



Anxiety Disorder in High School Students

Ana Cecília de Carvalho Cunha¹, Jéssica Rodrigues dos Santos¹, Lyzandra Aparecida de Souza Ferraz¹, Maria Alessandra Assis de Carvalho¹, Rita de Cássia dos Santos Silva^{1*}.

1 Department of Psychology, Center for Humanities, University Center of Vitória de Santo Antão (UNIVISA), Vitória de Santo Antão, Brazil
E-mail adresse: anacecilia735@gmail.com (Ana Cecília de Carvalho Cunha), jr686484@gmail.com (Jéssica Rodrigues dos Santos), lyzandraf@hotmail.com (Lyzandra Aparecida de Souza Ferraz), alessandra.assis13@hotmail.com (Maria Alessandra de Assis Carvalho), ritadecassias1006@gmail.com (Rita de Cássia dos Santos Silva)

*Corresponding author

To cite this article:

Cunha, A.C.C.; Santos, J.R.; Ferraz, L.A.S.; Carvalho, M.A.A.; Silva, R.C.S. **Anxiety Disorder in High School Students.** *International Journal of Sciences*. Vol. 1, No. 1, 2021, pp. 5-10. DOI 10.29327/229003.1.1-1

Received: 01 29, 2021; **Accepted:** 01 29, 2021; **Published:** 02 02, 2021

Abstract: Much is discussed about anxiety disorder, which has become very frequent in the life of "pre-vestibular". In this logic, in the present study, we will present anxiety disorder as a consequence of the overload and psychological pressure suffered by high school students. To this end, we conducted a search through Google Forms that is included in questions about the daily life of students and how they feel about the amount of activities, the tension of the entrance exam and in relation to the approval of society as a mediator of professions. The results presented were placed in the software Statistical Package for the Social Science (SPSS) version 22.0, and state that most schools are not professionally prepared to deal with anxiety disorder, as well as other possible disorders developed in the adolescence phase.

Keywords: Anxiety; Young people; High School; SPSS

1. Introduction

Anxiety Disorder is a mental disorder characterized by excessive worry and fear that interfere with daily activities. Very common among adolescents, it usually culminates in traumatic experiences during childhood that derive in states of anxiety, school and professional commitment and difficulty in interpersonal relationships. According to May (1980) anxiety would be a term that refers to a relationship of conflicting importance between the individual and the environment that threatens him, among the neurophysiological aspects of this relationship.

It is known that the phase of adolescence is a period of doubts and complications since it is a crucial moment in view of the fact that it precedes adulthood and requires certain decisions that imply in the future. According to Matteson (1992), in adolescence there is not a single moment of exploration. Young people are confronted with several alternatives, in the beginning of adolescence, more focused on body changes and, in the end, more focused on ideologies and study. During high school, it is common to care for academic life, however, it is accompanied by the impositions and pressures of school, family and society. Thus, students usually create a fear of failure and vestibular itself, with difficulty in learning and the development of disorders such as Anxiety Disorder.

It is difficult to choose the profession when there are still crises and conflicts typical of adolescence, because

immaturity and lack of self-knowledge are factors that prevent young people from choosing the profession. The fear of failure in the vestibular is the main factor to trigger anxiety, added to the evaluation of your study, the coping with family and social expectations. In addition, the possibility of failure, the uncertainty of the profession, the excessive number of subjects and the high number of candidates per vacancy are included. Oliveira et al. (2003) mention that, for students, the approval of the entrance exam ensures their personal and professional future, undoubtedly the student is subject to the charges for a good performance in the studies and these pressures can generate a state of harmful anxiety in the academic field. As the examination approaches, feelings aflora, such as doubt insecurity, panic and anxiety, the latter being inherent to man, is not a pathological phenomenon while functioning as motivation and attention. At the moment when the degree of anxiety is increased and it becomes constant and exacerbated, it tends to decrease the performance of the individual in the face of situations that he/she should face.

Lundin (1977) apud (BALESTRIN, DEMARCO et al., 2019) reports that the body of individuals with anxiety disorders issues responses to certain situations, so during high school, in the preparation for the entrance exam, the student cannot fully dedicate himself and there is the propagation of feelings of anguish and concern that hinder psychic functions as a reason to make room for the intensification and development of Anxiety Disorder.

Art. 1 of Law No. 13,935/2019 says: Public basic education networks will rely on psychology and social service services to meet the needs and priorities defined by education policies, through multidisciplinary teams. Therefore, this work aims to draw attention to the development of Anxiety Disorder in high school students in the face of the pressures and expectations generated by the “pre-vestibular” exam.

2. Methodology

This study deals with a research on Anxiety Disorder, with a field survey from a questionnaire intentionally elaborated on the Google Forms platform composed of 20 questions about the disorder and how it affects the daily life of high school students, directed to an audience over 12 years, as a focus on the experience of this period and how they deal with the pressures of “pre-vestibular” life. After properly filled out, these answers served as input for statistical analysis and analysis in the Software Statistical Package for the Social Science (SPSS) version 22.0.

