AN EXPLORATORY STUDY OF STRESS, ANXIETY AND DEPRESSION AMONG 10TH AND 12TH GRADE STUDENTS OF NCT OF DELHI IN REFERENCE TO THEIR ACADEMIC ANXIETY

Raghav Acharya[*]
Dr. Binod Kumar[**]

ABSTRACT

The current study was planned as an Exploratory Study of Stress, Anxiety and Depression in grade 10 and Grade 12 Students in reference to school anxiety. The purpose of the study is to interview high school and upper secondary students who dealing with a broad range of stress factors associated with school requirements. Past research indicates that school-related stress can decrease the school performance level, reduce motivation and increase the risk of abandonment. Mental health issues are playing a vital role in the school/college student's life. School pressure and typical stressors at the beginning and end of college can precipitate the First onset of mental health and substance abuse issues or worsening of symptoms. Long-term impacts, which include a reduction in the likelihood of lasting jobs, Governments are worth billions of rupees every year. As a result, expertise in family dynamics, developmental psychopathology, special college issues and care systems is essential for conducting clinical treatment with college students. This narrative report presents the up-to-date recent research on the impact of education-related stress, including a discussion about the impact on students' Ability to learn and succeed at school, mental health problems such as depression and anxiety, sleep disturbances and addictions.

Method: For that purpose, the current study, a total sample of 100 school students, out of which 47 were 10th grade Students and 53 were 12th grade students. The individuals selected from this sample were 15 and 20 years of age. This study sample was chosen from among Grade 10 and 12 students (Govt. Boys & Girls Sr. Sec School) Delhi. The students here refer to the students, especially the 10 and 12 year students of the Delhi government School. To measure the Stress, Anxiety and Depression among 10th and 12th Grade Students, Stress, Anxiety and Depression Scale (ADSS -BSPSA) by Pallavi Bhatnagar et. al. was used. To measure the Academic Anxiety these students, Academic Anxiety Scale (AAS) by A.K. Sen & A. Sen Gupta was used by the 10th And 12th Grade Students.

Results: This study points to a high prevalence of symptoms of Academic Anxiety among male students (49.42%) and female students (56.04%). The results of the study also show that the incidence of stress, anxiety, and depression were 37.7%, 31.15%, and 33.13%, respectively. Academic Anxiety was much higher amongst females, then that stress, anxiety, and depression were significantly higher among 12th Grade students. This study found that male and female students were found to be different from stress.

Finding: We have seen that male students are very stressed compared to girls. In Anxiety 10th Grade Boys Students high Anxiety than 10th Grade Girls Students. At a glance Depression of Grade 10th Boys Students score higher than Grade 10th Girls Students, Grade 12th Girls Students shows higher score than Grade 12th Boys Students. Given the importance of a high incidence of stress, anxiety and depression among these students. There is a need to detect symptoms of stress, anxiety and depression in the school students & follow through with a further recommendation to get the proper diagnosis and treatment in specialized psychiatric centers. Do not interfere with the learning/development process by

[*] (Block Resource Person), State Council of Education Research & Training (SCERT), Govt. of NCT Delhi (ORCIDiD: 0009-0004-6895-3606).

[**] Assistant Professor, Education Planning & Research Assessment, State Council of Education Research & Training (SCERT), Govt. of NCT Delhi, India.

doing. Moreover, other studies are recommended to remove the factors behind these mental disorders in relation to their school-related anxiety.

