



A STUDY TO ASSESS THE IMPACT OF EXAM ANXIETY ON ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS, IN A SELECTED COLLEGE AT BANGALORE

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ABSTRACT

Background of the study: Moderate levels of exam anxiety can help students stay focused and motivated, enhancing their performance. However, when anxiety becomes overwhelming, it can impair concentration, leading to poor academic results. Students often perceive poor performance as a reflection of their abilities, which can further exacerbate stress and reduce motivation. This study aims to examine how exam anxiety affect academic performance. **Statement of the problem:** "A study to assess the impact of exam anxiety on academic performance among college students, in a selected college, Bangalore".

Objectives of the study

1. To assess the level of exam anxiety among college students.
2. To determine the association between exam anxiety among college students and selected demographic variables.
3. To assess the impact of exam anxiety on academic performance among college students.

Methods of the study: A Descriptive research design and quantitative approach was used in the study. In the present study, 60 college students were selected to assess the level of anxiety, the impact of exam anxiety on academic performance, and its association among college students. The samples were selected by using Convenient sampling technique. The sample consists of students of universal college of nursing, Bangalore who meet the inclusion criteria of the study. The obtained data was analyzed by using descriptive and inferential statistics and interpreted in terms of objectives of the study. **Results:** The present study shows that about 75% of participants were having high anxiety level, 17% of participants were having moderate anxiety, 8% were having low anxiety level. The Chi-square test was used to assess the association between demographic variables and exam anxiety, and the results showed a statistically significant association, indicating that exam anxiety was influenced by certain demographic factors among the study participants.

Interpretation: Further, the relationship between exam anxiety and academic performance was analyzed using the correlation coefficient. The results revealed a negligible negative correlation ($r = -0.01$) between exam anxiety and academic performance, indicating that there was almost no linear relationship negligible negative correlation between the two variables in this study. Hence, exam anxiety did not show any meaningful impact on the academic performance of the students in the selected setting. In our study hypothesis was there will be no significant relation between exam anxiety and academic performance among college students. So we got the result as -0.01 as r value which implies negligible negative correlation. Hence null hypothesis - "There will be no significant relation between exam anxiety and academic performance among college students" is accepted. **Conclusion:** The study findings revealed that the majority of students experienced high exam anxiety (45 students, 75%), followed by moderate anxiety (10 students, 17%), and low anxiety (5 students, 8%), indicating that most of the students had elevated levels of exam-related anxiety. The Chi-square test showed a statistically significant association between demographic variables and exam anxiety, indicating that certain demographic factors influenced the level of exam anxiety among students. However, the correlation analysis revealed a negligible negative correlation ($r = -0.01$) between exam anxiety and academic performance, indicating that there was almost no linear relationship between the two variables. This suggests that exam anxiety did not have a meaningful impact on academic performance in the present study. Overall, the study concludes that while exam anxiety was prevalent among most students and was significantly associated with certain demographic variables, it did not show a significant relationship with academic performance in this sample.

KEYWORDS: The key words of this present study are exam anxiety, academic performance, college students.

INTRODUCTION

"High anxiety impairs learning and erodes confidence."

College life represents a significant phase of transition, growth and new experiences for students. It is a period marked by rapid personal, social, and intellectual development. Students in college are exposed to diverse experiences, including academic challenges, social interactions, and opportunities for extracurricular engagement, which collectively contribute to shaping their personality and life skills.

During this stage, students strive to develop independence, critical thinking, and decision-making abilities, while also learning to balance personal responsibilities and societal expectations. They face various challenges such as adapting to new environments, managing time effectively, and navigating peer and academic pressures. These experiences not only influence their present growth but also lay the foundation for future personal and professional development.

Academic performance refers to how well a student meets learning objectives, typically measured by grades and test scores. It is influenced by cognitive skills, motivation, study habits, time management, and emotional well-being. Challenges like exam anxiety can negatively impact performance, while effective study strategies and mental health support can enhance it.

Exam anxiety is a common issue among students, involving intense worry and physical symptoms such as sweating and rapid heartbeat, which can hinder concentration and performance. While some anxiety can encourage preparation, excessive levels may lower academic achievement and self-confidence.

Exam anxiety affects students emotionally and behaviorally, causing irritability, restlessness, poor sleep, and avoidance behaviors. If persistent, it can lead to low self-esteem, chronic stress, and burnout. Managing anxiety through preparation, time management, relaxation, mindfulness, and support helps students perform confidently and reach their potential.

Exam anxiety is an intense worry or fear before, during, or even after exams that can interfere with their ability to focus, concentration, and remember what they have studied. It may cause scattered thinking and make it more difficult to solve problems efficiently. Physical symptoms like sweating, rapid heartbeat, nausea, and headaches, making it difficult even for well-prepared students to perform effectively. It may cause students to worry and can affect their study habits. They may put off studying, study inefficiently, or make errors during exams. Excessive anxiety can reduce confidence and harm learning and performance.

Exam anxiety can lower self-esteem by making students doubt their abilities and fear failure. The stress and worry associated with exams can cause feelings of inadequacy,

insecurity, and self-doubt, even in well-prepared students. Over time, repeated anxiety and poor performance may create a cycle where low confidence increases stress in future exams. This can affect not only academic performance but also social interactions, motivation, and overall emotional well-being.

Exam anxiety, academic performance and self esteem are closely interconnected. It may negatively affect students academic performance by reducing focus, memory, and problem-solving abilities. It can lower self-esteem, causing self-doubt, low confidence, and fear of failure, lack of motivation which may create a negative cycle.

Effective strategies, including guidance from faculty and mentors, consistent practice, time management, and stress-reduction techniques, can help college students manage anxiety, enhance confidence, and improve academic performance. Anxiety can interfere with a student's ability to focus, retain information, and perform optimally during exams and academic tasks. By understanding how anxiety affects academic outcomes, educators and counselors can provide better support to college students in coping with stress. Therefore, it is important to assess the impact of anxiety on academic performance among college students.

METHODS

Research methodology is a way of systematic solving the problem

Methodology of research refers to the overall plan used to organize an empirical study, including the procedures for collecting valid and reliable data for the problem under investigation.

This chapter deals with the methodology of study, which includes the research approach, research design, setting of study, variables, population, samples, sampling techniques, data collection tools, description of tools, method of data collection and the plan for the data analysis. The methodology of research indicates the general pattern of organizing the procedure for getting valid and reliable data for the problem under investigation.

Research Approach

The selection of research approach is quantitative descriptive approach on overall plan for blueprint chosen to carry out the study. The selection of research approach is the basic procedure for the conduct of research inquiry. The outcome of descriptive research provides a basic for future quantitative research.

Research design

A research design is a blueprint for conducting the study in that maximizes control over factors that could interfere with the validity of the findings. It involves the methods adopted by the researcher to generate information that is accurate, objective, and interpretable. The research design used for this present study was

quantitative descriptive research design.

