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Manage of Academic Anxiety among School Going Students Through Psychotherapy

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Abstract

Anxiety is a typical reason for poor academic performance among students in all aspects of the globe. The aim of the current research was to identify the level of Academic Anxiety in School Going Students. For the present study 40 sample were selected from various Secondary School in Jalgaon city (Maharashtra). The Age range of subject was 13 to 16 years. The criteria for selection of the subjects were with High and Very High Anxiety. The measures used was Academic Anxiety Scale for Children (AASC) developed by A.K. Singh and A. Sengupta. The results indicate that before psychotherapy, the mean for the School students was 15.92, which got reduced to 12.42 after administering psychotherapy and subsequently got reduced to 7.45. So it concluded that the after psychotherapy, majority of the School going Students anxiety level reduced to 'Low' levels.

Keywords: – Academic Anxiety, Psychotherapy & School Going Students.

INTRODUCTION

Anxiety is experienced by every individual at some point or another or other in his/her life. In normal settings, Anxiety is a term used to delineate cumbersome and horrendous feelings that

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oneself experiences when in troubling or ghastly conditions. Anxiety can begin from different things. Regardless, consistently it is a consequence of weight. Because of students, stress built Anxiety has become the most noticeable technique for thinking for searching for help. Anxiety is described as a hidden fear invigorated by an inspiration to submit. It is a movement of reactions, which rise up out of imperfect acclimation to the weights and strains of life.

Anxiety is one of the most broadly perceived issues looked by students. The extra loads of being in another condition, being unendingly from home and the weight of expecting to do well in school can overwhelm a couple of individuals. Anxiety issue are among the most broadly perceived or a great part of the time happening mental issue. Consistently, uneasiness issue remember aggravations for personality, thinking, lead and physiological activity. In the school, students they may take various structures like change issue with anxious features, test execution uneasiness, social dread and substance started Anxiety issue.

Definition of Anxiety

Spielberger and Vagg (1995) defined anxiety as an emotional state consisting of feeling, tension, apprehension and its effects on the nervous system.

Anxiety “Do not anticipate trouble, or worry about what may never happen, Keep in the sunlight” - Franklin

Symptoms of Anxiety

The symptoms of anxiety can be mental, physical or regular challenges. There are various sorts of uneasiness which fuses absurd focusing on, a sentiment of fear, excitement, unnecessarily enthusiastic responses and negative thinking. A couple of individuals when nervous they have every one of the reserves of being calm, yet the mind never stops thinking and it meddles with the individual fulfilment. Regularly, individuals with anxiety experience cosiness in their chest, a hustling or thumping heart and a pit in their stomach. Anxiety causes a couple of individuals to get a cerebral agony, sweat and even reason them to have the inclination to pee. Mental symptoms of anxiety among students incorporate inclination apprehensive before an instructional

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exercise class, alarm, going clear during a test, feeling defenseless while doing assignments and need enthusiasm for a troublesome subject (Ruffin, 2007).

Anxiety and Academic Performance

Anxiety accept basic occupation in understudy's learning and academic performance and they found that optional school students with increasingly noteworthy degree of apprehension had lower academic performance (McCraty, 2007) and more prominent anxiety related with poor academic accomplishment (Luigi et al., 2007). By and large, elevated level of anxiety was all the more intently connected with lower performance among low capacity students (Sena, Lowe and Lee, 2007). Learning challenges in anxiety students make uneasiness and doesn't improve learning. At the point when students feel they are pressurized for time they hurry through the inquiries and they don't enough respond to the inquiries. Students can't work appropriately when there are lopsided characteristics in their framework which may offer ascent to test anxiety during the assessment.

Review of Literature

A literature review is a record of what has been distributed on a theme by licensed researchers and specialists. It is a bit of digressive composition and a straightforward synopsis of the sources (Taylor and Procter, 2005).

Kavitha and Gayatridevi (2010) led study on 'The board of Anxiety in X and XII standard students through Positive Therapy'. Show Anxiety Inventory (Hemalatha and Nandini, Revised 2005). Out of them, 60 (42 guys and 18 females) were chosen by Purposive Sampling Method. They were in the age scope of 14 – 18 years. As Psychological Intervention, Positive Therapy by Hemalatha (2004) was given to the students. The students were separated into 2 clusters of around 30 out of a group for Positive Therapy. Six sessions of Positive Therapy was given in elective days. Every session went on for 60 minutes. Following two weeks, the subjects were reassessed utilizing the Case Study Reassessment Schedule and Manifest Anxiety Inventory.

