



IMPACT OF ANXIETY, DEPRESSION, AND STRESS AMID LOW AND HIGH ACHIEVING STUDENTS

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Abstract

Stress, depression, and anxiety are all common and serious disorders. Any of these illnesses that are spoken of in daily life indicate how common these obstacles are, which not only harm young people's physical and mental health, but also their chances of achieving academic achievement, making personal connections, forming strong social alliances, and having strong familial ties. A sample of 500 students was used in the current investigation. Data were gathered using a standardized method, and the multivariate scrutiny of modification and Pearson product subsequent correlation coefficient (r) were used to calculate the results (MANOVA).

Consequently, the current study is a sincere attempt to determine, how faculty and gender affect undergraduate students' levels of stress, anxiety, and depression. It also looked at how stress, sadness, and anxiety are related. The findings showed that there is a substantial correlation between undergraduate students' stress, despair, and anxiety. For the collective reliable variables stress, anxiety, and depression, there stayed a momentous multivariate main impact of knock.

Keywords: Anxiety, Depression, Stress.

Introduction

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. A standardized tool was employed to collect data which were computed using Pearson product moment correlation coefficient (r) and multivariate analysis of variance (MANOVA). 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, also examined the association between these. The results uncovered that there was a significant relationship between dependent variables under investigation 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. There was a significant univariate main effect of faculty on depression. Engineering students had a higher depression level than science students. There was a non-significant univariate main effect of faculty on stress, but engineering students had a bit higher level of stress than science students. There was a significant multivariate main effect of gender on the combined dependent variables anxiety, depression, and stress. There was a significant univariate main effect of gender on anxiety and depression. Females had higher scores on anxiety and depression than males. There was a non-significant univariate main effect of gender on stress, but female students scored a bit higher on stress than male students. There was a non-significant multivariate interaction effect of faculty and gender on the combined dependent variables anxiety, depression, and stress.

Anxiety, stress, and sadness are common psychological problems that affect students. According to Porter (1990), up to 60% of college students consent before finishing their degrees; the popular of these students consent during the first two years because of their inability to manage these psychological circumstances, notably their capability to handle stress. Study issues, anxiety, stress, and depression were cited by 50% of university students who sought mental health care, according to Steinberg and Darling (1994). They asserted that these problems contributed to their poor academic performance. An attitude of discouragement is the presence of sadness or suffering. The emotions of despair can include feeling hopeless, weak, disheartened, perplexed, wretched, susceptible, and depressed (Sarason 2002). Several discouraged persons force not is able to succeed in academic life because they lack confidence in what they are doing. They can feel that they are falling short of the execution standards expected of them. As a result, they are perpetually discouraged and disillusioned. They have a negative outlook on life and think poorly of themselves. This disorder can exacerbate several serious hitches in their abstract life, such as underprivileged scores.



Literature has publicized that a variety of wretchedness' side effects, such as difficulties with fixation, a lack of intrigue and encouragement, disturbances, and powerless input, were recognized as having an impact on presentations at school, school, or college (Fine 1992). Nervousness is a rational condition that is linked to notable suffering and productivity impairment. The feeling of wildness and flightiness over potentially unfavorable life events is a combination of reflections and feelings that are depicted (Wilson, Nathan, O'leary, and Clark, 1996).

Stress is an organization of one interior or external interest completed upon the body (Dusselier 2004). Stress is measured as an illness of individuals that results after their association by the disorder that is understood as too demanding and a hazard to their wealth. The stressors are bodily, however might likewise comprise moods. Stress was understood as a piece of replacements' life and might give control on how standbys adapt to the requirements of erudite life.

The best sources of academic pressure are related to captivating and learning for tests, grade struggle, and the vast amount of material to main in a short amount of period, according to what undergrads reported experiencing during predictable times each semester (Rawson, Bloomer, and Kendall, 1999). The individual condition model is one that helps to focus on understanding worry among students (Misra and McKean, 2000). Bhattacharya (2014) studies on the fast-food ingesting style has developed trendy, have a habit of to be energy-dense or high in calories then fat; and are allied with poorer nourishing value. Bhattacharya (2021) study can be accepted out on the expansion of models that would assistance the industry overawed any caring of pandemic situation. Bhattacharya (2021) investigate strategy assumed in facility running (FM) and to introduce an agenda of studying FM Sustainability. Bhattacharya (2014) justify the fight that globalization or worldwide trade is useful aimed at India but at the similar period we must equally concentrate in firming the domestic souk; and we would hearten those trades for free skill in global market which are hypothetically robust and protect those productions which are children and should wait till they stand not self-sufficient to compete acquiescently in the comprehensive market and with specific suggestions vis-à-vis the procedures the govt. ought adopt.

