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Research Paper

A study on anxiety among school students during exams

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ABSTRACT

The quantitative study carries out research among co-ed school students of 10th, 11th, 12th grades in Dehradun, Uttarakhand to find out the prevalence of examination anxiety. Hundred students were chosen out of which 50 were male and 50 were female students. The Westside Test Anxiety Scale was used in this study. Results indicated that both girls and boys showed exam anxiety and there was a significant difference between the two. Boys experience higher exam anxiety than girls. Stress free school environment is needed for student's mental and physical health.

Keywords: *Anxiety, School Students*

I t is often found that almost every individual feels anxious or stressed during exams. By anxious means that a person may feel fatigue or sweating, confused, worried, feels a lack of concentration and thinks that he/she won't do well during exams. This is normal as people become encouraged to do extra efforts like revising the course, concentrating more to the information, and work hard to achieve their goals. But when an individual takes too much stress or pressure or anxiety, this can lead to worse situations. This may mean that an individual is overly worrying about the exams and unable to fully concentrate towards the goal. Anxiety is a phenomenon that everyone encounters in their journey of life. It can be an irritable, tense, unsettling of a threat causing but vague event where an individual may feel dizziness, trouble concentrating, muscle tension and many other symptoms. If an individual ignores it, then it may lead to anxiety neurosis. Recurring events of acute anxiety may lead to chronic anxiety that is Anxiety neurosis, and it is the most common neurosis constituting almost 30 to 40 percent of neurotic disorders. Anxiety neurosis may further lead to the development of phobias or compulsive behaviours and other disorders. It's symptoms include-

- Sleep disturbances
- Discouragement
- Sustained muscle tension
- Extreme sensitivity
- Inability to concentrate
- Difficulty in making decisions
- Excessive sweating

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Researchers have classified anxiety into various sub- categories like social anxiety, speech anxiety, specific phobias. Therefore, we will concentrate on one of them, namely, exam anxiety.

Examination anxiety
When there is a pressure to do well in an exam or when people's experience an intense fear or worry before giving an exam, it is known as test anxiety or exam anxiety. Test or Examination anxiety is a type of the performance anxiety where an individual might have an event where performance matters a lot. Test Anxiety can create headaches and stomach-aches or any other psychosomatic pains. Some students may experience that their heart is beating very fast, or they are sweating when the exam is about to happen. As students pass to senior classes, their need to achieve good marks increases and due to this burden the levels of anxiety also increases. Secondary school students like students from classes 10th, 11th, 12th feel nervousness, fear, tension, stress because the competition is increasing day by day.

Negative consequences of exam anxiety
Some researchers in this field conclude those students who have high test anxiety, make more efforts than those students with low test anxiety. Some students with test anxiety have good studying skills, but some do not have it. Test anxiety also affects the students social, emotional, and behavioural development as well as students start feeling negative about themselves and about the schools. It has been observed that almost twenty percent of the students having high test anxiety, quit schools before even graduating due to repeat failures. And there are studies carrying reports that students even commit suicide due to being preoccupied with exams. Some students experience genuine, deep-rooted problems in examinations. Their mind goes blank, they get the shakes, their hands go numbs, and they suffer from any other number of sudden disability (Hall. A, 1975). Keeping in view the scenario of present examination pattern and the previous studies on exam anxiety, the researcher conducted this study.

REVIEW OF LITERATURE

Currently, it is challenging to estimate the number of students who are facing with test anxiety because of the lack of a large-scale epidemiological study.

Natasha K Segool et al. (2013) conducted a study to explore test anxiety differences on high-stakes testing and low-stakes testing among elementary school children. Three hundred thirty-five students from 3rd to 5th grades were examined by No child left behind (NCLB) test and classroom testing. Results showed significantly more overall test anxiety in relation to high stakes testing versus classroom testing.

Shireen Hashmat et al. (2008) conducted a cross sectional study using self-administered questionnaire to assess exam related anxiety among medical students by VAS (Visual Analogue Scale). The study showed moderate level of exam anxiety. Factors such as long duration of exams, lack of exercise, extensive course load which contribute to exam anxiety.

