

Examination Stress and Anxiety: Impact of Socio-Psychological Factors on College Students

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Abstract—Every student aspires to pursue academic success to achieve respect, family pride and social mobility. This results in high stress during examination, as a respect students are not able to properly concentrate on their studies which causes irregular sleep, feeling of tiredness, depression etc. It is experienced by many students. The present study was conducted to know the examination stress felt by the college students and its socio/psychological impact on them. The sample consisted of 100 college students was collected using random sampling method from two post graduate colleges. A questionnaire was developed by a researcher to quantify examination stress and anxiety among college going students. The result shows the co-relation between examination stress and anxiety and its adverse socio-psychological impact on them which enables the researcher to provide some preventive measures as a solution to curb this rampant problem among college going students.

Keywords— Examination stress, anxiety, depression, college students, psycho analysis, social problem, etc.

I. INTRODUCTION

Academic stress is a pervasive problem across countries, cultures and ethnic groups, and must be viewed in its context [Wong, Wong & Scott, 2006]. Every student aspires to pursue academic success to achieve respect, family pride, and social mobility. This results in extremely high demand and extraordinary pressure on students and especially adolescents. As a consequence of stress and demands to perform well in examination, the students are not able to enjoy their academic life and it becomes monotonous and burdensome for them. Stress may be considered as any physical, chemical or emotional factor that causes bodily or mental unrest and that may be a factor in disease causation. Physical and chemical factors that can cause stress include : trauma, infections, toxins, illness and injuries of any sort. Emotional causes of stress and tension are numerous and varied.

The sign of stress before and during examination are having irregular sleep, feeling of tiredness, isolated or sad feeling, ache all over, stomach upset, feeling of restlessness or leading to a condition where you are not able to recall whatever you studied, getting panic when you see a question that you cannot answer as a result your mind goes blank. It is experienced by many students. Though it is not mysterious or difficult but requires attention to manage it. My hypothesis is that it can be

managed by systematic planning and psychological understanding of the personality and environment.

II. PLIGHT OF HIGHER EDUCATION SYSTEM IN INDIA:

After passing the standard 12th examination students may enrol in general degree programs such as graduation in Arts, Commerce, Science or professional degree courses such as engineering, medicine, pharmacy, and law. India's higher education system is 3rd largest in the world, after China and U.S. the main governing body at tertiary level is U.G.C. in India which enforces its standards, advises Government and help co-ordinates between the centre and the state up to the P.G. and Ph.D.

Over the past decades , India made impressive strides in the field of higher education. The quality of the bulk of our graduates is appalling. The students are working hard to give their best . but many University graduates do not even have basic knowledge on problem solving skills in their own discipline. Most students lack basic communication skills and have no problem solving ability. Another factor responsible for anxiety among student of higher education is the extreme pressure they feel as a result of cut throat competition. Every student wants good grades necessarily to compete in today's professional world. Also parents and teachers' high expectations from their ward puts lots of pressure over students making them anxious to succeed. The success of the student is decided by their result rather than the knowledge or skills they acquired. A fair amount of pressure during examination is actually good for a student to help them properly concentrate in their studies and to inspire them for acquiring good grades but sometimes excess of this pressure may lead to anxiety and depression as well as examination phobia and lot more psychological problems in students which is quite dangerous for their mental and psychological health.

III. REFORMING THE HIGHER EDUCATION SECTOR TO REDUCE EXAMINATION STRESS IN STUDENTS:-

The government of India is aware of the plight of higher education sector and has been trying to bring reforms. 15 bills are still awaiting discussion and approval in the parliament. One of the most talked about bill is foreign university bill, which is supposed to facilitate entry of foreign university to establish campuses in India.

Presently most of the Universities and Colleges in India are

practising the annual and semester systems of examination. Many academicians advocated the necessity of introducing CBS (credit based choice) system. Under this system, students can chose subjects on their own and can ask the examiner to conduct the examination when the students are ready to face it. Subjects and dates of examination is not imposed on students under this system. While the CBS system has been operating in several countries, in India very few universities (30 out of 139) have introduced this system so far.

If we adopt the CBS system by revamping the traditional method of examination, we expect the gross enrolment in higher education to be increased and the knowledge of student to be improved.