Statement of Problem

Most students who enroll in distance learning programs have previously attended a formal educational institution; as a result, they encounter difficulties and experience anxiety, which eventually hinders their ability to learn in a new environment. The current study examined the



variables that lead to stress, anxiety, and depression in remote learning students. The study also investigated how gender differed in relation to the causes of anxiety.

Objectives

- To study depression, anxiety and stress on low achieving and high achieving students of 12th grade of Haryana region
- To examine the effect of gender on the score of a Depression, Anxiety and Stress of the secondary school students.

Research Methodology

The study's main objective was to assess the degree of depression, anxiety and stress among students studying in Haryana including their relationship, and effect of selected demographic factors on depression, anxiety, and stress. Statistics is about the quantitative method by which knowledge is gathered, arranged, analyzed, and interpreted for explanation and decision-making purposes. It deals with all aspects of data including data collection preparation as regards survey design. Comparison between them was made after administering the tests to students including the effect of socio-demographic variables. The relationship among Iranian students pursuing their education in India between depression, anxiety, and stress has been studied using appropriate statistical measures. For the present analysis both descriptive and inferential statistics have been used.

Data Analysis

The study's goal was to identify the causes of anxiety in distant learners. Several challenges and anxiety-provoking situations are faced by a group of students who attend distant learning schools. Participants in this study's research reported feeling anxious as a result of problems with getting an admission prospectus, finding a bank to deposit fees, receiving books, not having enough time to complete tasks, assignments, and projects, not having standardized or high-quality books, not communicating with tutors, having a poor system for providing feedback, not communicating with regional offices of the institution, due dates for assignments, an inadequate appraisal system, and tutoring. Lack of classmate interaction, lack of awareness and grasp of the exam schedule, location, and paper format. Exam center invigilator conduct with reference to paper marking, detailed marks



sheets, and degree, equivalence, and degree scope. To understand the relationship between anxiety and task performance, Merell (2008) conducted a study. The study looked at the relationship between students' capacity to thoroughly complete these activities and how serious their anxiety over academic achievement becomes for them. As a result, student performance gradually deteriorates. Students who find themselves in this situation could feel overwhelmed by the tasks they must perform and fear that they are unable to do it efficiently. According to the findings of the studies mentioned above, anxiety levels and performance are related to varying degrees.

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

One of the objectives of the current research is to compare depression, anxiety, and stress in high and low achievers. To investigate the amount of DASS amid secondary school students amid Poor Highfliers and High Go-getters, two levels of test anxiety have been finalized. First (Q1) and third Quartile (Q3) scores were used to translate the student responses provided on the scale into scores.

Where,

- **1-60 Low Highfliers – less Than 37%**
- **61-70 High Highfliers –More THAN 65.5%**

Table 1: Levels of DASS in Low & High Achievers

S. N.	Level of DASS	Scores
1.	High Achievers (HA)	> 37%
2.	Low Achievers (LA)	≤ 65.5%

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: Organization of the overall Sample conferring to the DASS amid Low % high achievers

S. N.	Level of DASS	Number of Students	(%)
1.	HA	192	38.4%
2.	LA	228	45.6%
3.	Middle Achievers	80	16%
	Total	500	100%

Obtainable of 500 students of the sample, 192 students i.e., 38.4% students remained originate HA, 228 students i.e., 45.6% of students stand LA and 80 students i.e. 16% remain the middle achievers. As we must to compare solitary the LA and HA we obligate to only the binary scores