The Relationship between Test Anxiety and Academic Achievement was examined by **Rizwan Akram** and **Nasir Mahmood**, where a sample of 414 students was randomly selected from a public sector university in Lahore, Pakistan.

They found a significant negative relationship exists between test anxiety scores and students' achievement scores.

Prima Vitasari et al. (2010) also studied the relationship between study anxiety and academic performance among engineering students. 205 males and females of 2nd year to 4th year were participated from University Malaysia Pahang (UMP). State Trait Anxiety Inventory (STAI) and Grade Point Average (GPA) were used to measure anxiety level and academic performance respectively and showed significant correlation of high-level anxiety and low-level academic performance in engineering students.

G.W Ndiragu, J.M Muola, M.R Kithuka and D.K Nassiuma (2009) investigated the relationship between test anxiety and academic performance among students in Nyeri district, Kenya. The research was administered with the help of Student's questionnaire, a teacher's and student's interview schedule. The results showed statistically significant difference between test anxiety levels before and after exams.

Selami Aydin (2013) conducted a study to investigate the level of test anxiety among young learners of English as a foreign language and factors such as age, gender, grade, economic background affecting test anxiety. The results showed low level of test anxiety among young learners and the variables are significantly correlated some items in the scale.

Nurdan Sakin Ozen et al. (2009) studied anxiety prevalence and affecting factors among university students in Bursa, Turkey. A total of 4850 students completed Spielberger's State Trait Anxiety Inventory (STAI) and a questionnaire to determine the risk factors of anxiety. 29.6% and 36.7% of the students reported more than 45 points in state and trait anxiety.
The risk factors of Trait anxiety include-
- Anxiety about future
- Preparation for work life
- Class of study
- Private relationships
- Attitude of the family towards their child.

Elpida Bagana, Andreea Raicu , Luminita Lupu (2011) examined the impact of exam anxiety and optimism on high school student's self-esteem on 200 students. The results of this study could be used by counsellors in developing programs to increase the ability to maintain self esteem in adverse conditions.

Revina Ann Mary et al. (2014) conducted a study to analyze the level of state anxiety among board exam attending school students in Tamil Nadu, India. 100 students from class 10th and 12th grades participated and Westside Test Anxiety Scale was used for the administration. Results showed increased level of test anxiety among boys and 12th grade students.

Muwada Bashir Awad Bashir et al. (2019) investigated the prevalence of exam anxiety and depression among students for Sudan National Boarding Examination. Westside Test Anxiety Scale and Patient's Health Questionnaire (PHQ9) was used on a cross-cultural sample. Depression and exam anxiety were found highly correlated. Gender, maternal level of education, previous exam experience and academic performance are significant predictors in exam anxiety status.

John Love Joy (2013) conducted a study on 80 males and 53 female students in Tamil Nadu, India to find out student's level of anxiety (pre and post test) stages to study the performance of students on test related problems. Findings showed that during exams students become anxious and threat created by tests distract them form giving their best. Post test stage does not affect the anxiety.

Sibnath Deb, Esben Strodi, Jiandong Sun (2014) examined the prevalence of academic stress and exam anxiety among private school students. The studied the associations with socio-economic and study related factors. The study was conducted on 400 students in Kolkata. 35% and 37% students reported high and very high levels of academic stress and exam anxiety respectively. Student involved in extra curricular activities were reported more exam anxiety than those who were not involved in extra activities.

Jolyn D. Whitaker Sena , Patrica A. Lowe , Steven W. Lee (2007) examined students with and without learning disabilities association with test anxiety. 195 LD students and 579 students without LD completed the test anxiety inventory for children and adolescents (TAICA). The students with learning disabilities revealed higher cognitive obstructions and lower performance enhancement anxiety.

G.Grases et.al (2006) studied 35 students (12 males and 23 females) to examine stress and anxiety among science students. State Trait Anxiety Inventory questionnaire and perceived stress questionnaire was used for the purpose. The results revealed that anxiety is related to partial magnesium reduction associated with a urinary magnesium excretion increase. Stress correlates with a urinary calcium increase.

