

# The Effect of Anxiety on College Students

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**Abstract – Psychological distress is mainly referred to as a measure of people's mental health and is widely used as an indicator in population surveys, public health evaluations, epidemiological research, or related clinical investigations and other important intervention research. The scientific literature highlights the applicability to the indistinguishable group of symptoms of depression, general anxiety, behavioural problems, functional limitations and even personality characteristics of psychological discomfort. "India engineering education has seen remarkable development over the last decade in the number of students and the number of institutions, but the average quality of schools and graduate students is suspicious," as shown by the human resources survey of Indian multinational companies, the employability of only one quarter of engineering graduates is eligible. Lack of communication skills, lack of quality education, lack of practical knowledge, lack of interpersonal skills, a bad position in leadership, teamwork and time management are the main reasons of the bad category of pupils.**

**Key Words – Anxiety, College Students, Symptoms, Disorders, Separation**

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## 1. INTRODUCTION

In today's environment a student's social, personal and academic life plays an important part in developing his personality. At the same time, he/she must maintain a successful professional progression, which includes strong time management in both curriculum and curriculum activities. Students from various backgrounds find it difficult to adapt to their university level, leading to dissatisfaction, tension, conflict, anxiety and melancholy. They are confronted with unfavourable societal elements, such as rivalry for position, fulfilment of objectives, difficulties placing excellent businesses, lack of communication and confidence.

In the 21st century, college students encounter extensive experience of their own personal and psychological difficulties, which exacerbate their experience of mental illness. Higher and professional training causes significant stress amongst these young adult students who are growing systems, where it is difficult for students to adapt to their academic and familial affairs and to manage time appropriately, who encounter unsuccessful and failing situations in their professional courses and other elements of their life. It is often observed that adaptation problems and general development continue because of the inefficiency of handling the separation of family conditions, fear of professional growth, stress management, a basic schedule of studies, defining objectives, building a connection with other friends or faculty in the system, and

growing emotions and self-respect within the complete system. Just like young adults, undergraduate students must deal not only with psychological and psychological changes linked to the formation of an independent personal life, but also with academic and social obligations in the preparation for their professional careers in university studies. Therefore, the undergraduate time is a sensitive era in the life span of a person, and many consider this time vital for building systems and intervention approaches that might prevent or lessen mental issues.<sup>1</sup>

## 2. ANXIETY

"Don't anticipate difficulty or fret about what may never happen.

Anxiety is experienced at some time in every person's life. Anxiety is a phrase used in daily scenarios to express uncomfortable and unpleasant sensations a human feels in stressful or frightening circumstances. Anxiety may be caused by several reasons. However, it is usually a result of stress. Stress built anxiety has become the most prevalent reason for getting assistance for college students. About one in eight students in college seeks counselling for stress-related difficulties. Anxiety is described as an underlying dread that is inspired to commit. It is a number of symptoms caused by a defective adjustment to life pressures and pressures. Anxiety is one of university students' most prevalent difficulties. Some individuals are

overwhelmed by the increased strain to be in a new place, to be away from home and the effort to perform well in college. Anxiety disorders are one of the most prevalent or common mental problems. Anxiety disorders often entail emotion, thought, behaviour and physiological activity abnormalities. In college students, they may take various forms, including anxious adjustment disorders, anxiety with exam results, social phobia and anxiety-induced drug disorders.<sup>2</sup>

### 3. ANXIETY DISORDERS

Anxiety disorders are the most frequent form of mental disturbance among teenagers in the United States. The prevalence of anxiety rates in a population sample of young people varies significantly. Anxiety is one of the many emotional and behavioural illnesses. Students with anxiety disorder show a passive approach in their studies, such as a lack of enthusiasm in studying, low examination results and bad work.

Anxiety disorder in college students is a problem and they have a lot to worry about, for example, achieving excellent marks, taking examinations, doing tasks, running out of time, attempting to transition into the new milieu, hostel difficulties, group of peers, etc. Students with anxiety disorder have a passive attitude in their academics, such as a lack of enthusiasm in studying, poor exercise performance and bad work.<sup>3</sup>

Anxiety is a human experience. Anxiety. It is a psychological and physiological condition including physical, emotional, cognitive and behavioural elements. Anxiety may cause emotions of fear, concern, anguish, characterised anxiety as an emotional state consisting of feeling, tension, apprehension and its consequences on the nervous system, in either absence or in presence of psychological stress. Worry may contribute to performance interference by restricting the mind, attention, cognitive interference, anxieties, and concerns caused by anxiety, according to the hypothesis.

