

Investigation Of Prevalence Of Anxiety Among 12th Grade Students In Rawalpindi

Samina Mustafa¹, Dr. Muhammad Arshad Dahar² & Dr. M. Imran Yousuf³

¹M.Phil Scholar

²Assistant Professor

³Professor, Department of Education, PMAS Arid Agriculture University, Rawalpindi.

ABSTRACT

Anxiety is a future-oriented worry without avoidance that, in its mild form, functions as a source of drive, but in its extreme form, can lead to malfunctioning. The present research aimed to analyse the Prevalence of Anxiety among 12th grade students in Rawalpindi. In order to attain the specified goals, the 12th grade students of Government Colleges of Rawalpindi were selected including both male and female. The population of the study was 10 Government colleges of Rawalpindi. A sample of 377 Students was taken from students of 10 Government colleges. The study was Quantitative in nature. The study involved Descriptive research design. Simple Random sampling technique was used to gather sample. The researcher personally visited colleges for collection of data. Questionnaire was used to collect data. Pilot testing was done to check the validity and reliability of research instrument. A sample of 30 students was taken to check the reliability of questionnaire. The reliability was checked through Cronbach's Alpha and it was 0.809. Validity was checked by different scholars at different universities. The data was tabulated and analysed by SPSS.16 by the help of calculating mean and percentage. The respondents with high and low anxiety levels were found to have a ratio of 55.5 to 44.5, respectively. Finally, there were debates and hierarchical proposals for reducing extreme anxiety among college students.

Keywords: Anxiety Prevalence, 12th Grade Students

INTRODUCTION

Anxiety is a state of mind of sadness that is widespread, vague, and unpleasant such as palpitation, headache, perspiration, and gastrointestinal pain, all of which contribute to general unrest. They also contend that while anxiety is an emotion shared by all humans, the symptoms and effects vary from person to person. Anxiety can have a number of origins for each person, and it can also be situational, meaning that the sources and condition (Bekdas et al., 2007).

Anxiety is derived from the term problem, which refers to feelings of unease, fear, worry, and dread caused by the presence or absence of a stressor. It manifests as a basic human emotion whenever one's self-esteem or ego is threatened in the context of a future-oriented circumstance. Anxiety is the price paid for civilization maintained that student stress is an unavoidable occurrence that affects undergraduates and postgraduates alike. Physical, emotional, family, career, and social ties were recognised as contributing to stress in these individuals, which they observed had effect on the performance. Exam and other special event anxiety affects between 25% and 40% of adults, with women being more affected than males (Bouras et al., 2007).

Anxiety can also refer to a predicted state of mind in which a person prepares for a negative future event, which helps to distinguish stress elements. It is a state of mind that is focused on the future, whereas fear is a condition that is focused on the present. Concern encompasses a wide range of mental and physiological experiences, including a person's conscious anxiety over a future unfavourable event (Sylvers et al, 2011).

Anxiety is a condition that includes physical, emotional, social, and economic aspects. Anxiety is a sensation of fear, concern, unease, and dread that can occur in the presence or absence of psychological stress. It is thought to be a typical reaction to stress. It may assist a person in coping with life's obligations, but in more amount, it may be termed an anxiety condition. It is a worldwide disease that primarily affects children and adolescents (Putman, 2010).

Anxiety is defined as nervousness, tense muscles tension, or discomfort characterized by loss of appetite, dismay, restlessness, or doubt about something the source of unease is generally cause inner disturbances . Anxiety as an emotion dealt by trouble, nervousness, fear, harmful thoughts and physical changes like increased pressure, racing heart, weight loss and disturbed mental health caused when a person experiences, thoughts, feelings, or impulses that are too in intimidating survive with under such bad worth (Ausubel, 2018).

