A REVIEW ON STUDIES RELATED TO ANXIETY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

This review has made the researcher with vast knowledge and in depth understanding of the various concepts related to the Anxiety of Higher Secondary students. It enlightened the researcher to have a firm foundation and paved the way for his study. It enabled the researcher to select the necessary research tools for this study. The researcher (i) Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction. (ii) Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study. (iii) Conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

KEYWORDS: Anxiety, Higher Secondary Students

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INTRODUCTION

In particular, anxiety is a human condition and is known to be a unique contribution to society in the 20th century. So much so, the "the age of anxiety" is called the 20th century. Over countless years, fear or anxiety has developed as an adaptive mechanism for risk copying, and the two have been used synonymously, but the difference between fear and anxiety is that the former is episodic and the latter chronic.

Research makes it clear that a modest amount of anxiety in learners is always an aid to superior results, but the opposite happens if it rises beyond that degree. Both the work complexity and the level of distress must be taken into account on the basis of the Yerkes-Dodson rule. That is, 'on challenging tasks, low arousal levels increase output compared to high levels, but on simple tasks, the opposite is true' (Reber, 1995). The investigator agreed, therefore, to take this report.

Reviewing similar literature is an important element of science. If the analysis is to lead to the addition of the current information fund, the study preparation must begin where others have left and, as such, the survey of relevant literature is a significant stage in the planning of the study. The analysis of relevant literature is an exacting job, calling for a deep insight into the overall field and a strong perspective.

Venkatesan S. and Ayatollah Karimi. (2009) revealed the relationship in high school students between mathematics anxiety, mathematics success and academic hardiness. The sample consisted of 284 10th grade high school students from Karnataka state (144 males and 140 females). The data were analysed using Pearson correlation analysis and two separate T-test samples. The findings have shown that anxiety in mathematics has a

strong negative association with success in mathematics, but no significant correlation with academic hardness is observed. Gender differences in mathematical anxiety are also found to be significant, although there are no significant differences in mathematical success and academic hardness between boys and girls. This research has shown that the success of mathematics students can be perceived by anxiety in mathematics and women scored marginally higher on this variable, but this association with academic hardness has not been observed.

In grades 6 to 12, Lucia Tramonte and Doug Willms (2010) estimated the prevalence of anxiety among adolescent youth and assessed whether it is related to socio-economic status and perceptions of learning abilities and difficulties. For this analysis, nationally representative cross-sectional data was used from the Say Them From Me survey- Fall 2008 evaluation. Estimates of item response theory and a cut-off point for anxiety were developed from six Likert anxiety-related products. The flow theory of Csikszentmihalyi was applied to establish four distinct combinations of learning processes and the abilities of the students. In both middle and high schools, females had a greater prevalence of anxiety than males. For either middle or high schools, the incidence of anxiety did not differ greatly between schools. It is possible to consider less than one-half of Canadian students "in flow," that is, feeling secure in their abilities and challenged in their classes. Students who lacked confidence in their abilities were almost twice as likely to experience depression. The relationship between the strengths of students, the difficulties they face in school and issues of anxiety deserves support from parents and school staff. The correlation between direct evaluations of the abilities of students and indicators of teaching practises and school policies could be investigated in further study.

A survey of 206 Secondary Four female students from a Singapore school was conducted by Foong Pui Yee (2010) on mathematics anxiety, test anxiety and some interpersonal associations with mathematics achievement. The instruments used were the Spielbergers '(1977) Measure Anxiety Inventory (TAI) and the Fennema-Sherman Mathematics Attitudes Scales (Fennema- Sherman, 1976). Such relevant results are: high anxiety in mathematics is correlated with low achievement in mathematics and so is high anxiety in testing with low achievement in mathematics. However, in their mathematics results, test anxiety tends to serve as a facilitator for the most competent students. The students' scores on the perception of their mathematics teachers have the greatest connection with their mathematics anxiety scores of the three interpersonal variables explored.

