ABSTRACT:

Anxiety is experienced by every individual at some point or other in his/her life. It is one of the most common problems faced by college students. The added pressures of being in a new environment, being away from home and the stress to do well in college can make one anxious to a great extent. According to a survey from the Anxiety Disorders Association of America (ADAA), universities and colleges have seen an increase in students seeking services for anxiety disorders.

Life in college is challenging and full of hardships along with entertainment. Here the students realize the difference between their school life and the life they are undergoing in college. Anxiety disorder in college students is a rising problem and they have a lot to be anxious about, like, worry about getting good grades, passing tests, doing assignments, lack of time management, trying to adjust in the new atmosphere, hostel problems, peer group, etc. As a conclusion it is believed that anxiety gives rise to depression and other severe mental disorders, so, this present study has taken an attempt to reduce the different levels of anxiety in UG and PG students by the help of autogenic relaxation which has proved to be more effective in reducing anxiety as well as providing relaxation to those concerned students.

Keywords: Anxiety, MAI, UG, PG, Autogenic Relaxation Technique.
Introduction:

Individuals encounter many problems in their day to day life activities. Some problems which students may encounter are, not being able to concentrate on studies, dilemma as to what course to study, not being able to submit assignments and complete all exercises on time. Students coming from different backgrounds have to adjust themselves. They are required to participate in various curricular and co-curricular activities. They carry their frustrations, tensions, conflicts and anxieties to the class. They must be helped to understand and modify their emotions and attitudes that may have grown out of the home environment. A number of social factors add to the insecurity experienced by students. Some of these factors are competition for positions, fulfillment of ambitions, difficulties in getting employment. It would be best to help the individual student to find the appropriate solution.

Anxiety is experienced by every individual at some point or other in his/her life. It is one of the most common problems faced by college students. The added pressures of being in a new environment, being away from home and the stress of wanting to do well in college can overwhelm some people. Anxiety is one of the wide varieties of emotional and behaviour disorders (Rachel and Chidsey, 2005). Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments. The prevalence of anxiety among college students has been acknowledged by students and educators.

Anxiety is a major predictor of academic performance (McCraty, 2007 and McCraty, et al., 2000) and various studies have demonstrated that it has a detrimental effect. There exist a possible association between high level of anxiety and low academic performance among students. Researchers revealed that high levels of anxiety influence on the decrease of working memory, distraction, and reasoning in students (Aronen et al., 2004).

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lower performance among low ability students (Sena et al., 2007).

**Definition of Anxiety**

Anxiety is uniquely a human experience. It is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioural component. The root meaning of the word anxiety is ‘to vex or trouble’, in either the absence or presence of psychological stress, anxiety can create feelings of fear, worry, uneasiness and dread (Seligman et al, 2007).

- Anxiety is one of the psychophysiology difficulties (Callahan, 2001).
- Breuer (1999) mentioned that all anxiety disorders are defined by the dual characteristics of excessive emotional fear and physiologic hyper-arousals.
- Sarason and Harris (2003) defined anxiety as a basic human emotion consisting of apprehension and uncertainty that typically appears when an individual perceives an occurrence as being a threat to the ego or self-esteem. In its conceptualization, individuals with high levels of anxiety generally hold heightened levels of trait anxiety, but in evaluative situations, the state of anxiety also elevates.

College students have a responsibility to maintain their optimal academic performance. Anxiety among students are created by insensible teaching or an over demanding syllabus. This then pushes students towards the surface approach as a coping strategy, stress and anxiety due to personal or family related problems also leads to a feeling of anxiety (Mayya et al., 2004). It is common for students to perform poorly when they experience pressure with their tasks and when they experience high level of anxiety during their studies. According to Guerrero (1990), anxiety sources can be interpreted on difference age level, social class, high activity, greater familiarity, gender, and culture ecosystem. Under certain circumstances, actually anxiety can help us to evaluate and mobilize resources in order to improve performance in some tasks.

