

## Temporal Patterns of Clinical Anxiety Among Foreign University Students: A Three- Phase Annual Assessment

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Relevance: Anxiety disorders remains in one of the significant health problems faced by foreign students, (1) this not only just affects the patterns of their behaviour but academic life, studying them clinically can help us prevent the progression and intervene in the process of making, different horizon of life more adaptable, for the better outcomes.

Aim of Study: The study was based on examining the clinical anxiety patterns in juniors (first year students) and seniors (fifth year students) based on their performance and perceptions to life, throughout the year.

Method of study: For calculating and analysing clinical anxiety, the standard “Hamilton anxiety test” is used, (2) with the standard offset of 14 parameters based on different factors. Total of 110 students, first year (n=60) and fifth year (n=50) were examined in similar conditions, in three phases, in the beginning of year, when they just arrived, in the middle of the year and in the end of academic year as P1, P2, and P3 respectively.

Results: The analysis revealed various different factors between the groups, junior vs senior as well as boys vs girls in the same group, furthermore even in the same gender in both groups. Further detailing in the data revealed that in junior group clinical anxiety was 19% in phase 1 which dipped to 12% in phase 2 and rose up again to 22% in phase 3, showing significant differences between the three phases ( $p=0.002$ ,  $p=0.00$ ) respectively, the similar strand of data was seen in senior group with  $p=0.001$ ,  $p=0.00$  between the phases as mean values stand as 16%, 9% and 21% respectively.

Studying this variation in gender cohort revealed that in junior boys revealed that the number

of normal students in terms of anxiety increased from 27% to 45% in phase 2 where as dipped to absolute 0% in phase 3 ( $p=0.01$ ), showing a concerning pattern of strain due to academic stress in the end of academic year. Where as in junior girls, these numbers are more

disturbing as none of them had a normal level of anxiety, most of them falling in severe category with 33% in phase 1, to 5% in phase 2 ( $p=0.01$ ) and skyrocketed again to 35% in phase 3. In the senior boys group, the data remains stable in all three phases in mild category with values 33%, 29% and 34% in phase 1, phase 2 and phase 3 respectively, but interestingly in senior girls, the data swirls in different directions, pointing the obvious gender based variations as it shows 62%, 20% and 57% in three different phases annually, with significant differences ( $p=0.02$ ) in between them.

Comparing the same gender in both seniors and juniors revealed that in boys, both the groups are clinically anxious with mean value around 23% and 22% respectively, turning the

table to the girls group, interestingly it is noted that junior girls are more anxious in phase

than senior girls with 16% and 12% respectively. However, in phase 3, senior girls became more anxious compared to junior girls with 26% and 22% respectively, also implying that girls too, like boys are majorly anxious towards the end of the academic year.

Conclusion: Anxiety remains highly volatile in foreign students throughout the year irrespective of their course of study, also the phase wise annual data reveals that they become highly anxious in phase 3 corresponding to the exam season, this not just only indicates their

academic stress but different patterns of stress activity due to pressure, also supported by low

level of clinical anxiety in mid-year evaluations. This suggests the administration to take further steps in students well being and forming major recommendations with further research.

### **Источники и литература**

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