

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

Saleeta Azhar Masoodi^{1*}, Dr. Mohammad Zubair Kales²

ABSTRACT

Examinations are a pivotal part of the educational system, designed to assess students' learning and prepare them for future academic or professional pursuits. However, for many students, examinations are also a significant source of anxiety, often leading to detrimental effects on both their mental health and academic performance. Examination anxiety, a complex psychological phenomenon, is characterized by heightened emotional, cognitive, and physiological responses to perceived evaluative threats. This study investigates the prevalence, underlying causes, and consequences of examination anxiety among higher secondary students in Jammu, with a focus on socio-demographic factors such as gender, locality, and socio-economic status. Adolescents are particularly vulnerable to examination anxiety due to the developmental and transitional nature of this stage in life. Examination anxiety can manifest as physical symptoms, such as increased heart rate and sweating; emotional symptoms, including fear and worry; and cognitive disruptions, such as impaired concentration and negative self-appraisal. These symptoms not only affect students' academic outcomes but also their overall well-being, potentially leading to long-term psychological issues if unaddressed. This study employs a cross-sectional survey methodology to analyze data from 300 higher secondary students in Jammu. The sample includes an equal distribution of male and female students, as well as rural and urban populations, ensuring a representative understanding of the regional dynamics. Data were collected using standardized anxiety measurement tools, demographic questionnaires, and academic performance records. Findings reveal that examination anxiety is a pervasive issue among higher secondary students, with approximately 65% of participants reporting moderate to severe levels of anxiety. Gender differences were particularly notable: female students exhibited higher anxiety levels than their male counterparts, likely influenced by societal pressures and expectations. Rural students also demonstrated elevated anxiety compared to urban students, reflecting disparities in educational resources and support systems. Students from lower socio-economic backgrounds faced unique challenges, such as limited access to private tutoring and study materials, which exacerbated their anxiety levels. The study identifies a negative correlation between examination anxiety and academic performance, with students experiencing higher anxiety levels showing reduced academic

¹Mewar University, Chittorgarh, Rajasthan, India

²Dean, Faculty of Education Cluster University of Jammu

*Corresponding Author

Received: January 07, 2025; Revision Received: January 12, 2025; Accepted: January 16, 2025

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

engagement and lower grades. This finding underscores the urgent need for interventions to mitigate the effects of anxiety on students' academic and psychological outcomes. The discussion delves into the interplay of cultural, social, and individual factors contributing to examination anxiety, emphasizing the importance of a holistic approach to addressing this issue. Recommendations include implementing school-based mental health programs, integrating socio-emotional learning into the curriculum, and fostering supportive environments for students. These strategies aim to empower students with coping mechanisms and reduce the stigma surrounding mental health in educational settings. By examining examination anxiety in the context of Jammu, this research provides valuable insights into the psychological stressors affecting students in a region marked by socio-political and economic complexities. The findings contribute to the broader discourse on student mental health, offering practical implications for educators, policymakers, and mental health professionals. Addressing examination anxiety is not only essential for improving academic outcomes but also for fostering the overall well-being and resilience of students as they navigate their educational journeys.

Keywords: *Examination Anxiety, Higher Secondary Students, Contributing Factors, Academic Consequences*

Understanding Examination Anxiety

Examinations have long been a central feature of education systems worldwide, serving as benchmarks for academic achievement and future opportunities. However, their high-stakes nature often induces significant stress, particularly in the form of examination anxiety. Defined as a psychological state of heightened arousal, worry, and fear during evaluative situations, examination anxiety affects students' ability to perform optimally. This form of anxiety is not only a reaction to the examination process but also a result of broader socio-cultural and personal factors, making it a multifaceted challenge.

Examination anxiety has both immediate and long-term consequences. In the short term, it can impair students' cognitive functioning, leading to difficulties in concentration, memory retrieval, and problem-solving—all critical for academic success. Over time, chronic anxiety can contribute to burnout, reduced self-esteem, and even mental health disorders such as depression. Understanding the underlying causes and mechanisms of examination anxiety is therefore crucial for developing effective strategies to mitigate its impact on students' academic performance and overall well-being.