KEYWORDS*: Students, Gender, Students of Grade (10th& 12th), Stress, Anxiety, Depression, Academic Anxiety.*

_____

Introduction

Teenage years are a time of stress Learning to change physically, psychologically, sexually, and evidence of psychiatric disturbances such as depression, anxiety and stress at this point in life is a concern. High school education is an important step in education from an individual and social perspective. Individually, it is the stage that determines or leads to the future planning of an individual's life. This is the decisive moment for every individual to make his or her career and life choices. It is also in the stage of adolescence, seen as one of the most important moments in life. Whether the student intends to continue their education beyond this stage, and to find an appropriate vocation or profession, After that, it provides the necessary academic background. So from an individual's point of view, that's a critical step. Socially, the next generation of youth is necessary to build the nation and participate in the growth of the economy. Softwares and other development areas require a well-trained labour force. This intermediate stage learning is basic. High school education plays an important role in the training of young people in the country to participate in social reconstruction and economic growth. The social, economic, cultural and technical effectiveness of a nation is determined by secondary education, Since then, this has been the final stage of education for many students. Many theoretical perspectives exist on the relationship between professional interests and professional performance and turnover. One area that has been under constant investigation for several decades is Personal Environmental Suitability (PE), which stipulates that where there is a correspondence between the employee and the position the employee is more likely to remain in the position and be satisfied and succeed in that position. On the other hand, where there is a gap between the employee and the position, there is a higher chance of attrition, dissatisfaction and lower performance. Teenage years are a time of stress Learning to change physically, psychologically, sexually, and evidence of psychiatric disturbances such as depression, anxiety and stress at this point in life is a concern. High school education is an important step in education from an individual and social perspective. Individually, it is the stage that determines or leads to the future planning of an individual's life.

Anxiety may adversely affect all students. Students who have anxiety problems have a tendency to show lower Levels of school achievement, self-efficacy and self-awareness. The work of students, teachers and parents is necessary to reduce anxiety. Mindfulness Meditation, adaptation, teacher involvement, and the sequence of test questions are strategies to reduce anxiety that are explored.

Objectives of the Study

The suggested study has the following objectives:

- To study stress, anxiety and depression levels in Grade 10 and 12 students.
- To compare stress, anxiety and depression in Grades 10 and 12 students.
- To Study educational/Academic anxiety among students.
- Examine the relationship between anxiety, stress, depression and Academic anxiety among the Grade of 10th and 12th students.

Research Method

The descriptive method of research was employed to carry out this piece of research work.

Sample

The population of the study was selected from the Govt. Schools, Directorate of Education(DoE), GNCTD, Delhi. Sample Participants in the study were both male and female between the ages of 15-20 years old. A sample size of 100 participants (52 boys and 48 girls) randomly selected from the varies Delhi Govt. Schools were used for the data collection.

Tools

The tool below has been used to gather information on selected topics:

- **ADSS-BSPSA Form:** First, a brief explanation of consent was included in a questionnaire so that participants understood the subject matter of the study. For those who were in favour of the term, They have been asked to complete the questionnaire and any questions may be asked if they are not included. All questionnaires were handed out to participants and collected on a personal basis.
- **Demographic Profile:** In this section includes the details related to name, age, gender, type of family, caste, religion, etc. of the respondents.
- Academic Anxiety Scale For Children (AASC-SG) Form

Analysis and Interpretation of Data

Statistical Techniques

The Average and standard deviation with graphics for students(grade of 10th & 12th Students) on Anxiety, Depression and Stress were analyzed. Further, Student's One way ANOVA, 't' test, has been used to find out the difference between boys & girls, and between the students of 10th and 12th grade on different variables. Pearson's correlation coefficient was also computed to see the relationship among various variables, taken into the study.

