



# Academic Anxiety Levels Students with Disabilities in University “X”

Onny Fransinata Anggara<sup>(✉)</sup> and Satiningsih Satiningsih

Universitas Negeri Surabaya, Surabaya, Indonesia  
onnyanggara@unesa.ac.id

**Abstract.** Various challenges and obstacles experienced by people with disabilities in the educational environment in recent years are still experiencing difficulties in achieving their goals, especially in terms of education. This study is to determine the level of academic anxiety of students with disabilities. In this study, 25 students with disabilities were used as subjects out of 59 students with disabilities in University “X.” The result is that it is known that students with disabilities have a high level of academic anxiety, especially when attending lectures at university. Some suggestions for future studies are also provided.

**Keywords:** Academic · Anxiety · Disabilities

## 1 Introduction

Disability is part of the human condition. Almost everyone will be disabled at some point, whether temporarily or permanently [1]. World Health Organization said more than one billion people live with disabilities, of which about 200 million people experience difficulties in their activities. “Disability” is a term to describe a person with physical, mental, cognitive, sensory, emotional, or developmental disabilities or a combination of these conditions [2]. Several previous studies have shown that people with physical disabilities generally have negative self-assessments, poor self-concept, aggressive behavior, inability to establish good social interactions, anxiety that results in low self-esteem, and poor self-adjustment [3]. Wrongdoing in society and difficulties in actualizing because they are considered unproductive [4].

Students with disabilities according to Law Number 8 of 2016 concerning Persons with Disabilities are divided into four major groups namely: Sensory Disabilities, Physical Disabilities, Intellectual Disabilities and Mental Disabilities. Each student in the group certainly has the characteristics and learning needs of each. The condition of sensory disability is the disruption of one of the functions of the five senses, including visual disability and hearing disability. Students with physical disabilities are students who experience severe difficulties or are unable to carry out basic movements in everyday life such as walking and so on. Students with mental disabilities are students who experience impaired thinking, emotional, and behavioral functions. Students with intellectual disabilities are students with impaired thinking functions because their level of intelligence is below average. The level of intelligence is shown through an IQ test.

Spielberger is an expert who becomes a reference in explaining the concept of anxiety. His study of anxiety has existed for a very long time, since 1972. According to Spielberger, anxiety is an emotional and complex reaction caused by an individual who interprets a particular situation as a threat or danger [5].

Some other opinions about anxiety are that it is an unpleasant emotional response to various kinds of stressors, both explicit and unidentified, characterized by fear, worry, and a sense of being threatened [6]. According to Spielberger [5], three main elements can affect a person's appreciation of anxiety, namely the feeling of uncertainty felt by the individual (delay), feelings of helplessness (helplessness), and the end of the two feelings felt will be focused on the problem being faced (future orientation). Other factors that can cause anxiety are predisposing factors, consisting of psychoanalytic, interpersonal, behavioral, family, and biological perspectives [7]. Threats to physical integrity and threats to self-systems are two types of precipitation factors [8].

According to Spielberger, there are two types: state anxiety, defined as an emotional reaction consisting of an unpleasant feeling, and consciously feeling tension and fear, with activation related to the autonomic nervous system. Then the second is primary anxiety (trait anxiety), an individual characteristic whose anxiety will affect the intensity of his anxious response in various situations [9]. Individuals with high-trait anxiety are more worried than those with low-trait anxiety, increasing their anxiety response.

## 1.1 Literature

Research conducted on long-term disability in anxiety disorders shows that the disability experienced by a person causes anxiety disorders to appear in that individual [10]. It was also investigated on the same occasion that individuals with a long-term disability may have social anxiety disorder and multiple anxiety disorders [11]. The emergence of anxiety drives avoidance behavior in individuals with these disabilities [12].

Another previous study revealed by the same researcher as above, that individuals with disabilities have high anxiety levels [13]. Anxiety experienced by individuals with disabilities includes social anxiety and considerable anxiety. Double anxiety means individuals can have two types of anxiety: panic disorder and general anxiety disorder. People with disabilities with anxiety problems are more likely to avoid situations.

Researched the mental and emotional characteristics of children with disabilities based on the Strength and Difficulties questionnaire at the Jimbaran Bali Education Foundation for Children with Disabilities (YPAC) stated several things related to the problems of children or individuals with disabilities. Children with disabilities who were the study subjects had severe emotional problems [14]. Emotional problems are one of the difficulties they experience, in addition to conduct problems (non-adaptive behavior), hyperactivity, and peer problems [15]. Possible emotional problems mentioned here are problems related to anxiety as well [16].

## 2 Methodology

Thus, this research aims to know the academic anxiety level in students with disabilities.

The research method used in this activity is descriptive quantitative research. This is because it aims to reveal academic anxiety in students with disabilities.