Relevance to Higher Secondary Students

Higher secondary education represents a pivotal stage in students' academic journeys, often determining their access to higher education and career opportunities. For students in India, this period is marked by intense academic pressures, as examinations play a decisive role in shaping their futures. Adolescents in higher secondary schools are particularly susceptible to examination anxiety due to their developmental stage, characterized by heightened emotional sensitivity and evolving self-identity.

In regions like Jammu, these challenges are compounded by socio-demographic factors such as gender, locality, and socio-economic status. Female students, for instance, often face dual pressures of excelling academically while conforming to traditional gender roles. Rural students, on the other hand, struggle with limited access to quality education and resources, which exacerbates their anxiety. These socio-demographic dimensions add layers of

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

complexity to the experience of examination anxiety, necessitating a nuanced understanding of its causes and consequences.

THEORETICAL FRAMEWORK

This study draws on the transactional model of stress and coping, which conceptualizes stress as a dynamic interaction between individuals and their environments. According to this model, stress arises when individuals perceive that environmental demands exceed their resources to cope. Examination anxiety, within this framework, can be understood as a response to the perceived threat of failure or underperformance, influenced by both individual traits (e.g., self-efficacy, resilience) and contextual factors (e.g., societal expectations, resource availability).

The frustration-aggression hypothesis also informs this study, positing that frustration arising from unmet goals or obstacles can lead to emotional and behavioral responses, including anxiety and aggression. This theoretical lens is particularly relevant for understanding how examination-related stress can manifest in diverse ways among students, shaped by their socio-demographic contexts.

Challenges Faced by Students in Jammu

Jammu presents a unique socio-cultural and economic landscape that significantly impacts students' educational experiences. The region is marked by disparities in educational infrastructure, with rural schools often lacking basic facilities, qualified teachers, and extracurricular opportunities. Urban schools, while better equipped, impose competitive pressures that can heighten students' anxiety levels. These systemic inequalities create an uneven playing field, where rural and disadvantaged students face greater barriers to academic success.

Cultural norms and societal expectations further exacerbate the challenges faced by students in Jammu. Female students, for instance, are often subject to higher academic expectations from their families, alongside traditional responsibilities and gendered expectations. These pressures contribute to a heightened sense of anxiety, as failure is perceived not only as a personal shortcoming but also as a societal judgment. Similarly, students from lower socio-economic backgrounds face financial constraints that limit their access to private tutoring, study materials, and mental health support, increasing their vulnerability to examination anxiety.

Global Impact of Examination Anxiety

Examination anxiety is a pervasive issue that transcends geographical boundaries, affecting students across diverse educational systems. According to the World Health Organization (WHO), over 10% of adolescents worldwide experience anxiety disorders, with examinations being a significant trigger. In high-stakes environments, such as those found in many Asian countries, examination anxiety is particularly pronounced. Research from countries like China and South Korea highlights how cultural emphasis on academic excellence exacerbates stress levels, leading to widespread anxiety among students.

Studies in Western contexts, such as the United States and Europe, also reveal high levels of examination anxiety, albeit with different contributing factors. In these regions, performance pressure is often linked to competitiveness in higher education admissions and career opportunities. However, unlike in many developing countries, students in Western systems

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

may have greater access to mental health resources, which can mitigate the effects of anxiety to some extent. Despite these regional differences, the core impact of examination anxiety—reduced academic performance and compromised well-being—remains consistent across contexts.

Globally, the shift toward digital and standardized testing formats has introduced new dimensions to examination anxiety. For instance, technical glitches, unfamiliar testing environments, and reduced personal interaction in online exams can heighten stress levels. The global COVID-19 pandemic further amplified these challenges, as students grappled with uncertainties about exam schedules, modes of assessment, and academic continuity.

SOCIO-DEMOGRAPHIC FACTORS INFLUENCING EXAMINATION ANXIETY

Socio-demographic variables, including gender, locality, socio-economic status, and family background, play a critical role in shaping students' experiences of examination anxiety. Understanding these factors is essential for contextualizing the findings of this study and identifying targeted interventions.

