



Exploring the Interplay: The Impact of Anxiety on Decision-Making Processes

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ABSTRACT-

This research explores the intricate interplay between anxiety and decision-making processes among college students. Drawing from findings published in the Asian Journal of Psychiatry, the study reveals that a significant percentage of Indian university students experience varying degrees of anxiety, with 37.7%, 13.1%, and 2.4% facing moderate, severe, and extremely severe anxiety, respectively. These figures align with global trends, highlighting elevated anxiety levels among university students worldwide and emphasizing the severity of the issue through alarming suicide rates. The research aims to assess the influence of anxiety on decision-making styles, examining rational, intuitive, dependent, avoidant, and spontaneous styles. A comprehensive review of related studies underscores the need for a deeper understanding of the relationship between anxiety and decision-making. The study adopts a descriptive survey methodology, involving 440 final-year college students selected through simple random sampling. Data collection involves the use of an Anxiety Scale developed by Dr. Kranti K Srivastava and a General Decision-Making Scale adapted from Scott & Bruce. Statistical analysis, including MANOVA and post hoc tests, is conducted using SPSS 28.0.0 version. The results reject the null hypothesis, indicating a significant contribution of anxiety to decision-making styles, particularly in the avoidant style. Further analysis through ANOVA reveals that anxiety significantly influences the avoidant decision-making style. The mean scores indicate a noteworthy difference between high and low anxiety groups, with low anxiety associated with higher avoidant quality. However, no significant effects of anxiety are found on rational, intuitive, dependent, and spontaneous decision-making styles. The study's findings have important educational implications, suggesting the need for targeted interventions and support systems to address and mitigate the impact of anxiety, especially in relation to the avoidant decision-making style. Understanding these nuances can contribute to the development of tailored strategies aimed at fostering positive decision-making outcomes in educational settings.

KEYWORDS: Anxiety, Decision Making, Rational, Intuitive, Dependent, Spontaneous.

INTRODUCTION-

According to findings published in the Asian Journal of Psychiatry, a significant percentage of students in Indian universities experience various levels of Anxiety. Studies indicate that 37.7%, 13.1%, and 2.4% of students are grappling with moderate, severe, and extremely severe Anxiety, respectively. This prevalence aligns with global trends, as study conducted by **Chen et al. (2013)** have highlighted elevated levels of Anxiety and stress among university students worldwide. The severity of the issue is further underscored by alarming suicide rates, with statistics revealing that 6.77 students across different age groups take their own lives in India on a daily basis. Given these concerning figures, it is imperative to establish supportive measures to help students cope with the challenges they face. Individuals afflicted with anxiety disorders often find their capacity to adapt and function proficiently in routine activities, such as work and social engagements, hindered by elevated anxiety levels. Although it is clear that pathological anxiety significantly impacts the daily decision-making of these individuals, a more profound comprehension of the intricate interplay between anxiety

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and decision-making is essential. The association between anxiety and deviations in behavior, particularly in response to potential negative outcomes, has long been recognized. Decision-making is a structured procedure that encompasses recognizing and comprehending a problem or issue, acquiring information from various sources, pinpointing alternative solutions, assessing the advantages and disadvantages of each option, choosing the most optimal course of action, implementing the decision, and subsequently assessing both the decision and its outcomes. Rational, intuitive, Dependent, Avoidant and Spontaneous these are the various styles of decision making which used by the students as well as any person who struggles or faces problems in their life in variety of difficult circumstances. Additionally, it serves as a type of problem-solving, where an individual's decisions contribute to resolving a particular issue. This process involves ongoing engagement with the environment to attain desired objectives.