### 4. ANXIETY SYMPTOMS

Anxiety symptoms may be psychological, physical or environmental issues. There are several varieties of anxiety, including excessive anxiety, fear, restlessness, excessively emotional reactions and negative thoughts. Some individuals seem calm while they're nervous, but the brain never stops thinking and disturbs the quality of life. People with anxiety often sense tightness in their chest, a running heart, or a pit in their stomach. Anxiety causes some individuals to acquire a headache, sweat and even pee. Psychological signs of anxiety among students include nervousness before a tutorial, panic, blankness before a test, helplessness while doing tasks and loss of interest in a tough topic.<sup>4</sup>

#### 4.1 Physical Symptoms

- Heart Palpitations or Racing Heartbeat
- Chest Pain
- Hot Flashes or Chills
- Cold and Clammy Hands
- Stomach Upset, Frequent Urination or Diarrhoea
- Shortness of Breath
- Sweating
- Dizziness
- Tremors, Twitches and Jitters
- Muscle Tension or Aches
- Headaches
- Fatigue
- Insomnia

#### 4.2 Emotional/Psychological Symptoms

- Apprehension, Uneasiness and Dread
- Impaired Concentration or Selective Attention
- Feeling Restless
- Avoidance
- Hyper vigilance
- Irritability
- Behavioural Problems especially in Children and Adolescents
- Nervousness and Jumpiness
- Self-consciousness, Insecurity
- Fear of Dying or Going Crazy
- Strong Desire to Escape

#### 4.3 Anxiety and Academic Performance

Anxiety is a major predictor of academic success. Studies have demonstrated that academic success is affected by concerns. There is a probable link between high worry and low academic performance of students. Researchers have shown that high

anxiety has an effect on the decrease in student memory, distraction and thinking. Anxiety has an important influence on student learning and academic performance, and found that high school children who are more worried have worse education performance and greater anxiety due to poor academic achievement. Highly anxious students showed shorter memory, low concentration, lack of confidence and poor reasoning capabilities. In general, elevated anxiety levels were associated with worse student performance. Students are worried about insensitive education or a difficult curriculum. This consequently leads students to the surface approach as a means to cope with stress and anxiety related to personal or family concerns. Sometimes students fail to do so when they have a lot of pressure and worry during their education. Researchers have showed that in their final semester evaluation learners with more anxiety likely to get worse.<sup>5</sup>

A major college worry is academic accomplishment. Studies showed that the performance of academics is influenced by personal efforts, time management, interaction among peers, environment, campus facilities, work completion, classroom attendance, tutoring services, studies and training techniques. The issues of learning anxiety for students cause suffering and do not promote learning.

## **5. ANXIETY EFFECTS**

Anxiety is part of existence; it is experienced to some level throughout life. But when a feeling of concern comes to govern one's life, or endures beyond a certain time in one's life (e.g. speech or class seminar), the student is suspicious. Students of universities who are worried about grades, careers, health, family, money and relationships might continue to be concerned. Obsessive Compulsive Anxiety Disorder Those who have obsessive and disturbing thoughts and do repeated behaviours like washing their hands or checking locks may solve problems for themselves. Some anxious university students may develop panic attacks. The individual may experience heart palpitations, chest pain, shock sentiments, dizziness, suddenness, punching, chilling, hot flashes, shaking, nausea and depersonalisation during a panic attack. During a panic attack, the person affected may feel mad and have a strong wish to leave.<sup>6</sup>

### **5.1 Abuse Substance**

Many students use alcohol and other drugs to momentarily alleviate stress and worry. Accordingly, the Anxiety Disorders Association of America (ADAA) is two to three times more likely to develop a substance misuse issue in people with anxiety. The social pressure and party culture often coupled with the college environment might put college students at increased risk.

### **5.2 Disorder Eating**

Eating disorders, such as bulimia and anorexia, are more likely to develop for college students, particularly women. Eating disorders may be caused by household sentiments, low self-esteem and/or peer pressure. In late infancy or adolescence, they usually develop and are usually linked to anxiety disorders by the American Anxiety Disorder Association.