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After Positive Therapy, there was an extraordinary decrease in the negative feelings and symptoms among the students.

Sujeetha and Hemalatha (2002) directed an investigation on 'The executives of Anxiety through Positive Therapy in X Standard Students confronting Public Examination'. All the 85 students concentrating in X standard in Kalveerampalayam Government High School, Coimbatore filled in as the example. Show Anxiety Inventory (Hemalatha and Nandini, 2000) were directed on the whole example. As mentioned by the Headmistress of the school, Positive Therapy was given to the whole example for 20 sessions over a time of about a month and a half. It was astounding to find that the mean anxiety had diminished from extremely high/elevated level to low/moderate level. The mean academic accomplishment had additionally expanded fundamentally after treatment. These plainly demonstrate the adequacy of Positive Therapy in the administration of anxiety in students confronting open assessment just as in upgrading their academic accomplishment.

Problem of Study

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Objectives

- 1) To identify the level of Academic Anxiety in School Going Students

Hypotheses

- 1) The Anxiety level among the School Going Students will be reduced after the Psychotherapy.

Sample

For the present study 40 sample were selected from various Secondary School in Jalgaon city (Maharashtra). Among them, 25 boys and 15 girls were taken as subjects for this study. The Age range of subject was 13 to 16 years. The criteria for selection of the subjects were with High and Very High Anxiety

Tools

The following tests and tools were used to get the needed information about the subjects.

Academic Anxiety Scale for Children (AASC)

To measure the level of academic anxiety of children the Academic Anxiety Scale for Children (AASC) developed by A.K. Singh and A. Sengupta was used. It is a brief scale of 20 items and is meant for school students of class 8 to 10th. The test-retest reliability of the scale was found to be 0.60 and split-half reliability was found to be 0.65. The maximum possible score of this test is 20. In Academic Anxiety Scale for Children, each item of the test is scored as either +1 or 0. Thus, high score on the test indicates high academic anxiety and low score on the test indicates low academic anxiety.

Procedure

First of all, permissions were sought from the Headmaster of several school (Boys & Girls), Jalgaon city. A rapport was formed with students after discussing the purpose of the study and taking test them. The participants were also ensured that all the information would be kept confidential and will use for research purpose only. The total time taken by students was approximately one and half hour. After completing questionnaires students were thanked for their cooperation, and scoring was done on the basis of the instructions given in the manual. The information gathered includes the demographic details, symptoms and negative emotions. Academic Anxiety Scale for Children (AASC), was administrated to the subjects to assess their level of Academic Anxiety, The subjects were provided Psychotherapy for 12 sessions, each session was near about two hours. Subjects were given Psychotherapy to change their recurring negative thoughts and their life style positively, educate them in coping skills and to face the problems boldly and successfully without any negative thoughts. The subjects were assessed with the same tools after counselling therapy and follow-up was done after Two months.

Intervention Programme

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Psychotherapy aims to changing negative convictions, thoughts, feelings and behaviour by utilizing various strategies.

Psychotherapy:

For healthy and successful living was used to provide intervention to the subjects. In this action research, all the techniques were used. The School students' personal, social and emotional problems were resolved through counselling.

Psychotherapy involves the following techniques:

- ✓ Cognitive behaviour therapy
- ✓ Rational Emotive Therapy
- ✓ Thought Stopping
- ✓ Cognitive Restructuring

In the present research, Individual and group Counselling was given using all Psychotherapy techniques.

Cognitive Behaviour Therapy

Cognitive Behaviour Therapy (CBT) is exceptionally successful in the treatment of anxiety issues. It focuses on changing both maladaptive thinking patterns or cognitions and behaviours. If a person is suffering from an anxiety disorder, CBT will assist him with identifying and challenge the negative and silly convictions that are keeping him away from working through the feelings of trepidation. Another key component of CBT is exposure. In exposure therapy, he confronts the fears in a safe and controlled environment. Through rehashed exposures, he will increase a more noteworthy feeling of power over anxieties.

Rational Emotive Therapy

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This therapy was developed by Albert Ellis in the year 1955. It is based on the idea that behaviour is more a function of belief system than of actual conditions. This therapy has two goals, to get people to question these fundamental but mistaken beliefs and then to exchange them for more constructive ones (Ellis and Dryden, 1997). It directs the patient's attention to incorrect and self-debating thinking. Such thinking is based on arbitrary, inaccurate assumptions about oneself and others (Sarason and Sarason, 2005).

