

Relationships between Anxiety, Rumination and Obsessive-Compulsive Disorder with Academic Achievement among Isfahan University Students

Amir Hossein Sadeghi Hasnijeh¹, Reyhaneh Shojaei Jeshvaghani², Dr Mohammad Reza Iravani³, Zahra padash⁴, Zahra Jafari⁵

¹MS of Career Consulting, Counseling Department, Psychological and Education Science Faculty University of Isfahan, Isfahan, Iran

²MS of Counseling Department, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran
Master in consoling, Department of Social Sciences, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

³Assistant Professor, Department of Social Work, Islamic Azad University Khomeinishahr Branch, Daneshjou Blvd, Iran.

⁴MS of Counseling, Psychological and Education Science Faculty University of Isfahan, Isfahan, Iran

⁵MS of Clinical Psychology, Department of Psychological and Education Science Faculty University of Isfahan, Isfahan, Iran

ABSTRACT

Understanding the factors that lead to academic achievement and prevent academic failure has particular importance. Some studies showed the relationship between emotional syndrome and academic achievement. The purpose of this study is investigating the relationship of emotional syndrome (anxiety, rumination and obsessive-compulsive disorder) and academic achievement of students in Isfahan University. This research is a type of correlation descriptive study. For this purpose, 448 students of Isfahan University were selected by a stratified random sampling. To calculate emotional syndromes of these students, questionnaires about anxiety, obsessive-compulsive disorder behaviors in the field of education and rumination were used. Results suggest that the relationship between rumination and academic achievement is meaningful and inverse, and the relationship between obsessive-compulsive disorder and

KEYWORDS: Academic achievement, anxiety, Rumination, obsessive-compulsive disorder

1. INTRODUCTION

One of the important factors that is considered for educational assessment, is academic achievement. Among the most significant concern of professors, education administrators and students' families, are academic achievement and prevention from their academic failure. The purpose of achievement is a success in education that could lead skills in a specific case or expertise in a part of knowledge. In the educational system, purpose of achievement is gaining the intended educational goals in each course (Biabangard, 1994). In the present era, education and training or generally education, is an important part of each person's life. In addition, the quantity and quality of education play an important role in the future of a person. Accordingly, about one century, psychologists try widely in order to realize predictor factors of educational achievements. Binet and Simon in 1905, Thorndike, 1920, Harris, 1940; Elshout and Hamaker, 2000 and, etc. addressed this important issue (Quoted by Premuzic and Frunham, 2003). In the different societies, special groups and psychologists always have emphasized on the evaluation of various aspects of education and also identification of their factors (Lounsbury, steel, Loveland, Gibson, 2004). Not only, students and their families, but also community spend high costs for students study at different educational levels. So achieving positive results in the education field (with identifying and controlling effective factors in academic achievement) can lead to all-round development of students and society.

Studies show that in order to enter a person to the community and therefore, face with various and individuals (in terms of cultural, economic, and social class), he/she must be equipped with some tools. These individual tools are psychological constructs that can help a person against life events. (Kemmelmeyer, Danielson and Bastten, 2005). Educational psychologists like Robert Stone in Penn State University suggest students, should have amounted of positive emotions and confidence before their performance. On the hand, good feelings can appear as a result of developments. (Calvin, 2000). Emotional syndromes are such factors that can influence on the educational achievement. From emotional syndromes can be mentioned as obsessive-compulsive disorder (OCD), rumination and anxiety. Obsessive-compulsive disorder (OCD) is a debilitating anxiety disorder that its main feature is occurring obsessions and compulsive acts. Obsessions include thoughts, mental images and unwanted and annoying momentums that occur without the patient's and determination and are experienced maladaptive and inconsistent. Person actively resists against the

*Corresponding Author: Amir Hossein Sadeghi Hasnijeh, MS of Career Consulting, Counseling Department, Psychological and Education Science Faculty University of Isfahan, Isfahan, Iran

obsessions, and he knows that obsessions are the product of his mind (American Psychiatric Association, Now based on the epidemiology, this disorder after phobias, substance abuse and depression are the most common mental disorder (Maj, Sartorius, Okasha and Zohar, 2000). Patients with this disorder usually don't enjoy their behavior but when they do not do it, they become anxious. (Santrak, translated firozbakht,

