Understanding Pre Board Exam Depression, Anxiety and Stress level of Standard 10 students from selected Schools of Pimpri Corporation Municipal Corporation area

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Abstract

The broad aim of education is to prepare an individual to lead the life successfully. Education should allow one to overcome the problems and obstacles which he or she might face in the life. The current education system in India is day by day becoming 'Mark-centered'. The study also indicates that academic anxiety and academic achievement is negatively correlated. In this survey, One hundred and thirty three students (n=133, girls = 61, boys= 72) from standard 10 participated. All the students were going to appear for Maharashtra Board Secondary state Board examinations. DASS (Depression Anxiety Stress Scale) test was used to assess the students. The DASS (Lovibond & Lovibond, 1995a) is a set of three self-report scales designed to measure the negative emotional states of depression, anxiety, and stress. The DASS is a 42-item self-report inventory. Forty two percent of students are found in Normal range of Depression, 29% are found in Normal range of Anxiety and 36% are found in Normal range of Stress. Whereas, in severe range 9% are found in Depression, 40% in Anxiety and 11% are found in Stress. Observing this Statistics, students from this sample group are more anxious but less Depressive and Stressful. If this Anxiety is treated well with help of Counseling, teaching Anxiety Management techniques will help to reduce Anxiety, and will further lessen the damage occur by Depression and Stress.

KEYWORDS: Pre Board Exam, Depression, Anxiety and Stress

Introduction-

Education facilitates child to blossom to his/her fullest abilities. The broad aim of education is to prepare an individual to lead the life successfully. Education should allow one to overcome the problems and obstacles which he or she might face in the life. According to John Dewey the aim of education is the development of child's powers and abilities. John Dewey quotes following as aims of education.

1. Social Efficiency: According to John Dewey, the development of social efficiency is one of the aims of education. To him, school is a social institution. The school should be organized in such a way that the activities of the outer world are reflected.

2. Education is Life: Dewey emphasizes that education is not a preparation for life; it is life itself.

3. Education is Experience: Dewey favored an education by, of, and for, experience. Every new experience is education. An old experience is replaced by a new experience.

4. Education should combine Theory and Practice: The aim of education, according to Dewey, should be to create a balance between theoretical and practical activities. He has stressed equal importance to both action and thought. These two should go hand-in-hand.

Whereas, in Indian education system, Gurudeo Rabindranath Tagore focuses on the following important aims of education.

- Self Realization
- Intellectual development
- Physical Development
- Love for Humanity
- Freedom
- Co-relation of Objects
- Mother tongue as medium of Instruction
- Social Development
- Moral and Spiritual development

Unfortunately, present education system is far away from the above mentioned principles. The world is becoming more and more competitive. To survive in this competitive atmosphere, one must possess certain skills. Only reading /writing skills and academic achievement will not help to confront this competition. Unfortunately, Indian education system does not give importance to the above mentioned facets related to education. And the vicious circle goes on. When the time is to appear for board examination, child is in state of severe anxiety which results in stress. If one is unable to deal with stress for long period of time it may lead to depression. As the student enters in Standard 10, entire scenario changes for him/her. His hobby classes are stopped, sports hours are reduced, study hours are drastically increased and socialization is prohibited, entertainment is provided under supervision. This affects student more negatively, if he has any study related difficulties study time is increased further. This student is supposed to only memorize the study content, no matter if he doesn't understand any of it. So, student does not understand why is studying math or language or social studies or science? In his daily schedule no free time or introspection time is made available for him. As a result, he do not get time to think about his progress (forward or backward), all the fear, confusion is suppressed at bottom of the heart. A small failure or low performance is enough to go into depression.

The current education system in India is day by day becoming 'Mark-centered'. Only Academic achievement is the single aim of education, and development of Personality has taken backseat. Various skills like

Reading with speed/comprehension, managing daily study timetable, making and taking notes, good handwriting are obsolete and only memory skill is important during student hood. Enjoying school days, learning to adjust with all types of friends, obeying and respecting authority is no longer considered and only goal of student hood is now -Appearing for examinations. Especially when your child is appearing board examinations, life changes upside down for the child.

This survey aims at understanding in pre board exam anxiety of Standard 10 students.

