

Emotional Regulation and Goal Setting among Students Preparing for NEET Exam

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ABSTRACT

The primary aim of this study was to examine the association between goal-setting and emotional regulation among students preparing for the NEET exam. It is an entrance exam for students seeking to join graduate medical or dental programmes at public or private medical colleges in India. The goal of NEET is to lessen the financial and psychological burden that medical students bear, as they are required to take up to 17 different exams throughout the nation in an expensive, time-consuming, stressful, complicated, and frequently opaque system. Since they need to pass competitive tests to enroll in professional programs, Indian students are under a great deal of pressure to perform well and compete. The goal-setting and emotional regulation of NEET applicants has not been extensively researched. The current study examined the relationship between emotional regulation and goal-setting among students preparing for the NEET exam. The researcher used an ex post facto study design, a convenient sampling technique, to collect data from 232 NEET aspirants. The Emotion Regulation Questionnaire and the Goal Setting Formative Questionnaire were used. The study's findings indicate a strong correlation between goal-setting and emotional regulation.

Keywords: *Emotional Regulations, Goal orientation, NEET students*

The term "emotion regulation" refers to the capacity of an individual to effectively and efficiently regulate their emotions. People unknowingly employ coping mechanisms for tough circumstances numerous times a day. Setting goals entails focusing one's thoughts, feelings, and actions on achieving the desired result. Goals are more deliberate than impulses or fleeting intents. As a prerequisite for admission to professional programs, competitive exams place a great deal of pressure on Indian students to perform well and compete. The National Testing Agency (NTA) administers the highly competitive National Eligibility cum Entrance Test (NEET) for undergraduate candidates wishing to get admitted to Indian medical schools. There are only a limited number of spots available at India's medical colleges to accommodate the number of students who wish to study medicine. The competition itself can be very difficult, and students' anxiety levels are increased by the uncertainty surrounding the exam dates. The inability to handle performance pressure, meet expectations from parents, and achieve objectives can lead to psychological suffering and

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subsequent despair. Depression harms relationships with peers and family and can even lead to suicide. In the past, there have been many incidents of student suicide in India; these incidents have all included students who were expecting to perform poorly on the NEET exam. The National Crime Records Bureau (NCRB) estimates that 1% of suicides in India in 2021 were brought on by academic failure. It's critical to recognize and treat NEET applicants' psychological distress appropriately.

The NEET and JEE exams in India have far-reaching impacts on education, social mobility, and economic opportunities and these exams have been designed to promote access to higher education and provide equal opportunities for all students, regardless of their socioeconomic background or regional affiliation (George, 2023). Emotion-regulation techniques were found to be significant indicators of complex problem-solving performance (Guss and Starker, 2023). There is no significant correlation between the academic achievement of higher secondary school students and their goal orientation (Kavitha and Jasmine Suthanthiradevi, 2022). Female students have a higher mean score on psychological distress than male students; male students have a higher mean score on the emotional control variable and this may indicate that female students are more vulnerable to mental health issues (Kumari and Sachdeva, 2023). There was a 40% prevalence of anxiety among urban students compared to 60% prevalence among rural students, and a 45.3% prevalence of depression among urban students compared to 56% prevalence among rural students (Marimuthu et al., 2022). Many people tend to associate failure with suicide (Kar et al., 2021). The higher morbidity of anxiety and depression symptoms, students getting ready for extremely competitive exams like NEET require access to preventive and therapeutic mental health therapies (Premkumar et al., 2022). There was a significant difference between genders in goal setting, with women establishing more goals than men (Antony & Jain, 2019). Girls were more positive about the NEET exam than boys were, while students from CBSE schools were more positive about the exam than students from state board schools (Arunkumar & Malliga, 2019). There was significant relationship between awareness and attitude towards NEET among rural higher secondary schools in Tamil Nadu (Chandrasekaran, 2019). The NEET programme is a step in the right direction for ensuring quality standards for students accepted into Indian medical schools (Supe, 2016). Every student in the nation should have an equal opportunity to take any exam administered at the national level (Kumar & Reader, 2016). There hasn't been much study done on NEET applicants' goal-setting and emotional regulation. In light of this, the current study examined the relationship between goal-setting and emotional regulation in NEET applicants.