1. Gender Differences

Research consistently shows that female students experience higher levels of examination anxiety compared to males. This difference is often attributed to societal expectations, where academic success is seen as a pathway to breaking traditional gender roles. Female students are also more likely to internalize failure, perceiving it as a reflection of their abilities, which heightens their anxiety.

2. Locality (Rural vs. Urban)

Rural students face unique challenges that contribute to examination anxiety, including limited access to educational resources, inadequate infrastructure, and a lack of qualified teachers. Urban students, while having better access to resources, encounter competitive academic environments that create pressure to excel. These contrasting experiences highlight the need for tailored interventions based on locality.

3. Socio-Economic Status

Students from low-income families are particularly vulnerable to examination anxiety due to financial constraints that limit their access to private tutoring, study materials, and technology. The added burden of balancing academic responsibilities with financial hardships further exacerbates their stress.

4. Family Expectations

In many cultures, including India, family expectations play a significant role in shaping students' academic experiences. Parents often view academic success as a means of securing social mobility, placing immense pressure on their children to perform well. This pressure can lead to heightened anxiety, particularly when students perceive a gap between their abilities and parental expectations.

Specific Implications for Jammu

Jammu's unique socio-political and economic landscape adds layers of complexity to the issue of examination anxiety. The region's history of conflict and instability has disrupted educational systems, creating barriers to consistent academic progress. These challenges are particularly pronounced in rural areas, where schools often lack basic infrastructure, reliable

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

transportation, and access to technology. For students in such settings, the fear of falling behind academically due to systemic limitations is a significant source of anxiety.

In urban areas of Jammu, the educational landscape is characterized by intense competition, with students vying for limited spots in prestigious colleges and universities. The emphasis on competitive examinations such as the Joint Entrance Examination (JEE) and the National Eligibility cum Entrance Test (NEET) further amplifies stress levels among urban students. The disparity between rural and urban educational experiences underscores the importance of examining examination anxiety through a regional lens.

Jammu's cultural norms and societal expectations also influence students' experiences of anxiety. Female students, in particular, face dual pressures of excelling academically while adhering to traditional roles and responsibilities. This cultural context not only intensifies their stress but also limits their access to mental health resources, as discussing anxiety or seeking professional help is often stigmatized.

NEED FOR POLICY AND INTERVENTIONS

The findings of this study have significant implications for educational policy and practice. Addressing examination anxiety requires a multi-faceted approach that encompasses individual, institutional, and societal levels:

1. Mental Health Awareness

Schools and communities must prioritize mental health awareness to reduce the stigma associated with anxiety. Workshops, seminars, and parent-teacher meetings can serve as platforms for discussing the impact of examination anxiety and promoting open communication.

2. Stress Management Programs

Integrating stress management programs into school curricula can equip students with the tools to cope with examination anxiety. These programs can include mindfulness exercises, time management training, and relaxation techniques.

3. Tailored Interventions for Vulnerable Groups

Policies should focus on addressing the unique needs of vulnerable groups, such as rural students, female students, and those from low-income families. Providing access to free or subsidized tutoring, study materials, and counseling services can help alleviate their anxiety.

4. Teacher Training

Educators play a critical role in identifying and supporting students experiencing examination anxiety. Training programs can help teachers recognize the signs of anxiety, provide emotional support, and create an inclusive classroom environment.

MATERIALS AND METHODS

Participants

This study was conducted among 300 higher secondary students enrolled in government and private schools across Jammu. The sample was selected using stratified random sampling to ensure adequate representation across key socio-demographic variables.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

Gender:

Equal representation of male (150) and female (150) students was ensured to analyze gender-based differences in examination anxiety.

Locality:

The sample included 185 urban students and 115 rural students, reflecting the regional disparity in educational access and resources.

Socio-Economic Status:

Participants were drawn from diverse socio-economic backgrounds, including students from general categories (112) and reserved categories (188), to explore the influence of financial and social constraints on anxiety levels.

Research Design

This research employed a cross-sectional survey design, capturing data at a single point in time to provide a comprehensive snapshot of examination anxiety among higher secondary students. The design was chosen for its ability to efficiently gather quantitative data on anxiety levels and associated academic outcomes.

