

### Investigating Correlation between Anxiety Prevalence and Academic Achievements among 12<sup>th</sup> Grade Students in Rawalpindi Tehsil



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**Abstract:** Numerous college understudies tend to endure from uneasiness. Although there's broad findings on uneasiness in college understudies, there's restricted center on how understudies oversee their uneasiness nearby their scholastic interests. The current think about points to examine the relationship between uneasiness predominance and scholastic accomplishments among 12<sup>th</sup>-grade understudies in Rawalpindi Tehsil. Both male and female students from 10 government colleges within the locale were chosen for this think about. A test of 377 understudies was drawn employing a straightforward irregular testing strategy. The ponder is quantitative in nature and utilizes a correlational investigate plan. Information was collected through a survey, with the analyst going to the colleges to assemble reactions. The legitimacy and unwavering quality of the inquire about instrument were tried in a pilot consider with 30 understudies, yielding a Cronbach's Alpha score of 0.809. The consider moreover included approval by a few scholastics from different colleges. Comes about to appear that understudies with tall and moo scholarly standing were in a proportion of 65 to 35, whereas those with tall and moo uneasiness levels were in a normal proportion of 55.5 to 44.5. The investigate found a powerless positive relationship ( $r=0.26$ ) between students' uneasiness levels and their scholastic execution. Also, the think about compared uneasiness levels between male and female understudies, investigated the types of uneasiness most predominant, and evaluated the part of socio-economic status. Moreover, the adequacy of existing bolster frameworks and adapting instruments utilized by understudies was assessed, driving proposals for teachers and policymakers to superior address uneasiness issues and progress scholastic results.

**Keywords:** Anxiety prevalence, Academic Achievements, 12<sup>th</sup> grade students

#### Introduction

The Latin word *anxietas* implies tense, and is where the term uneasiness comes from, constant illness, or fear. This clutter may be a common shape of mental anguish and disturbance in people, characterized by aggravation, pressure, and the compounding of negative sentiments in daily life. People that appear signs of stress continuously arrange. Those who can't seem to stop worrying and feeling anxious about their

health, family, education, or children, as well as their social lives, etc (Harlan et al., 2017).

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 imitating survive with under such bad worth (Ausubel, 2018).

Symptoms can get worse or extremely awful at different points in life, and they are often worse or very bad during stressful or dreadful moments. Mostly lessen the symptoms in the short term, while continuing to support and perpetuate the disease in the long run. Headache, restlessness, discomfort, loss of balance, tight muscles, insensibility, mouth drying, increased breath rate, hand heart racing, nightmare, inability to still and quiet, chest pain, numbness, coolness, fast breathing muscular spasm, trembling hands and legs are just few of the symptoms (Zeidner, 2019).

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. It is the price for civilization maintained that student depression is an unavoidable occurrence that affects undergraduates and postgraduates alike. 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 anxiety from fear. 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 unfavorable event or fear of a current situation (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 of psychological disorders. 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 as an emotion dealt with by trouble, nervousness, fear, harmful thoughts and physical changes like increased pressure, racing heart, weight loss and disturbed mental health. When someone hides events, ideas, feelings that are too destructive to live with under such poor an inner emotional soul clash results, and the expression of this conflict is anxiety. The four main characteristics of academic anxiety are emotionality, worry, studying skill deficiencies, and interference brought on by responsibility or assignment (Mahajan, 2015).

Academic anxiousness is a type of fear that is typically connected to the imminent danger felt from the surroundings of the institution, particularly from the teachers in specific courses. In response to school scenario that is deemed extremely dangerous, it is a mental feeling of hardness, grief, unrest, or anguish. Academic anxiety as a result of biological or emotional responses that cause students to be less focused while learning (Mahato & Jangir, 2012).