Statement of the Problem

This study seeks to address the following key research questions:

- What is the level of emotional regulation and goal setting among NEET aspirants?
- What is the relationship between emotional regulation and goal setting among students preparing for the NEET exam?
- What is the level of emotional regulation and goal setting with regards to socio-economic details?

Need of the Study

The primary aim of this study was to examine the relationship between goal-setting and emotional regulation in students who are preparing for the NEET exam. It is an entrance exam for students seeking to enroll in graduate medical or dentistry programmes at Indian medical schools, either public or private. NEET aims to reduce the financial and psychological strain that medical students endure, as they must take up to 17 different tests

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throughout the country in a system that is costly, time-consuming, stressful, complex, and often opaque. Several states have raised objections, stating that the NEET is incompatible with their curricula and that it is unfair to only offer the test in Hindi and English. Nevertheless, these issues can be addressed by developing a single curriculum and offering the NEET in regional languages. More than 50% of applicants reported persistent difficulties with the exam in the prior study. These include putting excessive pressure on oneself to perform, not making study materials a priority, doing an inadequate amount of reviewing in the final few days of study, and taking the test when feeling ill. Furthermore, they consistently employed ineffective techniques when responding to test questions. When the exam was finished, they felt relieved to have completed it. In addition, a lot of students struggle with anxiety, sadness, and suicidal thoughts. Accordingly, the current study's researcher is particularly keen on measuring the significance of the relationship between emotional regulation and goal setting and determining how important it is for students to get ready for the NEET exams.

METHODOLOGY

Aim

The present study aims to investigate the relationship between emotional regulation and goal setting among students preparing for NEET Exam.

Objectives

1. To assess the level of emotional regulation and goal setting among NEET aspirants
2. To assess the relationship between emotional regulation and goal setting among students preparing for NEET Exam
3. To measure the level of emotional regulation and goal setting with regards to socio-demographic details.

Hypotheses

- H1 There will be significant relationship between emotional regulation and goal setting among students preparing for NEET Exam
- H2 There will be gender differences in emotional regulation
- H3 There will be gender differences in goal setting
- H4 There will be differences in emotional regulation with regards to urban, semi-urban and rural
- H5 There will be differences in goal setting with regards to urban, semi-urban and rural
- H6 There will be differences in emotional regulation with regards to nuclear family, joint family, single parent, and living with guardian
- H7 There will be differences in goal setting with regards to nuclear family, joint family, single parent, and living with guardian
- H8 There will be differences in emotional regulation with regards to first born, second, and third born.
- H9 There will be differences in goal setting with regards to first born, second, and third born.
- H10 There will be differences in emotional regulation and with regards to board of the school
- H11 There will be differences in goal setting with regards to board of the school
- H12 There will be differences in emotional regulation with regarding to students who undergoing coaching class and who are not undergoing coaching class
- H13 There will be differences in goal setting with regarding to students who undergoing coaching class and who are not undergoing coaching class

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Study Variables

Emotional regulation and Goal setting are considered to be study variables.

Demographic Variables

Gender, Locality, Family type, Birth order, Board of School, attending coaching class or not, number of attempts given, and number of hours studying per day are considered to be demographic variables.

Research Design

The researcher adopted the Ex post facto research design. A total of 232 students were participated in the research. Convenient sampling technique is used to collect the data. Emotion Regulation Questionnaire and Goal Setting Formative Questionnaire were employed in this study. The data was analyzed using SPSS 20 version.

Tools Used

Questionnaire consisted of three parts:

- 1) Socio-demographic questions regarding gender, locality, family structure, birth order, board of school.
- 2) Emotion Regulation Questionnaire: Gross, J.J., & John, O.P. (2003) developed the ERQ. The 10-item scale was developed to evaluate the tendency for expressive suppression and cognitive reappraisal, two techniques for controlling emotions. Respondents rate each item on a 7-point Likert-type scale, where 1 denotes "strongly disagree" and 7 denotes "strongly agree." The Cronbach's alpha internal reliability coefficients were used to calculate the expressive suppression and cognitive reappraisal scale results on the ERQ. Reliability coefficients of $>.70$ were regarded as acceptable, $>.80$ as good, and $>.90$ as outstanding, according to Groth-Marnat (2009). It is established that concurrent validity exists.
- 3) Goal Setting Formative Questionnaire: Gaumer Erickson, A. S., and Noonan, P. M. (2018) developed the Goal Setting Formative Questionnaire. Students self-rate items on a 5-point Likert scale as they complete the questionnaire. On this scale, 1 represents not very like me, and 5 represents highly like me. The reliability of this scale (19 items; $\alpha = .919$) was determined to be very high. The meaningful subscale consisted of six items ($\alpha = .811$), the personal improvement subscale of six items ($\alpha = .802$), and the data-based subscale of seven items ($\alpha = .815$). The validity of this survey is sufficient and highly reliable.

