

CRITICAL ANALYSIS OF ACADEMIC ANXIETY AND ITS IMPACT ON MENTAL HEALTH OF STUDENTS

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Received: 19 Jan 2018

Accepted: 26 Jan 2018

Published: 31 Jan 2018

ABSTRACT

The current study was a preliminary attempt to investigate Academic Anxiety in Relation to Mental Health from Corporation higher secondary school students in District Chennai. A descriptive survey was done on a sample of 100 higher secondary students for this research. The Educational Anxiety Inventory by Dr. Vishal Sood and Dr. Arti Anand and the Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta were used to assess the sample's worth. The study's goal was to determine the link between academic anxiety and mental health in higher secondary students. Using descriptive and inferential statistics, the collected data were quantitatively examined. Academic anxiety and mental health of adolescent boys and girls in higher secondary schools have a significant association at 0.01 and 0.05 levels of significance, and they are adversely correlated, according to the data. It is concluded that academic anxiety has an impact on adolescents' mental health and, if not addressed appropriately, can lead to disorder. As a result, teachers and parents should provide quality time to teenagers in order for them to improve their mental health.

KEYWORDS: *Mental health, Higher Secondary Students, Anxiety*

INTRODUCTION

We live in a competitive era right now. People have become more aware of their education, careers, lives, and relationships as a result of scientific and technological breakthroughs around the world. This massive expansion has resulted in a slew of problems. "Anxiety" is currently one of the world's most pressing issues. In terms of ability, attitude, personality traits, and interests, each person is one-of-a-kind. Adolescents experience a lot of anxiety as a result of the ruthless competition in every field. Parents and teachers are interested in learning about the numerous factors that contribute to students' anxiety. Academic achievement requirements have created so much worry in children that they are unable to reach their full potential. They must concentrate completely on their academic achievements. Because each child's mental health is unique, not every child can obtain a perfect score.

Academic anxiety is a common issue that students must face if they want to achieve academic success. Academic anxiety is a dread of the impending threat posed by the educational institution's environment, as well as teachers and specific disciplines like as mathematics and English for Tamil medium students. It's a negative notion of a mental sensitivity to disquiet or distress as a result of educational conditions. Academic anxiety isn't necessarily a bad thing. While it is true that anxiety impairs attention and memory, both of which are necessary for everyday academic performance and success, most of us would lack the excitement and drive to study for exams, finish daily assignments, or write research papers if we were not nervous. Academic anxiety isn't necessarily a bad thing. While it is true that anxiety impairs attention

and memory, both of which are necessary for everyday academic performance and success, most of us would lack the excitement and drive to study for exams, finish daily assignments, or write research papers if we were not nervous. Mental health refers to one's mental well-being. It refers to a person's ability to form his environment and adjust to life with a decent level of success, efficiency, and happiness, and it is a measure of a person's ability to shape his environment and adjust to life with a reasonable amount of success, efficiency, and pleasure. People who are mentally well are more likely to be good workers, friends, and citizens. A joyful mood, an even temper, acute intelligence, socially significant behaviour, and a healthy mind are all signs of a healthy mind.

The term MENTAL typically connotes more than a person's pure brain performance. It also represents his emotional effective starts, as well as the relationships he forms in his socio-cultural context. Similarly, the term HEALTH encompasses more than just physical well-being. Many individuals conceive of mental health as the absence of mental illness when they hear the phrase. We commonly refer to mental health when we talk about happiness, peace of mind, and enjoyment of contentment. It is relevant to everyone's daily lives. It refers to how people interact with their peers in their community as a whole. Using descriptive and inferential statistics, the collected data were quantitatively examined. Academic anxiety and mental health of adolescent boys and girls in secondary schools have a significant association at 0.01 and 0.05 levels of significance, and they are adversely correlated, according to the data.

REVIEW OF RELATED LITERATURE

Bartwal, R.S. (2014). The purpose of this study is to compare senior secondary students' mental health and social intelligence. A total of 400 pupils were selected from Government senior secondary schools in the Chamoli and Saharanpur districts of Uttar Pradesh using a basic random sampling technique. The data was gathered using a descriptive survey method. The significance of means and the significance of the connection between dependent and independent variables were determined using the 't'-test and correlation. There were no significant differences in mental health between rural and urban students, according to the study. The research also looked into if there was a link between mental health and social intelligence. Mental health, social intelligence, rural and urban students are some of the terms used in this study.