Hakan Karatas, Bulent Alci, Hasan Aydin (2013) studied the correlation between high school students test anxiety, academic performance (GPA) and points of University entrance exam in Turkey. Spielberg et al "test anxiety inventory" was used on 194 high school students. The results showed significant reverse correlation between students test anxiety and points of University entrance exam and significant positive correlation between the points of University entrance exam and GPA.

Ms. Mousavi et. Al (2008) investigated 536 adolescents to examine the relationship between test anxiety and school performance. Results showed negative correlation between test anxiety scores and grade point average. Female students showed higher levels of test anxiety than male students and school type affected the level of test anxiety like private and public schools.

Dave Putwain, Anthony L. Daly (2014) examined the high-test anxiety in English secondary schools and gender differences. A sample of 2435 students was collected by using self-report data. Results revealed high test anxiety in 16.4 percent of the sample. Females were significantly higher in the test anxiety levels (22.5 %) than males (10.3%). These students might be at risk of underperformance in academic activities.

Jaee Bodas, Thomas H Ollendick, Anuradha V Sovani (2008) studied test anxiety in Indian children. 231 school students participated in the study. Data was collected using Spielberger's Test Anxiety Inventory and FRIEDBEN Test Anxiety Scale. The results failed to confirm the high stakes environment on test anxiety.

Taruna Malholtra (2015) investigated the level of exam anxiety among senior secondary students from Bhiwani, Haryana. The study was focused the influence of gender, locality on the level of exam anxiety. 180 students participated from 4 senior secondary schools urban and rural. Findings showed that most of the students have moderate level of exam anxiety. Gender and locality have significant effect on exam anxiety among students.

Onder Kavakci et al (2014) studied the prevalence of anxiety and its effects on student's exam performance. 436 students participated and various scales were used like Test Anxiety Inventory, Beck's Depression Inventory, State Trait Anxiety Inventory and many more. Results indicated 48 percent of students were having exam anxiety. Significant relation between BDI scores, STAI, ASRS, WURS were found. Test anxiety was more among girl students than boys.

Mostafa Amiri, Behzad Ghonsooly (2015) conducted a study on relationship between English language anxiety and achievement on exams. 258 students participated and it was found that student's achievement was effected due to test anxiety. English language anxiety was significant than other anxiety levels.

Sharon Mitchell, Susan Abbott (1987) studied symptoms of depression and anxiety on 159 secondary school students from Kenya. It was found that female students reported more depression symptoms than males. The results were then compared to early study of 116 adults.

Maria Isabel Nunez Pena et al (2016) examined 168 students from University of Barcelona and studied test anxiety, trait anxiety and math anxiety among them. Results showed that there was a significant difference in the levels of anxiety among girls and boys and girls have higher test and math anxiety than boys. But there was no difference in the academic achievement of the two.

Miri Cohen, Hasida Ben-Zur, Michal J Rosenfeld (2008) examined the sense of coherence, test anxiety and coping strategies. 216 students participated in three courses. The results showed negative relation of SOC and test anxiety. Students with emotional focused coping and avoidance were positively related to test anxiety. The study suggests test anxiety is minimally associated with performance grades.

Ruchi Singh et al (2012) studied the effects of exams stress on mood and performance for which 35 students participated and their mood was measured using DASS and ELISA. Subjects were evaluated before exams and during exams. It was found that mood and salivary cortisol were significantly arisen during exam stress. Males and females showed similar changes in mood patterns.

Objective
- To measure the level of anxiety among school students during exams.
- To measure difference in text anxiety score among boys and girls.

Hypothesis
Ho1 - There will be no significant difference in exam anxiety in boys and girls.

METHODOLOGY

Reference Population- Students of 10th, 11th and 12th standards belonging to co-ed schools in Dehradun will be taken. Total number of students are 100, out of which 50 students are females and 50 students are males.

Tools used - The Westside Test Anxiety Scale by Richard Driscoll is used. It is a ten- item instrument which is developed to identify anxiety impairments in students. The tool is a self-assessment questionnaire having five-point scale- extremely or always true, highly or usually true, moderately or sometimes true, slightly or seldom true, and, not at all or never true.