Review of related Literature-

1) A study on academic anxiety and academic achievement on secondary level school students- Samit Kumar Das , Ujjwal Kumar Halder and Bapi Mishra (Vol 4 Issue 6 July 2014,Indian streams research Journal, Ed- H N Jagtap) ISSN No : 2230-7850

   In the present study, the researchers made an attempt to investigate the gender difference in relation to academic anxiety and academic achievement of the students of secondary level. The researchers also tried to find out the correlation between academic anxiety and academic achievement. A sample of 237 (128 boys and 109 girls) of secondary level students of class VIII were selected randomly. Analyzing the data, the result shows that girls students has more academic anxiety than boys. It was also found that there is a negative and significant correlation (r= -0.10) between academic anxiety and academic achievement.

   The study also indicates that academic anxiety and academic achievement is negatively correlated. The correlation is very low which indicates that the negative correlation is not statistically significant. So it can be summed up that academic anxiety always do not badly impact too much on students' academic achievement

2) A study of academic anxiety of secondary school students of kangra district in relation to gender, locale and social category by Chaman Lal Banga, Dr. Surender Kumar Sharma.

   In the present study an attempt was made to find out academic anxiety of secondary school students in relation to gender, locale and social category. sample consisted of 200 senior secondary students. For data collection, Academic Anxiety Scale for Children (AASC) by Singh and Gupta (2009) was used to measure the academic anxiety of Students. No significant difference was found in the academic anxiety among boys and girls secondary school students, among rural and urban secondary school students, and among secondary school students belonging to general castes, other backward castes and scheduled castes/ scheduled tribes.

3) A Study on Academic Stress among Higher Secondary Students by Dr.P.SURESH PRABU

The purpose of the study is to find out the level of academic stress among higher secondary students. The present study consists of 250 XI standard students studying in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The present study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student\'s academic stress is higher than female students. The urban student\'s academic stress is higher than rural student. The Government school student\'s academic stress is less than private school student. The science subject student\'s academic stress is higher than arts student. The students whose parent\'s education as literate level academic stress is higher than their counterpart.

4) Anxiety, Depression, and Stress in Relation to Academic Achievement among Higher Secondary School Students by Dr. Gouri Sharma1 , Dr. Deepak Pandey. This study aimed to fill the gap between mental health and academic achievement of the higher secondary students and find out the relationship among anxiety, stress, depression and academic achievements. For this purpose 120 (60 boys & 60 girls) students of 11th standard studying in government schools located in rural area were taken randomly. The ADSS (anxiety, depression and stress scale) was used to measure the anxiety, depression and stress among students. To analysis data Co relational research design was used. Hierarchical multiple regression analysis revealed significant negative association between depression and, anxiety for criterion variable academic achievement. Furthermore, stress and academic achievement found to be significant positive association with each other. It is concluded that mental health condition of the students affect academic achievements.

Methodology:

In this survey, One hundred and thirty three students (n=133, girls = 61, boys= 72) from standard 10 participated. The sample was randomly selected. All the students were going to appear for Maharashtra Board Secondary state Board examinations. Researcher explained objective of the study and nature of the questionnaire to the participants. She made the students comfortable. Students volunteered to participate in the survey. Since the objective of the study was to understand the intensity of Depression, Anxiety and Stress; researcher conducted the testing two weeks prior to the board examinations.

Tool- DASS (Depression Anxiety Stress Scale) test was used to assess the students. The DASS (Lovibond & Lovibond, 1995a) is a set of three self-report scales designed to measure the negative emotional states of depression, anxiety, and stress. The DASS is a 42-item self-report inventory. The total internal consistencies of the depression,

anxiety, and stress scales were found fairly high (.96, .89, and .93 respectively). Test-retest reliability score of the scale was .48. Although there are numerous self-report scales of depression, anxiety, and stress, the DASS is unique given that these three constructs are assessed by one scale.

For analyzing the data, mean, SD and 't' test were used as the statistical techniques in the present study.

Objectives –
1) To make status study of Std 10 students' Intensity of Depression, Anxiety and Stress level among during Pre-Board examinations in P.C.M.C area.
2) To Understand gender differences of Std 10 students' Intensity of Depression, Anxiety and Stress level during Pre-Board examinations in P.C.M.C area.