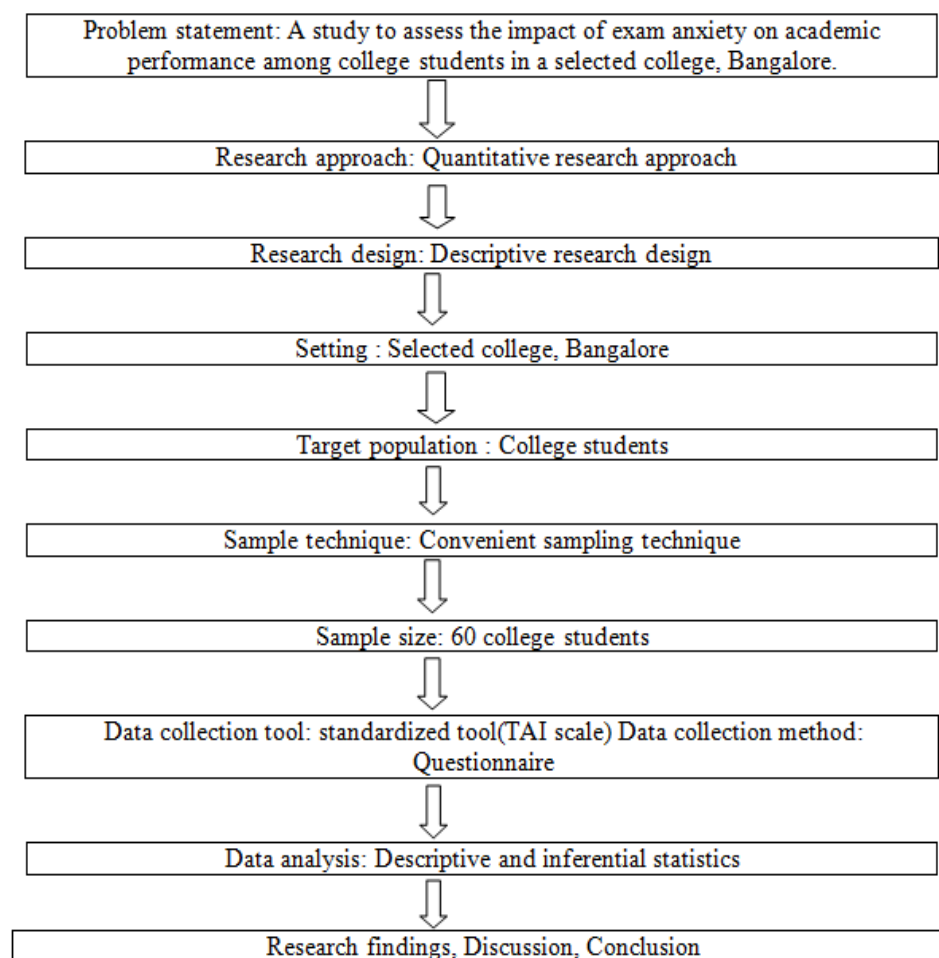


Fig. 1: Schematic representation of research methodology.

Variables

Variables are characteristics or attributes of a person or object that can change and take different values.

Dependent variable

In this study dependent variable is academic performance.

Independent variables

In this study independent variable is exam anxiety among college students.

Demographic variables

A variable that confounds the relationship between the dependent variables and independent variables. In this study demographic variables are age, residence, family type, Father's educational status, Mother's educational status, method of study, Parents' occupation, monthly family income, Academic performance, number of hours studied per day, medium of instruction, number of siblings, any pressure from family, any psychological issues, Extracurricular activities, Parents involvement in tracking academic performance, relaxation techniques.

Setting of the study

The setting refers to the physical place and circumstances where data collection is carried out in a study. For this study, setting was Universal college of nursing, Bangalore, where the sample meet the inclusion criteria. This setting was selected because of availability of sample and economic feasibility for conducting the data and familiarity with the setting.

Population

Population refers to the entire group of individuals or objects that meet the study criteria defined by the researcher. It includes all persons, objects, or measurements that share common observable characteristics.

The Target population for the study was college students. The accessible population for the study was college students in Universal college of nursing, Bangalore.

Sample and sampling technique

Sample

A sample is a subset of the population selected to take part in a study.

In the present study, the sample referred college students, who had studying in Universal college of nursing, Bangalore.

Sample size

The sample consist 60 college students.

Sample technique

Sampling technique used was convenient sampling technique.

Criteria for selecting the sample

Sampling criteria is a list of characteristics essential for inclusion or exclusion in the target population.

➤ **Inclusion criteria**

- College students who are studying in semester 1, BSc nursing .
- Those who are present at the time of data collection.
- Those who are willing to take part in the study.
- Those who are studying in that selected college.
- Those who know english language.

➤ **Exclusion criteria**

- Those who are absent on the day of data collection.
- Those who are already undergone in any kind of stress, anxiety reducing technique (Jacobson muscle relaxation techniques).

Selection and development of the tool

Based on the research problem and objectives of the study, the following steps were followed to select and develop the data collection tool.

Selection of the tool

Based on the objectives, a standardized tool was used for the study.

Development and description of tool

Data collection is the gathering of information needed to address research problem. Tools are the instruments used by the researcher to collect the data. The tool were developed in order to attain the objectives of the study. The researcher adopted following steps in the development of instruments.

- i. Review of literature provide adequate content for preparation of the tool.
- ii. Personal experiences and discussion with experts.

In this present study a structured questionnaire was used for collecting data among college students and it is regarded to be an appropriate instrument.

Selection and development of tool

A data collection tool is an instrument or method used by the researcher to gather information from participants in a study.

Structured questionnaire was an appropriate and effective method to evaluate the impact of exam anxiety

among college students.

Description of tool

The questionnaire was constructed in two parts one self structured and one standardize questions with a total number of 38 items. The researchers developed a structured questionnaire which contains items of the following aspects:

Section -1: Demographic variables

Socio demographic data Consists of age, residence, family type, Father's educational status, Mother's educational status, method of study, Parents' occupation, monthly family income, Academic performance, number of hours studied per day, medium of instruction, number of siblings, any pressure from family, any psychological issues, Extracurricular activities, Parents involvement in tracking academic performance, relaxation activities.

Section – 2: Test anxiety inventory scale (TAI)

Test Anxiety Inventory scale (TAI) consists of 20 items, each rated on a 4-point Likert scale ranging from 1 (almost never) to 4 (almost always), with a maximum possible score of 80.

1 – Almost Never

- The person rarely or almost never experiences this feeling or behavior.
- Example: “I feel tense before a test” → if you almost never feel tense, you would choose 1.

2 – Sometimes

- The person experiences this feeling or behavior occasionally, but not consistently.
- Example: You might sometimes worry about forgetting answers, but not every time.

3 – Often

- The person experiences this feeling or behavior frequently, in most testing situations.
- Example: You often feel butterflies in your stomach or racing thoughts before exams.

4 – Almost Always

- The person experiences this feeling or behavior very frequently, almost every time they face a test.
- Example: Feeling extremely anxious and unable to focus on questions almost every time you have a test.

Higher scores indicate greater test anxiety, which is categorized as (i) low (20–35), (ii) moderate (36–55), or (iii) high (56–80). The TAI is widely used in educational research due to its reliability and validity in measuring exam-related anxiety among students.

Method of data collection

The investigator introduced self and explained the purpose of the study to the participants. Informed consent was obtained from all participants selected for

the study. Demographic data were collected using a self-administered structured questionnaire, and exam anxiety scores were measured using the Test Anxiety Inventory (TAI) Scale. The relationship between exam anxiety and academic performance among college students was assessed using the correlation coefficient. Finally, the collected data were tabulated and analyzed by descriptive and inferential statistics.

Plan for data analysis

The researcher are descriptive and inferential statistics and present in the form of tables and diagrams. The exam anxiety will be assessed by mean, median, standard deviation. Chi-square test will be used for find out the association between exam anxiety with the selected demographic variables of the college students.

Protection of human rights

Ethical committee of the college conducted the proposed study after the approval. Permission was obtained from Principal of the college. Assurance was given to the participants regarding the confidentiality of the information collected from them.

RESULTS

This chapter deals with analysis and interpretation of data collected for the study entitled “A study to assess the impact of exam anxiety on academic performance among college students in a selected college, Bangalore”. The data collected from college students was organized, tabulated, analyzed and interpenetrated by using descriptive and inferential statistics. The data collection was done based on the objectives of the study.

OBJECTIVES

- To assess the level of exam anxiety among college students.
- To determine the association between exam anxiety among students and selected demographic variables.
- To assess the impact of exam anxiety on academic performance among college students.

Hypothesis

Null hypothesis

There will be no significant relation between exam anxiety and academic performance among college students.

