a fear of failure to meet a standard, or fear that one does not hold the appropriate standard. Darwin (1872) described and documented the manifestation of anxiety and fear in man and animals. He pointed out that these emotions can be recognized by rapid heart-beat, perspiration, dilation of the pupils, dryness of mouth, trembling, change in voice quality and so on. Darwin argues that the reason, this pattern of expression is universally found in man and animals, is that it is highly adaptive-only those having evolved this mechanism are able to cope with or flee from sources of danger as required for survival. Although Sigmund Freud originally believed that anxiety stemmed from a physiological buildup of libido, he ultimately redefined anxiety as a signal of the presence of danger in the unconscious. Anxiety was viewed as the result of psychic conflict between unconscious sexual or aggressive wishes and corresponding threats from the superego or external reality. The theorists who developed this perspective initially were



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Mowrer (1953) and Dollard and Miller (1950). Their view of learning has it that drive reduction follows a response, reinforces it, and hence increases its future probability of occurrence. However, anxiety can also be learned. Traumatic events lead to unconditioned fear, but can then become conditioned, resulting in new stimuli producing the original maladaptive anxiety responses. Here, then, anxiety is viewed as a conditioned fear.

### **Academic achievement and job anxiety**

Gupta (1992) found that academic satisfaction is related to the personality needs and personal values and anxiety. Daguar (1998) also studied anxiety and found its relationship with other psychological variables. Saxena (1988), Roy (1990), Namrata (1992) also support the findings related to academic satisfaction.

Wright (1964) found that environment in which students live is quite different, whereas the environment of the occupational settings is different and full of factors leading to stress and anxiety. It is well known that earning good grades and degree tend to induce significant pressure in students (Hirsch and Ellis, 1996). Kohn & Frazer (1986) found that there are factors like excessive homework, unclear assignments and uncomfortable classroom along with to earn good grades are the significant sources of academic stress. Reservation policy has also been found related to the job anxiety and academic satisfaction of the students.

Taylor (1956) found that subjects with high anxiety perform better on non-competitive tasks but poor on competitive task. But a more typical finding is simply that high-anxiety subjects are inferior on complex tasks, whatever the strength of correct and incorrect tendencies. Sarason (1960) found that the persons who are high in trait anxiety tend to be characterized by fear of failure and by a tendency to become upset by whatever kinds of situations pose a threat to their self-esteem.

### **Objectives**

Following objectives have been formulated for the study: -

1. To study the relationship between job anxiety and academic satisfaction of fresher employees.
2. To test the significance of difference between urban and rural employees with respect to job anxiety.
3. To test the significance of difference between urban and rural employees with respect to academic satisfaction.



4. To test the significance of difference between male and female employees with respect to job anxiety.
5. To test the significance of difference between male and female employees with respect to academic satisfaction.

### **Hypotheses**

To fulfill the objectives of the study and keeping the previous studies in mind following hypotheses have been formulated: -

1. There is significant relationship between job anxiety and academic satisfaction of fresher employees.
2. There is no significant difference between urban and rural employees with respect to job anxiety.
3. There is no significant difference between urban and rural employees with respect to academic satisfaction.
4. There is no significant difference between male and female employees with respect to job anxiety.
5. There is no significant difference between male and female employees with respect to academic satisfaction.

### **Method**

**Design:**This is descriptive normative survey research. Here job anxiety, academic satisfaction demographic area and gender are the variables which have studied.

**Sample:**In this study 60 urban and 60 rural subjects who have joined as fresher in various professions (except teaching) were selected from the villages and cities of district Meerut. In this total sample of 120 subjects, 60 were female employees and 60 were male employees. The process of selection was based on purposive sampling.

### **Variables of Study**

#### **Independent Variables**

1. Locality (urban and Rural)
2. Gender (Male and Female)

#### **Dependent Variables**

1. Job Anxiety
2. Academic satisfaction



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## Tools Used for Data Collection

In order to collect data related to job anxiety and academic satisfaction following tools have adopted:

### Job Anxiety Scale:

It is a self-administering scale containing 49 statements, which can be administered to either individually or in a group devised by By A.K. Srivastava. The split-half reliability is .94 and test-retest reliability is .89. The internal consistency of the scale was checked by calculating the co-efficient of correlations between total scores on each of the sub-scaled and was found to be .78. This scale possess high content validity because as pointed out earlier the items were collected from existing standard literature and scales and checked by the expert's ratings. The coefficient of correlation between Anxiety scale and Sarason's General Anxiety scale were .63 (N=190) and .59 (N=110)

**Academic Satisfaction Scale:** This scale was constructed and standardized by Mrs. Alka Gupta It measures career related variables such as career decision, self-efficacy, and career choice anxiety and general academic variables. internal consistency is a .94. This measure is used to assess the academic satisfaction of students.