Munni Kumari (2018). The current study was a preliminary attempt to investigate Academic Anxiety and Adolescent Mental Health in the District of Faridabad. A descriptive survey was done on a sample of 100 Senior Secondary School students for this project. The Educational Anxiety Inventory by Dr. Vishal Sood and Dr. Arti Anand and the Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta were used to assess the sample's worth. The study's goal was to determine the association between academic anxiety and adolescent students' mental health.

STATEMENT OF THE PROBLEM

The twenty-first century is known as the century of competitiveness. There is a race or a competition going on everywhere. With the rapid advancement of science and technology, this competition has spread to every corner of the globe. This competition among students grew quickly, particularly in the realm of education. Curriculum and co-curricular opportunities have greatly grown, causing pupils to struggle with adjustment issues. Students experience emotional stress and anxiety as a result of feelings of uncertainty, internal conflicts, lousy company, and low achievement. They are unable to cope with shifting societal trends, and as a result, students are turning to drug addiction and even suicide.

Good Mental Health is necessary of all to manage with all such adjustment problems and nervous environment in this competitive and complicated world, yet school kids have been discovered to have a high prevalence of mental health problems. Mental health difficulties have been widely publicised in the media in recent years, not only in the United States but around the world. The way a person thinks, feels, and acts in their daily life is referred to as mental health. A person with good mental health can recognise his or her own strengths, tolerate failure, control emotions, and appreciate himself or herself. Without therapy, one's mental health may deteriorate, resulting in serious effects that might disturb one's everyday life. Poor mental health manifests itself in the form of stress, worry, and poor academic performance.

The investigator conducted a study on Critical Analysis of Academic Anxiety and Its Impact on Mental Health of Students.

NEED OF THE STUDY

Academic Anxiety is influenced by a number of factors, one of which is mental health. These factors need a morally formal, methodical, and intense procedure of implementing analysis methods. A methodical inquiry structure must be used to increase student performance in many forms, to establish an environment conducive to intellectuals, and to reduce student anxiety, because a manageable amount of Academic Anxiety is actually a desirable thing. Moderate Academic Anxiety offers students with the drive they need to put forth effort in completing allocated tasks and studying for exams.

Objectives

- To find out the difference between the mean scores of Academic Anxiety of boys and girls in higher secondary school.
- To find out the difference between the mean scores of Mental Health of boys and girls in higher secondary school.
- To find out the relationship between Academic anxiety and Mental Health of higher secondary students.

Hypotheses

- There will be no significant difference between the mean scores of Academic Anxiety of higher secondary boys and girls.
- There will be no significant difference between the mean scores of Mental Health of higher secondary boys and girls.
- There will be no significant relationship between Academic Anxiety and Mental Health of higher secondary students.

Delimitations

The Present study being investigative in nature has following delimitations:

- The study was delimited to XI standard of Corporation higher secondary school students in Chennai City in Tamil Nadu.
- Higher secondary school students has been selected on simple random sampling technique.

Method

The Normative Survey method was adopted for conducting this study. The sample consisted of 50 boys and 50 girls of XI standard in Chennai city. With using simple random sampling technique which included two higher secondary schools. Participation in the study was entirely voluntary and full privacy of the responses was reassured after clear explanation of the objectives of the study. Informed consent was taken from all the participants. We also obtained written permission from the institute authorities before interacting with the higher secondary school students.

Tools for the Study

Tools used to be:

- Educational Anxiety Inventory of Dr. Vishal Sood & Dr. Arti Anand.
- Mental Health Battery of Arun Kumar Singh & Alpana Sen Gupta.

STATISTICAL ANALYSIS

Analysis was performed using Statistical Package for Social Sciences (SPSS) 20 version. The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, 't' test and Pearson's Product Moment coefficient of correlation to get results.