The transition to secondary education marks a critical time in students' lives, often accompanied by increased academic pressures and expectations. For class 12 students of Rawalpindi Tehsil, this stage is crucial as it greatly affects their future academic and career. In the midst of this crucial phase, anxiety has become a common problem that can hinder students' academic performance and overall well-being. It is important for educators, policy makers, and stakeholders to understand the complexity of anxiety and its impact on academic performance. The main objective of this study is to investigate the relationship between the prevalence of anxiety and academic performance among 12th grade students in Rawalpindi Tehsil. To achieve this overall goal. This study aims to elucidate the multifaceted relationship between anxiety and academic achievement and provide insights that can inform the development of targeted interventions and support strategies. By addressing these research questions, the study aims to deepen the understanding of the factors

influencing the academic performance and well-being of Grade 12 students in Rawalpindi Tehsil.

### 1.1 Objectives of the Study

The purpose of the current study was to examine the relationship between anxiety prevalence and academic achievements among students of 12th grade in Rawalpindi Tehsil.

#### Objectives of this study are:

1. To decide the relationship between uneasiness levels and scholarly grades of 12th-grade understudies.
2. To recognize the winning connects and contributing variables of uneasiness among 12th-grade understudies.
3. To compare uneasiness levels between male and female understudies and their comparing scholarly exhibitions.
4. To evaluate the effect of distinctive sorts of uneasiness (e.g., social uneasiness, test uneasiness) on scholarly accomplishments.
5. To investigate the part of socio-economic status within the predominance of uneasiness and its impact on academic execution.
6. To assess the adequacy of existing bolster frameworks and adapting mechanisms used by understudies to oversee uneasiness.
7. To supply proposals for teachers and policymakers to address uneasiness issues and progress scholarly results.

### 1.2 Research Questions

The following research questions were designed to achieve objectives:

1. What is the relationship between anxiety prevalence and academic grades of 12th-grade students?
2. What are the major correlates and contributing factors of anxiety among 12th-grade students?
3. How do anxiety levels differ between male and female 12th-grade students, and what is the impact on their academic performance?

4. What types of anxiety are most prevalent among 12th-grade students, and how do they affect academic achievements?
5. How does socio-economic status influence the prevalence of anxiety and its impact on academic performance among 12th-grade students?
6. What are the current support systems and coping mechanisms used by students to manage anxiety, and how effective are they?
7. What recommendations can be made to educators and policymakers to address anxiety issues and improve academic outcomes for 12th-grade students?

## 2. Literature Review

### 2.1 Risk factors and Correlates of Anxiety

#### 2.1.1 Psychological factors

Anxiety is associated with loneliness, personality types, self-confidence, and self-esteem in college students. Anxiety and despair are more likely to occur in students who have low self-esteem. Because of this, here is a tenuous positive correlation between psychological state and achievement. Before they adjust to college life and build their social network, new students could experience loneliness. For new students, leaving a domestic place and starting a new life on their own might be arduous. Students who attend school in cities other than their hometowns are more likely to (Kawase et al., 2008).

In addition, childhood exposure to violence, whether at home or in the community, has been linked to the development of anxiety later in life and in college. Increased loneliness can be caused by low self-pride and self-assurance, mental health issues before starting college, personality type (more and less), and loneliness itself (Fortney et al., 2016).

#### 2.1.2 Economic factors

The family's financial situation can have an impact on a student's mental health. A poor family income and living in poverty can predict stress development during the college years. A

larger family income may also help to reduce negative early psychological experiences. Childhood poverty can have long-term harmful effects on adults, resulting in high levels of anxiety during college years. Some students work part-time to help pay for their education (Sznitman, 2011).

Students may experience greater financial challenges than domestic students because of rising tuition costs and restricted access to scholarships and bursaries. This could lead to feelings of anxiety and depression. Undergraduate students in both industrialized and developing countries are at risk for depression due to inadequate financial assistance and low family income (Bradley, 2000).

### ***2.1.3 Social factors***

Among direct contrast, having a strained relationship with family, particularly father and mother, might lead to the development of Stress in college students. Similarly, growing up in a rigid environment with limitations on behaviors and activities can predict the development of Stress throughout college year. Similarly, growing up in a rigid environment with limitations on behaviors and activities can predict high levels of anxiety throughout college year (Whitton et al., 2013).