3. Results and Discussion

The survey obtained a total of 250 responses, in which 84.4% of respondents said they were aware of what Anxiety Disorder is about. The questionnaire targeted people attending high school, however there were seniors who were willing to answer, in general, it can be observed a predominance of females (78%). Age was also an important factor in this research, most of them were on average at 12 and 18 years. With this data it stands out, numerically speaking, that high school students have a lower age range as expected. The comparison of gender and age of the interviewees can be observed in Figure 1.

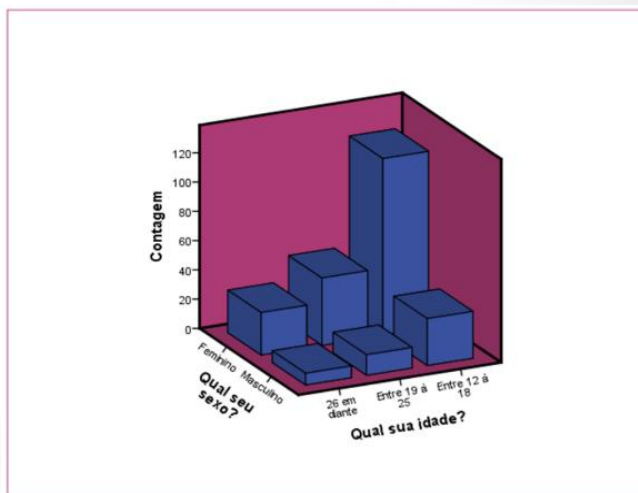


Figure 1. The figure shows the comparison between data related to gender and age

When analyzing the answers of the research, it was clear that the law that says that public basic education networks should rely on psychology and social service services, is not respected, it is also notorious the unpreparedness of schools to

meet the needs of students relating their mental health, because the vast majority claim to have no psychological support in their school and have never participated in lectures that should deal with the disorder that affects adolescents so much, coming mainly with stress and excessive concerns regarding exams, vestibular and environment in general. This psychological support is essential, especially in the public-school system, where the vast majority of students are not able to go to a paid consultation, and it is the duty of the school to ensure the psychological health of their own. The following figure 2 shows the comparison of these answers:

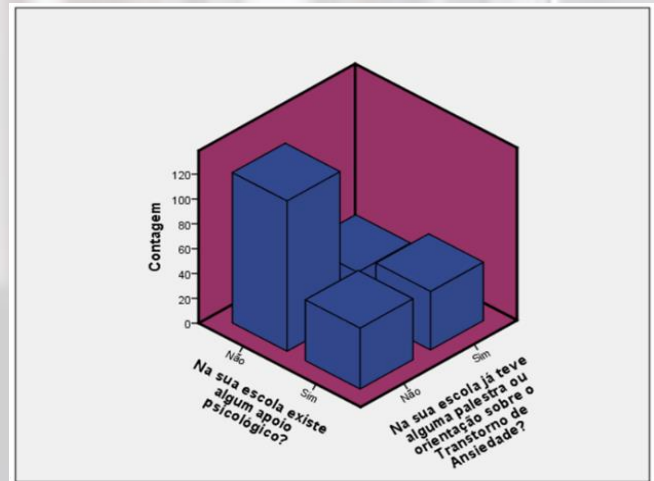


Figure 2: The figure shows the comparison between comparative data on the presence of psychological support in schools and the existence of lectures

In the research, students were asked what most affects them in the school environment, the vast majority say that it is the overload in relation to activities and pressure because of the entrance exam, there was also a good amount that reports that the behavior of other students in relation to them, which could go into another very current theme that is bullying, which will not be discussed in this research, but is pertinent, as it is also capable of causing anxiety in part of students, regardless of age.

It was also questioned if they had had difficulties in performing school activities because of anxiety, 71.6% of the students said they had already had this difficulty. In general, it is possible to note that many of the issues related to student anxiety is directly linked to the education system. It is also important to highlight the issue of collection in relation to exams and vestibular exams. In the questionnaire, it was asked about self-collection, and that of parents and teachers, and a comparison was made between the two, 71.2% of the interviewees report practices of self-criticism and collection because of school exams, in opposition, 65.2% say they have a quiet relationship with parents and teachers in relation to this.

When questioning the interviewees about having already participated in a psychological analysis, only 34.4% answered yes, and of these, 30.1% claim to be diagnosed with anxiety disorder. The following figure 3 shows a comparison between these two questions:

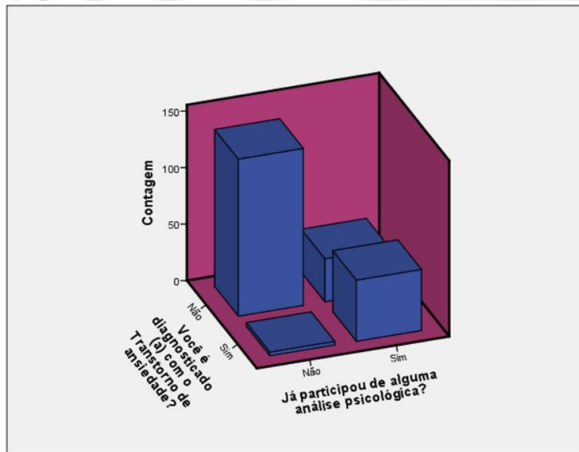


Figure 3: The figure shows the comparison between the data of the interviewees diagnosed with anxiety disorder and which participated in a psychological analysis

From this, it is seen that many young people did not have the opportunity to participate in a consultation, a fact that would be extremely important to help them in their personal and school life, not only to diagnose possible disorders, but also for self-knowledge and basic control of their mental functions.

The interviewees were asked about how they feel when performing exams and vestibular exams, the proposed answers intentionally contained symptoms of anxiety disorder and varied answers were obtained, however the most chosen were: palpitations or acceleration in the heart and the fear that the worst will happen. There were also responses with a significant number, such as tremors in the legs or hands, feeling of suffocation, heat and numbness or tingling. He was also asked if they felt that their mind is very accelerated because of the information of their daily life, at night, where 71.6% reported that yes.

After exposing this data, it is a remarkable fact that many high school students have symptoms of anxiety, but have never participated in a consultation for an accurate diagnosis, and therefore do not receive the necessary treatment for this condition. This reality, as previously discussed, could be avoided if the schools had psychological support required by law to assist students.

4. Conclusions

We conclude in this research that adolescents live constant challenges, because in this phase they end up being overloaded and pressured, thus having the responsibility to make the difficult decision to enter the academic life, a fact that scares most of them for various reasons, such as not being fully sure of which career intends to exercise, and so many others mentioned in this research, all this makes the symptoms of anxiety disorder occur more often and intensely, serious cases may be triggered.

The task of parents, psychologists and counselors are extremely important for these students, because anxiety directly affects the personal and school development of students, as previously seen. With maintenance and attention

of parents and school coordination and compliance with the law that guarantees the right of psychological support for students in the educational networks, this reality of so many students with symptoms of the disorder can be mitigated and prevented, thus improving their capacity and helping them to cope with the difficulties of adolescent life.

References

- [1] BRASIL. Lei Federal nº 13.935/2019, de 11 de Dezembro de 2019. Dispõe sobre a prestação de serviços de psicologia e de serviço social nas redes públicas de educação básica. Disponível em <http://www.planalto.gov.br/ccivil_03/_ato2019-2022/2019/lei/L13935.htm>. Acesso em Dezembro de 2020.
- [2] CASTILLO, Ana Regina GL. RECONDO, Rogéria, ASBAHR, Fernando R. MANFRO, Gisele G. Transtorno de Ansiedade. Scielo, 2013. Disponível em: <https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1516-4446200000600006> Acesso em: 27 de novembro de 2020
- [3] MUNIZ, Monalisa, FERNANDES, Débora Cecílio. Autoconceito e ansiedade escolar: um estudo com alunos do ensino fundamental. Scielo, 2013. Disponível em: <https://www.scielo.br/scielo.php?script=sci_arttext&pid=S141385572016000300427&lang=en> Acesso em: 27 de novembro de 2020
- [4] SCHOEN-FERREIRA, Teresa Helena. AZANAR-FARIAS, Maria. SILVARES, Edwnges Ferreira de Mattos. Desenvolvimento da identidade em adolescentes estudantes do ensino médio. Scielo, 2009. Disponível em: <https://www.scielo.br/scielo.php?script=sci_arttext&pid=S0102-79722009000300002> Acesso em 28 de novembro de 2020
- [5] SILVEIRA, Jucilaine Aparecida. SANTOS, Wesley Cordeiro. PASCHOAL, ALBUQUERQUE, Rafaéla. MORAES, Ramiz Candeloro Pedroso de. Ansiedade em alunos do ensino médio: um estudo de revisão. Psicologia.pt, 2019. Disponível em: <https://www.psicologia.pt/artigos/ver_artigo.php?ansiedade-em-alunos-do-ensino-medio-um-estudo-de-revisao&codigo=A1379> Acesso em: 27 de novembro de 2020
- [6] RODRIGUES, Daniel Guzinsk. PELISOLILL, Cátula. Ansiedade em vestibulandos: um estudo exploratório. Scielo, 2008. Disponível em: <https://www.scielo.br/scielo.php?script=sci_arttext&pid=S0101-60832008000500001> Acesso em: 28 de novembro de 2020.