TO STUDY ABOUT DEPRESSION, ANXIETY AND STRESS BETWEEN LOW AND HIGH ACHIEVING SCHOOL GOING STUDENT'S

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ABSTRACT

Anxiety, depression and stress have been pervasive and severe disorders. The utterance of any of these ailments in human life reflects the prevalence of hurdles. These not only obstruct the physical and mental health of young minds but also hamper other prospects in their lives such as academic success, personal contacts, social relations and family bonds. The present study was conducted on a sample of 500 students. A standardized tool was employed to collect data which were computed using Pearson product moment correlation coefficient (r) and multivariate analysis of variance (M-ANOVA). In this throat cutting competitive era, most learners get suffered from anxiety, depression and stress which cause unrest, dropouts and even suicide attempts. An apparent height of such cases in academic institutions has led the researchers to explore these constructs. Thus, the present research is an earnest attempt to find out the difference in anxiety, depression and stress of undergraduate students in terms of faculty and gender. It also examined the association between anxiety, depression and stress. The results uncovered that there was a significant relationship between anxiety, depression and stress of undergraduate students. There was a significant multivariate main effect of faculty on the combined dependent variables anxiety, depression and stress. There was a significant univariate main effect of faculty on anxiety. Science students had a higher anxiety level than engineering students.

KEYWORDS

Anxiety, Depression, Stress, Students, Low Achiever, High Achiever

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INTRODUCTION

In this announced that these conditions added to less than stellar scores in courses. Depression, uneasiness, and stress were seen as interrelated to one another. The covering manifestations of these three mental issues can prompt a wide range of scholastic issues that can offer effect on scholarly accomplishment among understudies. For instance, it has been discovered that understudies' presentation in school, school, and college is impacted by the side effects of depression (Fine and Carlson, 1994; Stark and Brookman 1994), stress (Dusselier, Dunn, Wang, Shelly, and Whalen, 2005), and anxiety (Anson, Bernstein, and Hobfoll, 1984) which could prompt challenges in fixation, absence of inspiration and intrigue, helpless participation, and physical wellbeing, for example, cerebral pain and fatigability. These conditions will impact understudies' scholastic accomplishment.

The above discoveries show that numerous understudies experienced mental issues, which thus influenced their scholarly presentation. Numerous examinations were led to address this issue and it was discovered that mental issues, i.e., depression, anxiety, and stress do have impact on the scholarly accomplishment of the understudies. Williamson, Birmaher, Ryan, and Dahl (2005), for instance, detailed that distressing life occasions are fundamentally raised in on edge and discouraged young people, along these lines could prompt low execution in scholarly accomplishment.

Depression among students

A discouraged mind-set is the experience of depression or pain. Sorrow may include sentiments of being dismal, feeble, disillusioned, baffled, miserable, vulnerable, and sad (Sarason and Sarason 2002). Many discouraged people might be not able to perform well in scholarly life since they don't have fearlessness in what they are doing. They may feel that they are not arriving at the standard of execution set for them. Therefore they ceaselessly feel disillusioned and despondent. They see things adversely and view themselves as disappointments. This condition can add to numerous major issues in their scholastic life, for example, terrible scores.

Literary works have demonstrated that presentation in school, school, or college was seen as influenced by numerous side effects of wretchedness, for example, troubles in fixation, absence of intrigue and inspiration, distractions, fatigability, and helpless participation (Fine and Carlson, 1992).

Anxiety among students

Anxiety is a mental issue that is related with noteworthy torment and hindrance in working. It is a mix of contemplations and emotions portrayed by a feeling of wildness and flightiness over possibly adverse life occasions (Wilson, Nathan, O'leary, and Clark, 1996). The connection among uneasiness and scholarly execution has been concentrated in an assortment of lab and common settings. People encountering anxiety show misgivings that regularly meddle with execution in regular day to day existence just as in scholastic circumstances. Uneasiness by and large is relied upon to negatively affect execution. One predictable discovering shows that people who have an elevated level of uneasiness perform less well than the individuals who have low anxiety on evaluative or personality compromising errands

Stress among students

Stress is a system of any interior or outside interest made upon the body (Dusselier et al., 2005). Stress is considered as a condition of people that outcome from their association with the condition that is seen as too requesting and a danger to their prosperity. The stressors are physical, however may likewise include feelings. Stress was seen as a piece of understudies' life and could give sway on how understudies adapt to the requests of scholarly life. Understudies detailed encountering scholastic worry at unsurprising occasions every semester with the best wellsprings of scholarly pressure coming about because of taking and reading for tests, grade rivalry, and the enormous measure of substance to ace in a limited quantity of time (Rawson, Bloomer, and Kendall, 1999). One model that is helpful to concentrate in understanding worry among understudies is the individual condition model (Misra and McKean, 2000).