Variables- The following variables are found in the present research study.
▪ **Independent variable**- Std 10 Board examinations
▪ **Dependent variables** – Depression,Anxiety and Stress level of Std 10 students
▪ **Extrinsic variables**- Parenting style, intellectual ability of students, teaching-learning method

Hypotheses- The following are the Hypotheses tested in the study.

Hypothesis 1
There is no high Intensity of Depression, Anxiety and Stress level among of Std 10 students' during Pre-Board examinations in P.C.M.C area.

Hypothesis 2
There is no gender difference among Std 10 students' Intensity of Depression, Anxiety and Stress level during Pre-Board examinations in P.C.M.C area.

Testing of the Hypotheses

Hypothesis 1
There is no high Intensity of Depression, Anxiety and Stress level among of Std 10 students' during Pre-Board examinations in P.C.M.C area.

Table 1: Number of cases found in Depression   (n=133)
Table1 shows the number of cases found in 'Depression' factor. The manual of DASS provides range of scores of categories for scoring purpose; for e.g., Normal depression 0-9 scores etc.

Table 1   : Number of cases found in Depression   (n=133)

Category and score range	Depression
Normal 0-9	56
Mild 10--13	36
Moderate14-20	29
Severe 21--27	11
Extremely Severe28+	1

Table no 1 explains that, out of 133 students 27% of students lie in mild depression category, 22% students lie in moderate depression category and 9% students lie in severe and extremely severe depression category. If these students are left unattended they may shift to higher range category, which is disturbing.

Table2   shows the number of cases found in 'Anxiety' factor. The manual of DASS provides range of scores of categories for scoring purpose; for e.g., Normal Anxiety 0-7 scores etc.

Table 2: Number of cases found in Anxiety (n=133)

Category and score range	Anxiety
Normal 0-7	38
Mild 8-9	16
Moderate 10-14	26
Severe 15-19	23
Extremely Severe 20+	30

 Table no 2 explains that, out of 133 students 12% of students lie in mild depression category, 20% students lie in moderate depression category, 18% students lie in severe category and 23% extremely severe anxiety category. If these students are left unattended they may shift to higher range category, which may hamper their mental health and affect their academic performance.

Table 3 shows the number of cases found in 'stress' factor. The manual of DASS provides range of scores of categories for scoring purpose; for e.g., Normal Anxiety 0-7 scores etc.

Table 3: Number of cases found in Stress (n=133)

Category and score range	Stress
Normal 0-14	48
Mild 15-18	38
Moderate 19-25	33
Severe 26-33	12
Extremely Severe 36+	2

Table no 3 explains that, out of 133 students 29% of students lie in mild depression category, 25% students lie in moderate depression category, 9% students lie in severe category and 1.5 % students in extremely severe anxiety category. If these students are left unattended they may shift to higher range category, which may hamper their mental health and affect their academic performance.

Table 4: Means and Standard deviation of Depression, Anxiety and Stress

(N=133)	Depression	Anxiety	Stress
Mean	11.50	12.98	16.73
S.D	6.60	7.64	6.36

From Table 4, it can be observed that, mean of 'stress' factor is higher than other means of Depression   and Anxiety factor.

Graph 1: Graphical representation of means of Depression, Anxiety and Stress
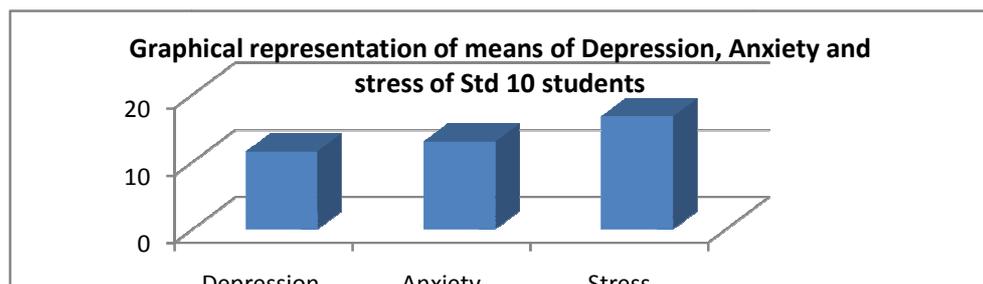