The prevalence of anxiety, depression, and suicidal ideation was determined by Dat Tan Nguyen et al. (2013), to define associated risk factors, and to examine students' own ideas for improving their mental health. During September through December 2011, a cross-sectional study was conducted among 1161 secondary students in Can Tho District, Vietnam. For the evaluation of anxiety, depression, suicidal ideation and possible remedies, a standardised questionnaire was used. Using the Center for Epidemiology Studies Depression Scale, depression was assessed. 22.8 percent and 41.1 percent were the prevalence estimates of symptoms exceeding a level equivalent to a diagnosis of anxiety and depression. 26.3 percent of the students had seriously considered suicide, while 12.9 percent had made a plan for suicide and 3.8 percent had attempted suicide. Physical or emotional violence by the family, and high educational stress were major risk factors linked to anxiety and depression. Nearly 80% of students indicated that the academic workload should be minimised and that confidential counsellors should be named at schools as proposed solutions. Around half the students reported that they wanted to change the attitudes of their parents and teachers. A vast number said they were going to visit a website that provided students with mental health resources. Among Vietnamese secondary school students, anxiety, depression and suicidal ideation are prevalent. In the home, there are strong correlations with physical and emotional

violence and high stress in school. It is important to shift the academic curriculum and attitudes of parents and teachers from a punitive approach to a more positive approach to minimise the risk of poor mental health. In order to enhance the mental health of students, an internet-based mental health initiative may be a viable and successful first step.

With Sridevi K.V. The link between anxiety and academic achievement of students in higher secondary school was discovered (2013). For teachers who have found that certain children tend to perform below their best in conditions marked by a high degree of stress, this field of research has been of great interest. Students with high anxiety were expected to be more likely to perform less appropriately during their studies than non-anxious students would. The higher secondary level is a turning point for teenagers throughout their lives. During this adjustment phase, students and their parents make their career selection choices. There are also troubling issues for youth in our schools that sometimes interfere with their academic achievement. During puberty, anxiety and anxiety related issues are very common. A total of 12 schools, which included government, private aided and private unaided schools, were randomly selected by the investigator for the study. The research group consisted of 180 students. The results of the research are: 1) There is a clear positive association between general anxiety and test anxiety. 2) The association between general anxiety and academic achievement is negative. 3) There is a low negative association (-0.222) between test anxiety and higher secondary student academic achievement.

The academic anxiety of North East Delhi secondary school students was examined by Saket Bihari (2014). By using simple random techniques, 114 secondary school students were drawn from 4 government and two private schools. The sample value was measured using the Academic Anxiety Scale for Children (AASC), developed and standardised by Dr. A.K.Singh and Dr. A. Sen Gupta (2013). The goal of the research was to study the significant differences in the mean scores of students in secondary school on the basis of gender, habitat, and school types. Using descriptive and inferential statistics, the data collected was quantitatively analysed. The study showed that there was no substantial difference in their academic anxiety between the total mean scores of secondary school boys and girls and rural and urban students, although there was a significant difference in their academic anxiety between the mean scores of government and private secondary school students.

With Bhandari M. The correlation of depression and anxiety with selected variables was evaluated (2014); low academic performance and weak adolescent parent relationship among adolescent students at Biratnagar Arniko Higher Secondary School. For data collection, Beck Depression Inventory (BDI) and Beck Anxiety Inventory (BAI) instruments were used. To measure the significant variables, the Rank Correlation Coefficient of Spearman and the Chi Square test were applied. The research results found that there was a strong association between total depression and the overall anxiety score, i.e. The Rank Correlation Coefficient value of Spearman was 0.554 ($p = 0.000$). The study also showed that the family type was significantly correlated with depression and anxiety ($p = 0.005$ & $p = 0.015$). Depression was substantially correlated with teenage student academic performance ($p = 0.030$) and major family injuries ($p = 0.009$). Similarly, anxiety was correlated significantly with parental battle ($p = 0.007$), father dispute ($p = 0.019$), and family member death ($p = 0.016$). Adolescent anxiety and depression are important mental health issues, it can be argued, but more research are required to validate the results.

From Natarajan G. The stress level of academic students among higher secondary school students was assessed (2015). In this instance, the sampling technique used to select the sample was convenience sampling based on inclusion and exclusion criteria with a sample size of 150. The testing methods are the approach of the questionnaire. Via descriptive

statistics and inferential statistics, the collected data were statistically analysed and results could also be useful for the students to know their level of anxiety and they can take appropriate and adequate practises to reduce their anxiety.