Pretesting

Ten NEET candidates participated in a pretest using the tool to confirm its validity and usefulness. It was discovered that the individuals had no difficulty understanding the reference materials.

Statistical Analysis

The Statistical Software for Social Sciences (SPSS), 20th version, was used to analyze the data. To obtain a deeper understanding of the variables, the measurement scales for each one were tested. One-way ANOVA, independent t-tests, and Pearson's correlation were used to assess the hypotheses. The correlation test was used to assess how goal-setting and emotional regulation is associated with NEET aspirants. To evaluate the demographic factors, a one-way ANOVA and an independent t-test were employed. The results of the tests are explained in detail in the following chapter.

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Data Analysis and Interpretation

Table 1: Correlation between Emotional Regulation and Goal Setting

Variables	Emotional Regulation
Goal Setting	.465**

***. The Correlation is significant at the 0.01 level (2-tailed).*

Table 1 shows Pearson’s correlation between emotional regulation and goal setting among NEET aspirants. It was found that there is a significant positive relationship between emotional regulation and goal setting, indicating that when emotional regulation increases, goal setting also increases. Hence, hypothesis 1 is accepted. This may be because people can develop meaningful objectives that are in line with their values and desires by utilizing emotional intelligence. Their ability to effectively manage their emotions, overcome challenges, and adjust to changing circumstances increases the likelihood that they will succeed and find personal fulfillment.

Table 2: Gender differences in emotional regulation

Variable	Gender	Mean	SD	“t” value	Sig. (2-tailed)
Emotional Regulation	Male	42.26	7.181	.330	.742
	Female	41.95	7.128		

Table 2 shows the independent t-test of gender differences in emotional regulation. It indicates that there are no gender differences in emotional regulation ($p = .742 > .05$). As a result, hypothesis 2 is rejected. This could be because NEET candidates experience pressures associated with challenging academic pressure, competition, and high expectations that are identical for both genders. Standardised study guides, coaching sessions, and exam formats that are the same for all applicants—male or female—are frequently a part of these NEET preparations. Male and female candidates may have comparable emotional reactions and coping mechanisms as a result of their similar preparation.

Table 3: Gender differences in goal setting

Variable	Gender	Mean	SD	“t” value	Sig. (2-tailed)
Goal Setting	Male	61.77	10.620	.429	.668
	Female	62.41	11.536		

Table 3 shows the independent t-test of gender differences in goal setting. It shows that there are no differences in goal setting based on gender ($p = .668 > .05$). As a result, hypothesis 3 is rejected. This could be a result of the intense competition during the NEET preparation process and the pressure on candidates to perform well. In India, all genders consider education a means of achieving social and economic success. Therefore, social norms and cultural expectations may inspire applicants, male and female alike, to set high standards and seek careers in medicine with equal determination.

Table 4: Differences in urban, semi-urban, and rural areas with regards to emotional regulation

Variable	Locality	Mean	Std. Deviation	F-Value	Level of Significance
Emotional Regulation	Urban	40.83	6.395	13.224	.000
	Semi-Urban	46.23	6.946		
	Rural	46.08	8.971		

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Table 4 shows that the one-way ANOVA (f-test) indicates that there are differences in aspirants belonging to urban, semi-urban, and rural areas concerning emotional regulation ($p = .000 < .01$). Therefore, hypothesis 4 is accepted. Furthermore, this demonstrates that candidates from semi-urban and rural areas have high levels of emotional regulation, while those from urban areas have low levels of emotional regulation. This might be because urban lifestyles are frequently characterised by fast-paced living, fierce competition, and high expectations from peers and parents. Urban NEET candidates may experience higher levels of stress as a result, requiring the use of appropriate emotional regulation techniques to manage the pressure. While there may be less academic pressure in semi-urban and rural locations, aspirants may still need to use alternative emotional coping techniques due to different pressures like lack of resources, financial restraints, or societal expectations.