### **5.3 Problems Sleeping**

Students have sleep issues because sleep is typically of less importance compared to other demands, such as academics and social life. Anxiety is a major source of sleep problems, especially when you are highly anxious. Occasionally insomnia is normal, but it may be a major concern if you become sleepless and sleep hard, wake up repeatedly in the middle of the night, get up early in the morning and feel sleepless. Sleeplessness may interfere with your ability to concentrate, make you upset and risk various health problems.

### **5.4 Anxiety Disorder Generalized (GAD)**

A person suffering from this illness may suffer from GAD if it has diversions from continuous anxieties and anxieties of daily tasks or a lasting sensation that something unpleasant is happening. People with GAD almost always feel worried, but they may not even know why. GAD anxiety often appears in bodily symptoms such as headaches, stomach trouble and tiredness.

### **5.5 Obsessive Disorder Compulsive (OCD)**

OCD is characterised by undesirable thoughts or behaviours which appear uncontrollable. Obsessions may disturb a person, such as repeated fear that he has forgotten to turn the oven off or that he may injure somebody. He may also have uncontrolled compulsions, such as washing his hands repeatedly.

### **5.6 Panic Takings and Panic Disorder**

Repeated and sudden panic episodes are defined by panic disorder. This panic episode strikes without notice and generally takes between 15 and 30 minutes. Panic disorder may also be associated with agoraphobia, which is a fear of escaping or assisting in the case of a panic episode. If a person has agoraphobia, public venues, such as shopping centres or enclosed areas like an aircraft, will probably be prevented.<sup>7</sup>

## 6. LITERATURE REVIEW

**Jeana L Jeana (2015)** Psychologists in the area of applied positive psychology are in the leading position. However, certain errors or misunderstandings of positive psychology tend to interfere with the attention (or lack) focused on teaching psychologists to use and contribute to positive psychological studies and applications. This article discusses the most often reported misunderstandings, and examines basic knowledge on positive psychological notions, theories and processes most important to the practical work of psychologists. Consultants are urged to claim positive psychology as the natural continuation of our humanitarian origins and to investigate how to use and contribute to a growing amount of positive psychological research.<sup>8</sup>

**Magyar-Moe, Owens, & Scheel, (2015)** Positive psychologists may be seen as akin to Karl Menninger, who called on practitioners of mental health to regard the usual conception of mental disease as progressive and resistant. Current positive psychologists want a similar balance, in which both their shortcomings and talents make individuals understood. Positive psychologists considers pathology studies significant and use the results of this research in their everyday work, while underlining the critical significance of researching and assimilating knowledge on what works for people and what elements pathological buffers individuals. Another widespread misinterpretation of positive psychology is that it is equivalent to psychological advice and many psychologists refer to positive psychology as "old wine in new bottles." While both areas are strength-based, positive psychology extends beyond a strength-based philosophical perspective to specified theories, structures, models, and treatments that may be used to lead this philosophical viewpoint in the treatment room.<sup>9</sup>

**Kobau, Sniezek, Zack, Lucas and Burns (2010)** showed no difference in meaning in life amongst U.S. ethnic groups (Hispanic, Black and White). But they found that further training (i.e. college and postgraduate), older age (i.e. above 45 years) and rising income levels had enhanced their significance. An international research has contrasted Japan as an interconnected cultural representation with the United States as an independent culture representative. They discovered that the Japanese sample was more sensitive and the U.S. sample was more sensitive. In addition, in the U.S. sample the search for meaning was adversely associated with meaning, whereas the connection in the Japanese sample was favourably associated. The findings are extended to the conclusion that the quest for meaning in interdependent societies is constructed more favourably.<sup>10</sup>

**Littman-Ovadia et coll., (2014)** Library anxiety is a psychological impediment to university students'

academic achievement. University students and characteristics that predict library anxiety have been explored. A wise analysis using multiple regressions has shown that eight factors (age, sex, study year, native language, average point rating, status of the employee, frequency of trips to libraries and reasons for library use) have contributed considerably to library anxiety prediction. Variance analysis, including trend analysis, shows that freshmen reported the greatest degree of library anxiety and that it reduced linearly depending on the year of study. Based on these results, both librarians and teachers should be aware of the properties and the availability of anxiety-cutting interventions for students. A research of test anxiety in medical students and their experience of the visual analogue scale for anxiety was investigated. The anxiety levels of medical students under varied stress settings were evaluated, as were the stability of anxiety ratings between examinations.<sup>11</sup>

