

A STUDY OF RELATIONSHIP OF ACADEMIC ANXIETY, DEPRESSION, STRESS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS**Kavya Panga**

Abstract

The present study is undertaken with a view to find out the academic anxiety, depression, stress and academic achievement of higher secondary school students. The data was collected from 160 higher secondary school students of Durg district of Chhattisgarh. The findings of the present study revealed that there exists no significant difference in academic anxiety, depression and stress and there exists significant difference in academic achievement of CG and CBSE boys and girls higher secondary school students. Girls found to be better academic achievement than boys.

Key Words: Achievement, Academic Anxiety, Academic Depression, Academic Stress, Gender and Higher Secondary School Students.

INTRODUCTION

Anxiety is a normal part of life. It is a natural response and a necessary warning adaptation in humans. Anxiety can become a pathologic disorder when it is excessive and uncontrollable, requires no specific external stimulus, and manifests with a wide range of physical and affective symptoms as well as changes in behavior and cognition. However, people with anxiety disorders frequently have intense, excessive and persistent worry and fear about everyday situations. Often, anxiety disorders involve repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks).

Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being. People with depressed mood can feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable or restless. They may lose interest in activities that were once pleasurable, experience loss of appetite or overeating, have problems concentrating, remembering details or making decisions, and may contemplate, attempt or commit suicide. Insomnia, excessive sleeping, fatigue, aches, pains, digestive problems or reduced energy may also be present.

One finds stress everywhere, whether it be within the family, business organization/enterprise or any other social or economic activity. Stress is a subject which is hard to avoid. The term is discussed not

only in our conversations but has become enough of a public issue to attract widespread media attention. Stress is defined as burdens, pressures, anxieties and worries. Everyone has had it or has it in one point in their high school life. The importance of the students in the education process is unquestionable. This is because of all the human factors in the educational system, the students occupy the key position and it is only through them that the ultimate process of education takes place. The students today are facing with new challenges in education calling for greater effort from students. In addition there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts of our society, causing heavy stress on students mainly high school students. Unfortunately stress is a common part of life as we begin the new millennium, something few of us can avoid altogether. Partly for this reason and partly for both physical health and psychological well being, stress has become an important topic of research in psychology. Stress exists from the change in an individual's thinking and their lifestyle nowadays. Now, individuals have changed in their perceptions and the way they interpret this life. Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. Stress is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings. Teenagers also experience stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Teenagers in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now teenagers have to follow their parents' desires which are preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the teenagers in the future if they are not overcome now.

Academic achievement can be defined as what a student does or achieve at school, college or university, in class, in a laboratory, library or project work. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts.

(Rabindranath Tagore) "The highest education is that which does not merely give us information but makes our life in harmony with all existence."

With India becoming one of the leading developing nations there is an increase in awareness among people for the need of higher education. Schools are an important aspect of a child's life since most children spend a significant portion of their time in school and expend much of their energies doing schoolwork. It is probable that what goes on in their life outside of school affects their performance in school. Indeed a large number of studies have investigated the various factors that affect children's academic performance.

Educational Anxiety:

Anxiety is your body's way of telling you that there is something in the environment in need of your attention. Anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory, which are critical for academic success. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers, or do daily homework. A moderate amount of anxiety actually helps academic performance by creating motivation. The graph below illustrates the relationship between anxiety and performance.

Educational Depression:

Depression refers to both negative affect (low mood) and/or absence of positive affect (loss of interest and pleasure in most activities) and is usually accompanied by an assortment of emotional, cognitive, physical and behavioral symptoms. Depression is a medical condition characterised by feelings of extreme sadness and dejection. It is not just feeling sad. There are different types and symptoms of depression. Early detection is important. It is the most common psychiatric disorder and carries a high burden in terms of treatment costs, effect on families and careers and loss of workplace productivity.

Educational Stress:

Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon (Keinan & Perlberg 1986). In contrast, academic stress among university students has become a topic of interest for few researchers to day. Academic commitments, financial pressures, and the lack of time management skills have resulted in many university students experiencing intense stress at predictable times during each semester.