Procedure of Data Collection- After selecting 100 students, 50 girls and 50 boys, the investigator approached them individually and requested them to fill up the Westside Test Anxiety Scale. Though the tool was self-administering, the investigator explained the students how to fill the tool.

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Data collection
Table- 1 Data collection of male students

	GENDER	AGE	CLASS	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	TOTAL	TEST ANXIETY
1	male	16	10th	4	3	4	2	1	3	2	4	3	4	30	3
2	male	18	12h	3	2	4	3	4	3	2	3	2	4	30	3
3	male	17	12th	1	1	1	3	4	2	1	1	1	1	16	1.6
4	male	17	12th	3	4	2	5	4	2	1	3	5	4	33	3.3
5	male	15	11th	3	5	4	3	4	2	4	2	2	3	32	3.2
6	male	17	12th	1	5	4	5	1	3	1	2	2	5	29	2.9
7	male	17	12th	3	4	1	3	2	3	1	2	4	3	26	2.6
8	male	17	12th	3	1	1	4	4	2	3	4	5	4	31	3.1
9	male	16	12th	3	3	4	4	2	3	3	4	5	5	36	3.6
10	male	17	12th	1	2	1	1	1	3	1	1	2	3	16	1.6
11	male	16	12th	4	2	3	3	2	2	3	5	4	3	31	3.1
12	male	17	12th	2	3	3	2	3	4	2	4	5	3	31	3.1
13	male	15	11th	5	4	4	4	3	4	3	2	2	1	32	3.2
14	male	16	11th	2	2	3	3	2	2	3	2	2	1	22	2.2
15	male	16	11th	4	2	3	3	4	2	3	2	3	3	29	2.9
16	male	18	12th	3	2	4	4	5	2	3	2	5	3	33	3.3
17	male	17	12th	3	4	1	3	3	4	2	3	2	2	27	2.7
18	male	15	11th	5	4	3	4	4	4	3	4	3	1	35	3.5
19	male	15	11th	2	2	2	1	3	2	2	3	5	1	23	2.3
20	male	15	11th	4	3	5	3	2	4	1	3	4	3	32	3.2
21	male	16	10th	2	2	3	1	2	3	4	4	4	4	29	2.9
22	male	16	10th	4	5	1	5	4	2	1	4	3	3	32	3.2
23	male	15	10th	1	5	1	5	3	3	2	5	2	4	31	3.1
24	male	16	10th	3	1	3	1	4	2	3	4	4	5	30	3
25	male	16	10th	1	1	3	1	1	3	1	5	5	5	26	2.6
26	male	16	10th	2	1	2	2	3	2	1	2	2	2	19	1.9
27	male	15	10th	2	1	3	1	4	1	1	5	5	3	26	2.6
28	male	16	10th	5	5	5	5	5	5	5	3	2	5	45	4.5
29	male	15	10th	1	3	4	2	1	5	2	5	4	3	30	3
30	male	15	10th	5	1	2	3	4	2	1	3	5	2	28	2.8
31	male	16	11th	1	3	1	4	3	1	2	2	1	1	19	1.9
32	male	17	11th	4	4	3	4	5	4	4	5	2	2	37	3.7
33	male	15	11th	3	1	1	2	5	5	5	5	5	2	34	3.4
34	male	16	11th	3	2	4	4	2	2	2	2	4	4	29	2.9
35	male	15	10th	3	2	4	4	3	5	4	3	5	4	37	3.7
36	male	16	10th	5	1	3	4	4	4	5	4	4	3	37	3.7
37	male	16	10th	5	4	2	4	5	4	5	4	4	3	40	4
38	male	15	10th	3	4	5	5	3	3	4	4	5	3	39	3.9
39	male	16	12th	1	2	1	2	3	1	2	3	2	1	18	1.8
40	male	17	12th	3	2	4	2	1	4	3	1	5	5	30	3
41	male	18	12th	4	5	5	4	3	4	4	3	5	5	42	4.2
42	male	18	12th	1	3	2	2	2	2	3	2	2	1	20	2
43	male	17	12th	4	3	4	5	1	3	3	3	4	4	34	3.4
44	male	17	12th	5	5	4	5	2	5	3	2	5	5	41	4.1
45	male	17	12th	2	4	3	3	4	5	1	3	4	2	31	3.1
46	male	17	12th	2	3	1	1	2	4	1	2	2	1	19	1.9
47	male	15	11th	3	4	2	4	5	4	3	4	3	5	37	3.7
48	male	16	11th	3	3	2	2	3	2	1	4	4	3	27	2.7
49	male	16	11th	3	3	2	2	5	4	4	3	4	3	33	3.3
50	male	16	11th	3	2	1	3	2	4	3	2	3	5	28	2.8
															150.2