Anxiety makes it difficult to concentrate and remember things, both of which are important for academic achievement. Exam anxiety, social anxiety, mathematical anxiety, and other sources of anxiety prevent most students from concentrating on their studies. Symptoms may get eviler during different times of life, and often are worse or very bad during any times of stress and dreadful condition. Mostly decrease the symptoms in the very reduce spam term, while enduring support and maintain the disorder in the permanent. The symptoms include headache, increased heartbeat, restlessness, uncomfortable, loss of balance, tense muscles, mouth drying, increased breath rate, hand heart racing, night mare, inability to still and calm, chest pain, numbness, cooling, fast breathing muscular spasm, trembling hands and legs etc (Tooyama & Saneyoshi, 2019).

Anxiety as an emotion dealt by trouble, nervousness, fear, harmful thoughts and physical changes like increased pressure, racing heart, weight loss and disturbed mental health. The fear, loneliness, and panic, less friendly go with by following signs such as shiver, gastric awkwardness leading to all over the unrest. These occur at any time in your life either you are very young or old it leads to you and it is different in every individuals and change will also occurs according to demands (Mallick & Saini, 2013).

Anxiety is defined as a negative and ambiguous feeling that occurs when a person anticipates a dangerous circumstance. Extreme anxiety on a mental and physical health, as well as their personal, social, familial, occupational, and educational performance. It is a type of exam anxiety is a type of anxiety that shows out most dramatically during exams. Anxiety has been recognised as a two-factor concept with cognitive (often referred to as "worry") and emotional (or affective) components. (Zahrakar, 2008).

The fear of something awful happening, characterised by a feeling of overwhelm and dread. Academic anxiety is a kind of that which related to the looming threat from the surrounding of the institutions mainly teacher in certain subjects. It is a mental feeling of sorrow, restlessness, marked with suffering in reaction to a school situation that is perceived harmfully (Mahato & Jangir, 2012).

The fear, loneliness, and panic, less friendly go with by following signs such as shiver, gastric awkwardness leading to all over the unrest. These occur at any time in your life either you are very young or old it leads to you and it is different in every individuals and change will also occurs according to demands. Symptoms may get wider and more during different times of life, and often are worse during any times of stress and horrible condition (Sadock et al., 2009).

Anxiety is defined as the existence of self-reported symptoms of increased fear when a person responds to signs indicating a current or past threat, as well as indications that may not necessarily indicate a threat. The theory of anxiety explained it as an emotional state characterized by tautness, tiredness, uneasiness, tenseness, flushed skin, racing heart, rapid breathing, discomfort, and disquiet accompanied by autonomic nervous system activation or arousal (Craske et al., 2011).

Literature Review

Anxiety among Students

In a number of studies, high levels of stress and anxiety have been documented among students. Academics, dependence, have all been identified as significant contributors to student anxiety. In such circumstances, students exaggerate the negative results and see themselves as helpless individuals (Shaikh et al., 2004).

Academic anxiety affects 25-40% of students, with female students outnumbering male pupils. It has been stated that female students have more academic anxiety than male students. Cognitive concern or worry refers to a fear about unfavourable expectations of one's performance; consequently, anxiety and performance are intimately linked (putwain, 2009).

The anxiety of learners in grade 11 was studied, and it was discovered that there is a positive link between anxiety and achievement due to major psychological factors including Nervousness, Self-esteem, and Insensibility, fast berating and Racing heart. He came to the conclusion that humans have a complicated neural system that controls their fear and other emotions through a behavioural inhibition mechanism. According to the hypothesis, anytime an unwanted dangerous behaviour occurs, the behavioural inhibition system suppresses it by building a new mechanism to avoid the

threat. This threat-avoidance mechanism is more likely to be a fight-or-flight response which produce negative outcome in the form of anxiety (Nicolson, 2009).

According to different research findings, physical activities, physical fight and workouts. Anxiety is based on a basic emotional response that originates through unpleasant conditioning in the form of language. Rather than being the outcome of catastrophic experiences, or just from the words associated with an emotional scenario. Anxiety becomes a kind of self-conditioning mechanism have an impact on students' academic achievements and have high level of anxiety (Troekel et al., 2000).