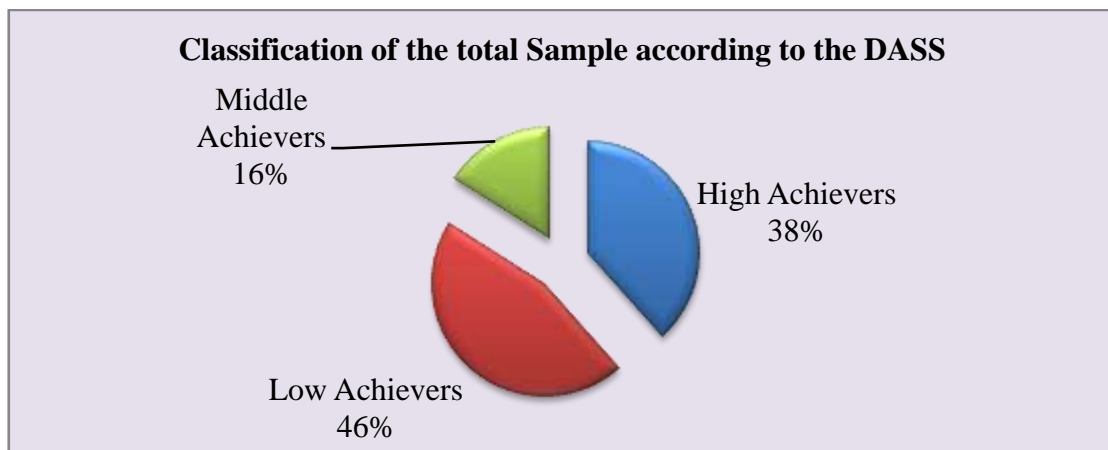


Fig. 1: Cataloging of the whole Sample conferring to the DASS

Classification of Levels of DASS according to Gender

The students achieved scores on exam anxiety were graded by gender. The number and percentage of male and female students is categorized into three levels of examination anxiety as shown in the table 3.



Table 3:Cataloging of DASS of students conferring to Gender

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

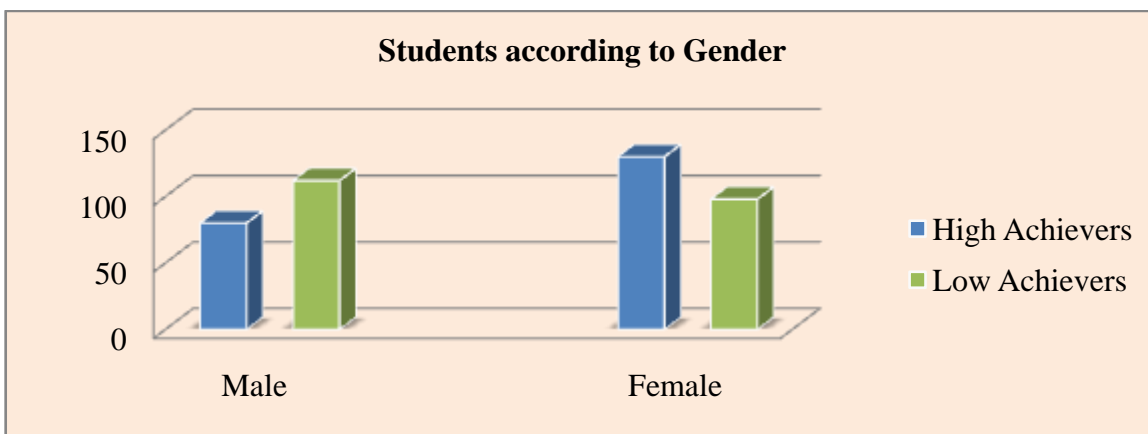


Figure 2:Students conferring to Gender

The Level of DASS of male and female students is described. According to the table

- 80 male students i.e., 16% and 112 females i.e., 22.4% students stood found to have high achievers
- 130 male students i.e., 26% and 98 females i.e., 19.6% students were found to be low achievers

Classification of Levels of DASS according to Area

Table 4:Arrangement of DASS of students giving to Area

Level of DASS	Urban	(%)	Rural	(%)
High Achievers	132	26.4	60	12.0
Low Achievers	138	27.6	90	18.0
Total	500	100	500	100