**Symptoms Of Anxiety Among Students:**

The symptoms of anxiety can be psychological, physical or environmental challenges. There are various forms of anxiety which includes excessive worrying, a sense of fear, restlessness, overly emotional responses, and negative thinking. Some people when anxious they appear to be calm, but the brain never stops thinking and it interrupts the quality of life. Frequently, people with anxiety experience tightness in their chest, a racing or pounding heart, and a pit in their stomach. Anxiety causes some people to get a headache, to sweat, and even make them have the urge to urinate. Psychological symptoms of anxiety among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments and lack interest in a difficult subject.

**Physical Symptoms**

- Heart palpitations or racing heartbeat
- Chest pain
- Hot flashes or chills
- Cold and clammy hands
- Stomach upset or queasiness
- Frequent urination or diarrhea
- Shortness of breath
- Sweating
- Dizziness
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- Tremors, twitches, and jitters
- Muscle tension or aches
- Headaches
- Fatigue
- Insomnia

Emotional/Psychological Symptoms
- Apprehension, uneasiness and dread
- Impaired concentration or selective attention
- Feeling restless or on edge
- Avoidance
- Hyper vigilance
- Irritability
- Behavioral problems (especially in children and adolescents)
- Nervousness and jumpiness
- Self-consciousness, insecurity
- Fear that a person is dying or going crazy
- Strong desire to escape

Causes Of Anxiety In Students:
Anxiety is part of life; everyone feels it to one degree or another during their lives. However, when that feeling of anxiety starts to take over your life, or is persistent beyond a certain time in our lives (e.g. a speech or a seminar in class) then a person may have an anxiety disorder.

College students with anxiety may worry incessantly about grades, assignments, health, family, money and relationships. Those with OCD anxiety may obsess about insignificant things, experience intrusive, disturbing thoughts and complete repetitive actions such as hand-washing or checking locks. Some college students with anxiety may experience panic attacks. During a panic attack, the affected individual may experience heart palpitations, chest pain, choking sensations, dizziness, sweating, tingling, chills, hot flashes, trembling, nausea and depersonalization. During a panic attack, the affected person may also feel as though she is going crazy and also feel an intense desire to escape.

Types Of Anxiety Disorders
There are several major types of anxiety disorders, each with its own distinct profile and set of symptoms.

Generalized Anxiety Disorder (GAD)
If constant worries and fears distract a person from day-to-day activities or a persistent feeling troubles him that something bad is going to happen, he may be suffering from GAD. People with GAD feel anxious nearly all of the time, though they may not even know why. Anxiety related to GAD often manifests itself in physical symptoms like headaches, stomach upset and fatigue.

Obsessive Compulsive Disorder (OCD)
OCD is characterized by unwanted thoughts or behaviors that seem impossible to stop or control. Person may be troubled by obsessions; such as a recurring worry that he forgot to turn off the oven or that he might hurt someone. He may also suffer from uncontrollable compulsions, such as washing his hands over and over.

Panic Attacks and Panic Disorder
Panic disorder is characterized by repeated, unexpected panic attacks. This panic attack strike without warning and usually last a terrifying 15 to 30 minutes. Panic disorder may also be accompanied by agoraphobia, which is a fear of being in places where escape or help would be difficult in the event of a panic attack. If a person has agoraphobia, he is likely to avoid public places such as...
Phobias

A phobia is an unrealistic or exaggerated fear of a specific object, activity, or situation that in reality presents little to no danger. Common phobias include fear of animals such as snakes and spiders, fear of flying, and fear of heights. In the case of a severe phobia, he might go to extreme lengths to avoid the thing he fears.

Separation Anxiety

Separation anxiety is a normal part of child development. It consists of crying and distress when a child is separated from a parent or away from home. If separation anxiety persists beyond a certain age or interferes with daily activities, it may be a sign of separation anxiety disorder.

Social Anxiety / Social Phobia

If a person has a debilitating fear of being seen negatively by others and humiliated in public, he may have social anxiety disorder, also known as social phobia. Social anxiety disorder can be thought of as extreme shyness. In severe cases, social situations are avoided altogether. Performance anxiety (better known as stage fright) is the most common type of social phobia.

General and Specific causes of Anxiety with College Students

General causes of anxiety:

- Academic and personal concerns may cause anxiety for students.
- Anxiety disorders also may develop as a result of other risk factors such as chemical imbalances in the brain and traumatic life experiences.