Research hypothesis

There will be significant association between exam anxiety and selected demographic variables.

Organization of findings and presentation of data analysis

Section A

- Demographic characteristics of respondents.
- Association between exam anxiety and selected demographic variables.

Section B – Overall exam anxiety level.

- Classification of respondent exam anxiety.
- Mean, mean percentage, median and standard deviation for exam anxiety level.

Section C - Correlation between exam anxiety and academic performance.

Section A – Demographic characteristics of respondents.

Characteristics	Category	Respondents	
		Number	Percentage (%)
Age	• 18	21	35%
	• 19	33	55%
	• >19	6	10%
Residence	• Urban	11	19%
	• Rural	5	8%
	• Semi urban	44	73%
Family type	• Nuclear family	45	
	• Joint family	15	75%
	• Extended family	0	25%
Father's educational status	• No formal education	0	0
	• Primary education	0	0
	• Secondary education	19	32%
	• Higher education	23	38%
	• Graduation and above	18	30%
Characteristics	Category	Respondents	
		Number	Percentage
Mother's educational status	• No formal education	0	0%
	• Primary education	0	0%
	• Secondary education	15	25%
	• Higher education	15	25%
	• Graduation and above	30	50%
Exam preparation	• Self study	55	92%

	• Group study	5	8%
Father's occupation	• Employed	58	97%
	• unemployed	2	3%
Mother's occupation	• Employed	26	43%
	• unemployed	34	57%
Monthly family income	• Below 10,000/-	8	13%
	• 10,000/-20,000/-	20	33%
	• 20,001/- -40,000/-	19	32%
	• Above 40,000/-	13	22%
Academic performance	• Below 40%	0	0%
	• 41% -60%	0	0%
	• 61%-80%	33	55%
	• Above 80%	27	45%
Characteristics	Category	Respondent	
		Number	Percentage
Medium of instruction	• English	58	97%
	• Regional language	2	3%
Number of hours studied	• < 2 hour	20	33%
	• 2 – 4 hours	40	67%
	• 4 – 6 hours	0	0%
	• More than 6 hours	0	0%
Number of siblings	• No sibling	0	0%
	• 1 sibling	22	37%
	• 2sibling	33	55%
	• More than 2 sibling	5	8%
Any pressure from family or peers	High pressure	4	7%
	• Moderate pressure	33	61%
	• Low pressure	12	20%
	• No pressure	7	12%
Any psychological issues	• Yes	49	82%
	• No	11	18%
Characteristics	Category	Respondents	
		Number	Percentage
Extracurricular activities	Singing	12	20%
	• Painting	7	12%
	• Dancing	15	25%
	• Recitation	3	5%
	• Outdoor sports	23	38%
Parents involvement in tracking academic performance	Very Involved	26	43%
	• Moderately involved	31	52%
	• Rarely involved	3	5%
	• Not involved	0	0%
Relaxation activities	Listening Music	27	45%
	• Going for a walk	6	10%
	• Watching T.V	0	0%
	• Gossiping with family / friends others	10	17%
		17	28%

Age in years

Among 60 college students the majority of study participants, 33 (55%), belonged to the age group of 19 years, followed by 21 (35%) participants who belonged to the age group of 18 years, and 6 (10%) who belonged to the age group of >19 years.

Residence

In relation to residence majority of study participants, 44

(73.33%), were from semi-urban areas, followed by 11 (18.33%) from urban areas and 5 (8.33%) from rural areas.

Family type

In regards to the family type, majority of the participants, 45 (75%), were from nuclear families, while 15 (25%) were from joint families.

Father's education status

In regards to father's educational status the majority of the participants' fathers, 23 (38.33%), had completed higher secondary education, followed by 19 (31.67%) who had completed secondary education and 18 (30%) who had completed graduation.

Mother's education status

In relation to 30 (50%) participant's mother, had completed graduation and above, followed by 15 (25%) who had completed secondary education and 15 (25%) who had completed higher secondary education.

Study preparation

The majority of the participants, 55 (92%), preferred self-study, while 5 (8%) preferred group study as their method of study.

Father's occupation

The majority of the participants' fathers, 58 (97%), were employed, while 2 (3%) were unemployed.

Mother's occupation

Among the participants' mothers, 34 (57%), were unemployed, while 26 (43%) were employed.

Monthly family income

The majority of the participants, 20 (33%), had a monthly family income of ₹10,001–₹20,000, followed by 19 (32%) with ₹20,001–₹40,000. In addition, 13 (22%) had a monthly family income above ₹40,000, while 8 (13%) had an income below ₹10,000.

Academic performance

The majority of the participants, 33 (55%), had an academic performance of 61%–80%, while 27 (45%) had an academic performance above 80%.

Medium of instruction

The majority of the participants, 58 (97%), had English as the medium of instruction, while 2 (3%) had a regional language as the medium of instruction.

Number of hours studied

The majority of the participants, 40 (67%), studied for 2–4 hours per day, while 20 (33%) studied for less than 2 hours per day.

Number of siblings

The majority of the participants, 33 (55%), had two siblings, followed by 22 (37%) who had one sibling and 5 (8%) who had more than two siblings.

Any pressure from family or peers

The majority of the participants, 33 (61%), experienced moderate pressure from family or peers regarding academic scores, followed by 12 (20%) who experienced low pressure. In addition, 7 (12%) reported no pressure, while 4 (7%) experienced high pressure.

Any psychological issues

The majority of the participants, 49 (82%), reported having psychological issues, while 11 (18%) reported no psychological issues.

Involvement in extra curricular activities

The majority of the participants, 23 (38%), were involved in outdoor sports, followed by 15 (25%) in dance, 12 (20%) in singing, 7 (12%) in painting, and 3 (5%) in recitation.

Parents /guardian involvement in tracking academic performance

The majority of the participants, 31 (52%), reported moderate involvement of parents/guardians in tracking academic performance, followed by 26 (43%) who reported very involved parents/guardians, and 3 (5%) who reported rare involvement.

Relaxational activities

The majority of the participants, 27 (45%), engaged in listening to music as a relaxation activity to reduce stress, followed by 17 (28%) who engaged in other activities. In addition, 10 (17%) reported gossiping with family or friends, while 6 (10%) went for a walk.

The findings are presented in the following figures

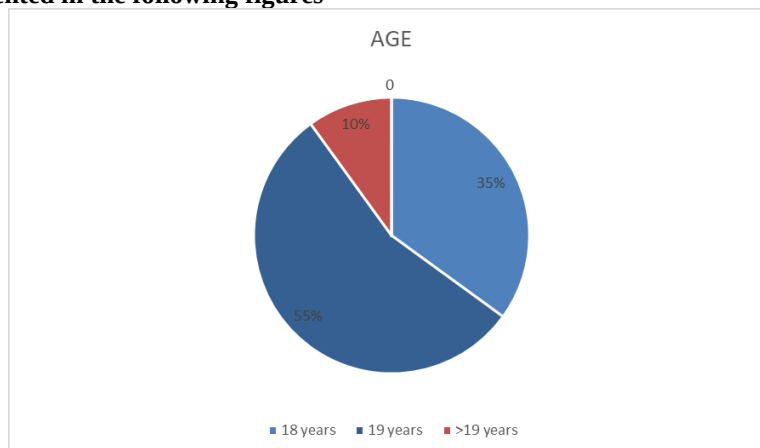


Fig. No 2: classification of respondents by age.

Fig.2 Reveals distribution and frequency of study participants by age in years. In this majority study participants 33 (55%) belong to the age group of 19

years followed by 21 (35%) study participants belong to the age group of 18 years, and 6 (10%) belong to the age group of above 19 years.

