
**“A study on Assessment of the burden of anxiety among students
of selected school of Durg (C.G).”**

Bhuneshwari Dewangan (professor)* & Dr. Pratiksha Patrick**

**Ph.D Scholar(Malwanchal University Indore)*

***Guide –S.S Institute of Nursing Bhopal*

INTRODUCTION

Anxiety in adolescence has been a serious problem nowadays. It is seen that anxiety among students cause many harms to their mental and physical health affecting their career.

Everybody feels anxiety in day-to-day life. Anxiety is felt when we face a certain event in life like facing an interview or appearing in the examination. Anxiety is an emotional state arising in situations of impending danger and manifested in expectation of unfavorable events. Anxiety manifests itself as a feeling of helplessness, uncertainty of oneself, lack of sufficient strength in the face of external factors, and exaggeration of their potency and strength.[1]

In general, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, and punishment. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions, including teachers, certain subjects such as mathematics, science, and language.[2,3]

Anxiety disorders are the most common mental health problem in women and are second only to substance use disorders in men.[4] Anxiety in adolescence has been a serious problem nowadays. Various circumstances such as the death of a close friend, parent or sibling, rejection from peer group, chronic illness, psychological or sexual abuse, and a physical disorder may lead to a higher risk of developing anxiety. The most common sources of day-to-day stress for adolescents are changes in their body, academic stress, which includes exam fear, competition, preparing for examination, class work preparation, type of syllabus and overwork, problems with peers, unsafe living environment/neighborhood.[1]

It is seen that anxiety among students causes many harms to their mental and physical health affecting their career. In this context, the present study was conducted to know about the burden of anxiety along with distribution of different grades of anxiety among students of Durg (CG). Titurdih area and to find out the association of different grades of anxiety with sociodemographic characteristics and any other factors such as addiction history and stressful event in the past 6 months.

Key words: Adolescent, anxiety, cross-sectional study, prevalence, students

PROBLEM STATEMENT

A Study to assess the burden of anxiety among students of selected school of Durg (C.G).

OBJECTIVE:

The objective of this study is to know about the burden of anxiety among school students and to find out the association of different grades of anxiety with sociodemographic characteristics and any other factors.

MATERIALS AND METHODS:

In a cross-sectional study, 120 school students of Class IX–XII, from four schools of Durg (CG). Titurdih area were included during May 2022–June 2022. Required sample from each school was selected by proportion probability sampling. Then, students were selected using systematic random sampling technique until the sample size from each school was reached. Beck anxiety inventory was used to assess the different grades of anxiety among students.

RESULTS:

The study was conducted among 120 school students of of Durg (CG). Titurdih area Majority of the study participants were from the age group of 14–16 years (57.5%). The mean age of the study participants was 16.14 ± 1.25 . The study comprised almost equal proportion of both genders, i.e., 67 males (56%) and 53 females (44%). Most of the students were Hindu (99.5%), and majority of the participants were from general category (34.7%) followed by schedule caste (30.3%) and OBC (29.5%). Among the school students, 9.5% of students had a history of addiction and 5.2% are addicted regularly to smoking and smokeless tobacco. Of 120 students, 13 students (3.3%) have given history of stressful events in the past 6 months. Most of the students were suffering from mild anxiety (49.4%) followed by moderate anxiety (43.3%) and severe anxiety (7.3%). The mean anxiety score of the school students was 16.90 ± 9.02 . Female students (10.9%) had more severe anxiety compared to male students (3.8%) and this difference of different grades of anxiety with gender was statistically significant. The association of different grades of anxiety with a history of stressful events in the past 6 months was found to be statistically significant. In the present study, it was seen that students were suffering from very low-to-severe level of anxiety. Most of the students were suffering from low anxiety (49.4%) followed by moderate anxiety (43.3%) and severe anxiety (7.3%) according to beck anxiety inventory. The mean anxiety score of the school students was 16.90 ± 9.02 .