Saricam, Hakan (2015) explored the associations in gifted students between metacognitive knowledge and math anxiety. The second goal was to assess the levels of metacognitive knowledge and mathematical anxiety of gifted and non-gifted students. The participants were 300 voluntary secondary school students in Turkey (150 gifted, 150 non-gifted). The mean age of the participants ranged from 12 to 13 years to 12.56 years. The "Maths Anxiety Scale for Elementary School Students" and "The Metacognitive Awareness Inventory for Children" were used to collect information. Spearman correlation analysis, the Mann Whitney U test, and linear regression analysis were used for analysing the results. Firstly, the metacognitive awareness scores of gifted students were higher than those of non-gifted students, according to the results. On the other hand, the level of math anxiety of non-gifted students was higher than that of gifted students. Secondly, the association between metacognitive memory and mathematical anxiety was negative. Finally, the results of linear regression analysis showed that 48 percent of the total variance of math anxiety in gifted students is explained by metacognitive understanding.

The relationship between the level of anxiety between male and female students at a private school in Malaysia was determined by Wern Lin Yeo, et al. (2015). Convenient sampling methodology used in this study in which students were chosen on the basis of the faculty's assigned grouping. There were 214 registered participants in this study who reported the probability courses. The Mathematics Anxiety Rating Scale (MARS) was the method used in the study to measure the level of anxiety of students towards likelihood. Before the key analysis was performed, the instrument was reliable and valid. In the key thesis, students were briefed on the research performed. Participation was voluntary in this report. In order to decide if they wished to participate in the study, students were given a consent form. Students were given two weeks to complete the online questionnaire. In order to assess the extent of anxiety, the data obtained will be analysed using the Statistical Kit for Social Sciences (SPSS). There were three degrees of anxiety, i.e., low, median, and high. The level of anxiety of students was calculated on the basis of their ratings obtained relative to the mean and standard deviation. The level of anxiety was poor if the scores obtained were below the mean and standard deviation. The anxiety level was average if the ratings were below and above the mean and between one standard deviation. The anxiety level was high if the ratings were above the mean and greater than one standard deviation. The findings showed that both sexes had normal levels of anxiety. Among the low, medium and high levels of anxiety, the frequency of males relative to females was found to be higher. Therefore, the mean values obtained were higher for males ($M = 3.62$) than for females ($M = 3.42$). The p-value should be less than .05 in order to be important in the degree of anxiety between the sexes. In this analysis, the p-value obtained was .117. This value was, however, greater than .05. Thus, there was no major gender disparity in the extent of anxiety. In other words, there was no connection between the degree of anxiety and gender.

The academic stress and mental health of Indian high school students and the correlations between different psychosocial variables and academic stress were examined by Sibnath Deb et al. (2015). The study surveyed a total of 190 students in grades 11 and 12 (mean age: 16.72 years) from three government-assisted and three private schools in Calcutta, India. Usage of a specially developed standardised questionnaire as well as the General Health Questionnaire included data collection. Almost two-thirds (63.5 percent) of students reported stress due to academic pressure, with no substantial gender, age, grade, and many other personal variables differentiating. Around two-thirds (66 percent) of the students reported feeling pressure for better academic results from their parents. The degree of parental pressure faced varied

considerably across the parents' educational levels, the profession of the mother, the number of private tutors, and academic results. In particular, it was found that children of fathers with a lower level of education (non-graduates) were more likely to experience pressure for better academic results. Approximately one-third (32.6 percent) of the students were symptomatic of psychiatric case and 81.6 percent reported anxiety associated with the test. Parental pressure and psychiatric problems were positively associated with academic stress, while exam-based anxiety was also positively related to psychiatric problems. Academic stress is a severe problem that affects almost two thirds of Kolkata's senior high school students. Potential approaches are proposed for combating the pressures of academic pressure.

Bruce, Daniel (2016) discovered the explanation for poor performance in Core Mathematics in the final review of the West African Examinations Council. For the study, the exploratory research design was used. A population of two hundred (200) students was used; 100 females and males were used in a breakdown of 50 males and 50 SHS females and 50 males and 50 JHS females. For data collection, the Mathematics Anxiety Rating Scale of Richard Quinn with a reliability coefficient of 0.90 ($p = ?0.001$) and validity found to be $r = 0.92$ ($p = ?0.001$) was used. The independent T-test comparisons were the statistical method employed. Results showed that in the extreme anxiety range of 75 percent -95 percent, mathematical anxiety occurs among students at a frequency of 95. Of 200 individuals, 47.5 percent have extreme mathematics anxiety. There was also a major difference between the female SHS and the male SHS. No significance is created by all other comparisons. A analysis of the mean values found that males have a higher level of mathematical anxiety than females at the JHS level. The males have higher mathematics anxiety levels at the SHS level than the females. In addition, the mathematics anxiety of the males is a little higher at the JHS level than the SHS males. The level of mathematical anxiety rises from the JHS level to the SHS level. The males have higher anxiety levels in mathematics than the females. It is advised that students should be taken urgently by clinical counsellors, school counsellors, guidance and counselling staff by structured desensitisation using anxiety hierarchy strategy and behaviour therapy using anxiety-relief response to help students eliminate or minimise anxiety in mathematics.

