

## EXPLORING THE DETERMINANTS OF ACADEMIC ANXIETY AMONG UNDERGRADUATE STUDENTS: A COMPREHENSIVE LITERATURE REVIEW

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Academic anxiety is an inescapable issue across various educational levels, including elementary, secondary, and tertiary institutions, with a growing number of students reporting stress, worry, and distress related to their academic performance. Different research demonstrated that academic anxiety adversely impacts both the mental well-being and academic success of adolescents. Indicators of this anxiety often include difficulties with concentration, information retention, and exam performance, which can lead to broader mental health challenges such as depressive symptoms and diminished self-esteem. Additionally, academic anxiety is associated with disrupted sleep patterns, the development of eating disorders, and physical and mental exhaustion. This systematic review aims to provide a comprehensive analysis of academic anxiety among undergraduate students. It uses a thematic analysis within the systematic framework to analyze existing studies on academic anxiety, thereby identifying prevalent factors and their implications for mental health in academic settings. The review targeted journals based on inclusion and exclusion criteria; the researcher focused on articles published from 2010 to 2024. Recent publications were prioritized to ensure relevance. A systematic search was performed using Google Scholar, ResearchGate, Scopus, and Tandfonline with keywords such as ‘academic anxiety,’ ‘stress academic,’ and ‘undergraduate students.’ Out of the journals identified, 35 met the criteria for discussing factors affecting academic anxiety. The selection process involved filtering based on titles, abstracts, and the inclusion of both qualitative and quantitative research. The review involved a five-week search for relevant articles written in English. The findings revealed that academic anxiety extends to various dimensions of educational institutions in the form of academic stress, low self-efficacy, and gender differences, and is a primary driver contributing to mental health issues such as anxiety and depression. Low self-efficacy is closely associated with increased anxiety as students with reduced confidence experience heightened stress. Gender differences indicate that female students generally report higher levels of anxiety compared to their male counterparts. Additional factors, such as bullying, technology use, and poor sleep quality, further worsen the anxiety level among undergraduate students. This review underscores the need for further research and the evaluation of intervention strategies to effectively address the complexities of academic anxiety, particularly among junior high school adolescents and university undergraduates.

**Keywords:** Academic anxiety, impact, undergraduates, performance