Therefore, being a member of ethnic or religious minorities, having limited family or college support, strained family relationships, a lack of social engagement, excessive use of social media, and stigma associated with illness are all risk division for anxiety in college students (Sprung & Rogers, 2021).

### ***2.1.4 Lifestyle factors***

Tobacco use is another anxiety risk factor that is prevalent among students, particularly in Eastern developed and developing nations. Most students, especially male students, smoke as a result of their social connections, and anxiety is inversely connected with the social smoking rate. Anxiety can come from students utilizing illegal substances, tobacco, and excessive alcohol as a coping mechanism for stress related to their education and the social atmosphere in

college dorms and student housing. (Mofatteh, 2021).

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

Sleep deprivation is a major hard element for depression and bad mood in people. It has been linked to decreased learning ability, anxiety, and stress, all of which can lead to depression. Smoking, binge drinking, a poor diet, a lack of healthy bodily activity, and incompetent sleep can all contribute to the development of anxiety (Boulton et al., 2017).

## **3. Research Methodology**

### ***3.1 Research Design***

The study's main goal was to look into anxiety prevalence and how it affected pupils in the 12th grade's academic performance. A quantitative, correlational research approach was used to determine the link and difference between anxiety prevalence and academic achievements of 12th grade pupils. A Correlational research design was followed.

### **3.2 Criteria for Sample Selection**

All of the students registered in public and private colleges of Rawalpindi Tehsil made up the study's population, but the study was delimited to 10 Government colleges from Rawalpindi Tehsil only. The total number of Government colleges in Rawalpindi Tehsil is 32. Among public sector colleges of Rawalpindi Tehsil only 10 Government colleges were 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 12<sup>th</sup> grade. In the first stage, 10 government colleges were selected randomly from Rawalpindi tehsil. In the next stage, 37 students from each college were selected to represent the sample size and hence the total sample was 377, which represents the

total sample linked with this topic.

### 3.3 Instrumentation

The research instrument for current research data collection selected was a self-developed Questionnaire. 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. Part 2 consisted of risk factors of Anxiety. The questionnaire was close ended, as it was helpful for students to solve it in an easy and authentic manner.

### 3.4 Data Collection

Data collection is the process of gathering, measuring, and evaluating precise research-related information using accepted, established

methods. The researcher personally administered the inventory after approaching the students in their individual departments, centers, colleges, and institutes. To gather data, a survey was personally given to the study's participants (12th grade students). A questionnaire was used to gather information. A questionnaire is a type of research tool used to collect data from respondents by asking them a series of questions and providing them with further suggestions. Closed-ended questions made it easier for pupils to complete them in a realistic manner. The theoretical foundation of the questionnaire resulted in a brief yet extremely clear and answered statement.

#### 4. Data Analysis and Interpretation

Table 4.1 Overall responses of students for anxiety prevalence

Risk factors of Anxiety	Responses (%)	
	High	Low
Anxiety prevalence	55.5	44.5

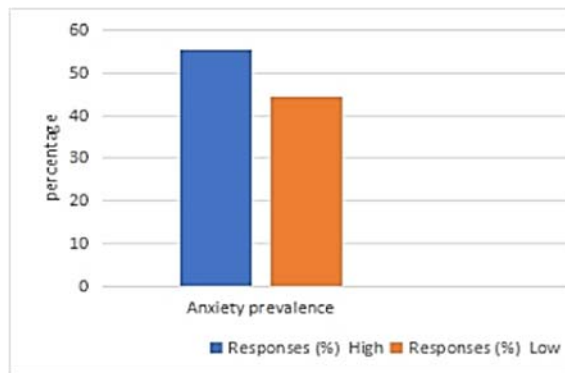


Figure 4.1 Overall responses of anxiety prevalence

In Table and figure 4.1 the general averages of all Government college students regarding their anxiety prevalence show that 55.5 percent of

students have high anxiety and 44.5 percent have low anxiety.

#### Anxiety Prevalence and Academic Grades of Students

Students' feedback regarding their anxiety and academic achievement was organised. The comments from the students were presented in a separate table for each aspect. The sum of all the risk factors for the pupils was calculated and displayed in a single table. The correlation coefficient between anxiety and student grades was evaluated for each component. The data was presented for each table and graph as a straightforward bar graph with analysis at the bottom.