TOTAL MALES -	50	
SUM-	150.2	
AVERAGE MEAN-	3.004	
STANDARD DEVIATION-	0.6697	

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Table- 2 data collection of female students

S N	GENDER	AGE	CLASS	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	RESUL	TOTAL	TEST ANXIETY
1	female	16	12th	3	3	1	2	2	1	3	3	2	1	21	2.1
2	female	16	12th	2	1	5	5	3	4	3	4	4	1	32	3.2
3	female	17	12th	4	3	2	3	5	2	3	2	1	1	26	2.6
4	female	17	12th	2	3	1	2	1	2	1	1	3	3	19	1.9
5	female	16	12th	4	5	3	3	3	3	4	4	5	3	37	3.7
6	female	15	10th	4	2	1	2	1	4	1	5	1	5	25	2.5
7	female	15	10th	3	2	1	4	2	2	3	4	2	2	25	2.5
8	female	15	10th	3	1	1	2	2	1	1	5	2	4	22	2.2
9	female	15	10th	1	5	3	2	1	1	1	5	5	1	25	2.5
10	female	15	10th	1	1	1	1	1	2	2	2	2	1	14	1.4
11	female	15	10th	4	3	1	2	2	3	3	3	4	1	26	2.6
12	female	16	10th	3	5	5	5	4	5	5	4	4	5	45	4.5
13	female	16	10th	5	5	5	5	3	4	4	3	2	3	39	3.9
14	female	16	10th	3	3	5	4	3	5	1	3	4	2	33	3.3
15	female	15	10th	2	3	1	3	5	3	2	4	2	3	28	2.8
16	female	15	10th	5	3	5	5	4	2	3	5	2	3	37	3.7
17	female	17	12th	5	4	3	4	2	1	1	3	3	4	30	3
18	female	17	12th	3	2	2	2	3	3	2	2	3	2	24	2.4
19	female	17	12th	2	3	3	1	1	2	2	2	3	5	24	2.4
20	female	16	11th	1	3	1	1	3	4	2	1	3	1	20	2
21	female	16	11th	1	2	2	1	3	1	1	1	3	3	18	1.8
22	female	15	11th	2	4	2	2	4	3	1	1	3	3	25	2.5
23	female	16	11th	5	5	4	4	5	4	1	3	5	5	41	4.1
24	female	15	11th	4	4	3	3	4	2	2	5	4	1	32	3.2
25	female	15	11th	3	2	2	1	3	4	3	4	2	3	27	2.7
26	female	16	11th	3	5	4	1	3	3	3	4	2	4	32	3.2
27	female	15	11th	3	2	4	2	4	2	2	4	1	1	25	2.5
28	female	15	11th	3	4	2	2	3	2	4	5	1	3	29	2.9
29	female	16	11th	3	2	2	3	5	5	4	2	1	3	30	3
30	female	16	11th	3	4	1	4	2	5	1	2	2	1	25	2.5
31	female	16	11th	3	2	1	2	1	2	2	4	3	3	23	2.3
32	female	16	11th	3	3	4	2	4	1	2	1	3	1	24	2.4
33	female	16	11th	5	1	1	3	1	3	5	1	3	1	24	2.4
34	female	15	11th	3	3	4	3	2	2	2	2	3	3	27	2.7
35	female	16	12th	4	3	1	3	5	1	2	5	4	5	33	3.3
36	female	17	12th	1	2	3	4	4	5	3	2	1	2	27	2.7
37	female	17	12th	1	4	3	2	5	4	1	4	2	1	27	2.7
38	female	16	12th	1	3	5	1	5	1	5	1	2	4	28	2.8
39	female	18	12th	2	1	1	3	1	2	3	4	1	1	19	1.9
40	female	15	11th	2	3	1	3	3	4	1	3	5	3	28	2.8
41	female	15	11th	4	5	1	4	4	5	1	5	5	5	39	3.9
42	female	17	12th	2	4	3	1	2	5	1	3	5	2	28	2.8
43	female	16	12th	5	2	2	2	1	4	3	2	1	5	27	2.7
44	female	15	10th	3	1	4	5	1	3	1	3	4	2	27	2.7
45	female	15	10th	5	1	2	4	3	5	3	4	5	3	35	3.5
46	female	15	10th	4	2	3	2	5	4	1	4	5	3	33	3.3
47	female	15	10th	4	4	5	2	3	4	5	2	1	4	34	3.4
48	female	15	10th	4	2	1	1	5	3	5	1	4	5	31	3.1
49	female	15	10th	2	1	3	3	2	4	1	3	2	4	25	2.5
50	female	16	10th	3	4	3	5	5	1	2	4	2	2	31	3.1
															140.6