REVIEW OF RELATED STUDIES-

Balugade (2021) not found any differences between female sport students from rural and urban areas in terms of hostility or anxiousness. **Choudhury & Shejith (2021)** explored a distinct relationship between behavioural young adults with social anxiety. **D'Souza & Srivastava (2021)** declared that people with poor self-efficacy experienced a decline in their academic performance mean scores. **Nayak & Bhatt (2021)** not found any discernible difference between males and girls in terms of emotional quotient, but a discernible difference experienced between them in terms of anxiety. **Wadhawan et al. (2021)** explored that young boys and girls will not differ in terms of their level of anxiety. **Jang (2022)** investigated that self-confidence and dependent type were significantly associated with anxiety with clinical decision making. **Jiang et. al. (2022)** found educational and family stress significantly leads to Anxiety among students, negatively affecting their academic performance and learning outcomes. **Ran et. al. (2022)** declared a significant relationship between EI, GSE, and career decision-making difficulties. Results revealed a significant positive relationship of GSE with emotional intelligence. GSE has a significant negative relationship with career decision-making difficulties.

OBJECTIVE-

To assess the influence of Anxiety on Decision Making Styles.

HYPOTHESIS-

H₀- There will be no noteworthy contribution of Anxiety on Decision Making Styles.

METHODOLOGY-

- **Sample & Sampling techniques-** 440 students of college going have been taken through simple random sampling technique.
- **Research Design-** Independent Variable- Anxiety
Dependent Variable- Decision Making styles- Rational, Intuitive, Dependent, Avoidant, Spontaneous.
- **Tool used-** Anxiety Scale developed by Dr. Kranti K Srivastava (2021) which is two point Likert scale having 30 items and General Decision-Making Scale Indian adapted version of Scott & Bruce (1995) having 25 items used to collect data.
- **Research Type-** Descriptive survey method.
- **Data Analysis-** Following data collection, the data were coded, imported into SPSS 28.0.0 version for statistical analysis, and MANOVA has been employed.

ANALYSIS AND RESULT-

H₀ There will be no noteworthy contribution of Anxiety on Decision Making styles

To examine the independent variable Anxiety, MANOVA has been used to test the main effect on various decision making styles.

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Table-1

MANOVA summary for Anxiety on scores of various styles of Decision Making

Effect	Value	F	Hypothesis df	Error df	p value	Partial Eta Squared	Effect
Anxiety	Pillai's Trace	.040	3.627**	5.000	436.000	.003	.040
	Wilks' Lambda	.960	3.627**	5.000	436.000	.003	.040
	Hotelling's Trace	.042	3.627**	5.000	436.000	.003	.040
	Roy's Largest Root	.042	3.627**	5.000	436.000	.003	.040

From the above table 1 main effect of anxiety is showing statistically significant Wilks' Lambda =.960, $F(5,436=3.627)$, values for Pillai's Trace test (.040, $F(5,436=3.627)$), Hotelling's Trace and Roy's Largest Root (.042, $F(5,436=3.627)$) All these values found to be significant.

Hence the null hypothesis "There will be no noteworthy contribution of Anxiety on Decision Making styles" is **rejected**. One way MANOVA cannot tell which specific groups are significantly different from another. For further analysis researcher has been conducted post hoc test.

Post Hoc Test

To determine the contribution of anxiety on various decision making styles analysis of variance or ANOVA was conducted and level of significance is .05 and .01 has been settled by the researchers.

Table-2

ANOVA table for various styles of Decision Making

Source		Sum of Squares	df	Mean Square	F (ANOVA)
Anxiety	Rational	.856	1	.856	0.025
	Intuitive	8.819	1	8.819	0.675
	Dependent	4.394	1	4.394	0.254
	Avoidant	370.429	1	370.429	17.468**
	Spontaneous	3.091	1	3.091	0.214
Error	Rational	15348.735	440	34.883	
	Intuitive	5752.197	440	13.073	
	Dependent	7621.016	440	17.320	
	Avoidant	9330.944	440	21.207	
	Spontaneous	6340.911	440	14.411	

➤ Main effect of Anxiety on Rational first Decision making style

In table 2 the main effect of Anxiety on **Rational** was not found to be significant [$(1/440) = 0.025$, $p > .05$] which is less than standard value 3.84, therefore Anxiety does not influences the Rational the first Decision making style.