Table 4.2 Anxiety Prevalence and Academic Grades of students for Psychological factors

Anxiety Prevalence (%)		Academic Grades (%)				Correlation		Coefficient(r)
Minimal	Mild	Moderate	Severe	A1	A	B	C	
12.5	29.6	34.4	23.5	19.5	30.8	35.8	14.9	<b>0.32</b>

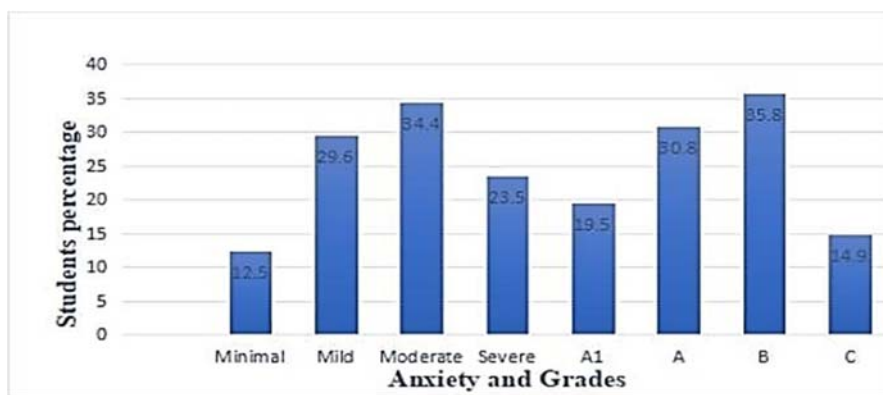


Figure 4.2 Anxiety prevalence and academic grades of students for psychological factors

Table 4.2 and Figure 4.2 show that college students experience anxiety that is more severe than that of the general population (12.5 percent had just mild levels of anxiety). On the other hand, just 29.6% of students experience mild

anxiety, 34.44% experience moderate anxiety, and 23.56% experience severe anxiety. A1 grades are awarded to 19.5% of students, A grades to 30.8%, B grades to 35.8%, and C grades to 14.9% of those who take the test. The correlation between college students' anxiety levels and their academic performance was found to be 0.32, which is generally weakly favourable.

Table 4.3 Anxiety Prevalence and academic grades of students for economic factors

Anxiety Prevalence (%)		Academic Grades (%)				Correlation Coefficient(r)		
Minimal	Mild	Moderate	Severe	A1	A	B	C	
20.6	25.7	18.7	35	19.5	30.8	35.8	14	0.32

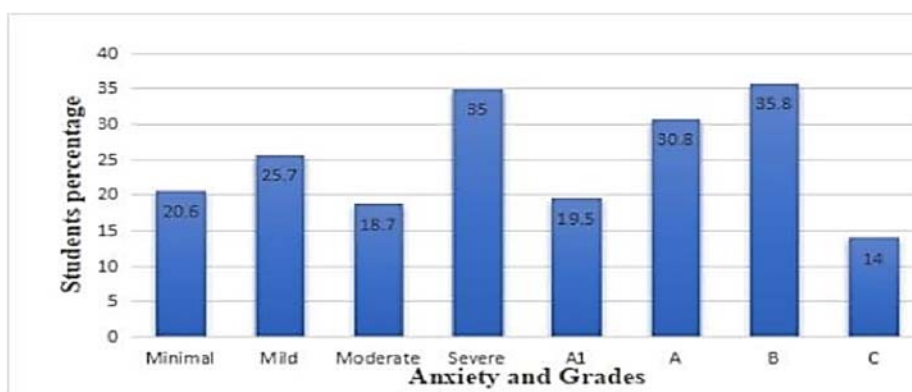


Figure 4.3 Anxiety prevalence and academic grades of students for economic factors

According to Table and figure 3.3 anxiety in college students is more severe than it is in the general population (12.5 percent had just mild levels of anxiety). However, mild anxiety affects

29.6% of students, moderate anxiety affects 34.44% of students, and severe anxiety affects 23.56% of students. 19.5 percent of students receive an A1, 30.8 percent receive an A, 35.8 percent receive a B, and 14.9 percent receive a C. An overall mediocre positive association of

0.32 was discovered between college students' anxiety levels and their academic performance.