In recent years, rumination as an important component in depression has been attended increasingly (Watkins and Baracaia, 2001). Rumination is defined as resistant and recurrent thoughts that orbit around a common theme. Rumination, is a component that plays an important role in depression disorder and obsessive-compulsive disorder (OCD) and leads to a continuation or worsening of symptoms and predisposing other mental disorders. Rumination effects on depressed mood and can increase the effects of negative mood on problem-solving and motivation (for example, through self-doubt about the ability of solving problem or cognitive abilities). The most-recent illness called anxiety disorders (Dozois and Dobson, 2005). The times we live in is called the age of anxiety. Difficulties and complexities of modern life, the flood of information and fast changing, ignorance of the religious teachings and family values, national traditions and the drowning of violation of gigantic technology during this century, have been growing anxiety for community (Atash Pour, 2005). Everyone will be concerned occasionally about things beyond his control. Hence, although anxiety is a normal part of life, but it can become a problem and make a significant interaction in the individual function setting (chelminski and Zimmerman, 2008). Because anxiety and concern are not related to a specific class in all cases. There are different levels of anxiety. The academic course can be combined with anxiety. Anxiety about the future, academic failure, marriage, lack of family members and all the physical and mental health, all are matters that strongly affect on students. Anxiety and concern interfere with learning. This factor in severe conditions could be the cause of failure because a person cannot use all his mental and intellectual faculties during the learning. The present study has been done with the purpose of understanding the relationship between emotional syndromes and academic achievement among students in Isfahan University.

MATERIALS AND METHODS

This study is a correctional study. The population in this investigation was all students studying at Isfahan University in the 2010-2011 academic year. Using a stratified sampling, first the initial sample size of 50 persons was selected and then by considering the variance of the introductory study, the original sample size was estimated as 448 persons, which were selected among classified students and were randomly selected from each category and finally were examined. In the present study, four major variables, including academic achievement, anxiety, rumination and obsessive compulsive - actions were investigated.

1 - Three researcher-made questionnaires were used in this study, including:

A) Concern questionnaire in the field of education:

This questionnaire was developed by researchers containing seven Questions, and the content validity was confirmed by five professors of psychology and counseling. The reliability of these questionnaires was achieved based on Cronbach's alpha coefficient of 0.735.

B) Obsessive-compulsive behavior questionnaires in the field of education:

This questionnaire was developed by researchers containing seven Questions, and the content validity was confirmed by five professors of psychology and counseling. The reliability of these questionnaires was achieved based on Cronbach's alpha coefficient of 0.717.

C) Rumination questionnaires:

This questionnaire was developed by researchers containing six Questions, and the content validity was confirmed by five professors of psychology and counseling. The reliability of these questionnaires was achieved based on Cronbach's alpha coefficient of 0.88.

2 - Average score of students was considered as an indicator of academic performance.

In this research, descriptive and inferential statistical indices were used for data analysis.

RESULTS

We initially express descriptive findings, and then, we present the results of analytical research. Mean and standard deviation scores of the subjects from this study are shown in Table 1. Table 2 presents the Results of the Pearson correlation test and the results of stepwise regression is illustrated in Table 3.

Table (1): Mean and standard deviation scores of academic achievement and emotional syndromes

standard deviation	Mean	Statistical indices
1.72	16.27	Variables
1.63	5.60	academic achievement
1.45	5.49	anxiety
1.98	5.13	Obsessive Compulsive
		Rumination

Table (2): Correlation coefficient and its significance level between the emotional and academic progress syndrome

Rumination	Obsessive	anxiety	academic achievement	Variables
			1	academic achievement
		1	0.27	anxiety
	1	0.348	0.119	Obsession
1	0.332	0.473	-0.113	Rumination

The results of the analysis of research data in Table 2 is as follows:

- 1 - There is a negative correlation between rumination and academic achievement among the samples' students, and this correlation is statistically significant at the $p < 0.05$.
- 2 - There is a positive correlation between obsessive-compulsive disorder and academic achievement among the samples' students, and this correlation is statistically significant at the $p < 0.05$.
- 2 - There is a positive correlation between anxiety and academic achievement among the samples' students, but this correlation is not statistically significant at the $p < 0.05$.

Table (3): Stepwise regression of academic achievement

Sig	F	Adjusted R Square	R2	R	Variables
0.01	6.422	0.01	0.01	0.11	Obsession
0.000	9.325	0.03	0.04	0.20	Rumination

Obsession variable anticipates only 0.01% of the variance of academic achievement among student while obsessive and rumination variables 0.04% of the variance of academic achievement among them.

DISCUSSION AND CONCLUSION

This study shows the relationship between emotional syndromes (anxiety, rumination and obsessive-compulsive disorder) with the academic achievement of Isfahan University students. Results showed that the more the obsession-action the more the academic achievement. On the other hand, the more the rumination the more the academic failure and the less the academic achievement. Therefore, it is recommended to develop methods for reducing rumination. Moreover, further studies need to determine the role of emotional syndromes and other related factors in academic achievement.