Specific causes of anxiety:

- Anxiety may occur along with other disorders such as depression, bipolar disorder, attention-deficit hyperactivity disorder, eating disorders, irritable bowel syndrome, fibromyalgia, sleep disorders and drug addiction.
- Those with OCD anxiety may obsess about insignificant things, experience intrusive, disturbing thoughts and complete repetitive actions such as hand-washing or checking locks.
- Some college students with anxiety may experience panic attacks where they are affected by heart palpitations, chest pain, choking sensations, dizziness, sweating, tingling, chills, hot flashes, trembling, nausea and depersonalization.

Specific causes of anxiety:-

Deadlines

Students with important papers, projects or other assignments due on a particular date often become anxious as the due date approaches. The less work a student has done on the assignment, the more anxious he or she is likely to become.

Tests

Test anxiety is a particular form of anxiety that affects students preparing for a test-especially when that test makes up a significant portion of their grade. This type of student anxiety becomes more serious when it actually affects a student’s performance on an exam. Cramming the night before a test instead of studying the material regularly throughout the term leads to this kind of anxiety. Test anxiety may even have physical repercussions such as headaches or nausea.

Relationships

Teenage students who are beginning to date for the first time may experience...
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Anxiety based on difficulties with each other. Sometimes, this anxiety crosses over into a student's academic life, affecting his or her performance in school. Conflicts within a friendship can have similar consequences.

**Family**

Problems within a student's household can cause anxiety that leads to poorer grades in college. Young children whose parents are going through a divorce, for example, are more likely to neglect their work than children whose families are still together. On the other hand, parents also put too much pressure on children to succeed. This can cause so much anxiety that the opposite of what the parents wanted occurs--the child's performance in college declines. College students with anxiety disorders may have family members with anxiety and the tendency to develop anxiety disorders may be inherited.

**Environment**

New surroundings can be intimidating to cause anxiety. For example, children whose families have moved to a new town may become anxious about making new friends in a strange place. Similarly, college freshmen can get anxious about living in a new city, being away from their families, and the new responsibilities that come with studying at the collegiate level.

**Therapies and techniques:**

It is never easy to deal with an anxiety disorder in college. However, there are ways to alleviate the problem safely and naturally. It is these methods that are recommended the most.

- Often, as simple as controlled breathing can work wonders for reducing anxiety. Slow and deep breaths can help a person calm down and become placid. Simply closing one’s eyes and engaging in deep breathing while simultaneously counting backwards from 10 to zero can often deliver much needed results.
- Meditation is the best way in dealing with an anxiety disorder in college. It provides a very easy way to put the noise one may be experiencing in the mind to rest. In the past, venues where one could learn to meditate were rare. Today, however, yoga and pilates present a fun and enjoyable way to take part in these activities.
- One of the most possible of dealing with anxiety is to take part in an exercise program. Exercise has the potential to free one’s body and mind from pent up, excess stress and energy. Your exercise programs also need not be anything strenuous. Even a very light exercise program can help reduce an anxiety disorder in college.

**Autogenic Relaxation Technique:**

Autogenic means self-regulation or self-generation. It means that the power for achieving relaxation is all within you. You don't need any equipment to practice this technique. All you need is your own motivation.

**The Theory behind Autogenic Relaxation**

During autogenic relaxation you will relax your muscles deeply. By relaxing your muscles, your mind automatically follows. And you find yourself experiencing deep relaxation. Thoughts of warmth produce dilation of blood vessels and thoughts of heaviness induce muscle relaxation.

Autogenic Relaxation in Simple Steps
To practice this relaxation technique, you need to find a quiet place. While seated in a comfortable position, you repeat a particular autogenic phrase to yourself as it is cited below:

There are six parts to autogenic training, each focuses on a different part of the body and different sensation:
1. heaviness in the extremities - "my arms and legs are heavy"
2. warmth in the extremities - "my arms and legs are warm"
3. heartbeat - "my heart is calm and regular"
4. breathing - "my breathing is calm and regular"
5. warmth in the solar plexus - "my solar plexus is warm"
6. forehead - "my forehead is cool"