The Academic Anxiety of Secondary School Students was analysed by Niti O. Khemka and Rajesh R. Rathod (2016). For the selection of the school, purposeful sampling technique was used, and students were selected using stratified random sampling technique. The overall sample was 400 students. The Survey Analysis approach was used by researchers. The data obtained was analysed using the t-test and Percentage statistical methodology. Results indicate that 18.5% of students had low academic anxiety, 75% of students had average academic anxiety, and about 6.5% of students had elevated academic anxiety. Female students were more nervous about academia than male students. Government-school boys had more academic anxiety than private-school boys. There was more academic anxiety for girls from private schools than for girls from government schools.

The connection between academic anxiety, intelligence and research habits of total sample groups and sub-groups was discovered by Mohd Abid Siddiqui & Atieq Ul Rehman (2016). To investigate (reserved & non-reserved) and gender (male & female) category variations in academic anxiety, intelligence and research habits of total sample groups and sub-groups, and to find out the significance of the disparity between all comparative groups under study in the mean scores of academic anxiety. Using a stratified random sampling technique, a sample of 537 students comprising 329 reserved categories and 208 non-reserved category students aged between 14-18 years were chosen. Data was collected by the administration of the self-constructed Academic Anxiety Scale with accurate validity and reliability, Ahuja Structured Group Intelligence Test (2009) and Lajwanti, Chandel, & Paliwalal Research Habits Inventory (2013). Intelligence and

research patterns of total sample groups and sub-groups under study have been associated with academic anxiety. Students belonging to the non-reserved group were higher in academic anxiety scores on average, but had stronger study habits than students from reserved groups. In terms of the mean score differences between all comparative classes under review for academic anxiety, only reserved categories of females suffered more from academic anxiety than reserved categories of males. In order to develop effective and realistic preventive measures, further research on the psychological health of reserved & non-reserved categories of students is required, particularly in their socio-cultural and political context.

Suresh K and Vendhan R, respectively. (2016) conducted in Kanyakumari District, Tamilnadu, India to discover the effects of anxiety and self-concept on academic achievement of high secondary school students. Through the simple random sampling technique of Kanyakumari District, 312 high school students were selected in which 12 were rejected due to insufficient data. The researchers used independent variables in this study: Anxiety and Self-Concept; and Academic Achievement is the dependent variable. The demographic variables are gender, locality, parent education qualification, form of management and subject study. In order to evaluate the hypotheses, descriptive, inferential and regression evaluations were used. The study mainly shows that the higher secondary school students' anxiety and self-concept impact their academic performance in a negative and positive way, respectively. In addition, the results of the study suggest that the level of anxiety and study habit is high; and the first class is the academic achievement of the higher secondary school students. Nonetheless, with Gender and Locality, the level of anxiety is not significant; significant with other moderator variables; the Self Definition is not important with Subject Study and not important with other moderator variables; and with Locality and Management form, the academic achievement is significant and not important with other moderator variables.

In relation to gender, locality and social categories, Chaman L. Banga and Surender K. Sharma (2016) discovered academic anxiety among secondary school students. For the present study, the following goals were set to study and compare the academic anxiety of secondary school students among boys and girls; to study and compare the academic anxiety among rural and urban secondary school students; and to study and compare the academic anxiety of high school students belonging to general castes, other backward castes and scheduled castes. For the present analysis, the following hypotheses were formulated; there will be no significant difference in the academic anxiety of secondary school students among boys and girls; there will be no significant difference in the academic anxiety of rural and urban secondary school students and there will be no significant difference in the academic anxiety of secondary school students belonging to genders. The students studying in senior high schools of Kangra District constitute the population in the current report. The sample in the present study consisted of 200 senior high school students. The sample of students from senior secondary schools in Kangra District of Himachal Pradesh, India, was selected using the purposeful sampling technique. These students come from the agricultural, urban and general locations of OBC & SC/ST. Singh and Gupta's (2009) Academic Anxiety Scale for Children (AASC) was used for data collection to assess students' academic anxiety. In order to explain the essence of the sample taken, descriptive statistical methods such as mean and standard deviation were used. T-test inferential statistics is used for inferential research purposes. There will be no substantial difference between boys and girls in the academic anxiety of high school students. The academic anxiety among rural and urban secondary school students would not make a major difference. For secondary school students belonging to general castes, other backward castes and scheduled castes/scheduled tribes, there would be no substantial difference in academic anxiety.