The discovery of an inverse association between physical activity and student academic scores was noteworthy, as students who exercised seven or more hours per week earned lower academic outcomes on their tests than students who exercised six or less hours per week or did not exercise at all. Anxiety symptoms in children and adolescents can have an impact on their personal, social, and academic abilities. Anxiety has a strong link to cognitive processes and memory (Pine et al., 2014).

When pupils actively participate in the learning process rather than perceiving it as a passive activity, learning is more successful. Anxiety can be used to engage students in the learning process or to drive them in other ways. Significant anxiety, on the other hand, might have a severe impact on academic achievement and lead to psychological disorders (Ameringen et al., 2003).

It has the potential to cause academic failure in girls, because of less cooperation with friends and family, Lack of social connectivity with peers and class mates, lack of involvement in classroom activities, careless behaviour with teachers, less friendly with fellows and excessive use of social media. Whereas it has the potential to cause disruptive behavioural problems in boys in addition to academic failure due to less socialization (Kessler et al., 2016).

The impact of anxiety on academic achievement of university students with diverse mental abilities in Bahawalpur (Southern Punjab) Pakistan was researched, and it was discovered that when anxiety levels rise, academic achievement of all students falls. Other research, on a completely other topic, obtained results that were diametrically opposed to the aforementioned conclusions. Those who were familiar with academic tests were less worried than those who were unfamiliar with them (Osman et al., 2002).

Students may have more financial difficulties than domestic students due to higher tuition prices and limited access to scholarships and bursaries. This can lead to increased anxiety and sadness. Among both developed and developing countries, inadequate financial assistance, low family income, and childhood poverty are risk factors for Stress in pupils (Bradley, 2000).

Advise pupils on appropriate study tactics to help them overcome the majority of their issues. They also claimed that group learning improves memory and reduces anxiety caused by academic inferiority and solitude (Mealey & Host, 2016). A range of psychological tests have been used to assess anxiety among students, with the findings revealing that the key sources of concern (Guthrie et al., 2012).

Gender disparities, on the other hand, are not shown to be substantial. Researchers looked examined melancholy, anxiety, and stress in affluent adolescent households and found that girls

were substantially more depressed than males. Academic anxiety is a growing concern among urban mid-adolescent schoolchildren, and researchers discovered that the majority of students experience mild, moderate, or severe academic anxiety, indicating that they are under a lot of pressure to perform well in school and thus have a high anxiety level (Kabacoff et al., 2016).

Many students have financial worry when attending higher education institutions because they are responsible for paying for their studies, particularly at private universities. It's possible that some of them are in debt. This financial stress produces worry in kids, which leads to psychological anguish and a poorer grade point average (GPA). When students believe they do not have enough money, they may become concerned and beg friends for money, negatively impacting their feelings and causing stress and worry (Cadaret, 2019).

A moderate to strong degree of physical exercise, on the other hand, can protect students from acquiring SAD throughout their college years. Students who believe they don't have enough time throughout their studies don't get enough exercise and may acquire Stress symptoms which also leads to severe anxiety among students (Tavolacci et al., 2013).

Sleep is another lifestyle factor that has been linked to Anxiety. In general, poor sleeping habits are linked to lower learning ability, anxiety, and stress, which can lead to depression. Smoking, excessive alcohol use, a poor diet, a lack of proper physical activity, and insufficient sleep can all contribute to the development of Stress (Boulton et al., 2017).

High anxiety have been linked to a reduction memory, disliking teachers, bad attitude with administration, and reasoning in pupils, according to research. Less friendly with classmates, lack of involvement in classroom activities, careless behaviour with teachers, excessive use of social media and family's social, position all have an impact on students' academic grades and learning performance (Ahmer et al., 2007).