Graphical representation of means of Depression, Anxiety and stress of Std 10 students

Table 5: Comparative study of number of students found in the **Normal range** of Depression, Anxiety and Stress

Table 5: number of students found in the **Normal range** of Depression, Anxiety and Stress

	Depression	Anxiety	Stress
No. of students	56	38	48

Table 5 illustrates that compared to other factors like Anxiety and Stress there are more number of students who lay in 'Normal range' of 'Depression' factor. Which can be concluded that more number of students are found in Depression category as compared to Anxiety and Stress.

Graph 2: Graphical representation of number of students found in the **Normal range** of Depression, Anxiety and Stress
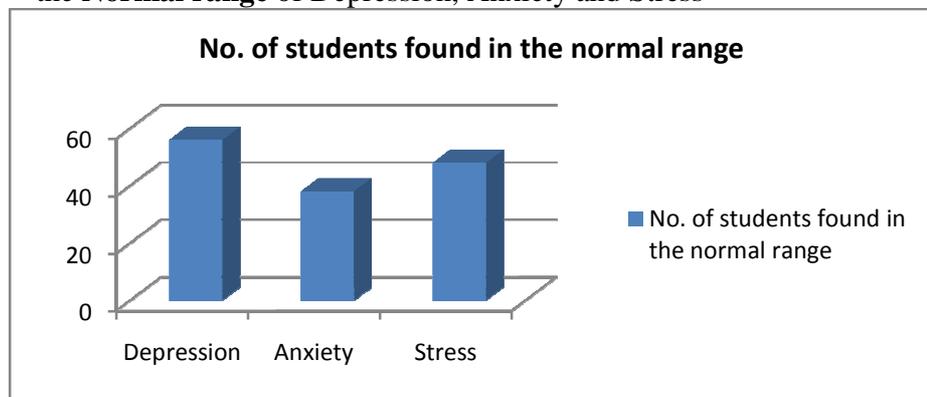

Table 6: Comparative study of number of students found in the **severe and extremely severe range of** Depression, Anxiety and Stress

	Depression	Anxiety	Stress
No. of students	12	53	14

Table 6 points out that compared to other factors like Anxiety and Stress there are more number of students who lay in ' severe and extremely severe range' of 'Anxiety' factor. Hence, it can be concluded that, this sample of students is more anxious. Out of 133 students 40% of students fall in the severe and extremely severe range of Anxiety factor as compared to Depression 12 % and Stress 10%.

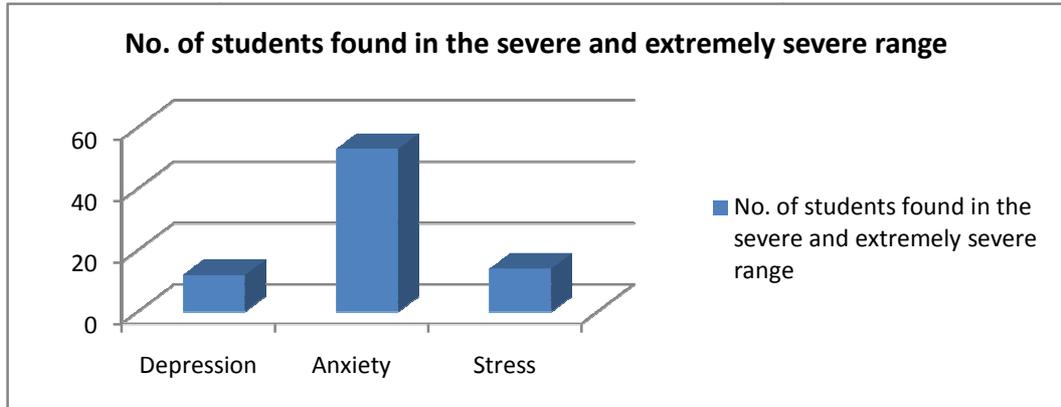**Graph 3: Graphical representation of number of students found in the severe and extremely severe range**