When you say autogenic phrases to yourself, imagine feeling the heaviness, the warmth, and the relaxation in your body. Allow the sensations of deep relaxation to come to you rather than actively strive for these sensations. You can design your own routine; here is a sample autogenic relaxation:
- I am beginning to feel quiet now...
- I am beginning to feel relaxed...
- my feet, my ankles, my knees, and my hips feel heavy
- my hands feel heavy
- my arms and shoulders feel heavy
- my feet, my neck and jaw feel heavy
- my hands, my ankles, my knees, and my hips feel warm
- my hands feel warm
- my arms and shoulders feel warm
- my heart is calm and regular
- my breathing is calm and regular
- my solar plexus is warm
- my forehead feels cool
- my whole body feels quiet, comfortable, and deeply relaxed

Autogenic Relaxation is one of many techniques to help you reduce anxiety, achieve deep relaxation, and relieve stress. At the beginning, you do this for a few minutes at a time, several times a day. Gradually, you increase the time until you practice 20 minutes twice a day.

Similar Studies Based On Present Research:

Kavitha, M. and Gayatridevi, S. (2010) conducted their study on ‘Management of anxiety in X and XII standard students through Positive Therapy’. From Dr. Radhakrishnan Vidhyalaya Matriculation Higher Secondary School, Sattur, Tamil Nadu, 69 students of X and XII standard (45 males, 24 females) were screened using Case Study Schedule (Hemalatha Natesan, 2009) and (Manifest Anxiety Inventory (Hemalatha Natesan and Nandini Menon, Revised 2005). Out of them, 60 (42 males and 18 females) were selected by purposive sampling method. They were in the age range of 14 – 18 years. As psychological intervention, Positive Therapy evolved by Hemalatha Natesan (2004) which is a package combining the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy was given to the sample. The sample was divided into 2 batches of around 30 in a batch for Positive Therapy. Six sessions of Positive Therapy was given in alternative days. Each session lasted for one hour. After two weeks, the subjects were re-assessed using the Case Study Re-assessment Schedule and Manifest Anxiety Inventory. Initially, 50% of the sample had ‘High’/‘Very High’ anxiety. None of them had ‘High’/‘Very High’ anxiety after Positive Therapy. There was a significant reduction in the mean anxiety from ‘High’ (18.68) to ‘Moderate’ (9.95) after Positive Therapy. The symptoms reported by majority of the sample were confusion,
short temper and headache. The common negative emotions experienced by the sample were worry, anger, anxiety, etc. After Positive Therapy, there was a drastic reduction in the negative emotions and symptoms of the sample.

In the study conducted by Nandhini Bhagavathi and Gayatridevi (2009) on, ‘Management of anxiety in visually challenged students through Positive Therapy’ in Avinashilingam Educational Institutions, Coimbatore, Tamilnadu, 34 Visually Challenged Students were screened using Case Study Schedule (Hemalatha Natesan, 2008) and M.A.I. (Manifest Anxiety Inventory, Hemalatha Natesan and Nandini Menon, 2000). Out of the 34 subjects, 31 were selected by purposive sampling method. They were in the age range of 13 to 22 years. Positive Therapy evolved by Hemalatha Natesan (2004), which is a package combining the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy was given on alternative days for two weeks, involving 6 sessions. After two weeks, all the subjects were re-assessed using Case Study Re-assessment Schedule and M.A.I. Initially, 61% of the sample had ‘High’ anxiety and 10% had ‘Very High’ anxiety. After Positive Therapy, 65% had ‘Low’ anxiety and the remaining (35%) had ‘Moderate’ anxiety. There was statistically significant reduction in the mean anxiety from ‘High’ to ‘Low’. The most common negative emotions of the sample were fear, worry, anger and anxiety. Positive Therapy helped in reducing the negative emotions of the sample.

Objectives:

1. To analyze the levels of anxiety among college students (UG&PG).
2. To provide autogenic relaxation technique for the anxiety students.
3. To find out the differences in anxiety and its various symptoms (physiological, emotional, cognitive and behavioural) among the UG & PG college students before and after autogenic relaxation technique.

Hypotheses

1. There will be no significant difference in anxiety among the UG and PG students before and after autogenic relaxation technique.
2. There will be no significant difference in anxiety symptoms among the UG and PG students before and after autogenic relaxation technique.

