

This study deals with the social and emotional problems affecting the anxiety and adjustment of students of Teachers' Colleges in Jamaica today.

The work begins with the conceptual framework within which anxiety and adjustment have been considered. The adverse effects of excessive anxiety and inadequate adjustment devices are highlighted.

The history of education, particularly teacher education and a bird's-eye view of the Jamaican society are presented to provide a better understanding of current problems.

The main investigation, conducted among 415 students examined the relationship between Anxiety, as measured by the Taylor Manifest Anxiety Scale and Adjustment, as measured by the Rotter Scale. A positive relationship was found. The correlation coefficient calculated by the Pearson Product Moment Method showed no relationship between Adjustment (Rotter) and Social Adjustment (Peer-Rating); that between 'Religious Beliefs and Practices' and Anxiety and Adjustment was not significant. Among groups classified under religious denomination there was no significant difference between the means of anxiety and adjustment scores.

By calculating the significance of the difference between means of the scores of groups, dichotomized according to factors (for example sex and age), it was possible to identify the groups which showed most emotional instability.

Probable Stress Factors affecting anxiety and adjustment were judged to be 'live' variables according to the proportions of responses given by groups previously classified as 'High Anxious', 'Low Anxious' and 'Maladjusted', 'Well Adjusted'. The measure used was the significance of the difference between percentages. Factors such as insecurity in heterosexual relationships and financial worries were salient. The manner in which subjects responded and yielded particularly interesting data concerning personality control over my materials. I am very grateful too for the wise counsel and the cheerful comments of Dr. L. B. Field.

Findings show the importance of the positive effects of religious motivation, of the integration of reaction patterns within the individual personality organisation and of the reinforcement of the personality against normal and situational conflicts. I am greatly indebted to several other persons for their contributions. To the Principals of the three Research Societies for their kind permission to conduct the investigation among the students, to the staffs for their help in the