Relationship of Depression, Anxiety and Stress

Depression, anxiety and stress are among the now being perceived manifestations among understudies. It tends to be difficult to isolate between them, anyway it is basic to recognize and treat infections, as they are connected with basic distressingness and mortality. General experts are all around set to recognize and have a fundamental impact in treatment of these afflictions, to empower better mental health results. Wretchedness, Anxiety and stress, when consolidated:

- are progressively extreme

- have a more serious danger of self destruction

- are all the more handicapping

- are progressively impervious to treatment

All of these results in progressively mental, physical, social and workplace impedance than either disperse alone. Money related weight is similarly one of the genuine stressor to school understudies. The immense load from not simply paying school costs, books, enrollment charges, instructive cost costs, yet also from accommodation, essentials one's, for instance, merge things, electronic sorts of rigging, etc. Fiscal points of view can in like manner cause depression, which according to a couple of examinations have found that there is a negative association between cash related strain and depression. Especially, cut down compensation is connected with the burdensome sump to metrology (Blazer, Hughes, and Fowler, 1989). O'Hara, Kohout, and Wallace (1985), Kennedy (1989) and his partners found an "extremely basic" turn around relationship: as pay extended the normality of wretchedness lessens.

High-achieving schools pose high risks for children's mental health

Paces of clinically noteworthy uneasiness and depression can be as high as multiple times the national standard in some high-accomplishing schools (HASs), where youngsters' emotional wellness is seriously influenced by progressing, pervasive, and tenacious strain to accomplish. Understudies are scrambling to keep steady over a gathering of superior workers; in the midst of

a press of the white collar classes in the US, youngsters will in general dread that, except if they are among the extremely top entertainers, they will some way or another be deserted.

Weight on these kids' psychological wellness originates from various sources in their lives, including educators, mentors, guardians and friends. Tip top colleges – intensely looked for by numerous individuals of these youngsters – assume a significant job, as they pick less and less from numerous candidates with excellent resumes. By 2018, the confirmations rate for the main 50 positioned US advanced education establishments had dropped to 22.6 percent, down from 35.9 percent in 2006. The drop was generally articulated in the best 10 schools, where the affirmations rate fell in that 12–year time span by very nearly 66%, from 16 percent to 6.4 percent.

Children's mental health problems in every high-achieving school

Our gathering, Authentic Connections, has discovered high paces of genuine unsettling influence – uneasiness, depression, substance misuse or wrongdoing – in each ha we have contemplated, including day schools and all inclusive schools, and open and tuition based schools. These rates can be a few times the national midpoints, and sometimes, multiple times as high and much more prominent. Other formative specialists have demonstrated that in huge national informational indexes, major issues in youngsters' emotional well-being will in general be the most noteworthy in schools at the least and most significant levels of network wealth, with those in the center salary extend faring the best.

It's to be expected to discover significant levels of worry in the midst of destitution, given moves identified with physical and enthusiastic endurance and its resulting sick impacts on emotional well-being. Be that as it may, it's agitating to locate that an idea of "natural selection" is prompting comparable manifestations in high-accomplishing settings, where anxiety about being (or staying) among the little gathering of the "absolute best among the best" can lead, basically, to a condition of hypervigilance.

RESEARCH METHODOLOGY

Research design is the critical step after identifying the problem and constructing Hypothesis. The Research Design provides the bonding the study contains. Study job planning saves time, money and resources. It is important to systematically plan research work. Plan for the research is discussed in this chapter. This chapter includes problem sources, research population and sample, data collection techniques, data collection methodology, data analysis methods. Here the researcher had agreed to build and standardize the DASS Scale for secondary school students. Therefore, all New Delhi secondary school students of New Delhi educational year 2018-19 became the current study's population.