Materials And Methods

Sample

The sample consisted of 60 (UG and PG) students; of them, 30 males and 30 females constituted the UG group, and 30 males and 30 females constituted the PG group. These students were randomly selected from the population of a self financing college affiliated to Periyar University.

Tools

Selection of the methods and tools is a very important aspect of the study, since it is key to gaining information. The needed information from the sample is collected through-

- Manifest Anxiety Inventory (Hemalatha Natesan and Nandini Menon, 2000) was used to assess the level of anxiety in students of engineering college. Manifest Anxiety Inventory consists of forty items, under four parts namely Physiological, Emotional, Cognitive and Behavioural. There are two possible responses to each
item namely ‘Yes’ or ‘No’. The Samples were asked to tick (✓) any one, which applies to them most. There was no time limit. But the samples were asked to respond as quickly as possible.

- Case Study Schedule by Natesan (2008) (Annexure I) was used to get the demographic details, risk factors, effects of stress and negative emotions.

**Procedure**

The above questionnaire and the case study schedule were administered to the students (n= 60) of UG and PG college students before and after Autogenic Relaxation Technique. The students were given relaxation technique along with counselling and it was ensured that it was practiced. After 1 week, the case study schedule and the questionnaire was once again administered to the students of both the groups.

**Statistical analysis**

Statistical analysis was done with the help of Statistical Package for Social Sciences [SPSS]. The means and standard deviations, t test and ANOVA were used to find if there were significant differences among the students.

**Results And Discussion**

The mean scores and standard deviations with regard to anxiety and depression were obtained for both the groups (UG and PG) of college students before and after the technique. One-way analysis of variance (ANOVA) was used to test the significance of the difference between the mean scores obtained by medical students in the areas of anxiety. The following results were obtained from the present study.

**Table – I - Level Of Anxiety In UG Students Before And After Autogenic Relaxation Technique (Art)**

<table>
<thead>
<tr>
<th>Level of Anxiety</th>
<th>Before ART</th>
<th>After ART</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Very High</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>High</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentages are rounded off
Table I shows that level of anxiety of the sample was ‘Very High’, ‘High’ and ‘Moderate’ in nature. 10 percent of the students had ‘Very High Anxiety’, 80 percent had ‘High’ and 10 percent among the students had moderate anxiety respectively. This is due to the various physiological, cognitive and behavioural symptoms that include health concern and unable to cope up with the new environment and new syllabus in colleges. They complained of having fear, nervous, social phobia and lack of communication and concentration. But after the application of Autogenic Relaxation Technique, it is amazing to note that the level of anxiety had decreased considerably. None of them had ‘High Anxiety’; 17 percent had ‘Moderate Anxiety’ and 83 percent had ‘Low Anxiety’. The drastic reduction of anxiety in the students was due to the application of Autogenic Relaxation Technique and Counselling.

<table>
<thead>
<tr>
<th>Level of Anxiety</th>
<th>Before ART</th>
<th>After ART</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Very High</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>High</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>Moderate</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentages are rounded off
Management Of Anxiety In UG & PG College Students Through Autogenic Relaxation Technique

Figure-2: Level Of Anxiety In PG Students Before And After Autogenic Relaxation Technique

Table 2 shows that level of anxiety of the sample as ‘Very High’, ‘High’ and ‘Moderate’. 7 percent of the students had ‘Very High Anxiety’, 80 percent had ‘High Anxiety’ and 13 percent among the students had Moderate Anxiety respectively. This is due to basically cognitive and behavioural symptoms that include their concern towards their job and future in life. They were basically disturbed and confused about their future which led them to have lack of concentration, disturbed sleep, unable to relax properly, very much confused, unwanted repetitive thoughts and careless in nature. There was a drastic change among the PG students after the introduction of Autogenic Relaxation Technique and it is surprising to note that the level of anxiety had decreased considerably. None of them had ‘High Anxiety’ or ‘Moderate Anxiety’, but, 100 percent had ‘Low Anxiety’.