➤ Main effect of Anxiety on Intuitive second Decision making style

In table 2 the main effect of Anxiety on **Intuitive** was not found to be significant [$(1/440) = 0.675$, $p > .05$] which is less than standard value 3.84, therefore Anxiety does not influences the **Intuitive** second Decision making



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style.

➤ **Main effect of Anxiety on Dependent third Decision making style**

In table 2 the main effect of Anxiety on **Dependent** was not found to be significant [(1/440) =0.254, p > .05] which is less than standard value 3.84, therefore Anxiety does not influences the **Dependent** third Decision making style.

➤ **Main effect of Anxiety on avoidant fourth style of Decision making**

In table 2 the main effect of **Anxiety** on **avoidant** was found to be significant [(1/440) = 17.468, p < .01] which is greater than standard value 6.90, therefore **Anxiety** influences the **avoidant** fourth Decision making style.

Table-6

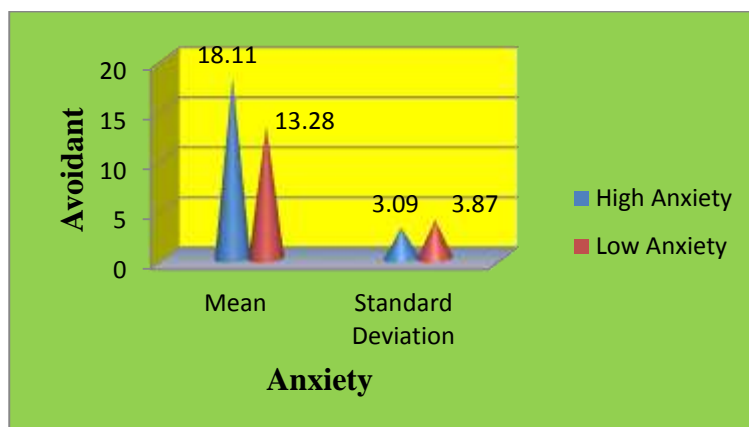
Showing the main effect of Anxiety on avoidant fourth decision making style

Anxiety	N	Mean	Standard Deviation
High	159	13.28	3.09
Low	281	18.11	3.87

It was observed from Table 5 that mean value of **avoidant** with high anxiety is 13.28 whereas mean value of **avoidant** with low anxiety is 18.11 so it can be concluded that low anxiety produces the high **avoidant** quality.

Graphical Representation Of Mean And Standard Deviation Scores Of Avoidant In Relation To Anxiety

Figure-1



➤ **Main effect of Anxiety on spontaneous fifth Decision making style**

In table 2 the main effect of **Anxiety** on **spontaneous** was not found to be significant [(1/440) =0.214, p > .05] which is less than standard value 3.84, therefore **Anxiety does not** produces the main effect on **spontaneous** fifth Decision making style.

DISCUSSION-

Main influences of Anxiety on Rational, Intuitive, Dependent and Spontaneous has been not found whereas Main impact of Anxiety on Avoidant has been clearly seen with noteworthy difference.

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SUGGESTIONS AND EDUCATIONAL IMPLICATIONS-

In showcasing competence, enthusiasm, and accomplishments in life, students need to possess the capacity for decision-making. Those with robust mental well-being and effective decision-making capabilities have the potential to forge promising paths ahead. Furthermore, students maintaining stable mental health can successfully navigate challenges across diverse domains, leading to favorable academic performance. Educational institutions should take initiatives aligned with students' decision-making process to enhance their overall development. **Educational Significance of Findings:** The study reveals that anxiety does not exhibit significant influences on rational, intuitive, dependent, and spontaneous decision-making styles. However, a distinct impact is observed in the case of the avoidant decision-making style, indicating a substantial and noteworthy difference. These findings have important implications for educational practices, suggesting a need for targeted interventions and support systems to address and mitigate the impact of anxiety, particularly in relation to the avoidant decision-making style. Understanding these nuances can contribute to the development of tailored strategies aimed at fostering positive decision-making outcomes in educational settings.

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