

Review Article

AN OVERVIEW OF ANXIETY AND ITS RELATIONSHIP WITH CONCERNS AND LACK OF ACADEMIC ACHIEVEMENT

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ABSTRACT

The rapid advance of technology does not give the man any opportunity of adaptation and adjustment and as a result the gap created between human adjustment and industrial development will eventually lead to anxiety. Anxiety plays a major role in the understanding of trauma and attributes to personality development. Anxiety often plays as an important role in normal development and in the hypothetical processes at any age. When the patient's anxiety is intensified the person gets anxious. Among the features of anxiety are fear, sadness and the anticipation of a disaster of which there is no way out which is associated with helplessness to find a solution. Although anxiety is caused by fear and anxiousness, it has significant differences with them. Anxiety is more obscure than fear and the anxious person is unaware of his anxiety and does not know that anxiety is the result of internal feeling of unsafely. Anxiety is a warning sign, it reports an imminent danger and prepares the person to deal with the threat. Fear is a warning sign similar to anxiety which is different from it based on the following features: fear is a reaction to known, certain external threat with no conflicting origin. Anxiety is a reaction to unknown, internal with conflicting origin.

Keywords: *Anxiety, Motivation, Achievement, Emotional State, Compatibility*

INTRODUCTION

Anxiety is not related to the present and human being has been faced with anxiety since the old times when he used to live in caves until today that the man lives in the twentieth century, which why they call the twentieth century as the century of anxiety because as the human society becomes more advanced in technology he recedes from his nature and feels higher loneliness and being abandoned. The rapid advance of technology does not give the man any opportunity of adaptation and adjustment and as a result the gap created between human adjustment and industrial development will eventually lead to anxiety (Basharat *et al.*, 2002). People in different and sensitive situations, especially when faced with threats or pressure feel a state of anxiety and stress. These feelings are normal reactions and tensions against the situations that they are capable of resolving them. However, there are people cannot easily overcome it and thus they feel stressed and anxious most of the times. Anxiety plays a major role in the understanding of trauma and attributes to personality development. Anxiety often plays as an important role in normal development and in the hypothetical processes at any age (Shahsavari, 2012b).

The scientific and regular psychology was born only a century ago, but it has had a surprising development in recent years. This discipline along with other scientific fields was created by the increasing proliferation of knowledge and it has about 20 sectors in the USA. The adolescents and young people from a huge class of the population in the countries, especially in Iran who have a major role in social dynamics and survival of a nation as well as its comprehensive development. There are various theories about the formation and development of anxiety and its components. Most people are faced with anxiety problems and in this regard university students have special problems one of which is anxiety. This study attempts to analyze the relationship between anxiety and reduced motivation of progress and provide appropriate solutions to control and reduce anxiety by the idea that the awareness of parents and educators can be helpful (Beck and Emri, 1985). According to psychologists a person's achievement motivation is the effort made by a person to achieve an objective or obtain control of the objects, issues, individuals and ideas and achieve a transcendent goal. Achievement motivation merely to achieve evident progresses, such as top scores on the tests, higher social ranks or salary is considered as the attitude

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towards the success not the success itself despite the achievement motivation entails planning and effort toward progress and perfection. Achievement motivation may cover a wide range of activities and becomes evident in various areas and jobs (Pourafkari, 1994). Atkinson is one of the researchers who has suggested the achievement motivation with a new paradigm. He considers achievement motivation as a combination of: “hope of success, fear of failure”.

Achievement-oriented behavior is subject to the combination of these two components: Atkinson tried to express his theory with signs and mathematical equations. The issue of achievement motivation and its relationship with the success is an enduring discussion. Because of the importance of this subject, the present study under the title of “analyzing the relationship between achievement motivation and anxiety” attempts to answer the question that whether there is a relationship between achievement motivation and anxiety of male and female students (Shahsavari, 2012a). When it is felt that the person has a weak prediction of the possible risk about the basis of which s/he has no understanding, there appears impossible to describe situations associated with physical difficulties. Anxiety is an unpleasant and vague emotional state characterized by varying degrees of fear and stress. In other words anxiety is a painful mental distress caused by the prediction of a threat in the future. In general, the purpose of anxiety is an unpleasant excitement expressed by terms such as fear, worry, stress, excitement and... and all of us as human being experience some degree of it occasionally. American famous psychoanalyst Carl Horta known as the founder of the theory of anxiety in the interpretation of human personality writes: Basic Anxiety is any social situation that makes the person feel panic (Saif, 1989).

Freud believed that anxiety is the basis for all neurological disorders. According to Freud is a sense of concern that people are equipped with to deal with an accident or risk. He summarized anxiety in three types:

- 1) Objective anxiety
- 2) Neurotic anxiety
- 3) Moral anxiety

Test Anxiety

A person with test anxiety has a vague sense of stress and unrest and fatigue as well as disturbed sleep. Such a person is constantly worried about the possible problems which reduces his concentration and makes decision-making hard for him. We suddenly all familiar with the students that despite the talent and motivation to learn and a lot of practice and constant review of the books shockingly fail in their exams (Abolghasemi *et al.*, 2006). The cause of this problem is the fear of examination, which is called test anxiety in the psychology which is a common phenomenon of education, closely related to the educational performance of children and adolescents. Test anxiety is a certain type of anxiety about the assessment of the individual's mental abilities. Test anxiety is a common character of among all young people. Most students actually suffer from test anxiety. Perhaps the smart students who always get a score feel more anxiety than the students with lower than average ability. In general, we can say that even in the case of students with moderate mental ability, anxiety affects their academic progress considerably (Atkinson *et al.*, 2006). Research has shown that anxious students tend to do their assignments earlier and that is why they have errors in their exams and assignments. These people, despite their internal desire which is to do their homework without any error, make more mistakes and they repeat to themselves that I have a low intelligence quotient and I cannot pass this exam of obtaining a good score, I am dumb and I cannot remember the answer to this question. I will never be able to progress and all of these thoughts distract the person. Sarson defines test anxiety as a type of mental preoccupation identified by self-awareness, self-skepticism and low self esteem. These cognitive activities affect overt behaviors and psychological reactions which are psychological reactions affected by the experience of the person (Morris, 2008; Bagheri, 1992).