Table-3 Anxiety Among College Students (UG& PG) Before And After Autogenic Relaxation Technique

<table>
<thead>
<tr>
<th>ANXIETY</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>‘F’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (UG &amp; PG)</td>
<td>60</td>
<td>24.03</td>
<td>3.76</td>
<td>952.85**</td>
</tr>
<tr>
<td>After (UG &amp; PG)</td>
<td>60</td>
<td>5.28</td>
<td>2.83</td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.01 level
Table 3 shows an overview of anxiety faced by the sample as a whole indicating the mean and standard deviation before and after autogenic relaxation technique. The mean of the students before the technique stands to be 24.03 which had a drastic fall to 5.28 with the reduction of anxiety level of the sample group. The standard deviation before the technique was 3.76 and after the introduction of the technique it came down to 2.83. The ‘F’ value denotes 952.85 showing a significant difference in anxiety among the college students (UG and PG) before and after Autogenic Relaxation Technique.

Table-4: Anxiety Among UG & PG Students Before And After Relaxation Technique

<table>
<thead>
<tr>
<th>ANXIETY</th>
<th>N</th>
<th>BEFORE</th>
<th></th>
<th>AFTER</th>
<th></th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MEAN</td>
<td>S.D.</td>
<td>MEAN</td>
<td>S.D.</td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td>30</td>
<td>24.13</td>
<td>3.75</td>
<td>6.73</td>
<td>3.16</td>
<td>24.55**</td>
</tr>
<tr>
<td>PG</td>
<td>30</td>
<td>23.93</td>
<td>3.83</td>
<td>3.90</td>
<td>1.39</td>
<td>29.33**</td>
</tr>
</tbody>
</table>

**=Significant at .01 level
Table 4 shows the mean of 24.13 and standard deviation as 3.75 for undergraduate students, similarly, for postgraduate students mean is noted as 23.93 and standard deviation to be 3.83 for postgraduate students before the technique. The undergraduate students were mostly suffering from anxiety symptoms, like physiological, cognitive and emotional symptoms as compared to the emotional symptoms. Since they were new to the college atmosphere, they were very much confused and had fear, stress and anxiety regarding their course career. Thus, they were provided with autogenic relaxation technique which helped them to cope up soon and build an interest towards their subjects and career. The mean after the technique is 6.73 and standard deviation is 3.16 for undergraduate students while mean is 3.90 and standard deviation is 1.39 for postgraduate students after the technique was introduced. As compared to the undergraduate students, the post graduate students were more worried and confused about their career and future as a result of which they were suffering from many cognitive symptoms and it was very difficult to concentrate on particular concept. But, the autogenic relaxation technique gave them full relaxation and they were able to concentrate on matters with more interest avoiding fear and worries in their life. They developed positive attitude and were confident in nature.

The ‘t’ values for both, the undergraduate and postgraduate students indicate a significant difference in anxiety among both the groups of students before and after the Autogenic Relaxation Technique. The ‘t’ values are 24.55 for undergraduate students and 29.33 for post graduate students.
Table-5: Anxiety Symptoms Among UG Students Before And After Relaxation Technique

<table>
<thead>
<tr>
<th>Anxiety Symptoms</th>
<th>Before</th>
<th>After</th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
</tr>
<tr>
<td>PHYSIOLOGICAL</td>
<td>7.13</td>
<td>1.74</td>
<td>0.87</td>
</tr>
<tr>
<td>EMOTIONAL</td>
<td>3.97</td>
<td>1.13</td>
<td>1.10</td>
</tr>
<tr>
<td>COGNITIVE</td>
<td>6.83</td>
<td>1.32</td>
<td>2.17</td>
</tr>
<tr>
<td>BEHAVIOURAL</td>
<td>6.17</td>
<td>1.56</td>
<td>2.60</td>
</tr>
</tbody>
</table>

**=Significant at .01 level

Table 5 shows that the mean score is 7.13 for Physiological symptoms before the technique which has been reduced to 0.87 after the autogenic relaxation technique among the undergraduate students. Similarly, the mean scores for Emotional symptoms among undergraduate students before the technique is 3.97 and after technique, the mean score has been reduced to 1.10. The mean scores of Cognitive Symptoms among the students ranged between 6.83 before the technique and 2.17 after the technique respectively. Finally, the mean scores of Behavioural Symptoms among undergraduate students before the technique is 6.17 while after the technique, it has come down to 2.60 respectively. The ‘t’ value seems to show a significant difference for all the anxiety symptoms indicating 15.98 for physiological, 11.35 for emotional, 12.43 for cognitive and 11.96 for behavioural symptoms respectively.