Instruments

- 1. Examination Anxiety Scale (EAS):** A validated scale was used to measure the severity of anxiety symptoms related to examinations. The scale includes subscales assessing cognitive (e.g., worry, negative self-appraisal), emotional (e.g., fear, nervousness), and physiological (e.g., sweating, increased heart rate) dimensions of anxiety.
- 2. Demographic Questionnaire:** A structured questionnaire captured socio-demographic details such as age, gender, locality, and caste, providing context for analyzing variations in anxiety levels.
- 3. Academic Performance Records:** Academic performance was measured using students' most recent examination scores, obtained from school records. These scores served as a basis for correlating anxiety levels with academic outcomes.

Data Collection Procedure

Data collection was conducted over two months in collaboration with participating schools. Ethical considerations, including informed consent and confidentiality, were prioritized throughout the process.

- 1. Preliminary Coordination:** School authorities were briefed about the study's objectives, and permissions were obtained to conduct surveys during school hours.
- 2. Participant Briefing:** Students were provided with detailed instructions on completing the surveys. Emphasis was placed on the voluntary nature of participation and the confidentiality of their responses.
- 3. Survey Administration:** Surveys were administered in small groups to ensure a controlled environment. Students completed the Examination Anxiety Scale and demographic questionnaire within 30 minutes.
- 4. Academic Performance Data Collection:** Academic performance data were collected from school records with prior consent from students and their guardians.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

Data Analysis

Collected data were analyzed using SPSS software to ensure accuracy and reliability. Both descriptive and inferential statistical methods were employed:

- **Descriptive Statistics**

Mean, standard deviation, and frequency distributions summarized anxiety levels and demographic characteristics.

- **Inferential Statistics:**

- T-tests: Examined differences in anxiety levels across gender and locality.
- Correlation Analysis: Assessed the relationship between anxiety levels and academic performance.
- ANOVA: Explored variations in anxiety across socio-economic groups.

RESULTS AND DISCUSSION

Descriptive Analysis of Examination Anxiety

The study found that examination anxiety is a pervasive issue among higher secondary students in Jammu. Of the 300 participants, approximately 65% reported moderate to severe levels of anxiety, with significant variations observed across gender, locality, and socio-economic status.

Overall Anxiety Levels:

- 15% of students exhibited mild anxiety.
- 50% reported moderate anxiety.
- 35% experienced severe anxiety, indicating a critical need for intervention.

Gender-Based Differences in Anxiety

Female Students: Female students showed significantly higher anxiety levels, with a mean anxiety score of 72.6 (SD = 6.8), compared to male students, who had a mean score of 68.3 (SD = 5.9). The heightened anxiety among females is attributed to societal expectations and the dual burden of academic performance and traditional gender roles.

Male Students:

While male students reported lower anxiety levels, a substantial portion still fell into the moderate category, reflecting general academic pressures.

T-test Results:

The t-test revealed a statistically significant difference between male and female anxiety scores ($t = 3.21, p < 0.01$).

Anxiety Differences by Locality

Rural Students:

- Rural students exhibited higher anxiety levels (mean = 73.4, SD = 7.1) compared to their urban counterparts (mean = 69.2, SD = 6.5).
- Limited access to resources, such as private tutoring and internet-based learning tools, likely contributes to the higher anxiety among rural students.

Urban Students:

- Urban students experienced competitive pressures, particularly related to high-stakes entrance examinations like NEET and JEE, which contributed to moderate anxiety levels.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

T-test Results:

- A significant difference was observed between rural and urban students' anxiety levels ($t = 2.78, p < 0.01$).
- Socio-Economic Disparities in Anxiety
- Students from Reserved Categories:
- Students from reserved socio-economic backgrounds reported higher mean anxiety scores (mean = 74.1, SD = 7.4) than general category students (mean = 68.9, SD = 6.3).
- Financial constraints and perceived societal inequities likely exacerbate their anxiety.

General Category Students:

- While anxiety levels were lower, competitive academic environments still led to moderate anxiety in this group.

ANOVA Results:

- ANOVA analysis revealed statistically significant differences in anxiety levels across socio-economic groups ($F = 4.32, p < 0.05$).