## 2.1 Population

In this study, the population was students with disabilities at University X, with 59 students with various disabilities.

## 2.2 Sampling

The sample is 25 students with disabilities at university X.

## 2.3 Measuring Instrument

### 2.3.1 Questionnaire (Questionnaire)

Questionnaires or questionnaires are tools to collect and record data or information by giving a set of questions to respondents, namely students, pedagogical experts, psychologists, and also the expert team to respond according to user requests. The indicators of the website instrument were used to measure academic anxiety in students with disabilities. This was done by having them fill out a questionnaire.

### 2.3.2 Interview

Interviews are a form of evaluation tool conducted through conversations and questions and answers with respondents aimed at obtaining the information needed by researchers. In this study, researchers interviewed psychologists, pedagogues, volunteers, and students with disabilities, as well as the parents of these disabled students.

### 2.3.3 Observation

Observation is observing and recording systematically, logically, objectively, and rationally various phenomena to achieve specific goals. Observations were made by looking directly at the students' responses before and after the existence of this website-based anxiety test instrument. Observations were carried out non-systematically and did not use observation instruments.

**Table 1.** Distribution of Items and Design of Academic Anxiety Aspects Before the Trial

Item	Weight
18	33,3%
18	33,3%
18	33,3%
<b>54</b>	<b>100%</b>

### 2.3.4 Analysis Data

The scale used in this study uses an academic anxiety scale with 54 item distributions, which are divided into four aspects, among other emotional, cognitive, and physiological reactions (Table 1).

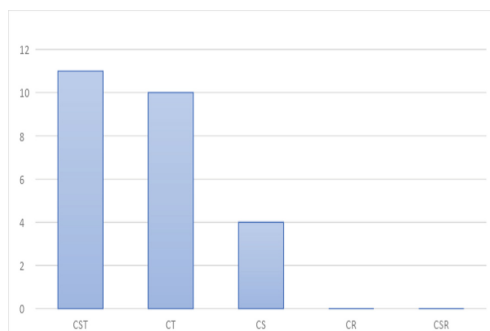
No. Aspect Item	Favorable	Unfavorable
1. Emotional	11, 44, 22, 6,	33, 16, 34, 46,
Reaction	43, 4, 40, 21, 14	25, 12, 48, 47, 23
2. Cognitive	38, 27, 3, 30, 8,	28, 1, 39, 32, 24,
Reaction	41, 31, 7, 35	51, 50, 17, 45
3. Physiological	15, 29, 53, 52,	54, 6, 49, 19, 18,
Reaction	9, 37, 10, 42, 20	26, 5, 2, 13
<b>Total</b>	<b>27</b>	<b>27</b>

## 3 Result

Based on calculations using interpretation scores. It is known that from 25 students who filled out the scale, the following results were obtained (Table 2):

**Table 2.** Interpretation scores

No	Subject	Result	No	Subject	Result
1	A	Very High Anxiety	14	N	Very High Anxiety
2	B	Moderate Anxiety	15	O	High Anxiety
3	C	Very High Anxiety	16	P	Moderate Anxiety
4	D	Very High Anxiety	17	R	Very High Anxiety
5	E	Very High Anxiety	18	S	High Anxiety
6	F	High Anxiety	19	T	Very High Anxiety
7	G	Very High Anxiety	20	U	High Anxiety
8	H	High Anxiety	21	V	High Anxiety
9	I	Moderate Anxiety	22	W	High Anxiety
10	J	Moderate Anxiety	23	X	High Anxiety
11	K	Very High Anxiety	24	Y	High Anxiety
12	L	Very High Anxiety	25	Z	High Anxiety
13	M	Very High Anxiety	26	A	High Anxiety



**Fig. 1.** Data Mapping of Anxiety Level

Based on the table, the data can be mapped as shown in Fig. 1. So far, the level of anxiety felt by students with disabilities is in the category of very high anxiety, high anxiety, and moderate anxiety. In the meantime, it hasn't been found for students with low or very low academic anxiety.

As for the aspect of anxiety that students with disabilities mainly feel, it is dominated by anxiety based on cognitive elements in as much as 85% of the total students who were sampled in this study. In comparison, 15% felt an emotional reaction as the dominant response when experiencing academic anxiety during college.

As for the aspect of anxiety that students with disabilities mainly feel, it is dominated by anxiety based on cognitive elements in as much as 85% of the total students who were sampled in this study. In comparison, 15% felt an emotional reaction as the dominant response when experiencing academic anxiety during college.

## 4 Conclusion

Based on the research results above, it can be concluded that students with disabilities have various anxiety levels. Statistically, of the 25 students who filled it out, almost 84% had a high level of anxiety. While 16% of the rest are spread between moderate and low levels of anxiety.