Thought Stopping

Aaron Beck was the one who developed cognitive therapy. It includes many techniques such as Cognitive Restructuring, Cognitive Rehearsal and Thought Stopping is one among them. It works on the assumption that a sudden distracting stimulus such as unpleasant noise will terminate the obsessional thoughts. The client is asked to get the thoughts firmly in mind then the therapist loudly says stop. This is repeated several times with the client. Finally simply mentally says 'stop'. It provides the client with specific self-control technique for removing an obsessional thought when it occurs (Sarason and Sarason, 2005).

Cognitive Restructuring

In this procedure the students were helped to replace the negative thoughts with positive thoughts. The students were asked to breathe in slowly and breathe out, saying each of the positive statements such as: 'I will overcome fear, anxiety, stress and depression' 'I will build up confidence within me' (3 times each) the students were asked to strongly believe that they had acquired the positive qualities and start behaving accordingly. Thus, they were helped to get rid of their negative, self-defeating thoughts and develop positive, self-enhancing thoughts.

Analysis of Data

The data was analyzed statistically by using SPSS Package 16, the Mean, Standard Deviation were computed to study the effectiveness of counselling on the level of Anxiety before, after and follow-up

Results and Discussion

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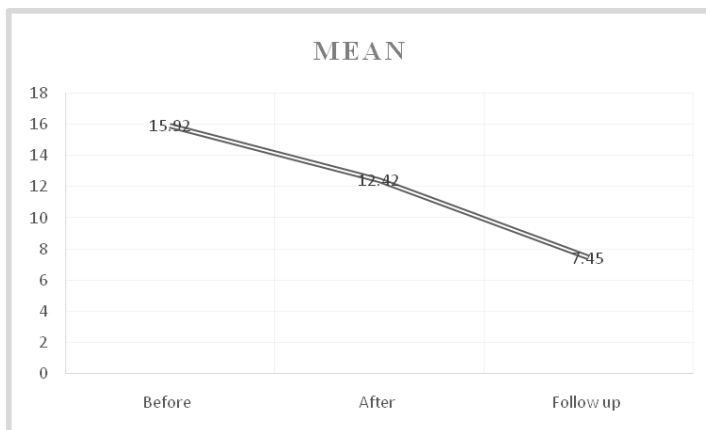
The results of the study are analysed, tabulated and discussed.

Hypothesis No 1. The Anxiety level among the School Going Students will be reduced after the Psychotherapy.

Table No 1 Showing Mean & S.D. Values for Before, After and Follow up in Academic anxiety the school students.

Anxiety	Before		After		Follow-up	
	Mean	S. D.	Mean	S. D.	Mean	S. D.
	15.92	1.96	12.42	2.16	7.45	1.41

Figure.1 Showing Mean & S.D. Values for Before, After and Follow up counselling on Academic anxiety.



Comment [N11]:

Table 1 presents the Mean and S.D's of anxiety during before, after and follow-up of the Psychotherapy among the school students. Before therapy, the mean for the School students was 15.92, which got reduced to 12.42 after administering counselling and subsequently got reduced

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to 7.45 during follow-up which indicates that the anxiety level drastically reduced due to effective administration of CBT,RET, Thought Stopping and Cognitive Restructuring of Counselling. Because the effectiveness of the Psychotherapy helped the students to improve their memory, concentration, confidence and reduce their anxiety level. They agreed to continue with the therapeutic training and the result showed a drastic reduction in anxiety after the administration of Psychotherapy and further in the follow-up.

A similar study was carried out by Sujeetha and Hemalatha (2002) Results showed a significant reduction in the anxiety among the students. The mean academic achievement had also increased significantly after the treatment. Anxiety is one of the most common problems faced by school students. Students with anxiety exhibit a passive attitude in their studies, such as lack of interest in learning, poor performance in exams. Researchers revealed that high levels of anxiety influence on the decrease of working memory, distraction, and reasoning in students (Aronen et al., 2004).

In the follow-up phase, there was a significant reduction in anxiety level because of continuous practice helped the students to relax their mind and body and settle peacefully with good concentration, communication for a better career. The students became more confident by overcoming their fear and actively participated in the school events. Hence, Alternate Hypothesis 'The Anxiety level among the School Going Students will be reduced after the Psychotherapy is accepted.

Conclusion

After Psychotherapy, majority of the School going Students anxiety level reduced to 'Low' levels

Limitations

Any research will have its own limitations. The limitations of the present study are as follows: The intervention was given for twelve sessions to the sample. If it were given for a longer duration, the entire sample would have benefitted more in terms of reduction of their Anxiety. Only School Students got the benefit of the counselling therapy, other areas of students were not

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focused in the study to get the same benefit in terms of reduction of Anxiety which is more common among all the areas Students

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