TOTAL FEMALES-	50	
SUM -	140.6	
AVERAGE MEAN-	2.812	
STANDARD DEVIATION -	0.6176	
CORRELATION-	0.2224	

Data Analysis

Quantitative data analysis was used in this study. The results of the survey measuring student's anxiety were analyzed using descriptive statistics. Anxiety level was measured by responses to ten items ranked one the five on the scale. Sex was categorized by either male or female and grades were defined as classes 10th, 11th, and 12th. Statistical analysis was conducted on each of the questionnaire to measure the mean and the standard deviation for the variable which is sex (male and female). Correlation was conducted to compare the mean scores if there were significant differences between the scores of males and females. The results were analyzed to determine the overall prevalence of test anxiety and the most prominent type of anxiety and if males experience anxiety more than females or vice versa.

Table – 3 statistical calculations

	Variable 1	Variable 2
Mean	3.004	2.812
Variance	0.448555102	0.381485714
Observations	50	50
Hypothesized Mean Difference	0	
df	97	
t stat	1.490172369	
P(T<=t) one-tail	0.06971176	
T Critical one-tail	1.660714611	
P(T<=t) two-tail	0.13942352	
T Critical two-tail	1.984723136	

RESULTS

The research questions examined overall prevalence of exam anxiety. Using descriptive statistics, the range, mean and standard deviation were calculated for all 100 responses given by 50 girls and 50 boys. The students were categorized into the following categories-

Table -4 categories of test anxiety

|	
Comfortably low-test anxiety	**4 females and 6 males = 10**
Normal or average test anxiety	**15 females and 3 males = 18**
High normal test anxiety	**13 females and 11 males = 24**
Moderately high-test anxiety	**11 females and 19 males = 30**
High test anxiety	**5 females and 7 males = 12**
Extremely high anxiety	**2 females and 4 males = 06**