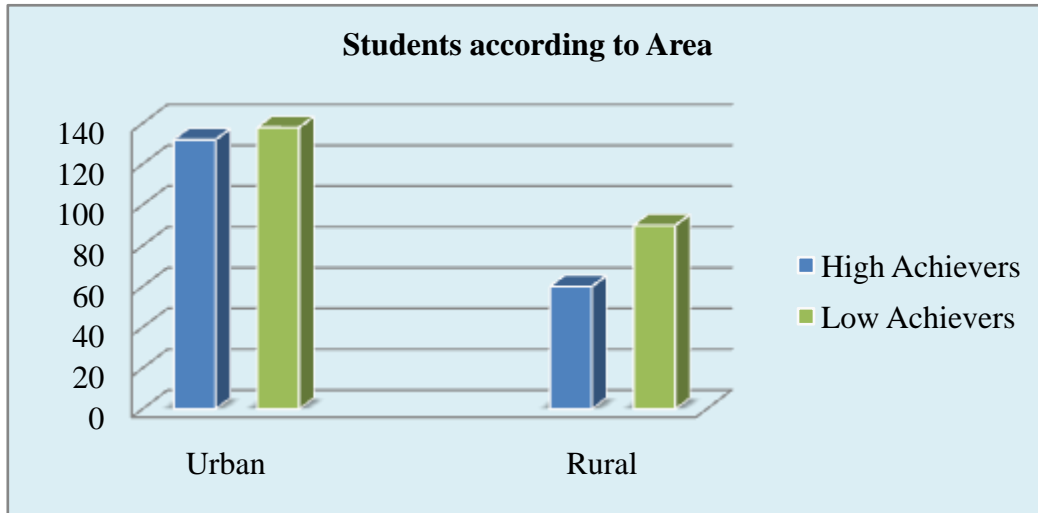


Fig. 3: Students according to Area

- According to the table 132 urban students i.e., 26.4% are high achiever
- 60 rural students i.e., 12.0% are high achiever
- 138 Urban students i.e., 27.6% are low achievers
- 90 rural students i.e., 18.0% are low achievers

Conclusion:Based on its findings, educational research is very critical for bringing about improvements in the fields other than education. It helps to find new concepts that weren't considered important or have been completely neglected before. Study in education is also effective in addressing many educational problems. The researcher had developed and standardized a Depression, Anxiety and Stress Scale in the present schoolwork. Students' stages of stress, anxiety, and depression are assessed to better understand how psychological health and academic achievement are related.

Students are specifically split into low- and high-achieving groups, and their levels of stress, nervousness, and depression are compared. The results of this study showed that there are variations in psychological disorders between low- and high-achieving pupils. Low achievers described developed levels of anxiety and despair than high achievers, and both low and high scorers reported higher levels of stress. This study's finding can be used to develop strategies and programs to improve students' performance in the classroom. Students do experience Depression, Anxiety and Stress in their school life. But one can learn how to reduce the impact of stress and manage their symptoms.



Exercise has been shown to help people feel less stressed. Aerobic exercise has been demonstrated to regularly reduce overall stress levels, increase, and stabilize mood, and enhance sleep and self-esteem. Breathing exercises, yoga, and meditation are examples of mind-body techniques that are also effective.

In addition to relieving people in stressful situations, relaxation techniques have been used to help treat phobias, panic disorder, and depression.

A guided imagery intervention has been shown to be effective for reducing depression, anxiety, and stress while boosting comfort in psychiatric patients with depressive disorders. There is sufficient evidence to consider Sudarshankriya yoga to be a beneficial, low-risk, low-cost adjunct to the treatment of stress, anxiety, and depression. It has been discovered that yoga techniques enhance wellbeing, mood, attention, mental focus, and stress tolerance. Clinical studies have been done to study the benefits of programs that combine pranayama (yogic breathing), asana (yoga posture), and meditation.

The benefits will be maximized with proper instruction from a knowledgeable teacher and daily practice for 30 minutes. Yogic breathing is a special technique for affecting psychological and stress-related disorders and harmonizing the autonomic nerve system. The mindfulness-based cognitive treatment (MBCT) is a method that is based on a particular type of meditation. Because mindfulness meditation is so elegantly simple, the rest of us may use it to discover our intrinsic joie de vivre.

This is not only useful in and of itself, but it can also stop common emotions like anxiety, tension, and melancholy from turning into protracted bouts of misery and tiredness, or even severe clinical depression. A common meditation involves giving your entire attention to your breath as it enters and leaves your body. You can examine your thoughts as they enter your head and gradually let go of fighting them by focusing on each breath in this way. You become aware of those thoughts. They can appear in one's head as if out of nothing, and one can see them go away again as if a soap bubble bursts. One comes to the deep realization that all emotions, even negative ones, are fleeting. They come and go, and in the end, you get to decide whether you want to act on them or not.



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