Methods

The study's main objective was to assess the degree of depression, anxiety and stress among students studying in New Delhi including their relationship, and effect of selected demographic factors on depression, anxiety and stress. The Methodology to be used was method of survey. Survey is a common data collecting tool for collecting large scale data. Survey is used for investigative methods when the documents, reports and other sources do not provide enough knowledge about such issues. Typically, a survey has a standardized questionnaire which contains a collection of close-ended questions. The data that the survey method collected were evaluated in terms of both descriptive and inferential statistics.

Hypotheses for Analysis

The current study is carried out with the following assumptions:

➢ **H1:** Low-achieving Boys and girls will have high depression, Anxiety and stress as compared to high-achieving boys and girls.

The population for the present study was New Delhi Secondary School students to ensure that the entire state is adequately represented in the sample from government-run schools in the urban region of Delhi. Students of 12th Std were selected from each school, using cluster sampling technique. Thus schools were selected using stratified random sampling method and the students were selected using cluster sampling method from those selected schools. No attempt was made to maintain the identical 12th Std boys to girls, or urban students to rural ones. The population for this study was selected among students studying in New Delhi schools. For the present review a total of 500 examples have been selected.

Construction of the Depression, Anxiety, Stress Scale

The researcher has developed a method for collecting information or data. Tool selection is based on research study objectives. The main purpose of this study is to develop and standardize the DASS Scale. So for the study, the researcher was developing 'DASS Scale.' Measuring secondary school students' anxiety for exams is required. It is an attitude meter that has a ranking of five points. A standard instrument for measuring an individual's attitude is called an attitude scale. The most well-known attitude scale methods are the Likert method. The researcher developed the DASS Scale using the Likert Process. This part, then, is the centre of this review. This chapter discusses in detail the part (Dimension) for measuring examination anxiety, steps for constructing examination anxiety scale, scoring method and statistical analysis for selecting statements.

RESULTS AND DISCUSSION

In this research design is the critical step after identifying the problem and constructing Hypothesis. The Research Design provides the bonding the study contains. Study job planning saves time, money and resources. It is important to systematically plan research work. Plan for the research is discussed in this chapter. This chapter includes problem sources, research population and sample, data collection techniques, data collection methodology, data analysis methods.

Based on the scoring of the test, total 500 scales were checked; they were sorted in the descending order of the student's scores. After that, the top 30 percent, i.e. 150 students were selected as the students' Upper Group, and the bottom 30 percent were selected as the students' Lower Group, i.e., 150 students. For each statement holding in view the option as Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, the t-value and correlation for the Upper and Lower Category was determined.

Determination of Level of Depression, Anxiety and Stress in Low Achiever's and High Achiever's

Depression, Anxiety and Stress in Low Achiever's and High Achiever's is one of the goals of the present research. Two levels of test anxiety have been finalized to research the level of DASS among secondary school students Between Low achievers and High achievers. Student answer given on the scale was translated into scores and measured using First Quartile (Q1) and third Quartile (Q3) scores.

Where,

  ➢   **1-60 Low Achievers – less Than 38%**
  ➢   **61-70 High Achievers –More Than 66.5%**

Table: 1 Levels of DASS in Low Achievers and High Achievers

S.No	Level of DASS	Limit of Scores
1.	High Achievers	**less Than 38%**
2.	Low Achievers	**More Than 66.5%**

Two levels of DASS were determined according to table. The score limit is indicated by level. Based on these Two levels total sample students were graded.

Table: 2 Classification of the total Sample according to the DASS between Low achievers and the high achievers

S.No	Level of DASS	Number of Students	Percentage (%)
1.	**High Achievers**	192	38.4%
2.	**Low Achievers**	228	45.6%
3.	**Middle Achievers**	80	16%
	Total	**500**	**100%**