Research Objectives and questions

Research Objectives of the study are:

1. To find out the prevalence of Anxiety among students of 12th grade.

Research Questions of the study are:

1. What is the level of Anxiety among students of 12th grade?

Significance of the study

The study is helpful for students, teachers, policy makers, and future researcher. The current study will help the researcher gain a better understanding of the prevalence of anxiety among college students. It is beneficial to college teachers in adopting specific teaching tactics in response to student fear. It also helps college students retain great academic performance by identifying the reasons of excessive anxiety and offering coping strategies for its reduction.

Operational definitions

The following are operational definitions for the several terminology used in the study.

College Students

In study, a college students of 12th grade refers to an enrolled for the session 2020-21, belonging to public sector institutes of Rawalpindi.

Anxiety

Anxiety is described in this study as the stress and anxiety experienced by typical 12th grade students concerning different factors.

Anxiety levels

Students in the 12th grade were separated into four groups based on their anxiety levels: low, mild, moderate, and severe.

Methodology Methodology

A quantitative, Descriptive research design was followed. The population included all the students enrolled in both public and private sector Colleges of Rawalpindi but the study was delimited to 10 Government colleges from Rawalpindi Tehsil only. The total no of Government colleges in Rawalpindi Tehsil is 32. Among public sector colleges of Rawalpindi Tehsil only 10 Government colleges was selected randomly as a population for this research. A sample of 377 students was taken as a sample from 10 government colleges. Sample size was 37 from each college and hence, the researcher randomly selected 37 students from each college enrolled in 12th grade. Simple Random sampling technique was used for collection of data. In this method, each item of the population has proper and equal chance of selection. In the first stage, 10 government colleges was selected randomly from Rawalpindi tehsil. In the next stage, 37 students from each college was selected to represent the sample size and hence total sample was 377, which represent the total sample linked with this topic. The research instrument for current research data collection selected was self-developed Questionnaire (Anxiety Inventory) for measuring the anxiety levels of 12th grade students. The Questionnaire was divided into two parts. Part 1 consisted of demographic information of students, which includes age, gender, education and percentage in last examination etc. The Part 2 consisted of major correlates and causal factors of anxiety including academic factors as major Anxiety correlates. Questionnaire was close ended, as it was helpful for students to solve it in easy and authentic manner. Pilot study was done on a sample of thirty students of 12th grade from Government College selected randomly to check the reliability of the questionnaire. To check the internal consistency of the questionnaire Cronbach's Alpha was applied. The value of Reliability was 0.809. These students was not included in the sample of this research. Validity of the instrument was checked with the help of supervisor and from different experts and PhD scholar's opinion from different universities including AIOU, NUML and Fatima Jinnah women university Rawalpindi etc. The researchers approached the students at their

departments, centres, colleges, and institutes, and the researcher administered the inventory personally. The data was analyzed by statistical package of social sciences SPSS.16. Mean and Percentages of students calculated.

Table 1 Overall responses of college students for Anxiety prevalence

Risk factors of Anxiety	Responses (%)	
	High	Low
Psychological factors	56.5	43.5
Economic factors	44.2	55.8
Social factors	59.5	40.5
Lifestyle factors	61.5	38.48