Table 5: Differences in urban, semi-urban, and rural areas with regards to goal setting

Variable	Locality	Mean	Std. Deviation	F-Value	Level of Significance
Goal Setting	Urban	72.03	12.004	27.493	.000
	Semi-Urban	59.33	8.612		
	Rural	68.23	14.398		

Table 5 shows that the one-way ANOVA (f-test) indicates that there are differences in aspirants belonging to urban, semi-urban, and rural areas concerning goal setting ($p = .000 < .01$). Hence, hypothesis 5 is supported. Furthermore, the study indicates that candidates from urban areas set higher goals than candidates from semi-urban and rural areas, who set lower goals. This may be the outcome of when Urban areas typically have better access to libraries, coaching institutes, and educational resources than semi-urban and rural areas. Urban NEET candidates may have more defined objectives because they are exposed to more resources and educational possibilities. Setting goals involves a lot of collaboration with peer groups. In cities, candidates may have peer groups who are more focused on performing well on competitive tests, leading them to set higher standards. Peer groups may place less emphasis on competitive tests in semi-urban and rural locations, which could result in different goal orientations.

Table 6: Differences in family type with regards to emotional regulation

Variable	Family Type	mean	Std. Deviation	F-Value	Level of Significance
Emotional Regulation	Nuclear Family	42.14	7.019	.142	.935
	Joint Family	42.67	5.750		
	Living with Guardian	42.20	8.927		
	Single Parent	41.33	9.687		

Table 6 shows that the one-way ANOVA (f-test) indicates that there are no differences in nuclear family, joint family, living with a guardian, and single parents with regards to emotional regulation ($p = .935 > .05$). Therefore, hypothesis 6 is rejected. This may be the reason that different family arrangements can incorporate effective parenting techniques like building resilience, teaching coping mechanisms, and providing emotional support. Similar levels of emotional regulation among NEET aspirants can be attributed to supportive parenting, regardless of the type of family: nuclear, joint, single-parent, or living with a guardian. Regardless of family structure, NEET aspirants may have access to outside support networks, including friends, instructors, counselors, or community services, which can offer

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emotional support and guidance. NEET candidates from various family types could learn comparable coping mechanisms via self-improvement, education, or life experiences.

Table 7: Differences in family type with regards to goal setting

Variable	Family Type	Mean	Std. Deviation	F-Value	Level of Significance
Goal setting	Nuclear Family	61.24	10.845	3.377	.019
	Joint Family	59.81	7.534		
	Living with Guardian	68.80	12.558		
	Single Parent	67.00	12.120		

Table 7 shows that the one-way ANOVA (f-test) indicates that there are differences in the nuclear family, joint family, living with the guardian, and single parents with regards to goal setting ($p = .019 < .05$). Hence, hypothesis 7 is supported. Moreover, this also shows that NEET aspirants who live with guardians and single parents have a high level of goal-setting and live with joint families and nuclear families. The cause of this outcome could Different family types may involve parents differently when it comes to their children's academic affairs. Within nuclear families, parents can take an active role in helping their children create goals and attain them by offering tools and guidance. Multiple caretakers in joint families may contribute to a student's academic development by providing different viewpoints and forms of support. Students who live with a guardian are likely to benefit from having an adult role model who is involved in their academic path and can provide direction and support. Given the lack of another parental figure, the single parent in a single-parent household may assume a more significant role in establishing and promoting academic goals.

Table 8: Differences in birth order with regards to emotional regulation

Variable	Birth Order	Mean	Std. Deviation	F-Value	Level of Significance
Emotional Regulation	1st Born	61.89	10.873	.279	.757
	2nd Born	62.55	11.676		
	3rd Born	60.83	9.044		

Table 8 shows that the one-way ANOVA (f-test) indicates that there are no differences in birth order concerning emotional regulation ($p = .757 > .05$). Thus, hypothesis 8 is rejected. Likewise, the study demonstrates that secondborns have marginally better emotional regulation than firstborns and thirdborns. This may be the result of the fact that, regardless of birth order, students preparing for the NEET exam probably experience pressures associated with societal expectations, uncertain futures, and academic pressure. Siblings may have similar emotional regulation tendencies as a result of managing these shared stressors. Each student has different coping strategies, personality qualities, and life events that affect how they manage their emotions. Individual differences may be a more important factor in determining emotional regulation than one's birth order.