Out of 500 students of the sample, 192 students i.e. 38.4% students were found high achievers, 228 students i.e. 45.6% of the students are low achievers and 80 students i.e. 16% are the middle achievers. As we have to compare only the low achievers and high achievers we have to only the two scores.
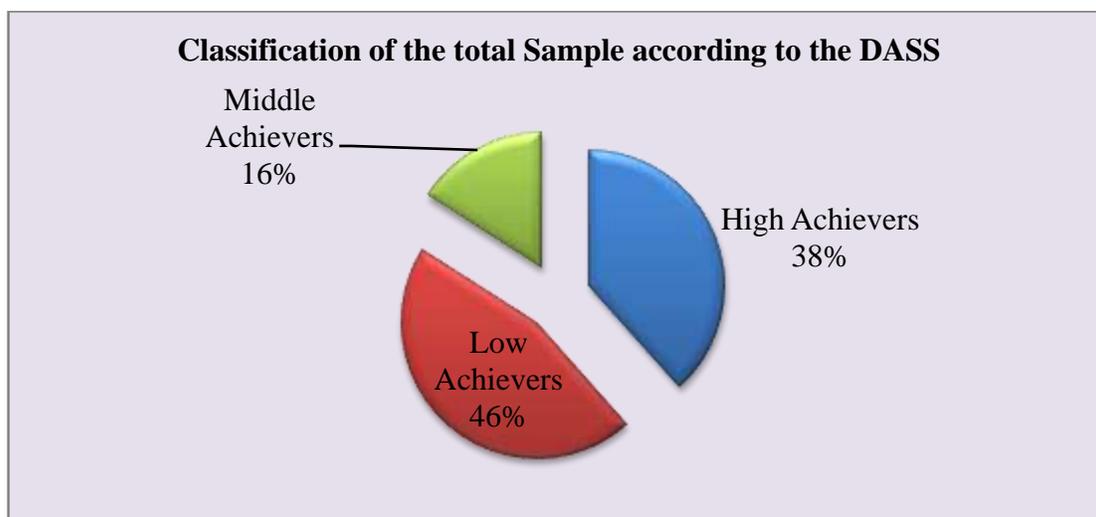

Figure: 1 Classification of the total Sample according to the DASS

Hypothesis

H1: Low-achieving Boys and girls will have high depression, Anxiety and stress as compared to high-achieving boys and girls.

Table: 3 Classification of DASS of students according to Gender

S.No	Level of DASS	Male	Percentage (%)	Female	Percentage (%)
1.	**High Achievers**	80	16%	112	22.4%
2.	**Low Achievers**	130	26%	98	19.6%
	Total	**500**	**100%**	**500**	**100%**

It is obvious that the CR = 5.30, which is more than both $t0.05 = 1.96$ and $t0.01 = 2.58$ values, suggests the difference at both 0.05 and 0.01 levels is important. Therefore Ho1 is not approved at both levels of 0.05 and 0.01. By which we can conclude the mean score of Depression, Anxiety and Stress Scale of secondary school boys and girls is Important and thus the Ho1 hypothesis is not accepted.

CONCLUSIONS

Classification of the total Sample according to the DASS between Low achievers and the high achievers Out of 500 students of the sample, 192 students i.e. 38.4% students were found high achievers, 228 students i.e. 45.6% of the students are low achievers and 80 students i.e. 16% are the middle achievers. As we have to compare only the low achievers and high achievers we have to only the two scores.

The present study shows that the Depression, Anxiety and Stress Scale has adequate properties to be used as a method for calculating the middle stage of the New Delhi secondary school students'. Depression, Anxiety and Stress Scale is very useful for more research in this area; this

test will give the future researcher the facility to calculate Depression, Anxiety and Stress. This method may be really helpful for teachers, parents, and counselors to direct their potential students. The aim of this research was to develop a Depression, Anxiety and Stress Scale for New Delhi secondary school students. This Scale is helpful in knowing the level of Depression, Anxiety and Stress Scale among secondary students that help to encourage the students and their parents to improve.

The efficacy of a guided imagery intervention for decreasing depression, anxiety, and stress and increasing comfort in psychiatric in patients with depressive disorders has been studied. Clinical studies have been done to study the benefits of benefits of programs that combine pranayama (yogic breathing) asanas (yoga posture), and meditation, there is sufficient evidence to consider sudarshan kriya yoga to be a beneficial, low-risk, low-cost adjunct to the treatment of stress, anxiety, depression, it has been found that yoga techniques enhance well-being, mood, attention, mental focus, and stress tolerance. Proper trainning by a skilled teacher and a 30-minute practice every day will maximize the benefits.

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