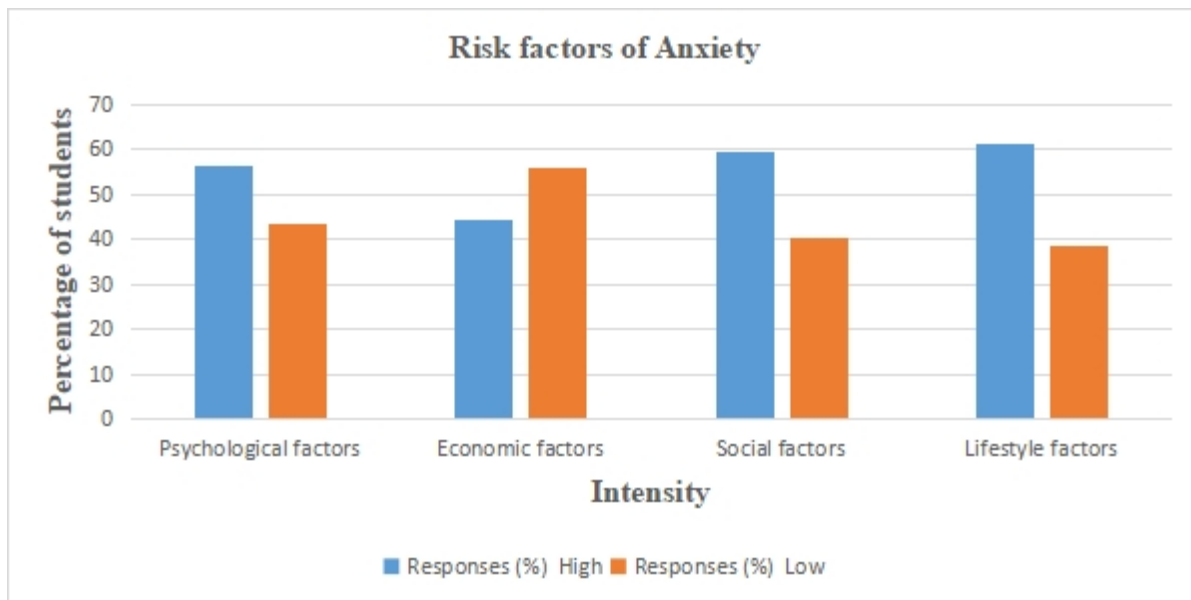


Fig 1 Overall responses of college students for Anxiety prevalence

In Table 1 and Fig 1, the general averages of all college students in terms of anxiety prevalence show that 56.5 percent of students have high anxiety and 43.5 percent have low anxiety for psychological reasons. When it comes to economic concerns, 44.2 percent of students have severe anxiety, while 55.8% have low anxiety. In terms of social and lifestyle aspects, 59.9% and 61.5 percent of students have high intensity, whereas 40.5 and 38.48 percent have low intensity.

Table 2 Overall responses of Anxiety prevalence

	Responses (%)	
	High	Low
Anxiety prevalence	55.5	44.5

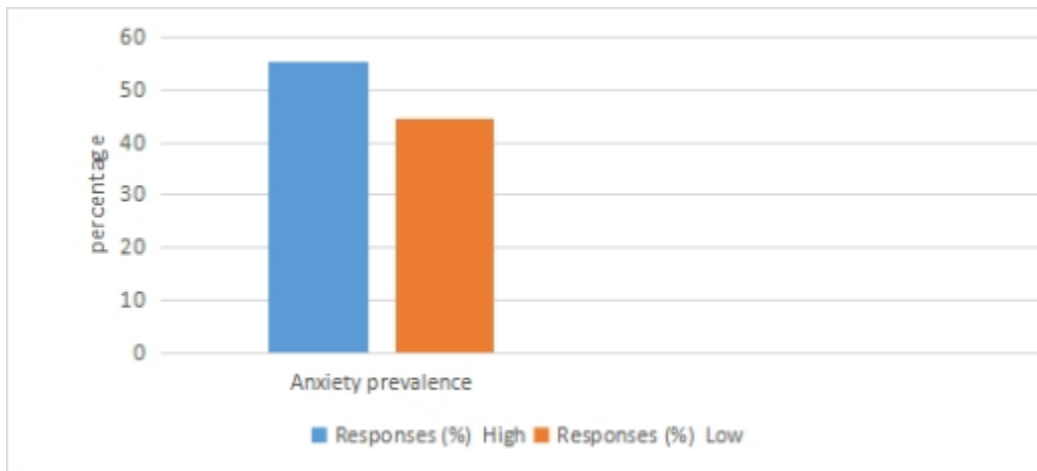


Fig 2 Overall responses of students for Anxiety prevalence

In Table 2 and Fig 2, the general averages of all Government college students about their anxiety prevalence show that 55.5 percent of students have high anxiety and 44.5 percent have low anxiety.