Table 9: Differences in birth order with regards to goal setting

Variable	Birth Order	Mean	Std. Deviation	F-Value	Level of Significance
Goal Setting	1st Born	40.83	6.395	.291	.748
	2nd Born	46.23	6.946		
	3rd Born	46.08	8.971		

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Table 9 shows that the one-way ANOVA (f-test) indicates that there are no differences in birth order with regards to emotional regulation ($p = .748 > .05$). As a result, hypothesis 9 is rejected. Moreover, the study demonstrates that second and third-borns set slightly greater goals than first-borns. This could be a result of Regardless of the order of birth, parents frequently influence their children's goal-setting behaviors. Siblings may develop comparable goal-setting skills if parents consistently support and encourage goal-setting in all of their children. Siblings can work together, observe, and model each other's goal-setting behaviours for each other. Regardless of birth order, healthy sibling relationships marked by encouragement and support can inspire similar goal-setting abilities.

Table 10: Differences in board of school with regards to emotional regulation

Variable	Board of School	Mean	SD	"t" value	Sig. (2-tailed)
Emotional regulation	State Board	41.90	7.175	-1.290	.198
	CBSE	43.68	6.872		

Table 10 shows the independent t-test of the difference between state board and CBSE school students with regards to emotional regulation. It shows that, in terms of emotional regulation, there are no significant differences between students in state board and CBSE schools ($p = .198 > .05$). Thus, hypothesis 10 is rejected. Additionally, data demonstrates that, compared to state board students, CBSE students have a somewhat higher degree of emotional regulation. This could be the case since NEET applicants experience similar pressures relating to exam preparation, academic achievement, and future career prospects, regardless of their educational background. Both state board and CBSE students may have similar emotional reactions and coping mechanisms in response to these challenges. Individual characteristics, including coping strategies, support networks, and personality factors, have a significant impact on emotional regulation. Individual differences can outweigh any possible differences between NEET aspirants from state boards and CBSE, even though educational background may play a role.

Table 11: Differences in board of school with regards to goal setting

Variable	Board of School	Mean	SD	"t" value	Sig. (2-tailed)
Goal setting	State Board	60.98	10.302	-3.787	.000
	CBSE	68.77	12.824		

Table 11 shows the independent t-test of the difference between state board and CBSE school students with regards to goal setting. It indicates that there are strong differences between state board and CBSE school students with regards to goal setting ($p = .000 < .01$). Therefore, hypothesis 11 is accepted. Furthermore, data demonstrates that CBSE students set far higher goals than state board students do. This could be a result of the fact that different educational programs and approaches used by state boards and CBSE may affect students' views of academic objectives. Goal-setting may be impacted by differences in access to educational resources like online resources, coaching, and textbooks. Compared to state board students, who might only have limited resources, CBSE students may have access to superior resources, allowing them to set more ambitious goals. Setting goals can be greatly influenced by peer groups. Peers with comparable academic objectives and aspirations may surround CBSE students, creating a competitive atmosphere that motivates them to achieve high objectives. On the other hand, the peer groups of state board students might have different priorities and goals in school, which could affect how they set their own goals.

Table 12: Difference between students who are undergoing coaching classes and those who are not undergoing coaching classes with regards to emotional regulation

Variable	Are you attending Coaching classes?	Mean	SD	“t” value	Sig. (2-tailed)
Emotional regulation	Yes	41.61	7.177	2.525	.012
	No	44.74	6.467		

Table 12 shows the independent t-test of the difference between students who are undergoing coaching classes and those who are not undergoing coaching classes with regards to emotional regulation. The results suggest that there are differences in emotional regulation between students attending coaching classes and those who are not ($p = .012 < .05$). Thus, hypothesis 12 is accepted. Additionally, research demonstrates that students who do not attend coaching programs exhibit a higher degree of emotional regulation than those who do. This can be the case because coaching classes can take up a lot of a student's time, which leaves them with less time for socializing, leisure, and relaxation. Because they are under pressure to perform well in tests or competitions, students who take coaching programs frequently suffer higher levels of stress. Due to the difficulty of controlling their worry and fear of failing, individuals experiencing elevated stress may find it difficult to regulate their emotions.