ANALYSIS AND INTERPRETATION OF DATA

The important step in the process of study after the collection of data was the organization, analysis and interpretation of the data and formulation thus collected. The collection of data needed to be systemized and organized, i.e., edited classified and tabulated before it could serve the purpose. Data were meaningless heaps of material without analysis and interpretation. The purpose of the analysis was to find out the relationship between the variables, which lead to the verification of hypothesis. This was achieved with the logical organization of data use of relevant statistical techniques. After analysis, interpretation had done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

Testing Hypotheses

- **Hypothesis-1:** There will be no significant difference between the mean scores of Academic Anxiety of higher secondary boys and girls.

Table 1: Showing the Mean, SD, t-value and Level of Significance of Difference between the Mean Scores of Higher Secondary Boys and Girls on Academic Anxiety

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Academic Anxiety	Boys	50	102.67	20.268	2.611	S
	Girls	50	97.86	17.061		

(The table value of 't' is 2.611, S - Significant)

It is inferred from the above table that there is a significant difference with respect to of boys and girls students of higher secondary school.

While comparing the mean scores of boys (Mean=102.67) and girls (Mean=97.86) it is inferred that the boys students are better in the Academic Anxiety than the girls students of higher secondary school.

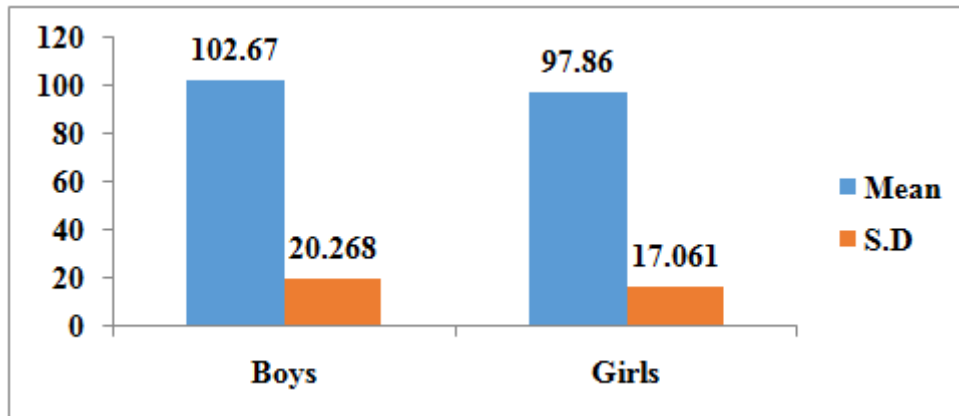


Figure 1: Comparative Bar Diagram Shows the Mean Score of Academic Anxiety of Boys and Girls Students of Higher Secondary School.

- **Hypothesis-2:** There will be no significant difference between the mean scores of Mental Health of higher secondary boys and girls.

Table 2: Showing the Mean, SD, t-value and Level of Significant of Mental Health of Higher Secondary Boys and Girls

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Mental Health	Boys	50	105	9.71	2.13	S
	Girls	50	92.38	10.92		

(The table value of 't' is 2.13, S - Significant)

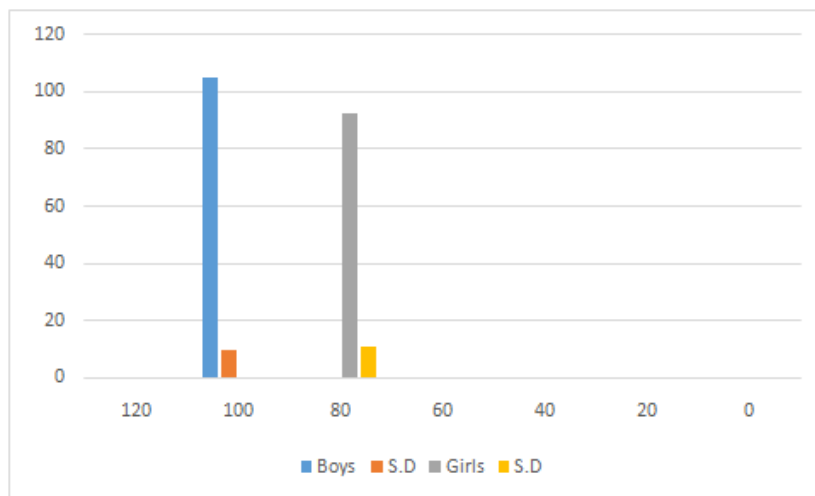


Figure 2: Comparative Bar Diagram Shows the Mean Score of Mental Health of Boys and Girls of Higher Secondary School.