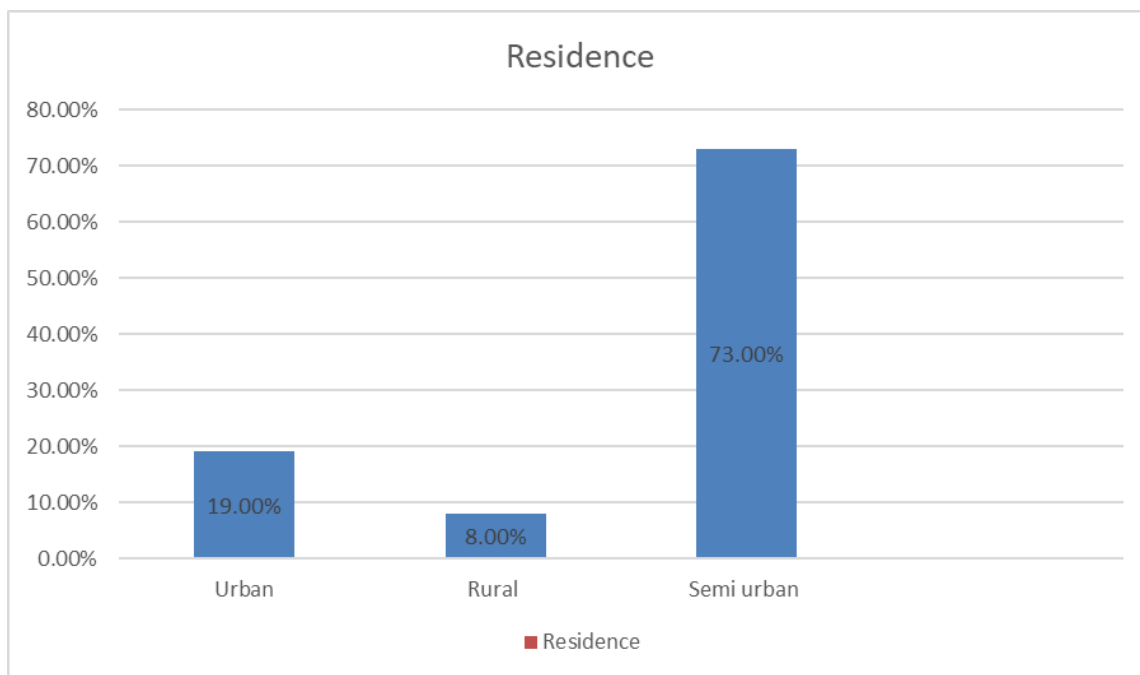


Fig. No. 3: classification of respondents by residence.

Fig.3 Reveals distribution of study participants by residence. In this majority of study participants 44(73.35%) belong to the semi urban followed by 11

(18.33%) study participants belonging to the urban , and 5 (8.33%) belong to the rural.

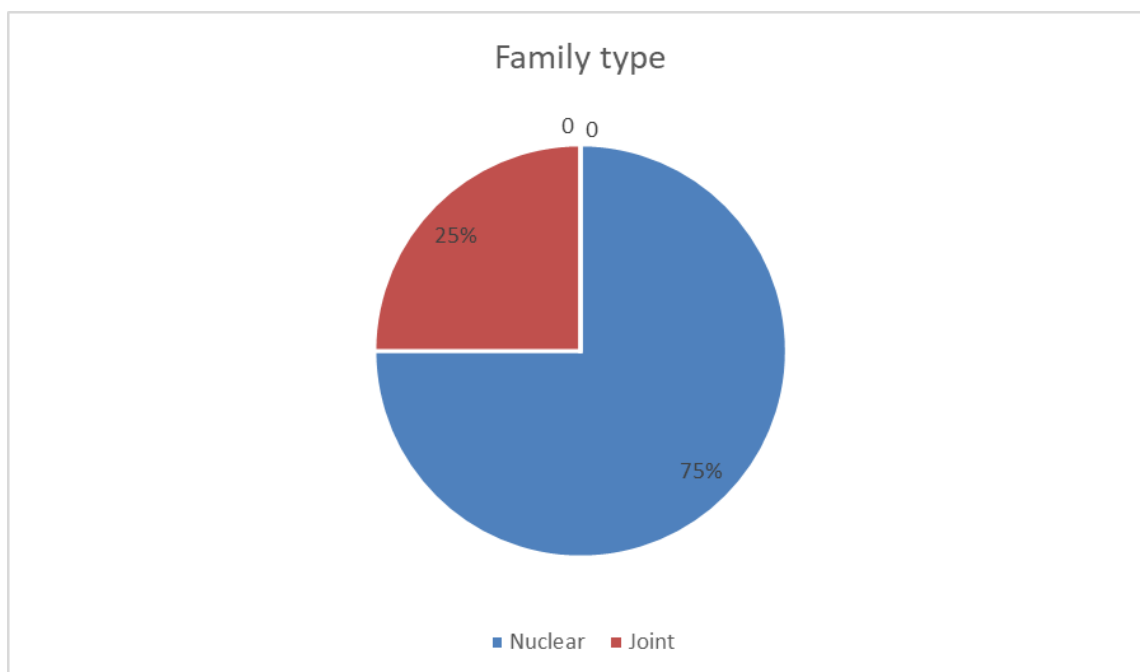


Fig. No. 4: Classification of respondents by family type.

Fig:4 reveals the distribution of family type. Majority of study participants 45(75%) belongs to nuclear family,

15(25%) belongs to the distribution of family type Table 3 reveals joint family.

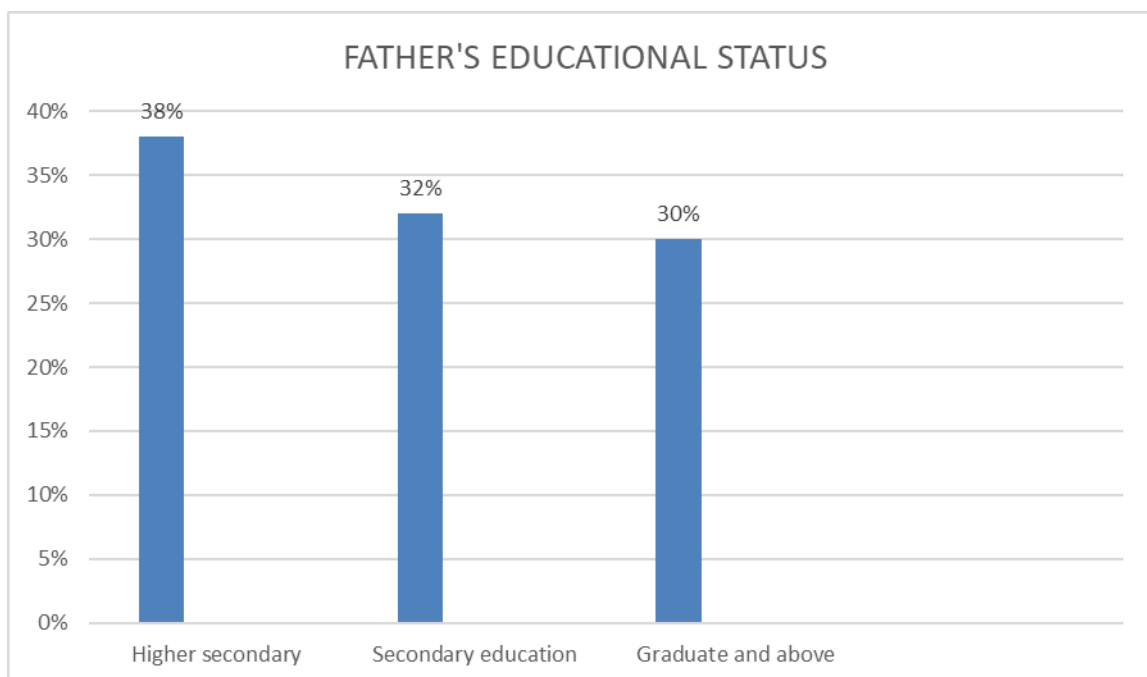


Fig. No. 5: Classification of respondents by father's educational status.