METHODOLOGY

Objective

The aim of the study was to see the relationship of the academic anxiety, academic depression, academic stress on academic achievement of CG and CBSE higher secondary school boys and girls.

Hypothesis

H₀ - There exists no significant difference in academic anxiety of higher secondary students of CG and CBSE Schools.

H₁ -There exists no significant difference in academic depression of higher secondary students of CG and CBSE Schools.

H₂ -There exists no significant difference in academic stress of higher secondary students of CG and CBSE Schools.

H₃ -There exists no significant difference in academic anxiety of higher secondary CG and CBSE school girls.

H₄ -There exists no significant difference in academic depression of higher secondary CG and CBSE school girls.

H₅ -There exists no significant difference in academic stress of higher secondary CG and CBSE school girls.

H₆ -There exists no significant difference in academic anxiety of higher secondary CG and CBSE school boys.

H₇ -There exists no significant difference in academic depression of higher secondary CG and CBSE school boys.

H₈ -There exists no significant difference in academic stress of higher secondary CG and CBSE school boys.

H₉ - There exists no significant difference in academic achievement of higher secondary CG and CBSE school students.

Sample

The random sampling method was used to select 160 girls and boys of different CG and CBSE schools. According to this test the sample is divided into 3 parts Anxiety, Depression and Stress.

Tools

The tool used for the present study is Anxiety, Depression And Stress Scale developed by Pallavi Bhatnagar. The tool consists of 48 items each to be rated on the zero and one scale. The items relate almost all relevant components of the educational life which cause anxiety, depression and stress in some way or the other.

Results

The aim of study was to study the relationship between boys and girls of different CG and CBSE schools in regards to their academic anxiety, depression and stress. Two-way Anova was applied on collected data and analyzed and presented in the form of table. T-table was applied on collected data and analyzed in regards to their academic achievement in the form of table.

Summary of two way ANOVA and t-value

Area	Girls	Boys	Total
	$\Sigma X_1 = 180$	$\Sigma X_2 = 200$	$\Sigma X = 380$
CG	$\Sigma X_1^2 = 32400$	$\Sigma X_2^2 = 40000$	$\Sigma X^2 = 72400$
	$N_1 = 40$	$N_2 = 40$	$N = 80$
	$M_1 = 12.35$	$M_2 = 14.57$	$M = 26.92$
	$\Sigma X_1 = 235$	$\Sigma X_2 = 189$	$\Sigma X = 424$
CBSE	$\Sigma X_1^2 = 55225$	$\Sigma X_2^2 = 35721$	$\Sigma X^2 = 90946$
	$N_1 = 40$	$N_2 = 40$	$N = 80$
	$M_1 = 17.25$	$M_2 = 16.30$	$M = 33.55$
	$\Sigma X_1 = 415$	$\Sigma X_2 = 389$	$\Sigma X = 804$
Total	$\Sigma X_1^2 = 87625$	$\Sigma X_2^2 = 75721$	$\Sigma X^2 = 163346$
	$N_1 = 80$	$N_2 = 80$	$N = 160$
	$M_1 = 29.60$	$M_2 = 30.87$	$M = 59.47$

Gender	Academic achievement N = 160	
Male	M = 46.01	$t = 3.48^*$ *significant at 0.05
	S.D. = 9.59	
Female	M = 50.89	
	S.D. = 10.22	

It is clear from the table that obtain F-ratio for $H_0, H_1, H_2, H_3, H_4, H_5, H_6, H_7, H_8$ that there exists no significant difference in the Anxiety, Depression and Stress of students of different kinds of higher secondary schools so the hypothesis is accepted. This is because the Anxiety, Depression and Stress found in the different kinds of schools students to some extent are having same level. However,

significant difference found in the academic achievement between CG and CBSE school students. In the same way, girls of CG and CBSE School were found to have significant difference on Academic Achievement test. Thus H_0 hypothesis is rejected.

Conclusion

In the present study it was found that there is no significant difference in academic anxiety, depression and stress of CG and CBSE boys and girls of different higher secondary schools. There is significant difference in academic achievement of different higher secondary schools boys and girls. Girls have more academic achievement than boys.

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