It is inferred from the above table that there will be significant difference with respect to Mental Health of higher secondary boys and girls.

While comparing the mean scores of boys (Mean=105) and girls (Mean=92.38) it is inferred that the boys are better in Mental health than girl students of higher secondary school.

- **Hypothesis 3:** To find out the relationship between Academic Anxiety and Mental Health of Higher Secondary students.

Table 3: Showing the Mean, SD, t-value and Level of Significant of Academic Anxiety and Mental Health of higher Secondary Boys and Girls

Variable	N	R	Remarks at 0.01 level
Academic Anxiety	100	0.18	S
Mental Health	100		

(The table value of 'R' is 0.18 , S - Significant)

Table 3: Table shows that the Pearson's Product Moment Correlation between Academic Anxiety and Mental Health of Higher Secondary Boys and Girls derived coefficient is -0.18, which is higher than the tabulated values of 0.01 and 0.05.

Therefore null hypothesis "There will be no significant relationship between Academic Anxiety and Mental Health of Adolescent Boys and Girls" is rejected.

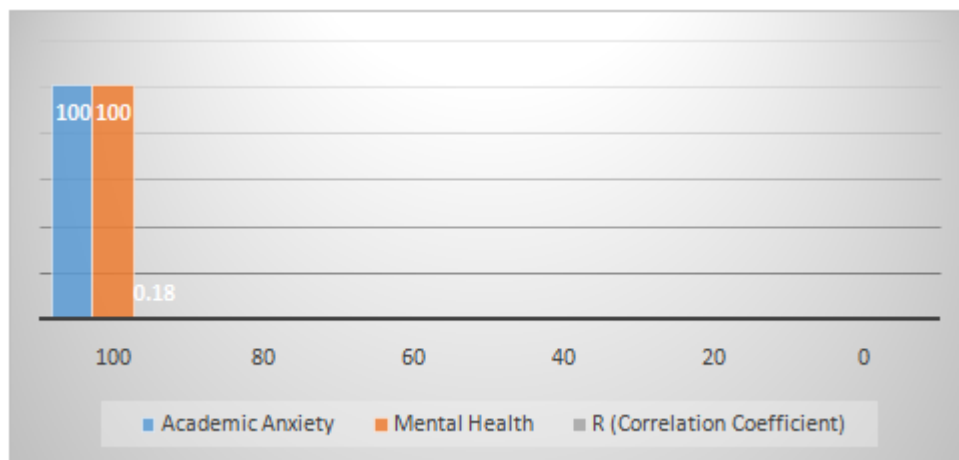


Figure 3: Diagrammatic Representation of the Significant Difference of Correlation between Academic Anxiety and Mental Health

Figure 3 shows the scores of coefficient of Pearson's Product Moment Correlation of Academic Anxiety and Mental Health of higher secondary Boys and Girls. And it can be interpreted that Academic Anxiety and Mental Health are negatively correlated.

RESULT OF THE STUDY

The study came to the following conclusion based on statistical data analysis:

- At the 0.05 level of significance, there is a significant difference in mean Academic Anxiety scores between boys and girls in Higher Secondary.
- At the 0.05 level of significance, there is a significant difference in mean Mental Health scores between boys and girls in Higher Secondary.
- At the 0.01 and 0.05 levels of significance, there is a significant association between Academic Anxiety and Mental Health of Higher Secondary Boys and Girls. But they are negatively correlated.

CONCLUSION

According to the conclusions of this study, girls have higher academic anxiety than boys, whereas boys have better mental health results. Another findings show that Mental Health and Academic Anxiety are negatively correlated. As a result, teachers and parents must pay close attention to students' mental health and find measures to reduce Academic Anxiety.

- Academic Anxiety is a notion that will assist teachers in identifying students who are experiencing academic anxiety.
- Teachers should show empathy for students so that they can open up about their anxiety to their teachers and maintain their mental health.
- Parents should not place unreasonable expectations on their children in order to avoid anxiety and promote their mental health.

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