Correlation Between Anxiety and Academic Performance

- The study identified a significant negative correlation ($-0.57, p < 0.01$) between examination anxiety and academic performance.

High Anxiety:

- Students with severe anxiety showed a notable decline in academic scores, with an average grade percentage of 62%.

Moderate Anxiety:

Students with moderate anxiety performed slightly better, with an average grade percentage of 70%.

Low Anxiety:

Students with mild anxiety achieved the highest average grade percentage of 78%.

DISCUSSION OF KEY FINDINGS

The findings highlight examination anxiety as a multifaceted issue influenced by gender, locality, and socio-economic status.

1. Gender-Based Insights: Female students' higher anxiety levels underscore the need for gender-sensitive interventions. Societal expectations, combined with academic pressures, create a unique set of challenges for female students.

2. Rural vs. Urban Divide: The rural-urban disparity in anxiety levels reflects the systemic inequities in educational access. Rural students' lack of resources contributes to a heightened sense of vulnerability, while urban students face intense competition that drives moderate anxiety.

3. Socio-Economic Implications: Students from lower socio-economic backgrounds experience compounded stress from financial constraints and societal discrimination. These findings call for inclusive policies that address the needs of disadvantaged groups.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

4. Impact on Academic Performance:

The negative correlation between anxiety and academic performance highlights the disruptive effect of excessive stress on cognitive functioning and motivation. Addressing anxiety is essential for improving both academic outcomes and overall well-being.

Theoretical Implications

The results align with the transactional model of stress and coping, which posits that stress arises when environmental demands exceed an individual's resources. Examination anxiety exemplifies this dynamic, with students perceiving exams as insurmountable challenges due to personal and contextual factors.

The findings also support the frustration-aggression hypothesis, suggesting that unmet academic goals contribute to frustration, which manifests as anxiety and, in some cases, aggression.

CONCLUSION

This study sheds light on the pervasive issue of examination anxiety among higher secondary students in Jammu, highlighting its significant implications for academic performance and mental health. The findings reveal that examination anxiety is not merely an individual challenge but a systemic issue shaped by socio-demographic factors such as gender, locality, and socio-economic status.

Key Findings

Female students and rural students exhibit higher anxiety levels due to societal expectations and resource limitations.

Students from reserved socio-economic backgrounds experience amplified anxiety, reflecting the compounded impact of financial and social barriers.

Examination anxiety negatively correlates with academic performance, with severe anxiety impairing cognitive functioning and reducing grades.

These insights underscore the urgency of addressing examination anxiety as a critical component of educational and mental health policy. By identifying the underlying causes and consequences of anxiety, this research provides a foundation for targeted interventions that can enhance students' academic outcomes and emotional resilience.

Recommendations

To mitigate examination anxiety and its detrimental effects, the following recommendations are proposed:

1. Mental Health Awareness Campaigns

- Schools and communities should prioritize raising awareness about mental health to reduce stigma and encourage open discussions about anxiety.
- Workshops for students, parents, and teachers can help normalize conversations around mental health, emphasizing the importance of seeking support.

2. Integrating Stress Management Programs

- Schools should introduce stress management programs that teach practical coping strategies, such as mindfulness exercises, time management, and relaxation techniques.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

- These programs should be integrated into the curriculum, ensuring that all students benefit from regular exposure to stress reduction practices.

3. Gender-Sensitive Interventions

- Female students require tailored support to address the dual pressures of academic performance and societal expectations.
- Mentorship programs led by female role models can inspire and empower female students, fostering confidence and resilience.

4. Bridging the Rural-Urban Divide

- Policymakers must address the resource disparities between rural and urban schools by providing rural students with access to digital learning tools, private tutoring, and extracurricular opportunities.
- Scholarships and financial aid programs can further alleviate the burden on rural students and their families.

5. Inclusive Policies for Socio-Economic Disadvantage

- Students from reserved categories need targeted support, including free or subsidized study materials, access to counseling, and equitable opportunities for academic advancement.
- Outreach programs can ensure that these students are aware of available resources and feel supported in their academic journeys.