CONCLUSION:

It was seen in this study that, all the students are suffering from mild-to-moderate anxiety which is a matter of serious concern. Different grades of anxiety were present in each age group and females were suffering more with severe anxiety. Anxiety in any form can affect the performance of the student and lead to other co morbidities in future. Academic curriculum in school should be flexible enough to give some amount of time for relaxation and make school environment friendlier for the students. Future research on preventive

strategies among adolescent school students should be done to combat against this modern-day problem of anxiety and reduce the burden of anxiety disorder in this age group.

Anxiety was present in each age group and females were suffering more with severe anxiety. Future research on academic anxiety should be done to combat against this problem of anxiety among school students.

REFERTENCES

- i. Rasquinha DM. Assesment and management of anxiety among adolescents through relaxation and counseling. *Indian J Psychol Sci.* 2012;3:130–42. [[Google Scholar](#)]
- ii. Bihari S. Academic anxiety among secondary school students with reference to gender, habitat and types of school. *Int J Edu Psychol Res.* 2014;3:30–2. [[Google Scholar](#)]
- iii. Banga CL. Academic anxiety among high school students in relation to gender and type of family. *Shodh Sanchayan.* 2014;5:1–7. [[Google Scholar](#)]
- iv. Reactor NA, Bourdeau D, Massiah LJ. *Anxiety Disorders: An Information Guide: A Guide for People with Anxiety and their Families.* Canada: Centre for Addiction and Mental Health Publication; 2005. p. 1. [[Google Scholar](#)]
- v. Beck AT, Epstein N, Brown G, Steer RA. An inventory for measuring clinical anxiety: Psychometric properties. *J Consult Clin Psychol.* 1988;56:893–7. [[PubMed](#)] [[Google Scholar](#)]
- vi. Rehman AU. Academic anxiety among higher education students of India, causes and preventive measures: An exploratory study. *Int J Mod Soc Sci.* 2016;5:102–16. [[Google Scholar](#)]
- vii. Pomerantz EM, Altermatt ER, Saxon JL. Making the grade but feeling distressed: Gender differences in academic performance and internal distress. *J Educ Psychol.* 2002;94:396–404. [[Google Scholar](#)]
- viii. Attri AK, Neelam Academic anxiety and achievement of secondary school students – A study on gender differences. *Int J Behav Soc Mov Sci.* 2013;2:27–32. [[Google Scholar](#)]
- ix. Pramod S. Future time perspectives, cognitive efficiency, achievement motivation, anxiety and academic performance among eleventh standard boys and girls. *Indian J Psychol.* 1996;33:34–8. [[Google Scholar](#)]
- x. Deb S, Pooja C, Walsh K. Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents. *Aust J Educ Dev Psychol.* 2010;10:18–31. [[Google Scholar](#)]
- xi. Thakur S, Kumar A. Academic anxiety among adolescents in relation to socio-emotional school climate. *Int J Sci Res.* 2015;4:1238–40. [[Google Scholar](#)]
- xii. Mahato B, Jangir S. A study on academic anxiety among adolescents of Minicoy Island. *Int J Sci Res.* 2012;1:12–4. [[Google Scholar](#)]

-
- xiii. Mattoo NH, Nabi R. A study on academic anxiety among adolescents (14 – 16 years) *Int J Soc Sci Tomorrow*. 2012;1:1–3. [[Google Scholar](#)]
- xiv. Das SK, Halder UK, Mishra B. A study on academic anxiety and academic achievement on secondary level school students. *Indian Streams Res J*. 2014;4:1–4. [[Google Scholar](#)]
- xv. Fatma F. A study of anxiety of adolescents in relation to their gender, locality and academic achievement. *Int J Appl Res*. 2015;1:407–11. [[Google Scholar](#)]
- xvi. Khemka NO, Rathod R. A study of academic anxiety of secondary school students. *TechnoLEARN*. 2016;6:31–4. [[Google Scholar](#)]
- xvii. Kaur H, Chawla A. A study of academic anxiety and school adjustment among adolescents. *Indian J Psychiatr Soc Work*. 2018;9:106–10. [[Google Scholar](#)]
- xviii. Joshi M, Gumastha R, Kasturwar NB, Deshpande AV. Academic anxiety a growing concern among urban mid adolescent school children. *Int J Biol Med Res*. 2012;3:2180–4. [[Google Scholar](#)]
- www.ijmas.com