Fig:5 reveals distribution of fathers educational status. Majority of study participants father's 23(38%) were completed higher secondary, 19(32%) were completed

secondary education and 18(30%) completed graduate and above.

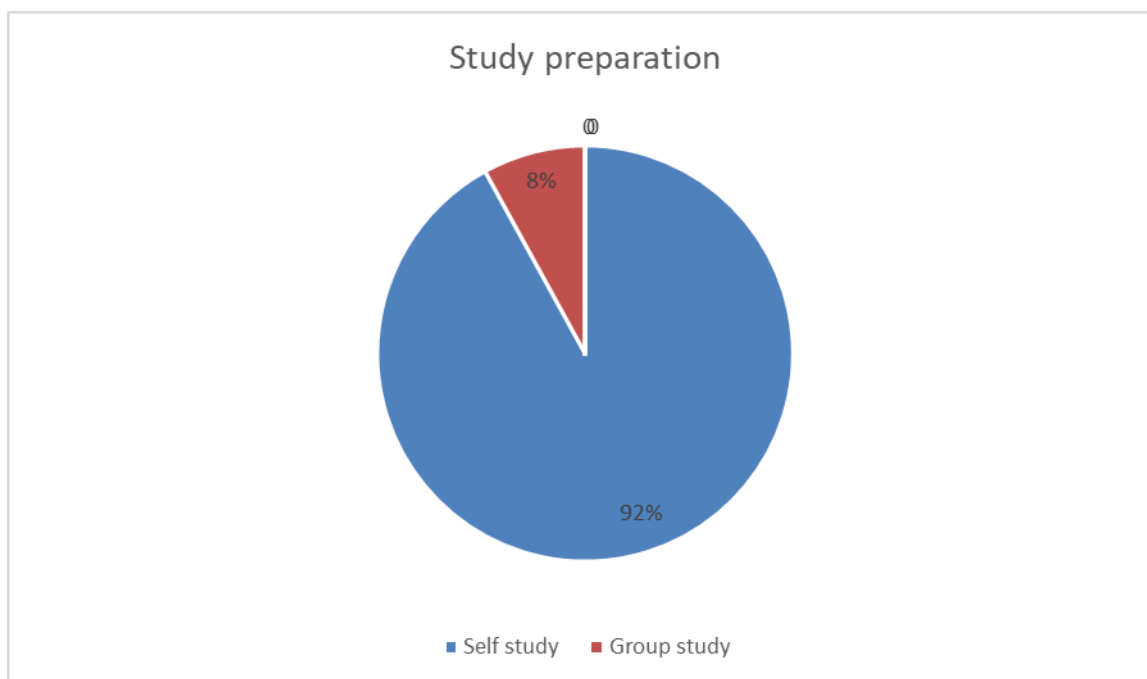


Fig. No 6: classification of respondents by study preparation.

Fig: 6 reveals distribution of study participants study preparation. Majority of study participants 55(92%) were

self study, 5(8%) were group study.

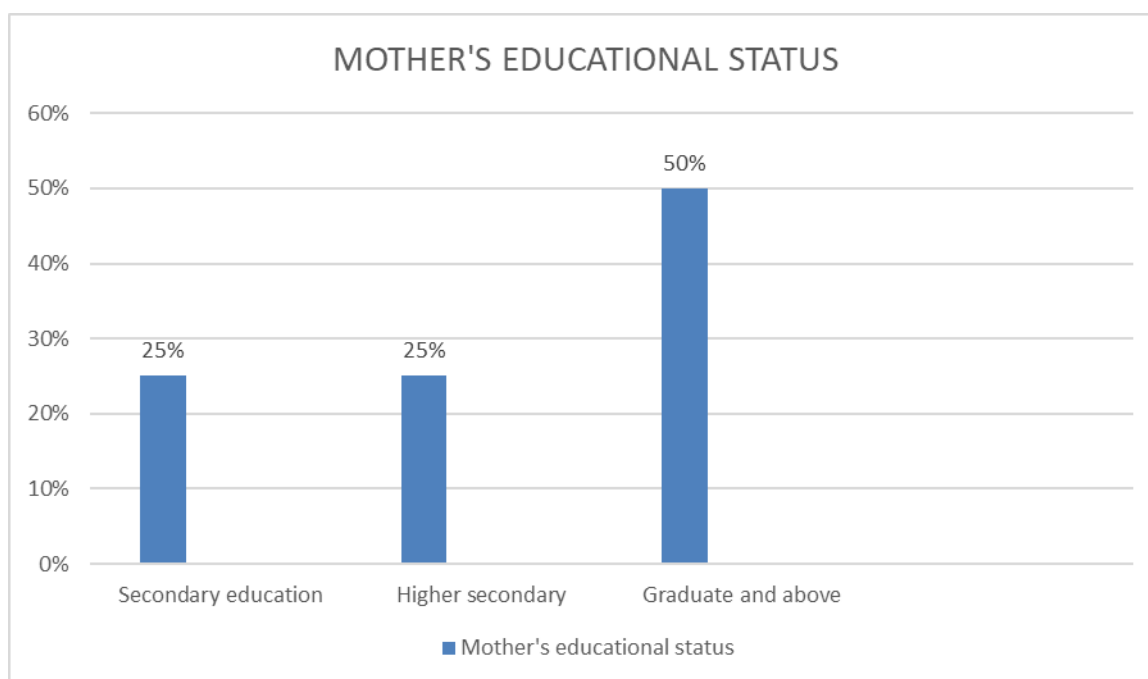


Fig. No. 7: Classification of respondents by mother's educational status.

Fig: 7 reveals distribution of study participants mother's educational status. Majority of study participants mother's education 30(50%) were graduate and above,

15 (25%) were completed secondary education, 15 (25%) were completed higher secondary.

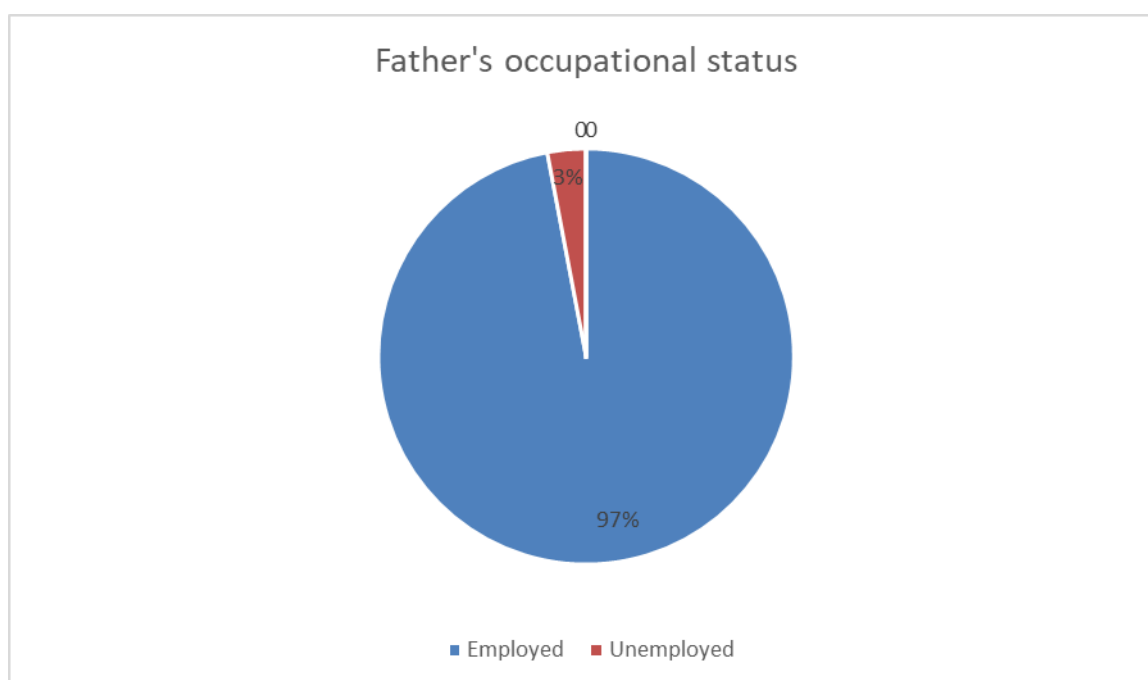


Fig. No. 8: Classification of respondents by father's occupation.