Table 4.4 Anxiety prevalence and academic grades of students for social factors

Anxiety Prevalence (%)				Academic Grades (%)				Correlation Coefficient(r)
Minimal	Mild	Moderate	Severe	A1	A	B	C	
15.4	22.5	30.0	32.1	19.5	30.8	35.8	14	0.2

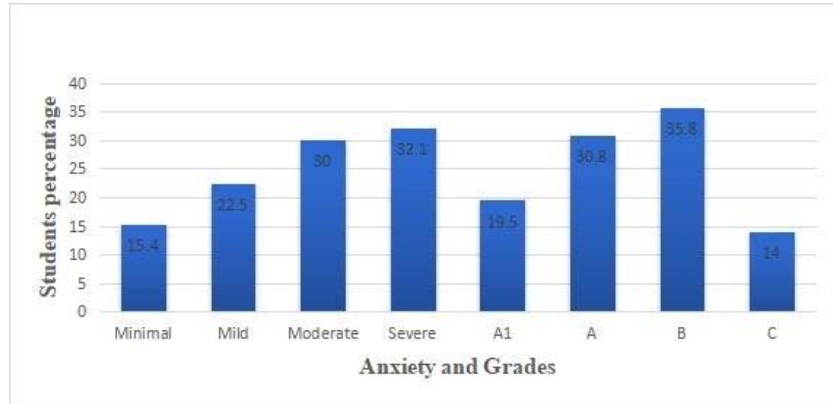


Fig 4.4 Anxiety prevalence and academic grades of students for social factors

The social aspects of anxiety in college students are shown in Table 4.4 and Fig 4.4 to be where the degree of anxiety predominates, with 15.4% of students reporting just mild intensity. However, 22.5 percent of students report having

light anxiety, 30 percent report having moderate anxiety, and 32.1 percent report having severe anxiety. 19.5 percent of students receive an A1, 30.8 percent receive an A, 35.8 percent receive a B, and 14 percent receive a C. An overall marginally favorable connection of 0.27 between college students' anxiety and academic performance was discovered.

Table 4.5 Anxiety prevalence and academic grades of students for lifestyle Factors

Anxiety Prevalence (%)				Academic Grades (%)				Correlation Coefficient (r)
Minimal	Mild	Moderate	Severe	A1	A	B	C	
13.5	27.0	33.5	26.5	19.5				

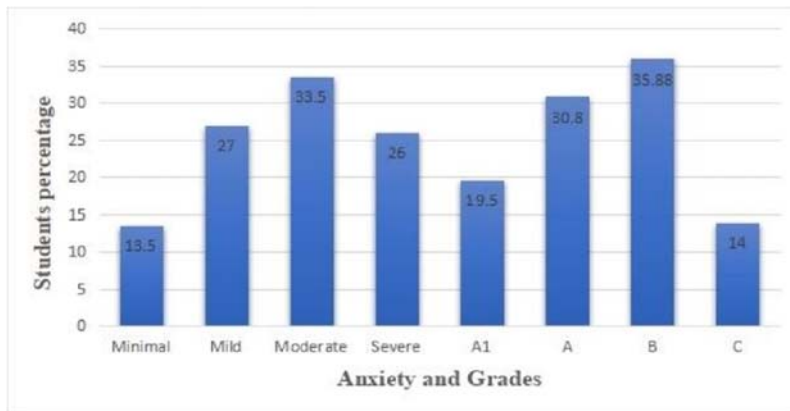


Fig 4.5 Anxiety prevalence and Academic grades of students for lifestyle factors

According to the lifestyle determinants of anxiety among college students (Table 4.5 and Fig. 4.5), where there are 13.5 percent with minimal intensity, the severity of anxiety predominates among college students. However, there are 27% of students who report having mild anxiety, 33.5% who report having

moderate anxiety, and 26% who report having severe anxiety. 19.5 percent of students receive an A1, 30.8 percent receive an A, 35.8 percent receive a B, and 14 percent receive a C. An overall mediocre positive association of 0.13 was discovered between college students' anxiety levels and their academic performance.