Results

The data analysis indicated a variety of viewpoints on the incidence of anxiety among 12th grade pupils. Among all the colleges, the highest percentage of Anxiety prevalence was shown by 61.5 percent students of the Government colleges for lifestyle factor. 59.5 percent of Anxiety prevalence was shown by students of all Government colleges for social factor. 56.5 percent of Anxiety prevalence was shown by students for psychological factor. 44.2 percent of Anxiety prevalence was shown by students for economic factor. On average, the high level of anxiety was found among 55.5 percent of college students while 44.5 percent students were found with less Anxiety.

Discussions

When severe and moderate levels of anxiety are classified as high, while mild and minimum levels of anxiety are classified as low, roughly 55.4 percent of college students have high anxiety and 44.5 percent have low anxiety. Hence, According to different research findings, physical activities, physical fight and workouts, psychological factor, social factor, Economic factor and life style factor have high level of Anxiety have an impact on students' academic achievements (Trockel et al., 2000).

56.5 percent high level of anxiety were shown by students for psychological factor in the present study similarly the anxiety of learners in grade 11 was studied, and it was discovered that there is a strong link between anxiety and academic achievement due to major psychological factors (Nicholson, 2009).

In the present study 44.2 percent college students were found with high level of Anxiety for Economic factors while 55.8 percent were found with low level of anxiety for economic factor. While in the past studies students may have more financial difficulties than domestic students due to higher tuition prices and limited access to scholarships and bursaries. This can lead to increased anxiety and sadness. Among both developed and developing countries, inadequate financial assistance, low family income, and childhood poverty are risk factors for Stress, Anxiety and Depression in among students (Bradley, 2000).

For social factor 59.5 percent students were shown with high level of anxiety in the present research. While similar results in the past studies also relates my research study findings as well. High levels of anxiety have been linked to less friendly with classmates, feel hesitation in classroom, Lack of involvement in classroom activities and family's social position all have an impact on students' academic grades and learning performance (Ahmed et al., 2007).

The highest percentage of severe level of anxiety were found among the students for life style factor in the present research study similar results are found in the past studies as well Sleep is a lifestyle factor that has been linked to SAD. Sleep deprivation has been linked to decreased learning ability, anxiety, and stress, all of which can lead to depression. Smoking, excessive alcohol use, a poor diet, a lack of regular physical activity, and insufficient sleep are all factors that might contribute to the onset of SAD. (Boulton et al., 2017).

Conclusion

Based on the study's findings, a summary of the worries and their levels of intensity, it was concluded that on average, 44.57 % students were found with low anxiety while the 55.35 percent college students were found with high anxiety among all the colleges. The highest percentage of Anxiety prevalence was shown by 61.5 percent students of the Government colleges for lifestyle factor including Lack of adequate physical activities, physical fight, sudden weight loss, sleep deprivation and smoking. Lowest percentage 44.2 percent of Anxiety prevalence was shown by

students for economic factor including Childhood poverty, Unsupportive parents, Low family income, Lack of financial support and Lack of scholarship opportunities.

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Suggestions

Under psychometric significance, the 55.4 percent of college students who have significant anxiety reflects a large population of students that need to be appropriately addressed, as the situation will worsen if it continues. This can be accomplished with the use of appropriate treatment procedures. 44.5 percent of college students were found to have a low level of anxiety. Whichever degree is closer to the severe one, it appears to be managed appropriately once again, as it may approach severity after a period of continuous existence. According to the findings of different studies, reduced levels of anxiety among college students are required for greater academic accomplishment. The current study was carried out in a quantitative framework as a descriptive investigation.

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