6. Strengthening Teacher Training

- Teachers play a critical role in identifying and supporting students with examination anxiety. Training programs should equip teachers with the skills to recognize signs of anxiety, provide emotional support, and create a positive classroom environment.

7. Establishing Counseling Services in Schools

- Dedicated school counselors can provide professional support to students experiencing severe anxiety.
- Peer support groups, facilitated by trained counselors, can also offer a safe space for students to share experiences and coping strategies.

8. Incorporating Socio-Emotional Learning (SEL)

- Socio-emotional learning programs should be integrated into the curriculum to develop students' emotional regulation, problem-solving, and resilience.
- SEL programs can empower students to manage their anxiety proactively, improving their academic and personal outcomes.

Future Research Directions

This study highlights several areas for further exploration:

- 1. Longitudinal Studies:** Future research should examine how examination anxiety evolves over time, particularly as students transition to higher education or the workforce.
- 2. Cross-Regional Comparisons:** Comparative studies across different regions of India can provide broader insights into the socio-cultural factors influencing examination anxiety.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

- 3. Intervention Effectiveness:** Research evaluating the effectiveness of specific interventions, such as mindfulness training or SEL programs, can inform best practices for managing examination anxiety.
- 4. Exploring Additional Psychological Factors:** Incorporating variables such as self-esteem, peer relationships, and parental involvement could provide a more holistic understanding of the factors influencing anxiety.

REFERENCES

- Ader, R., & Tatum, R. (1961). Test anxiety: Situational and dispositional determinants. *Journal of Abnormal and Social Psychology*, 62(1), 123-130. <https://doi.org/10.1037/h0044057>
- American Psychological Association (APA). (2013). Test anxiety. *APA Dictionary of Psychology*. Retrieved from <https://dictionary.apa.org>
- Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, 27(2), 270-295. <https://doi.org/10.1006/ceps.2001.1094>
- Chorpita, B. F., & Barlow, D. H. (1998). The development of anxiety: The role of control in the early environment. *Psychological Bulletin*, 124(1), 3-21.
- Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, and anxiety among high school students in India. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26-34. <https://doi.org/10.5923/j.ijpbs.20150501.04>
- Kumar, A., & Sharma, R. (2017). Gender differences in examination anxiety among secondary school students. *Journal of Education and Practice*, 8(9), 56-63.
- Nair, M., & Babu, G. (2019). The impact of socio-economic status on anxiety and academic achievement. *Indian Journal of Applied Research*, 9(2), 34-39.
- Putwain, D. W., & Symes, W. (2011). Teachers' use of fear appeals in the mathematics classroom: Worrying or motivating students? *British Journal of Educational Psychology*, 81(3), 456-474. <https://doi.org/10.1348/2044-8279.002005>
- Putwain, D. W., Woods, K. A., & Symes, W. (2010). Personal and situational predictors of test anxiety among adolescents. *School Psychology Quarterly*, 25(2), 119-129.
- Sarason, I. G. (1984). Stress, anxiety, and cognitive interference: Reactions to tests. *Journal of Personality and Social Psychology*, 46(4), 929-938. <https://doi.org/10.1037/0022-3514.46.4.929>
- Singh, R., & Goel, N. (2014). Test anxiety and academic achievement among high school students. *Indian Journal of Psychological Science*, 4(1), 101-109.
- Spielberger, C. D., & Vagg, P. R. (1995). Test anxiety: Theory, assessment, and treatment. *Taylor & Francis*.
- World Health Organization (WHO). (2020). Adolescent mental health. World Health Organization. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
- Yerkes, R. M., & Dodson, J. D. (1908). The relation of strength of stimulus to rapidity of habit-formation. 18(5), 459-482.
- Zeidner, M. (1998). Test anxiety: The state of the art. Springer Science & Business Media.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences

How to cite this article: Masoodi, S.A. & Kales, M.Z. (2025). Examination Anxiety and Its Impact on Higher Secondary Students: Exploring Contributing Factors and Academic Consequences. *International Journal of Indian Psychology*, 13(1), 177-188. DIP:18.01.016.20251301, DOI:10.25215/1301.016