Table 7: Mean and Standard Deviation of Depression, Anxiety and Stress

	Depression			Anxiety			Stress		
	Total(n= 133)	Girls(n= 61)	Boys(n= 72)	Total	Girls	Boys	Total	Girls	Boys
Mean	11.50	11.51	11.50	12.98	13.98	12.14	16.73	17.82	15.84
S.D	6.60	6.70.	6.54	7.64	7.41	7.78	6.36	6.99	5.67

From Table 7 it is clear that the mean of total sample, factor stress is higher i.e. 16.73 as compared to the means of Depression factor i.e.11.50 and mean of Anxiety factor i.e. 12.98.Hence, the hypothesis 1 "There is no high Intensity of Depression, Anxiety and Stress level among of Std 10 students' during Pre-Board examinations in P.C.M.C area" is accepted. Out of 133 students, If only Severe and Extremely severe range is observed,12 students are found to be in Depression, 53 students are found to be Anxious and 14 Students are found to be stressed out.

Hypothesis 2

There is no gender difference among Std 10 students' Intensity of Depression, Anxiety and Stress level during Pre-Board examinations in P.C.M.C area.

Table 8: Mean, S.D, t value and level of significance of Depression factor among boys and girls

Depression	N	Mean	S.D	't' value	Level of significance		
Girls	61	11.51	6.70	1.12	At	.05	level of

| Boys | 72 | 11.50 | 6.54 | | significance(1.98)- Signifcant | **Not** |

Table 8 depicts the calculated 't'value found out of significance of the difference between the means of girls and boys of Depression factor for degree of freedom 131, is found to be 1.12 which is below the table value at 0.05 level of significance. Hence, the hypothesis 2 that *"There is no gender difference among Std 10 students' Intensity of Depression, Anxiety and Stress level during Pre-Board examinations in P.C.M.C area"* is accepted. However, Girls have higher mean of Depression factor (11.51) than Boys in factor Depression (11.50) but this difference between the means is not significant statistically.

Table 9: Mean, S.D, t value and level of significance of Anxiety factor among boys and girls

Anxiety	N	Mean	S.D	't' value	Level of significance
Girls	61	13.98	7.41	1.53	At .05 level of significance- **Not** Significant
Boys	72	12.14	7.78		

Table 9 depicts that the calculated 't'value found out of significance of the difference between the means of girls and boys of Anxiety factor for df 131, is found to be 1.53 which is below the table value at 0.05 level of significance. Hence, the hypothesis 2 that *"There is no gender difference among Std 10 students' Intensity of Depression, Anxiety and Stress level during Pre-Board examinations in P.C.M.C area"* is accepted. However, Girls have higher mean of Depression factor (13.98) than Boys in factor Depression (12.14) but this difference between the means is not significant statistically.

Table 10: Mean, S.D, t value and level of significance of Stress factor among boys and girls

Stress	N	Mean	S.D	't' value	Level of significance
Girls	61	17.82	6.99	1.85	At .05 level of significance- **Not** Significant
Boys	72	15.84	5.67		

Table 10 depicts that the calculated 't'value found out of significance of the difference between the means of girls and boys of Depression factor for df 131, is found to be 1.85 which is below the table value at 0.05 level of significance. Hence, the hypothesis 2 that *"There is no gender difference among Std 10 students' Intensity of Depression, Anxiety and Stress level during Pre-Board examinations in P.C.M.C area"* is accepted. However, Girls have higher mean of Depression

factor (17.82) than Boys in factor Depression (15.84) but this difference between the means is not significant statistically.