**Misurell etc., (2011)** The ladies were allocated to an experimental or a control group randomly. The experimental group took part in a 6-week cognitive-behavioral interventions to identify and reduce negative thinking using such tactics as stoppage and claims. Data were obtained before and at 1-6-18 months post-operation on depressive symptoms, self-esteem, and negative thoughts. There was a higher reduction in depressive symptoms and negative thinking for women in the intervention group, and a higher rise in self-esteem compared to control. The positive benefits maintained for a period of 18 months. These data highlight the relevance of stopping thinking and affirming as prevention of women at risk in high schools.<sup>12</sup>

**Reichard et al. (2013)** developed a study anxiety intervention programme to control student anxiety to increase student academic performance. For this study, twelve healthy students have been recruited from five engineering faculties at Universiti Malaysia Pahang. They are separated into two equal groups, each of them including six individuals (the experiment and the control group). The training was carried out throughout the period of six sessions with fully-trained experimental groups and no training for control groups. The findings demonstrated that the experimental groups fared better in the fight against anxiety and increased academic achievement compared to control groups. Studied career development and state anxiety by providing cognitive career-oriented group advice to Taiwanese College student athletes. In this research, two business schools in Taiwan evaluated the degree to which a cognitive career-oriented group counselling programme may improve career maturation and reduce the state anxiety of student athletes.<sup>13</sup>

## 7. OBJECTIVE OF THE STUDY

- To evaluate the role and challenges of counselling centres in contemporary society
- To study the Socio-Economic conditions of the youths who have undergone counselling
- To understand the nature of Socio-Psychological prospects of youths
- To evaluate the youth's level of satisfaction on counselling centres

## 8. METHODOLOGY

### 8.1 Design Research

The current research aimed at studying the degree of mental anguish, depression and anxiety in the sample for 60 young persons aged between 18 and 35 years. It examined the effects on the application of the proposed counselling model on Indians who suffer from psychological distress, depression and depression. The main aims of the present research were to investigate the level of psychological distress, depression and fear for a sample of sixty young people from 18 to 35 years of age; to assess the impact on the Indian young people with Anxiety of the implementation of the model of counselling intervention, and finally to study the effect of counselling integration. Considering the goals, the blueprint or design of research that explains the processes of the study in hand has been well developed. To achieve the key goals, the mentally troubled population was divided into the experimental and control groups.

### 8.2 Used Tools

The four psychiatric assessments Beck BDI, Sinha Comprehensive Anxiety Evaluation, Kessler K10 and the Simple Lifestyle Predictor Questionnaire were then submitted to these groups (SLIQ).

### 8.3 The Study Sample

This study included the experimental group Psychologically Distressed (N=30) and the control group Psychologically Distressed (N=30), two large groups of people. For the objectives of the recognition of the themes, the consulting psychiatrist and general practitioner at the Apollo clinics (Faridabad) knew about the newest PhD research and was requested to collaborate. For psychiatric assessment and for further guidance and discoveries, the doctors referred the patients to the researcher.

## 9. DATA ANALYSIS

Tests for different demographic variables among university students are determined for the Kolmogorov-Smirnov Z test. Variance analysis has been estimated to research the efficacy of positive therapy prior, after and after anxiety levels. Analysis of Variance and Post-hoc analysis was computed. Kolmogorov-Smirnov Z Test was calculated for various demographic variables among the engineering college students Correlations were computed between Anxiety, Depression and General Well-Being. Analysis of Variance was calculated to study the effectiveness of Positive Therapy on the level of Anxiety before, after and follow-up. Duncan's Post-hoc analysis was done to find out the difference among the before and follow-up for the Anxiety, Depression and General Well-being.

SPSS Package 16, Mean, Deviation Standard, Kolmogrov-smirnov Z test, Correlation, Variance Analysis and post hoc analyses have been used in statistical research. Variance analysis for the effectiveness of positive treatment before, after and after anxiety levels has been evaluated.