Kanhaiyalal P. Damor (2017) based on studying the anxiety of Gujarat's higher secondary school students. The aims of this research are (1) to study the anxiety of students of higher secondary school, (2 & 3) to study the key effects of gender and area on the anxiety of students of higher secondary school, and (4) to study the interaction effects of gender and area on the anxiety of students of higher secondary school. The research population were students studying in the Higher Secondary Schools of Gujarat State in the year 2014-15. Thus, 3000 higher secondary school students were chosen from the population by a random sampling process. The research will refer to the fields of Psychological Studies. It was an integrated method of study in nature as well as a normative survey. The Desai Anxiety scale was used as a guide. Collected data from the use of SPSS-15. There is no difference between the anxiety of boys and girls as well as urban and rural students at Gujarat Higher Secondary School, as a result of this study.

Manikandan A and R Selvaraju. The relationship between anxiety and adaptive behaviour of higher secondary school students was discovered (2017). For the assessment of anxiety and adaptation behaviour of higher secondary school students, a self-made instrument was used. Via a simple random sampling process, 982 higher secondary school students were taken as samples. The survey methodology for collecting the data was adopted. The findings showed that the behaviour of higher secondary school students is strongly related to anxiety and transition.

In female students with hearing loss and their hearing peers, Ariapooran, Saeed (2017) explored the differences in mathematical motivation, anxiety, and performance. For the study, a total of 63 female students with hearing loss (deaf and hard-of-hearing) and 63 female students with hearing loss were chosen. In terms of city of residence, academic year, academic grade, and age, the two groups of students were balanced. For data collection, the "Mathematics Motivation Scale" and the "Mathematics Anxiety Survey" were used. The mathematics scores of the students in the first and second semesters of school were used as measures of their success in mathematics. MANOVA was used to evaluate the data collected. In both hard-of-hearing and hearing students, the findings of the study showed a higher intrinsic target orientation than in deaf students; in deaf and hard-of-hearing students, extrinsic goal orientation was higher than in hearing students; and in deaf and hard-of-hearing students, task meaning, control confidence, and mathematics self-efficacy were lower than in listening students. The results of the study also showed that in hard-of-hearing and deaf students, mathematics test anxiety and mathematics anxiety were higher than in their listening peers. In comparison, the performance of mathematics in the listening students was higher than in their deaf and hard-of-hearing peers.

From Thulasiyammal S. Sumathi R., and The link between anxiety and personal adjustment of higher secondary school students in the district of Vellore was examined (2017). 325 higher secondary school students were randomly selected from different schools in the district of Vellore in this study adopted survey method of research participants. The analysis method used for data collection was Taylor's anxiety inventory and the L.G. structured personal adjustment inventory. Deshapandi checked the level of significance at 0.05 and 0.01. The result showed that there is a positive relationship between the anxiety and personal adaptation of higher secondary school students, as well as the moderate nature of the anxiety and personal adaptation of higher secondary school students. There is a difference in significance between anxiety and personal adjustment in terms of gender, medium of instruction, type of school, and there is no difference in significance between anxiety and personal adjustment in terms of location, type of family, parental qualification, higher secondary student parental occupation.

Towhid Md I. The relationship between academic anxiety and intelligence among secondary school students on the basis of gender has been explored by Rahed Razzak (2017). For this analysis, a survey and a descriptive research

method were used. The research population consists of Aligarh Muslim University (AMU) secondary school students and random sampling has been used. The research sample consists of 100 students (50 boys and 50 girls). "For data collection purposes, the investigator used the "Academic Anxiety Scale" and "General Mental Capacity Test. Here, the investigator found that male high-intelligence secondary school students are more nervous than female high-intelligence secondary school students. The investigator also discovered that female high school students with low intelligence are more nervous than male secondary school students with low intelligence. The research also indicates that male high school students are more intelligent but less nervous than female high school students.

The link between anxiety, stress, depression and academic achievements was discovered by Sharma G, Pandey (2017). For this reason, 120 (60 boys & 60 girls) 11th-standard students studying in government schools located in the rural area of the Chhattisgarh state district of Mahasamund were taken randomly. To assess students' anxiety, depression and stress, the ADSS (anxiety, depression and stress scale) was used. Correlational analysis architecture would be used to analyse results. Hierarchical multiple regression analysis demonstrated an important adverse correlation between depression and academic achievement criterion variable anxiety. In addition, stress and academic achievement have been shown to be a significant positive correlation with each other. It is concluded that students' mental health problems impact academic accomplishments.