Fig: 8 reveals distribution of study participants father's occupation. Majority of study participants 58(97%) were

employed, 2(3%) were unemployed

Fig. No. 9: Classification of respondents by mother's occupation:

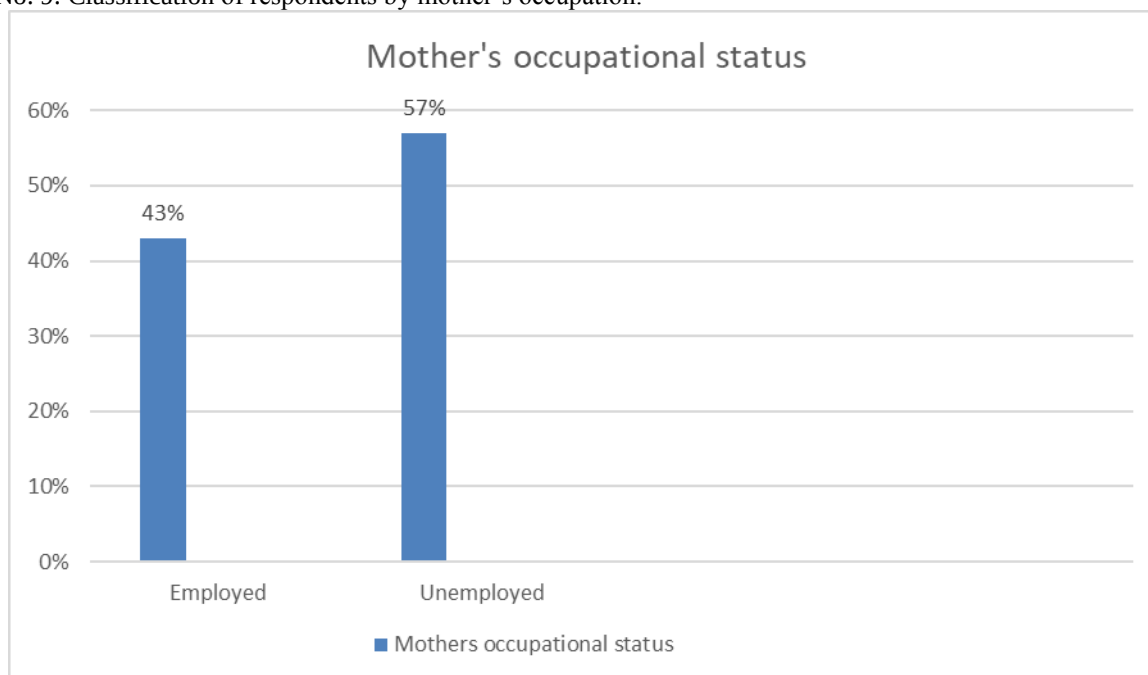


Fig. 9: Reveals distribution of study participants mothers occupation. Majority of study participants mothers 34(57%) were unemployed, 26(43%) were employed.

Fig.No 10: classification of respondents by monthly family income:

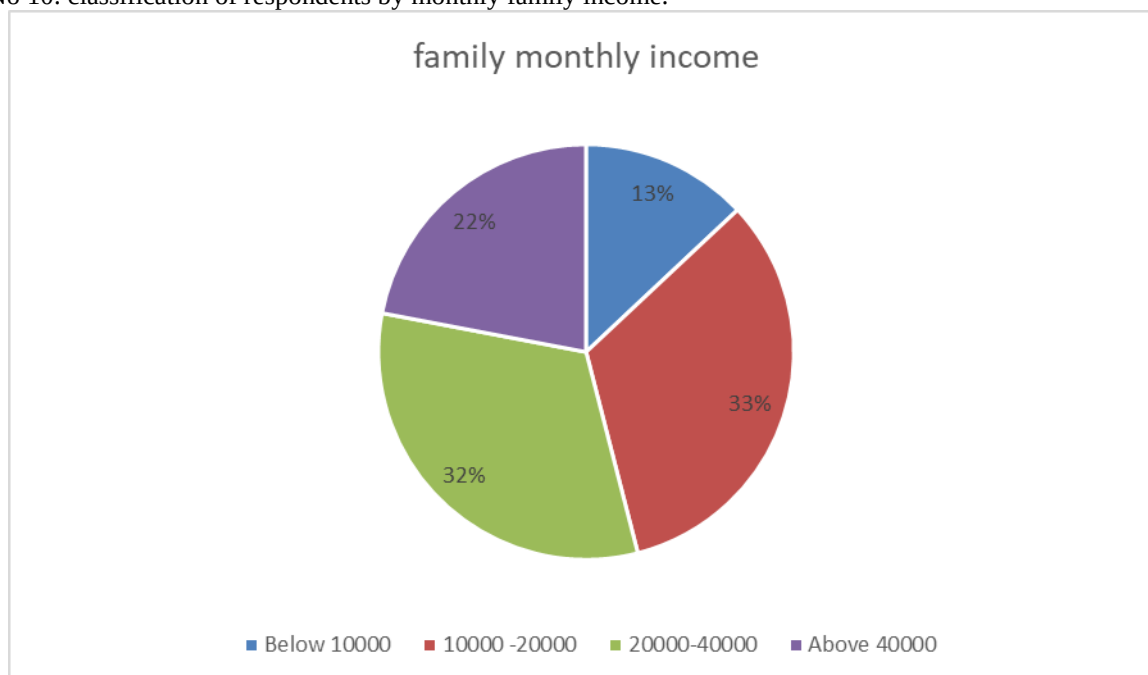


Fig. 10: Reveals distribution of study participants monthly family income. Majority of study participants income 20(33%) were 10,000 –20,000 followed by 19 (32%) were 20,000 –40,000, 13(22%) were above 40,000 and 8 (13%) were below 10,000.

Fig.No 11: classification of respondents by academic performance:

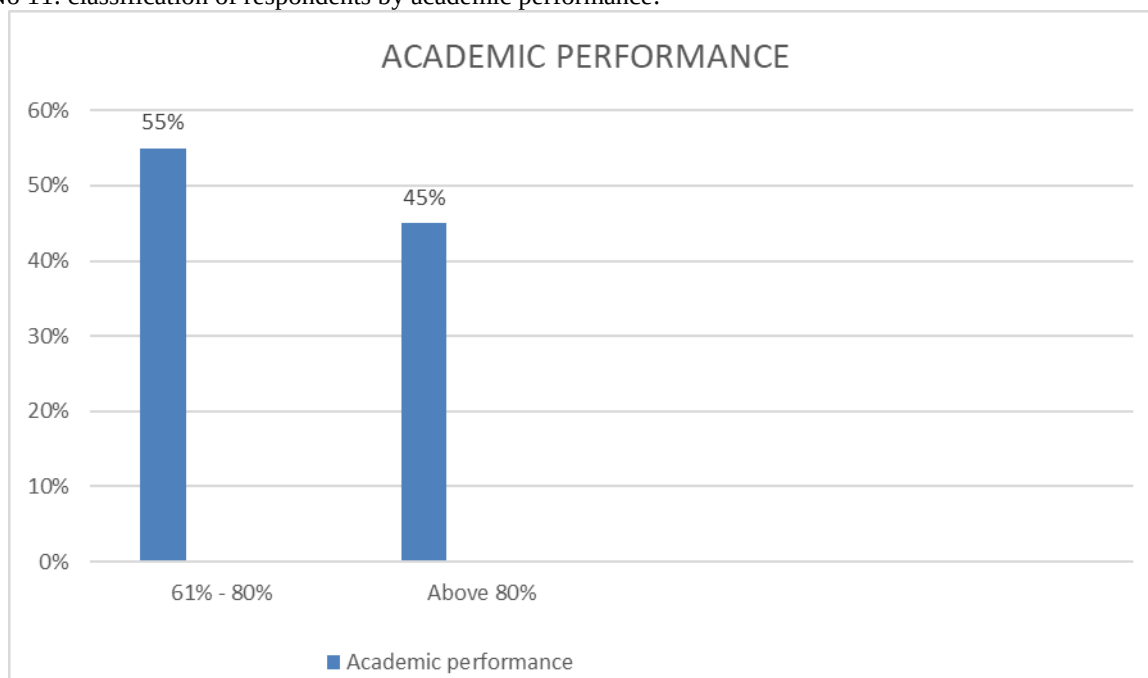


Fig. 11: Reveals distribution of study participants academic performance. Majority of study participants academic performance 33(55%) were 61% - 80%) and 27(45%) were above 80%.

Fig. No 12: classification of respondents by medium of instruction I prior education.

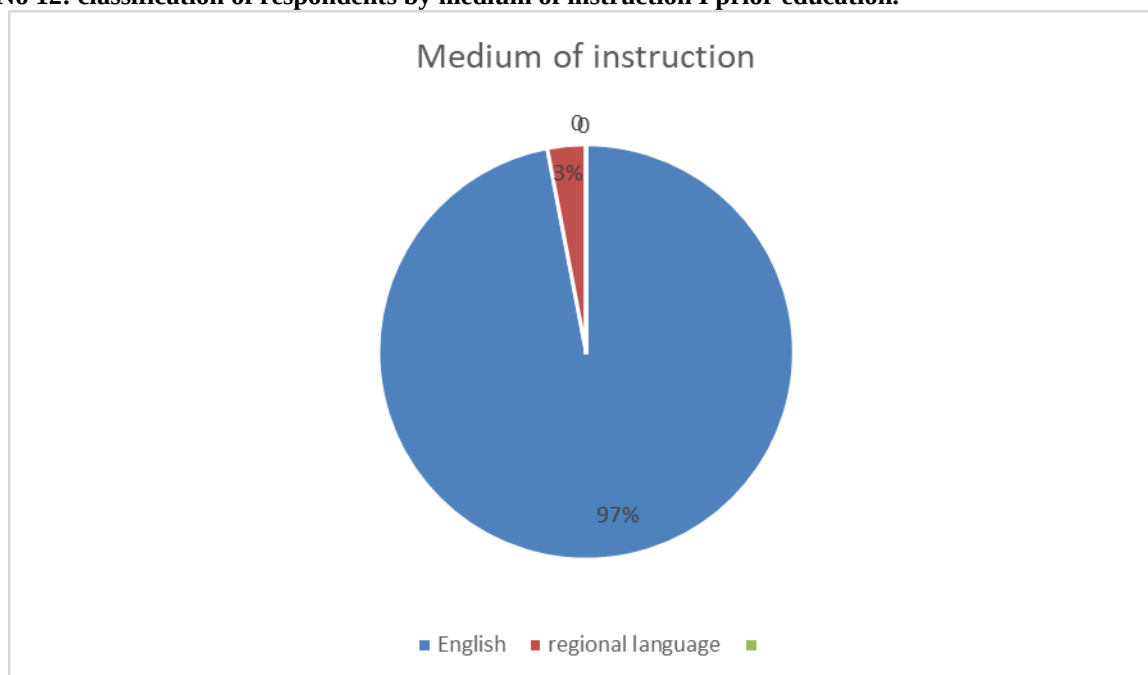


Fig. 12: Reveals frequency and distribution of study participants medium of instructions in prior education. Majority of participants medium of instruction in prior education 58(97%) were English and 2(3%) were regional language.

Fig.No 13: classification of respondents by number of hours studied per day:

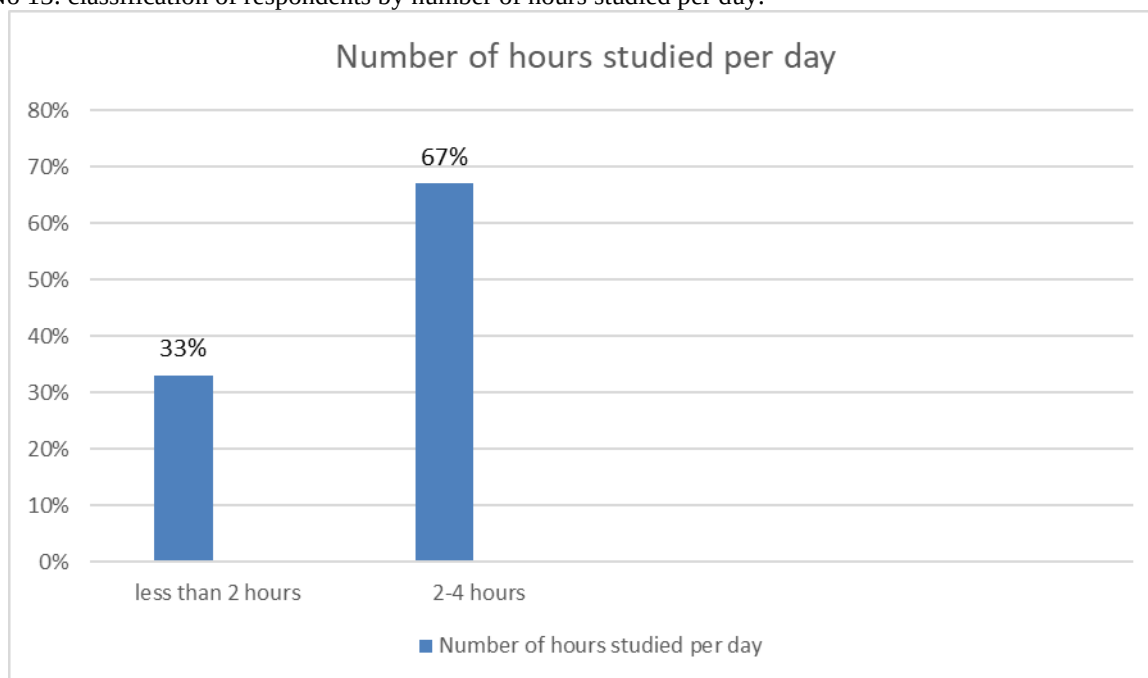


Fig. 13: Reveals frequency and distribution of study participants number of hours studied per day. Majority of study participants number of hours studied per day 40(67%) were 2-4 hours, 20(33%) were less than 2 hours.