Results

The conclusions of this report are summarized in the following table

Grade Students	No. of Students	Stress				Anxiety				Depression			
		Mean	*SD*	*t-value*	*Sign.*	*Mean*	*SD*	*t-value*	*Sign.*	*Mean*	*SD*	*t-value*	*Sign.*
10th Grade Students	47	5.02	3.65	0.44	0.05	6.48	5.48	1.12	0.05	5.21	4.82	0.52	0.05
12th Grade Students	53	5.33	3.57			5.41	3.99			4.75	3.81		
Gender of Students				**F value**				**F value**				**F value**	
10th Grade Boys Students	29	6.15	4.03			8.48	5.46	7.30	0.05	7.06	4.71		
12th Grade Boys Students	23	4.47	1.99	6.02	0.05	3.95	1.89			3.21	2.04	7.87	0.05
10th Grade Girls Students	18	2.61	2.97			3.27	3.78			2.22	3.31		
12th Grade Girls Students	30	6.0	3.61			6.53	4.78			5.93	4.43		
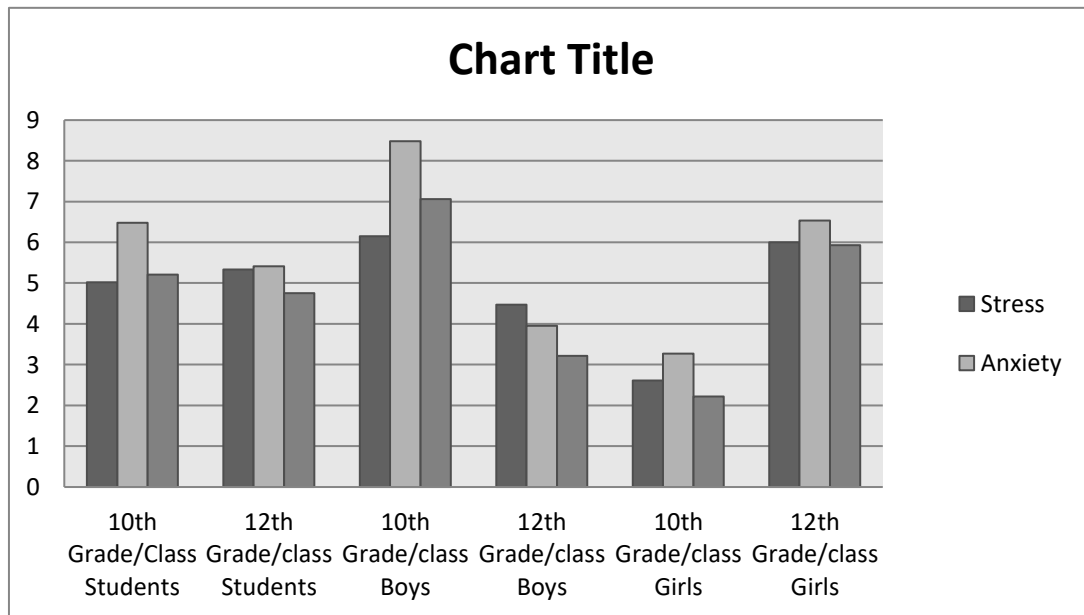
Pearson co- relation of Academic Anxiety to stress, anxiety, depression

Factor	Gender	Stress	Anxiety	Depression
Co –relation of Academic Anxiety	Boys Students	0.55	0.48	0.52
	Girls Students	0.61	0.53	0.57

Academic- Anxiety

Aspect	Grade	Mean	SD	N	DF	F Value	Sign.
Academic Anxiety	10th Grade Boys Students	10.62	3.10	29	96	4.46	0.05
	10th Grade Girls Students	9.27	4.49	18			
	12th Grade Boys Students	8.95	3.16	23			
	12th Grade Girls Students	12.36	4.15	30			
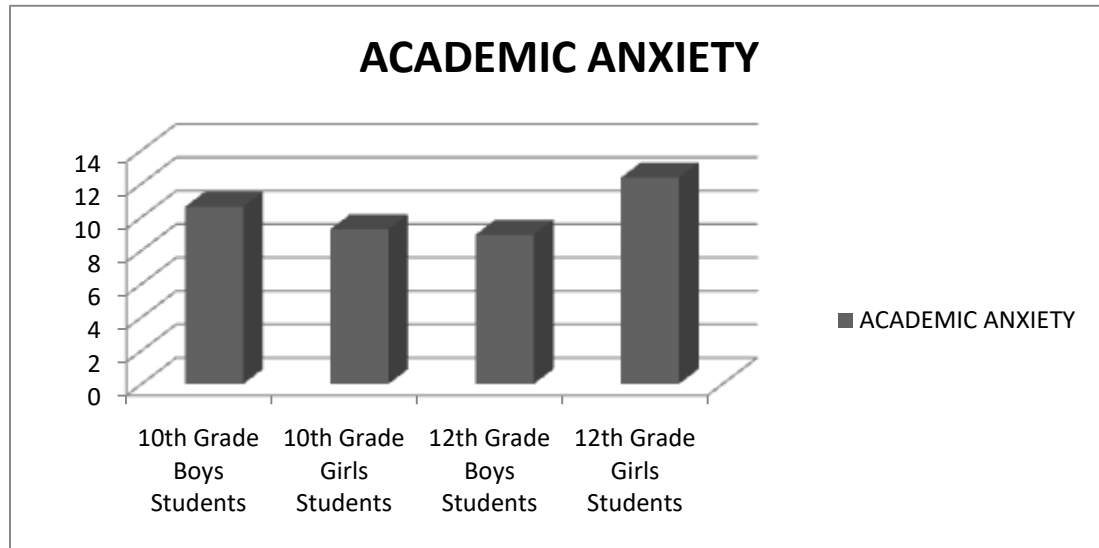
Discussion