### Data Analysis

Collected data on 120 participants were analyzed with the help of the following statistical techniques: Mean, Standard Deviation, Product –Moment Correlation, ANOVA.

### Analysis and Interpretation of Data

Following table shows mean standard deviation and number of subjects involved in the study.

Descriptive Statistics:

Mean	Std. Deviation	N
213.45	31.326	120
73.20	10.395	120



To test the first hypothesis coefficient of correlation has been calculated on SPSS. Following table shows the coefficient of correlation between academic satisfaction and job anxiety.

<b>Correlation</b>			
		Academic Satisfaction	Job Anxiety
Academic Satisfaction	Pearson Correlation	1	-.169
	Sig. (2-tailed)	120	.065
Job Anxiety	Pearson Correlation	-.169	1
	Sig. (2-tailed)	.065	120

As shown in table the correlation coefficient between academic satisfaction and job anxiety is .16 in negative, which is not significant at any standard level. But we can consider it significant at .10 level, which mean that at .10 level there is significant relationship between academic satisfaction and job anxiety. As the academic satisfaction increases, job anxiety reduces.

Further to test the second hypothesis difference were tested. Following tables show the number of rural and urban employees with their mean and standard deviation with respect to both academic satisfaction and job anxiety.

**Academic Satisfaction**

Locality	N	Mean	Std. Deviation
Rural	60	226.82	26.01
Urban	60	197.11	29.64

**Job Anxiety**

Locality	N	Mean	Std. Deviation
Rural	60	69.18	10.23
Urban	60	78.11	8.33

Difference between mean scores of rural and urban employees can clearly be seen on both academic satisfaction and job anxiety. And as the F-value shown in following table (on



academic satisfaction 34.10 and on job anxiety 26.63) these differences can be said significant at .01 level, say highly significant. Such findings can be interpreted as rural employees tend to have higher academic satisfaction and low job anxiety in comparison to urban employees who tend to show lower academic satisfaction and higher job anxiety.

**ANOVA Table**

			<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Academic Satisfaction * Locality	Between Groups	(Combined)	26210.548	1	26210.548	34.150	.000
	Within Groups		90567.152	118	767.518		
	Total		116777.700	119			
Job Anxiety * Locality	Between Groups	(Combined)	2368.048	1	2368.048	26.635	.000
	Within Groups		10491.152	118	88.908		
	Total		12859.200	119			

Further, the gender differences have been tested in relation of both academic satisfaction and job anxiety, which have been shown in following tables.

**Academic Satisfaction**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Male	54	200.33	32.89
Female	66	224.18	25.58

**Job Anxiety**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Male	54	76.22	9.80
Female	66	70.73	10.27



These differences between male and female employees’ mean scores on academic satisfaction and job anxiety, as we see in above tables, were found significant as the F-value on academic satisfaction is 19.95 and on job anxiety is 8.46 shown in following F-table.

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig .
Academic Satisfaction * SEX	Between Groups	(Combined)	16891.88	1	16891.88	19.95	.000
	Within Groups		99885.81	118	846.49		
	Total		7.700	119			
Job Anxiety * SEX	Between Groups	(Combined)	896.77	1	896.77	8.84	.004
	Within Groups		11962.42	118	101.37		
	Total		12859.20	119			

This ANOVA table states that male employees significantly differ to the female employees on the ground of academic satisfaction and job anxiety.

It can be said that male employees tend to have lower academic satisfaction and higher job anxiety in comparison to female employees, who tend to show higher academic satisfaction and lower job anxiety.

These findings conclude that gender and locality play significant role in academic satisfaction and job anxiety. But academic satisfaction has not been found to be correlated with job anxiety which seems to be inconsistent to some of previous findings like Saxena (1988), Roy (1990) and Namrata (1992).

**Limitation**

Following limitation can be pointed out of this study.

- Sample size could be enlarged.
- Probability sampling technique could be applied.
- Some other variables like education, family type and type of job, marital status could be included to specify the relationship.
- Experimental variance can be increased more to have clearer results.





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