Table 4.6 Grand average of anxiety prevalence, academic grades and correlation

Anxiety Prevalence (%)		Academic Grades (%)				Correlation Coefficient (r)		
Minimal	Mild	Moderate	Severe	A1	A	B	C	
15.5	26.2	29.19	29.19	19.5	30.8	35.8	14	0.26

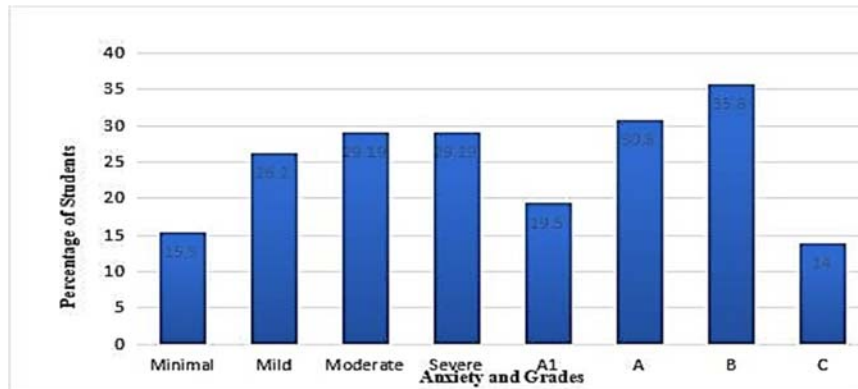


Figure 4.6 Grand average of anxiety prevalence and academic grades of students

Table 4.6 and Figure 4.6 summaries the general averages of all students at Government institutions in terms of their anxiety prevalence and academic performance. It shows that on average, 29.19 percent of students have severe anxiety, while 29.19 percent of students have moderate anxiety. There are 26.2 and 15.5

percent more pupils who report having only minor anxiety, respectively. 19.5 percent of students receive academic grades of A1, while 30.8 percent of students receive grades of A. 35.8% of students have a grade of B, while 14% get a grade of C. For all of the students in Government colleges, there was an overall marginally positive association between the prevalence of anxiety and academic influence. The correlation coefficient's value was 0.26.

Table 4.6 Overall responses of students for correlates of anxiety

Anxiety Correlates	Responses (%)	
	High	Low
Favouritism in class	62.2	37.8
Fear of failure	70.8	29.2
Load of course content	65	35
Disliking the teachers	65.3	37.7
Lack of confidence	73.3	26.7
Fear of surprise test	80.8	19.2
Tense about career	86	14



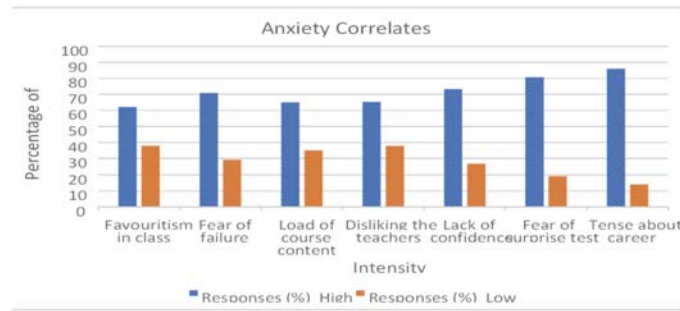


Figure 4.7 Overall responses of students for correlates of anxiety

The results of the students' overall surveys about the correlates of anxiety are shown in Table 4.35 and Fig. 4.35. The statistics make it clear that academic characteristics, such as favoritism in the classroom, which is reported by students with high level of intensity with highest percentage of 62.2, is major correlate of anxiety. The percentage of students who are highly anxious about failing is 70.8. Intense course content is disclosed by 65 % of college students, and 65.3 % of college students express a severe dislike for their professors. Academic correlates of anxiety reported by the students appear considerable; high levels of lack of confidence are displayed by 73.3 percent of all students overall, and high levels of fear of surprise tests are reported by 80.8 percent of students. 86 percent of college students, the largest correlate among academic factors with the highest intensity, reveals that a considerably higher percentage of all college students have a high level of worry about their future.