As a result the negative impact of stress on the lives of pupils, As with ineffective education, Poor educational achievement and overall health. The implementation of effective measures is relevant to their academic success and life in general. This involves determining the main causes of stress, including lifestyle changes, interpersonal relationships, increased workload and new responsibilities finding the right remedy. Much research has been done on stress, In terms of management and pragmatic solutions. We hope on the basis of the analysis that has been carried out. This dissertation will be very useful for helping students to have good academic life. All around the world, it seems like there is a race of competition. With the huge growth of science and technology, every region of the world is tied to this competition. This is particularly true in education, There has been a rapid increase in this competition among students. To stay alive in that competition, Educational achievement is required and mandatory for all and To achieve greater educational success, without anxiety, a positive environment is also essential. School anxiety is a deliberative factor influencing students' academic achievement.

The current study indicated a high prevalence of symptoms through academic anxiety male students, 49.42% and female, 56.04% of the students reported symptoms of one or more of the conditions studied. The study's findings show that stress, anxiety, and depression were 37.7%, 31.15%, and 33.1%, respectively. Academic anxiety was considerably higher for female students, at the same time Depression, anxiousness and stress were considerably higher among Grade 12th students. Given the high prevalence of depression, anxiety and stress among these students. The identification of symptoms of stress, anxiety, and depression in this population is critical and follow up with an additional recommendation for proper treatment and clinical diagnosis at a specialist psychiatric institute to prevent damage to the development process and learning as well. Furthermore, other studies are recommended to eliminate the factors that lead to these mental/health disorders with reference to their academic anxiety in Indian cultural perspective. Today, stress, anxiety and depression are common in students all over the world. This psychological problem affects not only educational achievement, but the country as a whole because our students are the future of our country. If they are experiencing difficulties, it means that our future is uncertain. The Researcher should present himself to reveal the causes, these problems are subsequently treated.

Conclusion

This study found that When we talk about stress levels in many countries, anxiety and depression depend on many factors to influence mental illness. Interest is often the main objective of guidance advisors, Which help to align the interests of individuals with their environments and promote satisfying careers. It suggests that interest tracking should continue beyond normal study years and over the working years of individuals, interests keep changing. This to be the case of 10th grade Students and 12th grade Students are differing from Stress, anxiety and depression level. At a glance, Boys Students Grade 10th students score higher than 10th grade Girls Students, Grade, 12th Females Students score higher than Grade 12th male. In this study was class and gender related hypothesis on depression". There will be, significant interaction between school level and gender as it relates to depression. There is significant interaction between depression as well as Grade and gender. Academic Anxiety Grade 10th Boys Students score highly compared to Grade 10 Girls Students, 12th Grade Girls students have a higher score compared to Grade 12th students. It has a significant interaction between Academic Anxiety than Student's grade and Gender (10th grade Boys, 10th grade Girls Students, 12th grade Boys Students and 12th grade Girls students).