## References

1. M. L. Maroto, D. Pettinicchio, and M. Lukk, "Working Differently or Not at All: COVID-19's Effects on Employment among People with Disabilities and Chronic Health Conditions," *Sociol. Perspect.*, vol. 64, no. 5, pp. 876–897, 2021, doi: <https://doi.org/10.1177/07311214211012018>.
2. K. Dunn, E. Rydzewska, M. Fleming, and S. A. Cooper, "Prevalence of mental health conditions, sensory impairments and physical disability in people with co-occurring intellectual disabilities and autism compared with other people: A cross-sectional total population study in Scotland," *BMJ Open*, vol. 10, no. 4, 2020, doi: <https://doi.org/10.1136/bmjopen-2019-035280>.
3. K. J. Justin and J. R. Kinell, "She ' s Just Not That Into Me : Sexual Self -Concept Among Heterosexual Men Who Identify as Involuntary Celibates," vol. 16, no. 1, pp. 117–133, 2022.

4. T. W. T. Etchie, P. Frank, F. Sapele, and D. O. Gogo, "Individualism and Combating Poverty in Contemporary," *Randwick Int. Soc. Sci. J.*, vol. 3, no. 3, pp. 477–487, 2022.
5. C. Spielberger, Chairman., and R. James, *Needed Research On Stress And Anxiety A Special Report Of The Use- Sponsored Grant Study: Critical Appraisal Of Research In The Personality-Emotions-Motivation Domain*. Washington, D.C: Texas Christian Univ, 1972.
6. L. Dolezal, "Shame anxiety , stigma and clinical encounters," *J. Eval. Clin. Pract. Publ.*, no. February, pp. 854–860, 2022, doi: <https://doi.org/10.1111/jep.13744>.
7. S. Brandt and M. Rudden, "RESEARCH ARTICLE A psychoanalytic perspective on victims of domestic violence and coercive control," *Int J Appl Psychoanal Stud.*, pp. 215–231, 2020, doi: <https://doi.org/10.1002/aps.1671>.
8. F. Flammini, S. Marrone, R. Nardone, M. Caporuscio, and M. D. Angelo, "Safety integrity through self-adaptation for multi-sensor event detection : Methodology and case-study," *Futur. Gener. Comput. Syst.*, vol. 112, pp. 965–981, 2020, doi: <https://doi.org/10.1016/j.future.2020.06.036>.
9. G. Perrotta, "Anxiety Disorders : Definitions , Contexts , Neural Correlates And Strategic Therapy," *Jacobs Journal of Neurology and Neuroscience* Anxiety Disorders : Definitions , Contexts , Neural Correlates And Strategic Therapy," *Jacobs J. Neurol. Neurosci.*, no. March 2019, 2020.
10. S. Szymkowiak, P. Osip, and N. Waszkiewicz, "Increased Depression and Anxiety Disorders during the COVID-19 Pandemic in Children and Adolescents : A Literature Review," *Life*, vol. 11, no. 1188, pp. 1–13, 2021.
11. S. M. Hendriks *et al.*, "Long-term disability in anxiety disorders," *BMC Psychiatry*, vol. 16, p. 2016, 2016.
12. A. A. Pittig, M. Treanor, R. T. Lebeau, and M. G. Craske, "The role of associative fear and avoidance learning in anxiety disorders: Gaps and directions for future research," *Neurosci. Biobehav. Rev.*, 2018, doi: <https://doi.org/10.1016/j.neubiorev.2018.03.015>.
13. S. M. Hendriks *et al.*, "Disability in Anxiety Disorders Journal of affective Disorder," p. 139, 2014, doi: <https://doi.org/10.1016/j.jad.2014.05.006>.
14. N. B. Sancho, N. I. Mondragon, M. Dosil, and M. P. Gorrotxategi, "The well-being of children with special needs during the COVID-19 lockdown : academic , emotional , social and physical aspects," *Eur. J. Spec. Needs Educ.*, vol. 00, no. 00, pp. 1–14, 2021, doi: <https://doi.org/10.1080/08856257.2021.1949093>.
15. D. P. Deepthi, S. Jeyavel, G. Subhasree, and C. E. Jojo, "Proactive coping and social-emotional adjustment among students with and without learning disabilities in Kerala , India," *Front. Psychol.*, no. October, 2022, doi: <https://doi.org/10.3389/fpsyg.2022.949708>.
16. A. Mehra *et al.*, "Letter to the Editor A crisis for elderly with mental disorders : Relapse of symptoms due to heightened anxiety due to COVID-19," *Asian J. Psychiatr.*, vol. 51, no. April, p. 102114, 2020, doi: <https://doi.org/10.1016/j.ajp.2020.102114>.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