It can be seen in table-4 that 30 percent of the total students have moderately high test anxiety. Out of 100 students, 18 have normal or average test anxiety while 24 have high normal test anxiety. High test anxiety and extremely high test anxiety has been observed in 18 students. Below is the graphical representation of the levels of anxiety in boys and girls.
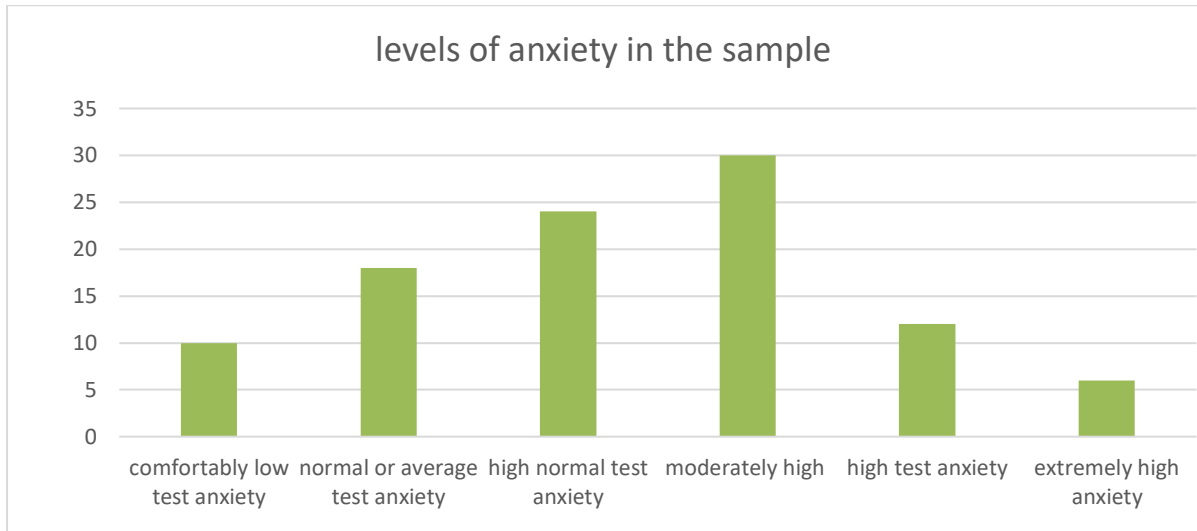
Graph- 1 (levels of anxiety among students)

The total score of males were 150.2 and mean was 3.004. The total scores of females were 140.6 and mean was 2.812. Standard deviation of males was 0.66974 and females was 0.61765. The data revealed that males experience higher mean scores of anxiety. Correlation was conducted to compare males and females and found to be positively correlated that is 0.22238.
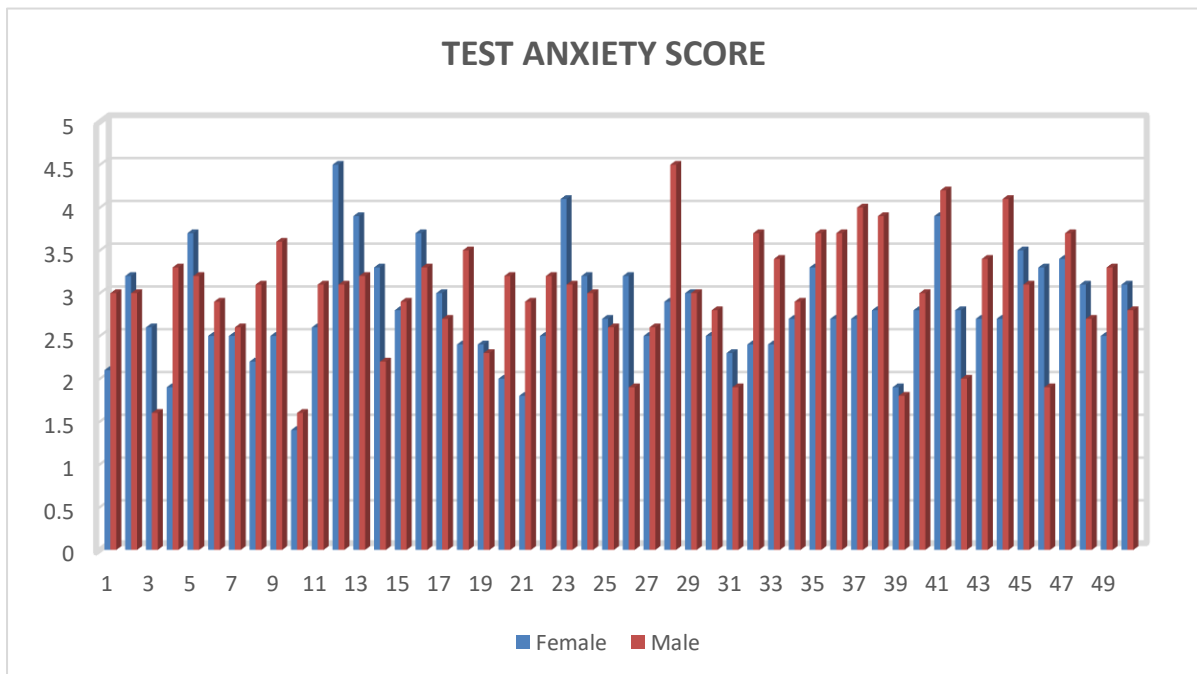
Graph- 2 differences in the anxiety levels of male and female students