REFERENCES

- Atashrouz, B., et al, (2008), Prediction of academic achievement through interest rates. *FAMILY RESEARCH*, (14): 203-193.
- Biyabangard, E. (1994). Ways to increase self-esteem in children and teens. Tehran. School publications.
- Bloomsbury, J.W., steel, R: P., Loveland, J.M., & Gibson, L. M.(2004). Aninvestigation of personality treats in relation to adolescent school absenteeism. *Journal of youth ad Adolescence*, 33, 457-466.
- Borsches JF, Grin w & Thayer JF,(2006), The preservative cognition hypothesis: A review of worry, prolonged stress-related physiological activation, and health. *Psychoses Rees*, 60(2): 113-240.
- Brooked, TD. Ray, WJ & Sober, J. (1998), A cognitive phenomenon intimately linked to affective, physiological, And interpersonal behavioral processes. *Counter Res.*: 22(6):561-5760.
- Calvin, R,(2000), Losing faith in self teem, is tilling positive feeling for academic atonement- school Amines rotor. Retrieved February 15, 2002 from the World Wide Web: <http://www.ind articles.com>.
- Cave-in, D.,Riboldi, G.,Keller.R.,D Anacin, A., & Belled, K.L.(2002). Frontal bole dysfunction in pathological gambling patient. *Biological psychiatry*, 15, 334-341.
- Chelmisk.J & Zimmerman. M. (2008), pathological worry in depressed and anxious patients. *J Anxiety discord*, 17(5): 533-460.
- Chowdhury, M.S., &Amen, M.N.(2006). Personality and academic achievement: Interactive effects of conscientiousness on students performance and personality, 28, 433-449.
- Clark, DA. (2004), Cognitive – Behavioral therapy for cod, Network: Guile ford publications.

- Conway M, Sank PA, Holm sly, & Blue ck. (2000), On assessing individual differencing rumination on sadness. *Lepers Assess*: 75: 404-415.
- Dozes, DJA & Dobson, ski. (2005), the prevention of anxiety and depression: theory, Research and practice. Washington: American psychological Association.
- Honey, RY. (2007), Worry rumination: Differential associations with anxious and depressive symptoms and coping behavior. *Behave Rest her* :l 45 (2): 277-90.
- Jordan, J. (2006). Differential effect of rumination and dysphonic on the inhibition of irrelevant emotional material: Evidence from a negative priming task. *Cognitive and Research therapy*, 30, 146-160.
- Kelly, WE. (2002), Investigation of worry nod since of humor: the *Journal of psychology*; 136: 657-660.
- kemmelmeier; M; Danielson, c., & Batten, J.C, (2005), Wants ingrate? Academic success and political orientation. *Personality and social psychology*.
- Kubzaskey, LD, kwacha, I & Spiro, (1977), Weiss sty, is worry bad for your heart. *Circulation*; 95: 818.
- May, M; sartor us, N.; kasha, A. & Zahra, J.(2000) obsessive compulsive disorder Germany, Wenham: john Wiley.
- Mohammadi, F, (1998). Methods of problem solving in depressed patients compared with normal individuals. Master's thesis, Mashhad University: School of Education and Psychology.
- Neshatdoust, H., Yaraan, M, Molavi, H. & Noori, N. (1998). Comparison of psychological and social status of conditional and unconditional university students. *Journal of Educational and Psychological Studies*, University of Isfahan. First year. 3, 72-83.
- Nolen, Houseman, (1991). Responses to depression and their effects on the duration of depressive episodes *Journal of Abnormal psychology*, 100 (4) , 569-582.
- Papsageoryiou, c., & wells, A. (Ends). (2004). *Depressive rumination: Nature, theory, and treatment*. Network: Wiley
- Ranchman, s. Desilva, p. (1979), Abnormal and dermal obsessions. *Behaviors Research and therapy*: 89-99.
- Rytavyks, Nelson & Allen, Ayzrayl, translated by Monshi, MT., Astan Quds Press 1996.
- Saif, A, (1997), educational psychology, Agaah Press, first edition ,
- salkovskis, p.m., Westbrook, D., Daves, J. Jealous, A. & Gledhill, A. (1997). Effects of neutralizing etiology of obsessive com-pulsar disorder. *Behavior Research therapy*, 35, 211-219.
- Santrak, John W. (2006), *The Psychology of Santrak* (vol 1 and 2), M. Firouzbakht translation, Tehran: Rasa Institute of Cultural Services.
- Watkins, Ed., & Brachia, s. (2001). Why do people ruminate in dysphonic mod? *Personality and individual Difference*, 30, 723-734.