Personal Traits of an Anxious Person

Anxiety in people creates signs the most important ones of which include: stress, high body temperature, irregular breathing, in some cases, feeling troubled, fright, palpitations and sleep disorders. In chronic anxiety, seizures, severe tremors, dizziness, weakness, numbness, unconsciousness and coma associated

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with physiological changes such as sweating, muscle tension and more blood flows to the muscles which depend on the assessment of the person about the threat. The behavior of an anxious man is like a stressed person. They stressed or anxious man might hide his wordiness and aggravate it or s/he might divulge it or talk about it and attract attention and sympathy or in moderate conditions it might appear as depression, hyperirritability, nervousness, anger and restlessness. One of the characteristic symptoms of anxiety is labor-intensive or lousiness. Anxiety is undoubtedly a sign of maladjustment in people. A study was conducted under the supervision of her Dr. Navabinejad in this area that confirms the mentioned characteristics of an anxious person. Kaplan & Saduk consider Anxiety patterns different and they believe that some patients have cardiovascular symptoms. They have Fast heartbeat and sweating as well as gastrointestinal symptoms. They have symptoms such as nausea, vomiting, abdominal pain, feeling of vacuum within the abdomen or intestinal gas or diarrhea; some of them have frequent urination and other cases suffer from shallow breathing and chest tightness (Parsa, 2000).

All of the above symptoms are visceral reactions. However, in some patients, muscle tension appears which leads to complaints of stiffness and spasms, headache and twisting the neck. In the handbook of psychiatry it is written about the features of the anxious person that he is always worrying about minor problems in vain and welcomes problems half-way and predicts the problems anxiously. He is always worried about the events before their occurrence. He always needs to be ensured about himself and everything else he feels distressed about.

The Relationship between Anxiety, Conflict and Failure

A student feels high anxiety while responding to the exam questions. This anxiety keeps him from focusing on the questions (the problem of failure of focus) and makes him doubt about his ability to answer the questions and at the same time it leads to the emergence of a series of adverse physiological reactions (such as increased heart rate, dry mouth, increased sweating) and imposes additional stress and all mentioned factors are barriers to proper information processing and recall what he has learned (Baraheni, 1993). A Student who is anxious about the test by reflecting on ways and means to avoid the test tries to find an excuse to postpone the examination and suffers from a conflict. He probably realizes that his anxiety was so involved in his performance that causes a conflict with him, which in turn leads to his failure to obtain a good mark. As mentioned, the anxiety is a common feature on young people. All students actually suffer from test anxiety. Maybe the students who get good marks are more anxious than the lower-average students. In general, we can say that even in the case of students with moderate mental abilities anxiety is significantly involved in the development of their education. The best way to cope with this problem is useful advice sessions. Many studies in this field as well as the author's experience show that individual and group counseling sessions have had significant results (Atkinson *et al.*, 2006).

The Relationship between Anxiety with Stress and Lack of Academic Progress

Students with high anxiety levels are more distracted than their classmates who have a low level of anxiety and they are dissatisfied with themselves and felt distressed. The main reason for this reduction in performance is that they cannot focus on the tasks and they are subject to irrelevant thoughts that keep them from progress. When the patient's anxiety is intensified the person gets anxious. Among the features of anxiety are fear, sadness and the anticipation of a disaster of which there is no way out which is associated with helplessness to find a solution. Although anxiety is caused by fear and anxiousness, it has significant differences with them. Anxiety is more obscure than fear and the anxious person is unaware of his anxiety and does not know that anxiety is the result of internal feeling of unsafely or an external situation that he related his fear. Anxiety such as concern is caused by imagination, but at the same time it differs from it based on two factors:

The concern is related to a special occasion such as exams and financial problems while anxiety is a generalized emotional state. The concern is about concrete problems, whereas anxiety is the result of a mental problem. In this context, Freud says: Objective anxiety and neurosis, anxiety is different as the first one is the real response to external risk and the second one is the anxiety which is rooted in inner unconscious conflict. In anxiety neurosis such as conflict is an unconscious process, so one does not know the cause of stress. Many psychologists still consider a valid distinction between fear and anxiety

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and Kaplan & Saduk is regarding the difference between fear and anxiety mention: Anxiety is a warning sign; it reports an imminent danger and prepares the person to deal with the threat. Fear is a warning sign similar to anxiety which is different from it based on the following features: fear is a reaction to known, certain external threat with no conflicting origin. Anxiety is a reaction to unknown, internal with conflicting origin (Shahsavari, 2012b).

Four Categories of Anxiety

Anxiety can be classified into four types; each has its own characteristics including:

1. Anxiety caused by troubles in a dangerous status or condition which is out of control such as losing a job or social status, and so on.
2. Anxiety caused by interaction with individual or other people that the person does not feel comfortable with or fails to predict their reaction.
3. Anxiety about the concept of absolute time, including the situation that the individual has to accomplish a given task before the end of time and the anxiety that time is passing and it might happen at this place.
4. Stress or anxiety related to an incident or event that will happen regardless of the basis for which is the basis for the temporary anxiety.

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