References

1.   Abramson LY, Metalsky GI, Alloy LB (1989). Hopelessness depression: A theory-based subtype of depression. Psychological Review.; 96:358–372.

2.   Adrian C, Hammen C.(1993) Stress exposure and stress generation in children of depressed mothers. Journal of Consulting and Clinical Psychology. ;61:354–359.

3.   Allen JL, Rapee RM (2009). Are reported differences in life events for anxious children and controls due to comorbid disorders? Journal of Anxiety Disorders. ;23:511–518.

4.   Alloy LB, Abramson LY, Hogan MF, Whitehouse WG, Rose DT, Robinson MS,(2000) et al. The Temple–Wisconsin Cognitive Vulnerability to Depression Project: Lifetime history of Axis I psychpathology in individuals at high and low cognitive risk for depression. Journal of Abnormal Psychology. ;109:403–418.

5.   American College Health Association. (2011). American College Health Association – National College Health Assessment 2011 NYU Data. Hanover: MD.

6.   Bernstein, D.A, Penner, L.A, Stewart, A.C & Roy, E.J. (2008). Psychology. 8thed.. Boston - New York: Houghton Mifflin Company.

7.   Bhasin SK, Sharma R and Saini N. K.,(2010) Depression, anxiety and stress amongadolescent students belonging to affluent families: A school-based study. Indian JPediatr.;77(2):161-5.

8.   Centre, K. C. (2010). Stress and Stress Management. London: Press books.

9.   Creswell, J. W. (2013). Research design: qualitative, quantitative, and mixed method approaches. USA: Sage publication Inc.

10.   Davidson, J. (2001). Stress Management. Macmillan USA: A Person Education Company.

11.   Dictionary.com. (2016). [Retrieved from Dictionary.com]. http://www.dictionary.com

12.   Dusselier, L., Dunn, B., Yongyi W., Shelley II, M., & Whalen, D. (2005). Personal, health, academic, and environmental predictors of stress in residence halls. Jour-nal of American College Health, 54(1), 15–24.

13.   Fears and phobias. (2016). [Retrieved on 20 March 2016]. Available at: http://kidshearth.org

14.   Hellhammer D. &Hellhammer, J. (2008). Stress (the brain body connection). Karger. Hiriyappa, B. (2012). Stress Management. Bloomington: Booktango.

15.   Hall, N., C., Chipperfield, J., G., Perry, R., P, Ruthig, J., C., & Goetz, T. (2006). Primary asecondary control in academic development: gender-specific implications for stressand health in college students. Anxiety, Stress, and Coping, 19(2):189-210.

16.   Hoover, E. (2003, December 5). More help for troubled students. 75 Layton, J. (2016). How fear works. [Retrieved 20 March, 2016]. Available at: http://science.howstuffworks.com

17.   Kulsoom, B., & Afsar, N., A. (2015). Stress, anxiety, and depression among medicalstudents. Journal of Neuropsychiatric Disease and Treatment, 11:1713-1722.

18. Kumar, S., & Bhukar J., P. (2013). Stress level and coping strategies of college students. Journal of Physical Education and Sports Management, 4(1): 5-11.

19. May, R. (2015). The meaning of anxiety. New York: w.w. Norton & company Ltd.

20. MtvU, Jed Foundation, & The Associated Press. (2009). mtvU AP 2009 Economy College Stress and Mental Health Poll [Retrieved on 12 April 2017]. Available at: http://www.halfofus.com/_media/_pr/may09_exec.pdf New services try to strengthen campus mental health programs and prevent suicide. The Chronicle of Higher Education.

21. Manpreet, O. (2016). Impact of spirituality on depression, anxiety and stress of students for competitive exams. The International Journal of Indian Psychology,3(3), 11:31-36.

22. Pallavi. Bhatnagar, Megha. Singh, Manoj. Pandey, Sandhya, and Amitabh, "Anxiety, D epression and Stress scale". (Agra: National Psychological Corporation, 2005)

❑❑❑