Table 11: Percentage of Boys and Girls found in different ranges of factors-Depression, Anxiety and Stress
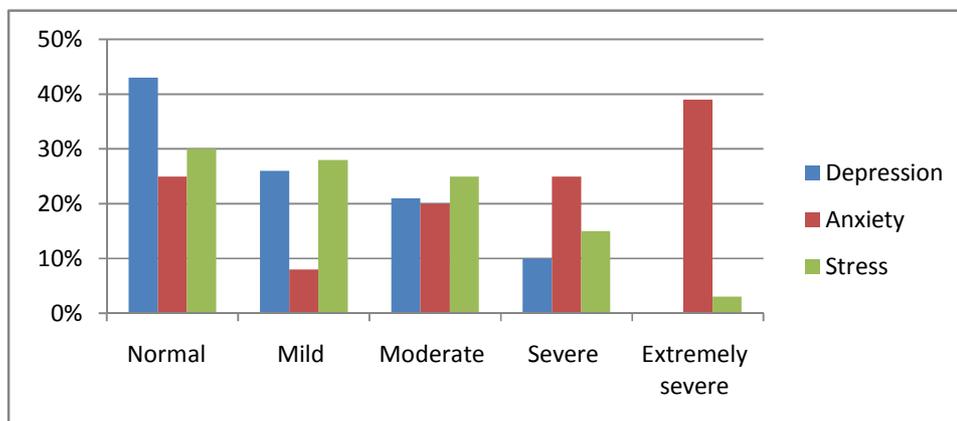
	Depression		Anxiety		Stress	
	Boys(N=72)	**Girls (N=61)**	**Boys(N=72)**	**Girls (N=61)**	**Boys(N=72)**	**Girls (N=61)**
Normal Range	42%	43%	32%	25%	42%	30%
Mild Range	28%	26%	15%	8%	30%	28%
Moderate Range	23%	21%	20%	20%	25%	25%
Severe Range	7%	10%	11%	25%	4.2%	15%
Extremely severe Range	1.4%	0%	22%	39%	0%	3%

Table 11 describes percentage of Boys and Girls found in the factors like Depression, Anxiety and Stress. In all the above mentioned factors major number of boys and girls are found to be in the normal range. Twenty five percent of boys and girls are found in moderate range of Stress factor. Regarding factor Anxiety, as compared to boys i.e. 22%, percentage of girls' i.e.39% is found in extremely severe range.

Graph 4: Graphical representation of number of Boys found in different ranges
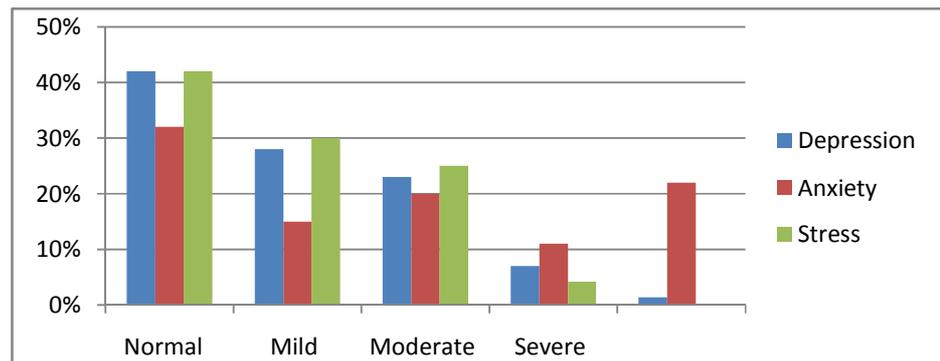
Graph 5: Graphical representation of number of Boys found in different ranges

Major Findings

1) Forty two percent of students are found in Normal range of Depression, 29% are found in Normal range of Anxiety and 36% are found in Normal range of Stress. Whereas, in severe range 9% are found in Depression, 40% in Anxiety and 11% are found in Stress. Observing this Statistics, students from this sample group are more anxious but less Depressive and Stressful. If this Anxiety is treated well with help of Counseling, teaching Anxiety Management techniques will help to reduce Anxiety, and will further lessen the damage occur by Depression and Stress.

2) As no significant difference was found in factors like Depression, Anxiety and Stress between girls and boys, similar anxiety management program can be designed and implemented.

3) Parents need to help their adolescent children in handling their academic anxiety related problems.

4) Preventive measures should be taken to prevent Depression, Anxiety and Stress.

5) Aptitude testing should be mandatory for adolescent students appearing for board exams, which will help the student to understand his/her, aptitude timely.

6) Wide range of career options should be explored by adolescent students.

Conclusion

It is concluded that most of today's school children have very high levels of anxiety which can have many serious and long lasting consequences on the physical and mental health of children. Parental pressure should be reduced, which will result in mutual relationship between parents and their adolescent children.

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