Table 13: Differences between students who are undergoing coaching classes and those who are not undergoing coaching classes with regards to goal setting

Variable	Are you attending Coaching classes?	Mean	SD	“t” value	Sig. (2-tailed)
Goal setting	Yes	69.67	13.491	5.016	.000
	No	60.48	9.718		

Table 13 shows the independent t-test of the difference between students who are undergoing coaching classes and those who are not undergoing coaching classes with regards to goal setting. It shows that, in terms of goal setting, there are differences between students attending coaching classes and those who are not ($p = .012 < .05$). Consequently, hypothesis 13 is accepted. Additionally, it demonstrates that students who take coaching classes have a higher level of goal-setting than students who do not. This may be because Parents, friends, or societal expectations may put pressure on students to take coaching sessions to meet certain academic objectives, such as getting into exclusive colleges or doing well on competitive tests. This pressure may affect how they establish goals, making them prioritize academic success over other personal or developmental objectives.

Main Findings

1. There is a strong significant relationship between emotional regulation and goal setting. Hence, hypothesis 1 is verified.
2. There is no gender difference in Emotional Regulation. Thus, the hypothesis 2 is not verified.
3. There is no gender difference in goal setting. Thus, the hypothesis 3 is not verified.
4. There are strong differences in aspirants belong to urban, semi-urban, and rural areas with regards to emotional regulation. Hence hypothesis 4 is verified.
5. There are strong differences in aspirants belong to urban, semi-urban, and rural areas with regards to goal setting. Hence hypothesis 5 is verified.

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6. There are not differences in nuclear family, joint family, living with guardian, and single parents with regards to emotional regulation. Hence hypothesis 6 is not verified.
7. There are differences in nuclear family, joint family, living with guardian, and single parents with regards to goal setting. Hence hypothesis 7 is verified.
8. There are no differences in birth order with regards to emotional regulation. Hence hypothesis 8 is not verified.
9. There are no differences in birth order with regards to emotional regulation. Hence hypothesis 9 is not verified.
10. There is no difference between state board and CBSE school students with regards to emotional regulation. Thus, the hypothesis 10 is not verified.
11. There is a strong difference between state board and CBSE school students with regards to goal setting. Thus, the hypothesis 11 is verified.
12. There is a difference between students who undergoing coaching classes and who are not undergoing coaching classes with regards to emotional regulation. Thus, the hypothesis 12 is verified.
13. There is a strong difference between students who undergoing coaching classes and who are not undergoing coaching classes with regards to goal setting. Thus, the hypothesis 13 is verified.

CONCLUSION

The results of this study show a significant positive relationship between emotional regulation and goal setting. This study offers some of the first insights into the important but little-studied impacts on emotional regulation and goal setting OF gender, locality, family type, borth order, board of school and attending coaching classes.

Suggestions

Here are some stress-busting strategies to help prepare for the NEET examination.

- **Effective Time Management:** When getting ready for the NEET exam, time is of the essence. The exam's syllabus is extensive, so finishing everything before the test while still having time for review calls for a well-thought-out plan.
- **Steer clear of comparison:** Every learner learns at a different rate. While some people may pick up on concepts quickly, others might need more time.
- **Social Support:** Connect with other NEET aspirants, engage in conversation, share your experience, and pay attention to their journeys. Talk about your ideas with loved ones so they can encourage and assist you in realising your goals.
- **Establish reasonable objectives and treat yourself:** Divide the study objectives into more feasible, smaller activities. After completing a task, treat yourself. This will encourage a positive study attitude and motivate you to tackle more difficult material.
- **Physical activity and exercise:** Engaging in physical activity is an effective way to reduce stress. Play outside games, perform yoga, go to the gym, or pursue other hobbies to keep yourself relaxed and energised while preparing for the NEET.
- **Keep a Healthy Diet:** Don't miss any meals. A well-balanced diet is beneficial to both mental and physical well-being.
- **Get Enough Sleep:** Improving cognitive performance and memory retention depends on getting enough sleep. Establish a sleep plan and get at least eight hours of rest each day in a comfortable setting.
- **Attend Regular Tests:** To determine your level of preparation and to identify your strengths and shortcomings, schedule frequent exams at the coaching institutes.

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- Get professional assistance: Consult a specialist if the tension is too much for you. Speak with a counselor who can empathise with you, offer you a better route out of this trying circumstance, and allow you to resume your exam preparation.

Scope For Future Study

- Future studies should examine NEET applicants' quality of life.
- To enhance goal-oriented behavior, future research may concentrate on interventional studies.
- Potential areas of expansion for this research would be traits such as mood regulation, self-confidence, and self-esteem.

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