Therefore, the hypothesis has been rejected as males experience higher anxiety during exams than females.

DISCUSSION

There are challenges like social, academic, and emotional that are faced by adolescents with anxiety (**Costello, Copeland and Angold, 2011**). Anxiety can persist into adulthood when left untreated. It has been observed that nowadays children have high levels of academic

anxiety which may cause serious and ever lasting effects on the mental as well as physical health of children.

The main purpose of this quantitative study was to find out the prevalence of anxiety among school students during their exams. In addition to this, difference between anxiety level of male and female students was taken into consideration. For this purpose, a ten item tool that is, The Westside Test Anxiety Inventory by Richard Driscoll was used on hundred students (50 girls and 50 boys) of classes 10th, 11th, and 12th belonging to co-ed students from Dehradun, Uttarakhand.

It is concluded that almost 30 percent of the students were having moderately high test anxiety. 12% and 6% of the total were having high test anxiety and extremely high test anxiety respectively.

From previous studies, it has been observed that students are not willing to recognize anxiety and also their struggles remain unnoticed, leading to further complications that are dangerous **(Grills Taquechel et al., 2010)**.

Sex was considered as an independent variable. It was assumed that there will be no significant difference in the anxiety levels of male and female students. The obtained results have not supported the hypothesis, that there will be no difference between boys and girls. Results revealed that males had a higher mean scores. The total score of male students is 150.2 and mean is 3.004 whereas the total score of female students is 140.6 and mean is 2.812. Therefore, exam anxiety of males is higher than females.

Pramod (1996) studied that in Indian culture boys manifest more future orientations, therefore, boys had more exam anxiety and academic anxiety than girls. **Deb (2001)** documented that educational expectations and pressures for achievement is the main cause of anxiety among school students.

When researcher interviewed some of the students regarding why they feel anxious before and during the exams, students gave various reasons for it. Some mentioned that due to lack of preparation. Some students had disturbance in their sleep pattern due to stress and anxiety so they are unable to perform good in exams. Girls mentioned that there reason for being anxious is that they feel fearful of not getting good marks and not being able to make their parents feel proud.

School students with higher levels of anxiety are easily become frustrated or irritable, they may have difficulty concentrating in their exams, completing their works on time. They become frightened that they won't be able to do well. Their fear of failing in exams or not achieving good marks according to their need, may result in school avoidance. Senior classes are considered as a bridge to the career. Students with higher anxiety levels make great efforts and give extra time than those students with normal anxiety levels, in a fear of not getting jobs or not being selected for desirable courses and colleges.

Limitations
The present study assists in gaining the insight into the prevalence of examination anxiety among school students. However, there were some limitations to this study which are mentioned below-
- The study is related to only the sample of students.

- Only hundred students participated in the study which is very less to make a conclusion.
- In this study, only one variable that is, gender is taken into consideration.
- Students were in such a setting that could have caused anxiety to them and this could interfere how they responded to the questionnaire.

Due to the above-mentioned limitations, it is difficult to generalize the findings to a longer population.

CONCLUSION

In this study almost 54 out of 100 students are suffering from high normal test anxiety and moderately high-test anxiety in which 24 are female students and 30 are male students. Different levels of anxiety were present in each grade (10th, 11th, 12th) and male students were suffering more with extreme level of anxiety. School administrators, school counsellors and parents of the students should be flexible enough to understand these adolescents and make school environment comfortable and friendly for the students. Further research on strategies should be done to reduce examination anxiety and academic stress to diminish the burden for this age group.

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