IV. SIGNIFICANCE OF THIS STUDY:

Although there are numerous research on this very topic but it is related to the school going kids or university. There is no descriptive research related to college going students on this very topic. The main aim of this paper is to examine how academic stress affects college students. It will be of great help for the making of policy in India to enhance their understanding of Indian college going students' examination stress and anxiety.

This paper will also guide the future researchers to conduct elaborated study in the area of academic related stress and anxiety among students in India.

V. OBJECTIVES:

1. To investigate the problems related to examination pressure and stress in students.
2. To find out the major causes of the problem.
3. To search out the solutions of the problem and prepare remedial scheme for encountering the problem positively.
4. To suggest ways for developing positive approach in students during examination hence reducing the examination stress.

Hypothesis:

There is no significant difference between perceived examination stress and anxiety among U.G. and P.G. students.

Research Design:

It is a descriptive research. The data was collected from the primary source.

Population:

The Population for the present study were college students.

Sampling Technique:

Data collected from 100 students of post graduate college by random sampling technique. Out of 50 students were of under graduate and 50 from post graduation level.

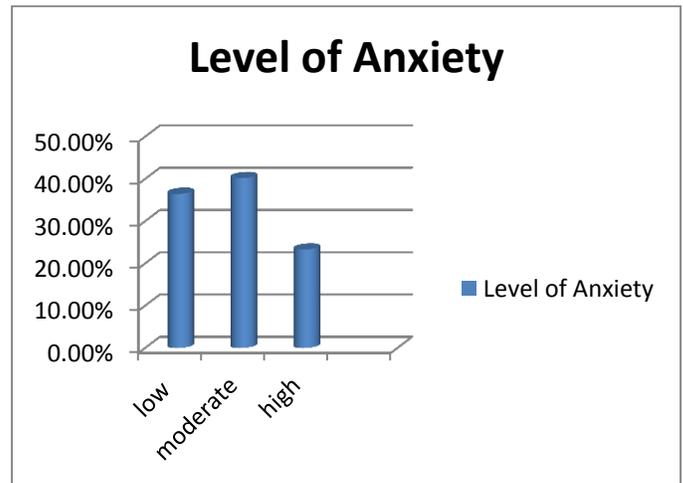
Tool:

A self constructed tool was used for the data collection. The questionnaire was designed consisting of 10 questions related to socio-psychological effects of stress and anxiety in students faced during examination.

Finding:

Out of 100 college students, the overall rates of prevalence anxiety were found-

- 36.48% students having low level anxiety
- 40.21% students having moderate level anxiety
- 23.31% students having high anxiety.



- ❖ It has been established through this research that moderate amount of stress helps to motivate students and at times increases their performance. But excess of it leads to negative consequences on them.
- ❖ It is revealed that lack of parental help, living up to parents' expectations, non co-operation of teachers and fear of failure were the stress causing factors in students.
- ❖ It has been find out in this research that examination stress for the students of U.G. and P.G. is quite similar in almost every manner which means level of education does not make any such difference in stress and anxiety felt by the students during examination.
- ❖ It has been find out that in few students the level of anxiety is bit higher that leads to depression and they tend to think about taking their own lives in order to free themselves with this traumatic stress caused by the fear of examination.

VI. CONCLUSION

Stress is much more recognised now, than it is used to be, we have become very aware of the potential negative effect of stress on our lives. This demand on mind and body occurs when the mind tries to cope with the incessant changes in life. When we fail to counter a stressful situation, the hormones and chemical remains unleashed in the blood stream resulting in psychological and physical health problem and it is emerging as a major problem among the youth of India.

In the present study, it is concluded that examination stress is highly co-related with level of anxiety in college student affecting them on socio and psychological level. It was found that the level of stress and anxiety during examination in more or less equal level in U.G. and P.G. students.

SUGGESTION

Parents must show empathetic behaviour towards their child and should not pressurise them for extraordinary result during examination.

The educational policy framers, administrators and teachers may adopt some realistic measures or strategies in light of the present study. It is our aim to provide students anxiety and stress free higher education and we have to achieve this goal as early as possible

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