### 5. Findings

The students in the A1 grade demonstrated the highest proportion of 19.5 across all colleges. From among all the Government colleges, the college students displayed the highest A grade, with a percentage of 30.8. The government college students with the greatest percentage of B grades, 35.8, were displayed. Most C-grade students in all government colleges had a 14 percent graduation rate. The students had the largest positive relationship ( $r=0.32$ ) between anxiety and academic performance across all Government colleges, which is a significant

correlation. The students' results for the social element showed the second-highest positive connection between anxiety and academic grades among all Government colleges, with  $r=0.27$ , which denotes a significant correlation. The students' results for the lifestyle element showed the third largest positive association between anxiety and academic grades across all Government colleges, with  $r=0.13$ , which denotes a significant correlation. According to research, there is an average 0.26 correlation relationship between academic performance and anxiety among college students. The academic correlates of anxiety, such as dislike of the teachers and partiality in the classroom, were discovered among college students with low intensity. Among all of the college students, the tension related to careers was the one with the highest intensity. The second most important predictor of anxiety among college students was fear of the surprise test. A third significant predictor of anxiety among college students was fear of failure. The subsequent common correlates among college students were a lack of confidence and a heavy workload.

### 6. Discussion and Conclusion

The think about pointed to examine the relationship between uneasiness predominance and scholastic accomplishments among 12th-grade understudies in Rawalpindi Tehsil. The discoveries uncover that a noteworthy parcel of understudies encounter tall levels of uneasiness, which encompasses a quantifiable but for the most part powerless positive relationship with their scholarly execution. Particularly, understudies with higher uneasiness levels tend to have marginally way better scholarly grades.

The ponder recognized different components contributing to uneasiness, counting psychological, economic, social, and way of life components. Among these, the foremost predominant connects of uneasiness were fear of astonish tests and concerns approximately future careers.

A significant extent of understudies (55.5%) experience high anxiety, whereas 44.5% have moo uneasiness. This indicates that uneasiness could be a common issue among 12th-grade understudies within the chosen government colleges.

The general relationship coefficient between uneasiness and scholarly execution is 0.26, showing a powerless positive relationship. This proposes that whereas uneasiness is display, it does not altogether prevent scholastic accomplishments; instep, it may, in a few cases, spur understudies to perform way better.

Understudies detailed different levels of uneasiness (negligible, gentle, direct, serious) and comparing scholarly grades (A1, A, B, C). The relationship coefficient of 0.32 appears a frail positive relationship between mental uneasiness and scholastic execution.

Uneasiness related to financial components (e.g., budgetary steadiness) moreover appears a powerless positive relationship ( $r=0.32$ ) with scholarly performance. Students confronting serious financial uneasiness may well be persuaded to attain higher grades to move forward their prospects.

Social uneasiness (e.g., peer weight, social intelligence) appears a possibly favorable relationship ( $r=0.2$ ) with scholarly execution. Social dynamics in school play a part in students' anxiety levels and their consequent scholarly accomplishments.

Lifestyle-related uneasiness (e.g., time administration, individual propensities) has the weakest positive relationship ( $r=0.13$ ) with scholastic execution. This demonstrates that whereas way of life components contributes to uneasiness, their effect on scholarly execution is less articulated. The current study recognized a few key components contributing to tall

uneasiness levels among understudies:

Fear of astonish tests (80.8%)

Tense around career prospects (86%)

Need of certainty (73.3%)

Fear of disappointment (70.8%)

Tall course stack (65%)

Disdaining teachers (65.3%)

Seen favoritism in lesson (62.2%)

These components highlight the assorted sources of uneasiness among understudies and recommend regions where intercessions may be focused on. Schools should implement programs to address the sources of uneasiness, such as test planning workshops, career counseling, and stretch administration classes.