**TABLE 1: ANXIETY LEVEL OF THE ENGINEERING STUDENTS**

LEVEL OF ANXIETY	BEFORE		AFTER		FOLLOW-UP	
	N	%	N	%	N	%
VERY HIGH	71	35.5	0	0	0	0
HIGH	102	51	34	17	0	0
MODERATE	27	13.5	136	68	28	14
LOW	0	0	30	15	160	80
VERY LOW	0	0	0	0	12	6

The amount of anxiousness among engineering students. At first, 35.5% of engineering student's experienced 'very high anxiety,' 51% had 'high anxiety,' and 13.5% felt 'moderate anxiety.' But following administration of Positive Therapy, the degree of anxiety fell substantially. None had 'Very High Anxiety,' 17% had 'High Anxiety,' 68% had 'Moderate Anxiety' and 15% had 'Low Anxiety' The substantial decrease in anxiety among engineering students was shown in a follow-up session when 14% of engineering students had 'moderate anxiety,' 80% had 'low anxiety' and 6% had 'very low anxiety,' which is only feasible owing to numerous positivity-therapy tactics and more practise.

**TABLE 2: MEAN AND S. D.'S OF BEFORE, AFTER AND FOLLOW-UP IN ANXIETY AMONG THE STUDENTS**

ANXIETY	BEFORE		AFTER		FOLLOW-UP	
	MEAN	S. D.	MEAN	S. D.	MEAN	S. D.
	20.46	5.30	11.64	3.27	5.43	2.40

Anxiety is one of the most common problems faced by college students. Students with anxiety disorder exhibit a passive attitude in their studies, such as lack of interest in learning, poor performance in exams, and do poorly on assignments. Researchers revealed that high levels of anxiety influence the decrease of working memory, distraction, and reasoning in students.

**TABLE 3: 'F' VALUE FOR BEFORE, AFTER AND FOLLOW-UP IN ANXIETY AMONG THE STUDENTS**

ANXIETY	SUM OF SQUARES	Df	MEAN SQUARES	F
BETWEEN GROUPS	11408.58	2	5704.29	383.96**
WITHIN GROUPS	4412.39	297	14.86	

\*\* - Significant at 0.01 level

Table presents the ANOVA results of anxiety among the ECE students. The 'F' value is 383.96 which indicate that there is a significant difference between before, after and follow-up periods of Positive Therapy in the anxiety level experienced by the ECE students.

**TABLE 4: MEAN AND S. D.'S OF BEFORE, AFTER AND FOLLOW-UP IN ANXIETY AMONG THE STUDENTS**

ANXIETY	BEFORE		AFTER		FOLLOW-UP	
	MEAN	S. D.	MEAN	S. D.	MEAN	S. D.
	21.45	5.20	12.21	3.33	6.48	2.26

Table presents the results of Mean and S.D's of anxiety during before, after and follow-up of the Positive Therapy among the EEE students. The mean anxiety before therapy was 21.45 and after administering Positive Therapy, it reduced to 12.21 and in follow-up it further reduced to 6.48 which indicate that the anxiety level reduced drastically after the treatment due to relaxation.

**TABLE 5: MEAN AND S. D.'S OF BEFORE, AFTER AND FOLLOW-UP IN ANXIETY SYMPTOMS AMONG THE EEE STUDENTS**

ANXIETY SYMPTOMS	BEFORE		AFTER		FOLLOW-UP	
	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.
PHYSIOLOGICAL	6.87	2.27	3.54	1.44	1.64	0.88
EMOTIONAL	3.53	0.89	2.07	0.78	1.05	0.54
COGNITIVE	6.36	2.32	3.78	1.27	2.07	0.88
BEHAVIOURAL	4.69	1.23	2.82	0.86	1.72	0.78

Table represents the mean and S.D. of EEE students' anxiety symptoms. It shows that the mean for physiological symptoms before treatment was 6.87 and after positive therapy, it was reduced to 3.54 and further decreased to 1.64 during follow-up. Similarly, the mean for Emotional Symptoms before Positive Therapy was 3.53, after treatment, it

decreased in the follow-up period to 2.07 and further lowered to 1.05.

## 10. CONCLUSION

Sporadic anxiety or panic is an ordinary aspect of life. There may be anxiety at work or before making significant personal and professional decisions. However, anxiety that interrupts our uncontrolled functioning is an anxiety disorder which implies more than transitory concern or dread. These emotions interfere with the everyday working issues and may result in a widespread anxiety condition, panic disorder etc. These three psychological issues - depression, anxiety and psychological distress - may have negative consequences on one's life and living standards. Eventually any major mental health concerns may affect a person's pleasant lifestyle and reinforce the fact that healthcare practitioners underestimate the impact of lifestyles for mental health greatly.

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