The Autogenic Relaxation Technique played a major role in helping the
undergraduate students to overcome the symptoms and cope up with the new atmosphere and environment creating more interest towards their career. Majority of the students in rural areas are from their regional background as a result of which they felt difficulty in communication initially, but, later they were able to build up confidence to adjust with the new environment.

Table-6: Anxiety Symptoms Among PG Students Before And After Relaxation Technique

<table>
<thead>
<tr>
<th>Anxiety Symptoms</th>
<th>Before</th>
<th>After</th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>S.D.</td>
<td>MEAN</td>
</tr>
<tr>
<td>PHYSIOLOGICAL</td>
<td>6.50</td>
<td>2.18</td>
<td>0.47</td>
</tr>
<tr>
<td>EMOTIONAL</td>
<td>5.03</td>
<td>1.40</td>
<td>1.67</td>
</tr>
<tr>
<td>COGNITIVE</td>
<td>7.03</td>
<td>1.63</td>
<td>0.87</td>
</tr>
<tr>
<td>BEHAVIOURAL</td>
<td>5.37</td>
<td>1.56</td>
<td>0.80</td>
</tr>
</tbody>
</table>

**=Significant at .01 level

Table 6 shows the mean scores, standard deviation and ‘t’ values for all the anxiety symptoms. For physiological symptoms, the mean score stated above indicates 6.50 before the technique and 0.47 after the technique among the postgraduate students respectively. Similarly, the scores in emotional symptoms shows 5.03 as mean before technique and 1.67 after technique, subsequently, the mean score for cognitive symptoms is 7.03 before technique and 0.87 after technique, finally, mean score for behavioural symptoms before technique is 5.37 and after technique is 0.80 respectively. The postgraduate students had the deficit more in the cognitive symptoms as compared to the other symptoms in anxiety. The ‘t’ values indicate significant values for all the symptoms of anxiety denoting 15.10 in physiological, 10.90 for emotional, 19.60 in case of cognitive
and finally 15.95 for behavioural symptoms respectively.

Thus, the Autogenic Relaxation Technique played a vital role in helping the postgraduate students to overcome their deficiencies and develop positive attitude to face their life and society.

Conclusion:

The present study, ‘Management of Anxiety in UG and PG College Students’ seem to be very valuable not only for the students but also for the parents who have thanked me personally for helping their children to overcome from anxiety level. The mean anxiety level was very high in the beginning of the study, but, with the application of ‘Autogenic Relaxation Technique’, the anxiety level reduced drastically to the lower level.

It is seen that the fresher to the college environment especially the undergraduate students do not have much idea about the college atmosphere. It was found that some students felt that they have utmost freedom to lead their life in their own way as a result of which they did not think about their career at all. They were having a lavish life for the few months in the initial stage with the beginning of their college life. But, slowly and gradually, they could understand about the importance of their life by attending the orientation classes of various lectures and getting an idea about their future from various well wishers within the college campus. A few among the undergraduate students had come with a dream of becoming an entrepreneur, chartered accountant, IAS officer, CEO, etc., but, due lack of proper guidelines they lost their hope which made them to fall under severe anxiety level with different type of symptoms affecting them. Similarly, the postgraduate students took their career courses with a hope to be well settled in future, but, lack of confidence, communication, fear of recession taking place in companies, incompetitiveness and overall unable to cope and adjust within the present scenario made them to fall under anxiety level and they were in need of a great relaxation to start up their vision.

Autogenic Relaxation Technique has been a beneficial factor for all the students to relax and gain more self confidence to face their counterparts and society boldly which indirectly made them self-regulated and self-motivated to tackle the problems in their future.

Recommendations:

- Counsellors can be appointed in all the educational institutions to avoid the different types of mental disorders taking place with the college students of the new era
- Awareness of different mental disorders should be given to each and every student so that they can find the deficiencies among them and various techniques should be introduced to deal with them
- Orientation and Workshop should be organized in educational institutions to introduce various techniques of relaxation so that each and every individual will be free of all type of disturbances taking in their mind
References:


