The Academic Anxiety, Career Preference And Overall Well-Being Among Adolescents

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Abstract: Education is essential in shaping careers, as it provides individuals with the knowledge and skills necessary for recognition and respect in society. It does have a significant role in personal and social development, contributing to the creation of a healthy environment but with education comes academic stress, anxiety, and educational goals. The present study was conducted on "The Academic Anxiety, Career Preference and Overall Well-being among adolescents." A sample of 150 adolescents studying in schools were selected from Delhi NCR. The objective of the study was to assess the relationship between academic anxiety, career preference and overall well being. For the purpose of drawing out the result, the statistical technique used is correlation. The study reported that there's no relationship between academic anxiety, career preference and overall well-being among adolescents. This study offers parents a clearer insight into the academic anxiety and career decisions their children face, prompting them to provide more support and encouragement. Parents can also engage in more informed discussions with their children about their academic and career goals. For adolescents, the study is empowering, providing insights into the factors influencing their academic anxiety, career preferences, and overall well-being. This can help them manage stress, make informed career choices, and prioritize their mental health. This concludes that the study on academic anxiety, career preferences, and overall well-being among adolescents in Delhi NCR is highly relevant.

Keywords – Academic Anxiety, Career Preference, Overall Well Being and Adolescents.

I. INTRODUCTION

In developing countries, secondary education holds increasing importance for several reasons. The rapid achievement of universal elementary enrollment in these countries creates a direct need for secondary education. While primary education has expanded significantly in many developing nations since the 1950s, leading to a rise in secondary enrollment, the quality of secondary education has often suffered due to limited resources and inefficient systems.

Education is a crucial developmental process, marked by intense competition. Students often experience pressure and tension due to the competitive nature of the educational field, as their future career prospects depend on their academic performance. This pressure can lead to feelings of nervousness, stress, and fear, collectively known as academic anxiety. Academic anxiety, along with considerations about future career choices, can significantly impact the overall wellbeing of secondary school students. J. Krishnamurti suggests that true education should not only help students develop their abilities but also understand their own interests and capabilities. Similarly, Rabindranath Tagore believes that the highest form of education is not just about imparting information but also about integrating one's life with the world around them, shaping individuals into socially adept members of society. Education, therefore, encompasses a process of change that involves activities aimed at making individuals valuable contributors to society.

Adolescence is widely regarded as the most crucial stage in human life. Although its significance has been acknowledged since ancient times, the scientific study of adolescence is relatively recent. Currently, great importance is placed on this phase, which is seen as a transition from childhood to adulthood, marked by a shift from complete dependence to full independence. During this transitional period, significant changes occur in an individual's physical stature, intellectual capacity, social skills, emotional maturity, and expectations from both family and society. Adolescents often experience a sense of anxiety as they navigate these changes.

  Academic anxiety in adolescents can have significant effects on their overall well-being and academic performance. Adolescents experiencing high levels of academic anxiety may exhibit symptoms such as procrastination, perfectionism, and avoidance of academic tasks. This anxiety can stem from various sources, including fear of failure, pressure to meet high academic standards, or concerns about future opportunities.

Career preference refers to the choice or inclination of an individual towards a particular career or field of work. It is often shaped by a variety of factors including personal interests, skills, values, and influences from family, peers, and society. In the context of senior secondary school students, career preference becomes a critical consideration as they are at a stage where they are beginning to make decisions about their future education and career paths. Understanding their career preferences can help educators and counselors provide guidance and support, ensuring that students make informed decisions about their academic and vocational pursuits.

Overall well-being refers to a state of social , mental and physical health and encompasses various aspects of a person's life, including their emotional stability, physical health, social connections, and sense of purpose. For senior secondary school students, wellbeing is crucial as it impacts their academic performance, social relationships, and future prospects. Students who have a high level of wellbeing are more likely to be engaged in their learning, have better relationships with their peers and teachers, and have a positive outlook on life. Schools play a vital role in promoting student wellbeing by providing a supportive environment, teaching coping skills, and encouraging healthy behaviors.

Theoretical framework: Academic anxiety, career preferences, and overall well-being are crucial aspects of adolescent development that merit further exploration. While numerous studies have investigated the significance and interconnections among these variables, there remains a gap in understanding their specific relationship with adolescents in India. Existing literature lacks comprehensive research on how academic anxiety and career preferences impact the overall well-being of Indian adolescents. Recognizing this gap, the current study aims to delve deeper into these areas and explore the nuanced dynamics at play. Specifically, the study intends to examine the impact of academic anxiety and career preferences on the overall well-being of adolescents in India. By doing so, it seeks to provide valuable insights that can inform interventions and support systems tailored to the unique needs of Indian adolescents, ultimately contributing to their holistic development and fulfillment.

a. Research Objectives

 i.   To explore the relationship between academic anxiety and career preferences among adolescents in India.

ii.   To explore the relationship between academic anxiety and overall well-being among adolescents in India.

iii.   To explore the relationship between career preferences and overall well-being among adolescents in India.

b. Hypothesis

H1 : There would be no significant positive or negative relationship between academic anxiety and overall well being among adolescents."

H2 : "There would be a significant positive or negative relationship between career preferences and overall well being among adolescents."

H3 : There would be no relationship between academic anxiety and career preferences among adolescents in India.

II. RESEARCH METHODOLOGY

This study aims to use a quantitative research design to explore the relationship between academic anxiety, career preferences, and overall well-being among adolescents in Delhi NCR. By employing a correlational design data will be collected from a diverse group of adolescents at one specific moment in time. This approach enables the researchers to quantify the variables of interest and uncover potential patterns or trends, allowing for the drawing of statistical conclusions. The use of this method will provide valuable insights into the relationships between these factors and contribute to a better understanding of adolescent well-being in India.

c. Tools Used

01. **PGI General Well Being Scale (PGIGWBM-vv) :** The PGI General Well Being Scale was developed by S.K. Verma and Anita Varma in 1989. The scale comprises 20 items and it is a valid and reliable tool to measure positive mental health of Indian subjects. Each item is scored as either 0 or +1. The maximum score can be 20 and minimum is 0. Respondents express their preferences by selecting the corresponding cell for each item. Its reliability was assessed using the Test-Retest method, yielding a coefficient of r = 0.88. Concurrent validity was established with a coefficient of r = 0.90.

02. **Academic Anxiety Scale (AASC):** Academic anxiety is a form of state anxiety that stems from perceived threats in academic environments, including assignments, teachers, and specific subjects like Math or English. The Academic Anxiety Scale was developed by A.K. Singh and A. Sengupta. It consists of 20 items, each offering two response alternatives: Yes or No. Each item is scored as either +1 or 0. The scale includes both positive and negative items, and there is no specified time limit for completing the test. Respondents indicate their choice by marking the appropriate cell for each item. Students who score below 10 are classified as belonging to the low academic anxiety group, while those who score above 10 are classified as belonging to the high academic anxiety group. The reliability of the AASC test was assessed using two methods: the retest method and the split-half method. The obtained Pearson correlation coefficient was 0.60, which was statistically significant at the 0.01 level. The test was split using the odd-even method, resulting in an odd-even corrected coefficient of 0.433 (p < 0.01), which, after correction for the full length, became 0.65.

03. **Career Preference Record (CPR):** The Career Preference Record (CPR) is a standardized tool developed by Vivek Bhargava and Rajshree Bhargava to measure career preferences or vocational interests. It assesses career choices across ten broad areas: Mass Media and Journalism (MMJ), Artistic and Designing (AD), Science and Technology (SCT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Industry (TH), Law and Order (LO), and Education (E). Each area of interest covers 20 vocations which are related to the field, thus the maximum marks in each area can be 20 and minimum can be 0.

III. RESULTS AND DISCUSSION

Descriptive statistics

Figure 1: Showing Descriptive Statistics Of Different Streams for Career Preferences among Students.
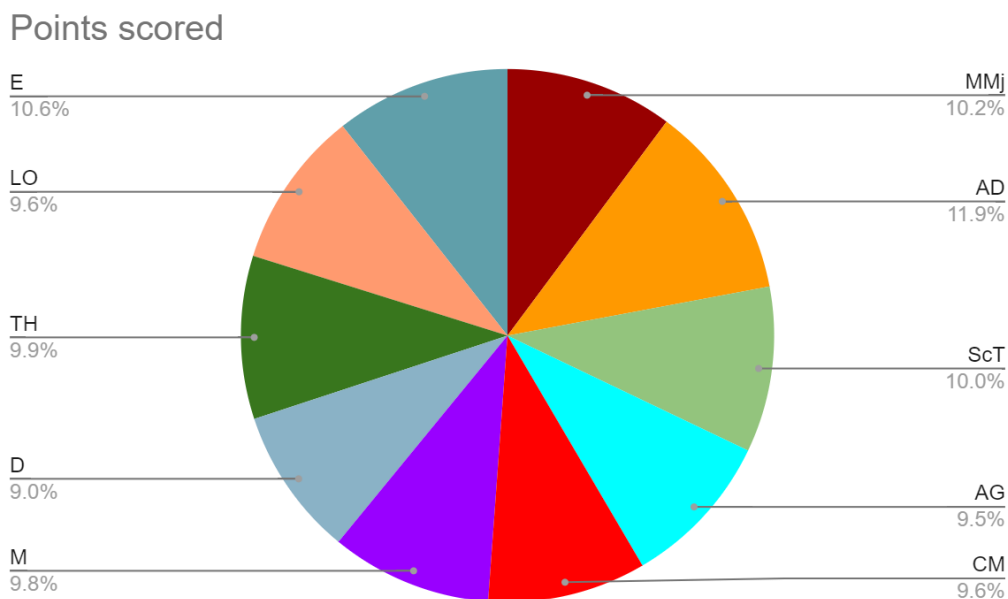
Here, we have covered all 10 areas which are Mass Media and Journalism(MMJ), Artistic and Designing (AD), Science and Technology (SCT), Agriculture (AG), Commerce and Management (CM), Medical (M), Defence (D), Tourism and Hospitality Industry (TH), Law And Order (LO), and Education (E).

Table 1: Summary of the correlation between perceived academic anxiety, career preferences and overall well-being.

Variables	PGI General Well Being Scale	Academic Anxiety Scale	Career Preference Record
PGI General Well Being Scale	1		
Academic Anxiety Scale	-0.04	1	
Career Preference Record	-0.08	0.13	1

Table no. 1 shows that Pearson Correlation Coefficient was computed to assess the linear relationship between all the three variables (academic anxiety, career preferences, overall well being).

There is no significant correlation between the academic anxiety and career preferences, $r(148) = 0.13$, $p > 0.05$.

There is no correlation between the academic anxiety and overall well being, $r(148) = -0.04$, $p > 0.05$.

There is no correlation between the career preferences and overall well being, $r(148) = -0.08$, $p > 0.05$.

The aim is to explore the relationship between academic anxiety, career preferences and well-being among adolescents of Delhi NCR. The Data was collected through the use of questionnaires which enabled us to assess academic anxiety, career preferences and well-being among participants. By using correlation design, findings of this study demonstrate no relationship between academic anxiety and career preferences, academic anxiety and well-being & career preferences and overall well being among adolescents.

The study firstly attempted to assess the relationship between academic anxiety, career preferences and overall well-being among adolescents. The hypothesis of the present study suggests that there would be no relationship between academic anxiety and overall well-being among adolescents. Using the correlational design, the results revealed that there is no significant relationship between academic anxiety and overall well-being among adolescents. Several studies have found no significant relationship between academic anxiety and overall well-being.Brumariu(2022) found that while anxiety had a small negative effect on academic achievement, it did not significantly impact overall well-being. These findings suggest that academic anxiety may not have a direct impact on overall well-being.

Srivastava (2021) and Shibli (2015) both found no significant relationship between social anxiety and academic anxiety , respectively , and overall well-being. Özgan (2019) also found no significant relationship between test anxiety and academic motivation or self-sufficiency.

Here, the researcher fails to reject the hypothesis that there would be no significant relationship between academic anxiety and overall well-being among adolescents.

Another hypothesis of the study suggested there would be no relationship between academic anxiety and career preferences of adolescents. Using the correlational design, the result revealed that there is no relationship between academic anxiety and career preferences among adolescents.

Research has shown a complex relationship between academic anxiety and career preferences. Boo et al., (2021) found that career anxiety was negatively related to academic performance, but not to career choice goals. Campagna et al., (2007) further highlighted the impact of anxiety on career indecision and reduced career certainty. Brown et al., (1981) also found a significant relationship between career choice status and state anxiety, with those who had decided on a career direction exhibiting lower levels of anxiety. These studies collectively suggest that while academic anxiety may not directly influence career preferences, it can impact career decision-making processes.

The researcher fails to reject the hypothesis that there is no significant relationship between academic anxiety and career preferences among adolescents.

One of the hypotheses of the study suggested that there would be a significant positive or negative relationship between adolescent s career preferences and their overall well-being. The findings indicated no significant relationship. Moreover, this result is corroborated by previous research in the field, further supporting the validity and importance of this association. Research indicates a nuanced connection between career success and overall well-being. While objective indicators of career success, like income, can marginally enhance well-being (Abele-Brehm, 2014), priorities beyond work, particularly familial focus, are crucial predictors of both career and life satisfaction (Hirschi et al., 2016). Moreover, happiness has been identified as both a result and a predictor of professional achievement (Boehm et al., 2008). Nonetheless, the link between intelligence and job contentment is ambiguous, with varying results across different employee cohorts (Lounsbury et al., 2004). These studies suggest that while career achievements can contribute to overall well-being, they are not the sole determining factors, as non-work priorities and happiness also play substantial roles.

The researcher rejects the hypothesis that there would be a significant positive or negative relationship between career preferences and overall well being among adolescents.

IV. limitations and challenges

The study only included a small sample size which is not representative for all adolescents in India, limiting the generalizability of the findings to a broader population. Although simple random sampling was used, the study only focused on schools in Delhi NCR. This may introduce bias as adolescents from other regions or non-school-going adolescents were not included in the study. The study focused on academic anxiety, career preferences, and overall well-being, but other factors that could influence these variables, such as socioeconomic status, family dynamics, or cultural factors, were not explored in depth. External factors such as current events, changes in educational policies, or societal pressures may have influenced the results but were not accounted for in the study.

V. IMPLICATIONS AND FUTURE RESEARCH

The future directions of this study could include conducting further research to delve deeper into the identified relationships between academic anxiety, career preferences, and overall well-being among adolescents in India. This could involve longitudinal studies to understand how these factors evolve over time and how they influence each other. Additionally, future research could focus on developing and implementing interventions and support systems based on the study's recommendations. These interventions could be aimed at reducing academic anxiety, helping adolescents make informed career choices, and enhancing their overall well-being.

VI. Conclusion

The study aims to understand the relationship between academic anxiety, career preferences and overall well being of the adolescents living in Delhi NCR.. The study further found that there is no significant relationship among academic anxiety, career preferences and overall well being. Based on the findings and discussion, the researcher concludes that the study on academic anxiety, career preference, and overall well-being among adolescents in Delhi NCR is highly relevant. This study provides valuable insights into the underlying dynamics of our society and represents a commendable effort to address a pressing issue specific to our context.

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