Instructors ought to get prepared to recognize and bolster understudies encountering tall uneasiness. Building up peer bunches and mentorship programs can help alleviate social and mental uneasiness. Giving resources for money related bolster and grants can diminish financial uneasiness. Policymakers ought to consider joining mental wellbeing instruction into the educational programs to prepare understudies with adapting techniques. Standard appraisals and criticism components ought to be executed to guarantee students' concerns are tended to expeditiously.

## 7. RECOMMENDATIONS

### 1. Educational activities:

#### a. Comprehensive Mental Health Programs:

- Develop school mental health programs that include regular workshops on stress management, mindfulness and relaxation techniques.

- Include mental health education in the standard curriculum to normalize discussion of anxiety and other mental health issues. b. Test Preparation and Academic Support:

- Implement structured test preparation programs to reduce exam and test anxiety. This may include practice exams, study sessions and test-taking strategies.

- Provide additional academic support, such as tutoring and homework, especially in stressful areas. c. Teacher Training:

- Provide professional development for teachers to recognize signs of stress and use strategies to create a supportive classroom.

- Encourages teachers to use different teaching methods to accommodate different learning styles and reduce anxiety caused by rigid academic expectations.

## **2. Support systems:**

### **a. Peer support and mentoring programs:**

- Establish peer mentoring systems where older students mentor and support younger students, helping them manage academic and social pressures.

- Create support groups with trained counselors where students can share experiences and coping strategies in a safe environment.

### **b Counseling Services:**

- Ensure that every school has access to professional counseling services with counselors trained in youth mental health.

- Provide regular one-on-one counseling and follow-up for students with high levels of anxiety. c. Involvement of parents:

- Work with parents through workshops and seminars to teach them to recognize their children's anxiety and provide support at home.

- Encourages regular communication between parents and teachers to create a unified support network for the student.

## **3. Policy recommendations:**

### **a. Mental Health Policy:**

- Develop and implement school policies that prioritize student mental health, including protocols for identifying and treating anxiety.

- Promotes government policies that provide funding for mental health resources in schools, including hiring qualified mental health professionals. b. Regular assessments and feedback:

- Conduct regular mental health assessments to

identify students at risk of anxiety and monitor their progress over time.

- Create a feedback loop where students can anonymously report their stressors and suggest improvements to school practices and policies.

### **c. Inclusive and Safe School Environment:**

- Promotes an inclusive school culture that values diversity and encourages acceptance, reducing anxiety caused by social factors such as bullying or discrimination.

- Ensures a safe physical environment in schools that is free from threats of violence and harassment to alleviate anxiety about safety concerns.

## **4. Financial aid and resources:**

### **a. Grants and Financial Aid:**

- Increase the availability of scholarships and financial aid programs to alleviate financial hardship for low-income students.

- Conduct information sessions on applying for financial aid and scholarships, making sure all students are aware of available resources.

### **b Resource Centers:**

- Establish resource centers in schools where students can obtain information about financial aid, academic support and mental health services.

- Create partnerships with local organizations and businesses to provide additional resources and support for students.

## **5. Community and extracurricular involvement:**

### **a. Extracurricular Activities:**

- Encourages participation in extracurricular activities such as sports, arts, and clubs, which can provide a healthy outlet for stress and anxiety.

- Ensure that these activities are inclusive and accessible to all students, regardless of socioeconomic status. b. Community Partnerships:

- Create partnerships with community mental health organizations to provide additional support and resources to students and their

families.

- Organize community events that focus on mental health awareness and education, fostering a supportive community environment.

## **6. Future research and continuous improvement:**

### **a. Longitudinal Studies:**

- Conduct longitudinal studies to observe the long-term effects of anxiety on academic and career outcomes to help refine intervention strategies.

- Explore the impact of emerging social and technological trends on student anxiety and academic achievement. b. Pilot Programs and Innovation:

- Implement pilot programs to test innovative approaches to reduce anxiety and improve academic outcomes and scale successful models.

- Encourage collaboration between educational institutions, mental health professionals and researchers to continuously improve strategies based on the latest evidence.

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