In 1720 UK students, Emma Carey et al. (2017) assessed math anxiety, test anxiety, general anxiety and mathematics and success in reading. In order to analyse the developmental shift in anxiety profiles, the demographics of each anxiety profile and the relationship between profiles and academic success, the authors performed a latent profile study of student anxiety scores. Between the two age groups surveyed, anxiety profiles tended to differ in specificity. Clusters of specifically elevated general anxiety or academic anxiety appear only in older students (test and math anxiety). Findings show that boys are marginally more likely to have increased academic anxieties compared to their overall anxiety than females. Year 7/8 students with academic anxiety clearly display poorer academic performance than those with elevated general anxiety as well. A developmental shift in the specificity of anxiety can occur and gender seems to play a strong role in deciding the profile of one's anxiety. A bidirectional relationship between math anxiety and math performance is indicated by the anxiety profiles present in our year 7/8 study and their relationships with math performance.

The relationship between mathematics anxiety and academic performance of senior secondary students in the Zaria education district, Kaduna state, was discovered by Yahya Olamilekan Yunus (2017). For the collection and analysis of data, a one-shot survey study design was used. A sample of 365 students were randomly selected from a population of 5952 senior secondary students in the city, including 273 males and 92 females. With proof of material validity and reliability of .62, a 30-item Mathematics Efficiency Measure (MPT) instrument was developed and a 20-item Mathematics Anxiety Scale (MAS) was adopted with sufficient validity and reliability of .90. For data collection, these instruments were used. Three research concerns have been posed and three null hypotheses have been developed and evaluated at the significance stage of .05. The findings of the quantitative analysis showed that the negative association between mathematical anxiety and academic success was statistically important ($r = -.268$, $p < .05$). Non-anxious students were also found to perform significantly better ($M = 11.07$, $S.D = 5.36$) than the anxious students ($M = 8.9$, $S.D = 3.95$), $t(363) = 4.42$, $p < .05$. Finally, there was no substantial difference between the level of anxiety $t(363) = 4.89$ for male ($M = 59.55$, $S.D = 16.36$) and female ($M = 60.51$, $S.D = 14.69$) students, $p > .05$. It was proposed that the curriculum designers in the Zaria education zone should pay more attention to mathematical anxiety.

Kumar Sathish K. The prevalence of depression, anxiety, and stress among higher secondary school students of Imphal was determined by Brogen S. Akoijam (2017) and the correlation between depression, anxiety, and stress and selected variables such as gender, norm, and religion was determined. A cross-sectional analysis of higher secondary school students in Imphal was conducted from September 2014 to October 2014. It was estimated that the sample size was 750. Seven schools were chosen at random, and the study enrolled all the students in that grade. A questionnaire containing DASS (Depression Anxiety Stress Scale) and sociodemographic features was the research tool used. The prevalence of depression, anxiety, and stress among 830 valid respondents was 19.5%, 24.4%, and 21.1%. Overall, 81.6% of the respondents had at least one of the diseases surveyed and 34.7% of the respondents had all three negative states. The prevalence of depression, anxiety and stress among females was high, and anxiety ($P = 0.00$) and stress ($P = 0.04$) were important. The prevalence of depression and stress among 12th standard students with P-values of 0.00 and 0.02 was significantly greater. The prevalence of depression, anxiety, and stress was significantly higher among females with anxiety and stress, while the prevalence of depression and stress among 12th standard students was significantly higher. To evaluate the factors contributing to these mental illnesses, further studies are suggested.

CONCLUSIONS

The researcher has done this review with thorough knowledge and in-depth understanding of the different concepts relevant to the analysis in this examination. It made the researcher aware of a solid base and paved the way for his study. This allowed the investigator to choose the appropriate research tools for this analysis. I Summarize the main contributions of the major studies and papers to the body of information under examination, while preserving the emphasis set out in the introduction. (ii) Assess the current state of the art of the examined body of information, pointing out significant methodological deficiencies or study holes, theory and identifying contradictions, and areas or issues important to future studies. (iii) Conclude by offering some insight into the relationship between the literature review's central subject and a wider field of research, such as a field, a scientific endeavour, or a career.

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