Fig. No. 14: Classification of respondents by number of siblings:

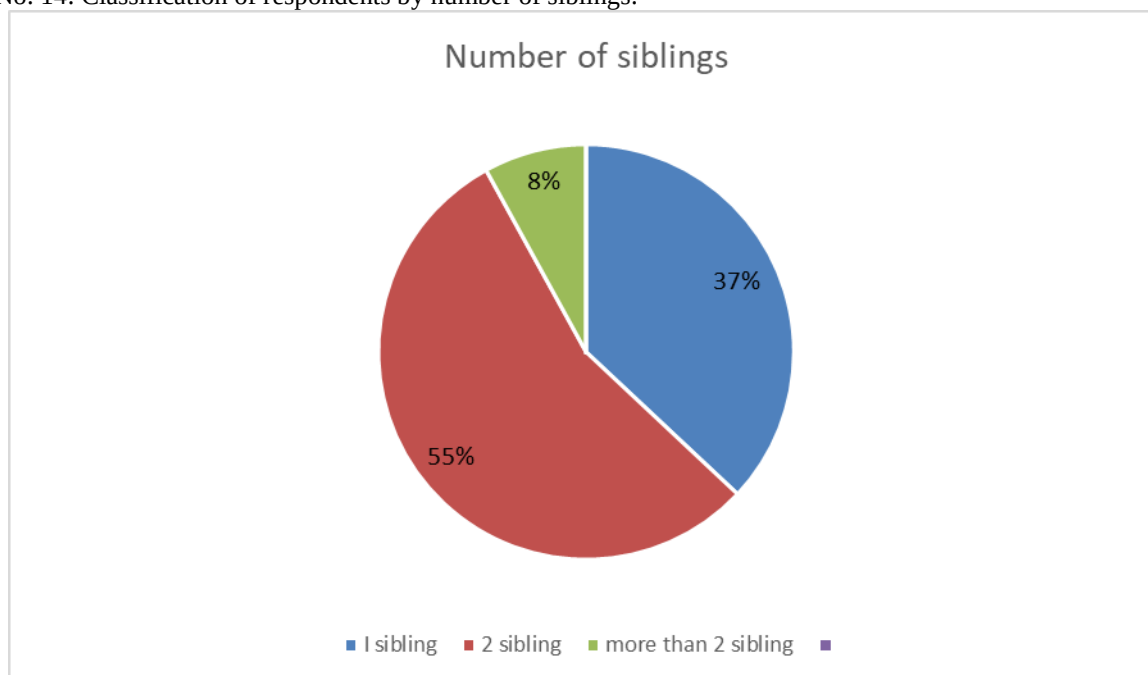
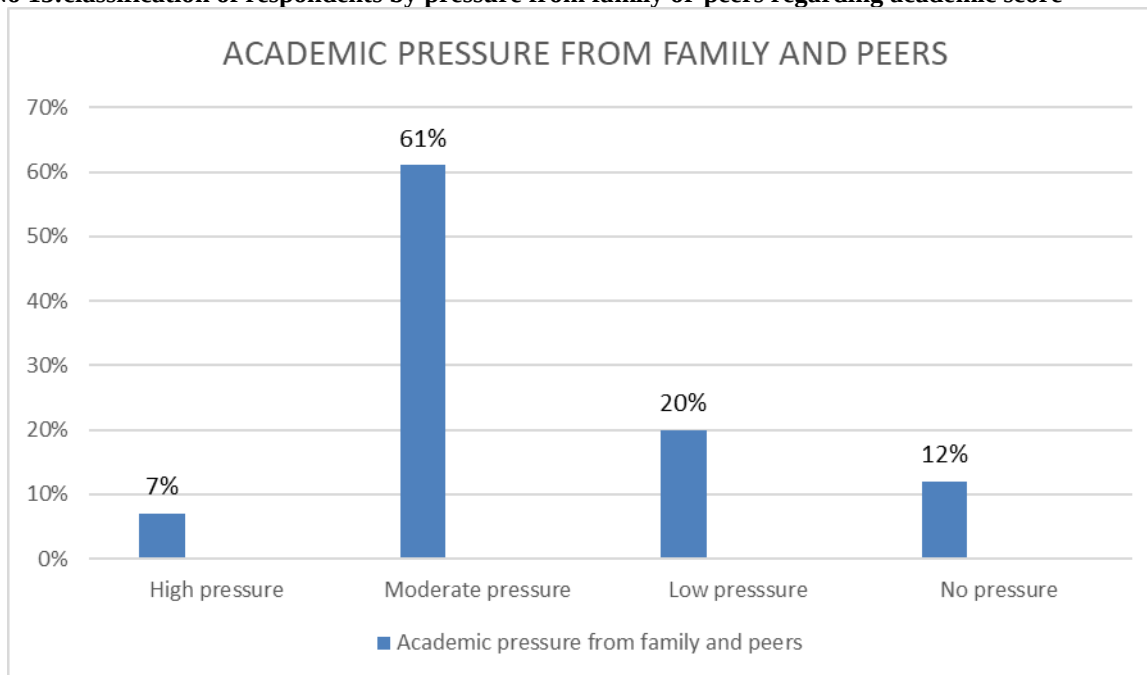
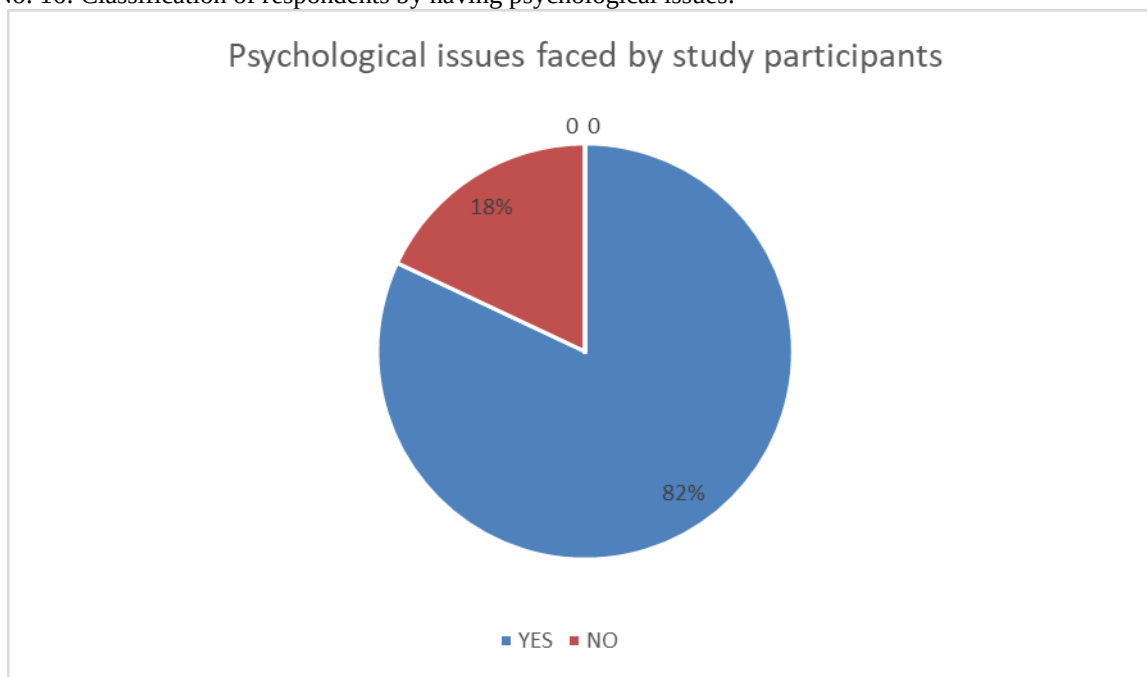


Fig. 14: Reveals frequency and distribution of study participants number of siblings. Majority of the study participants 33 (55%) having 2 sibling, 22(37%)having 1 sibling and 5(8%)having more than 2 sibling.

Fig.No 15:classification of respondents by pressure from family or peers regarding academic score**Fig. 15: Reveals frequency and distribution of study participants pressure from family or peers regarding academic score. Majority of study participants 33(61%) were moderate pressure followed by 12 (20%) were low pressure, 7(12%) were no pressure and 4(7%) were high pressure.****Fig. No. 16: Classification of respondents by having psychological issues:****Fig. 16: Reveals frequency and distribution of psychological issues faced by study participants. Majority of study participants 49(82%) were Yes and 11 (18%) were No.****Fig.No 17: classification of respondents by involvement in extra-curricular activities:**

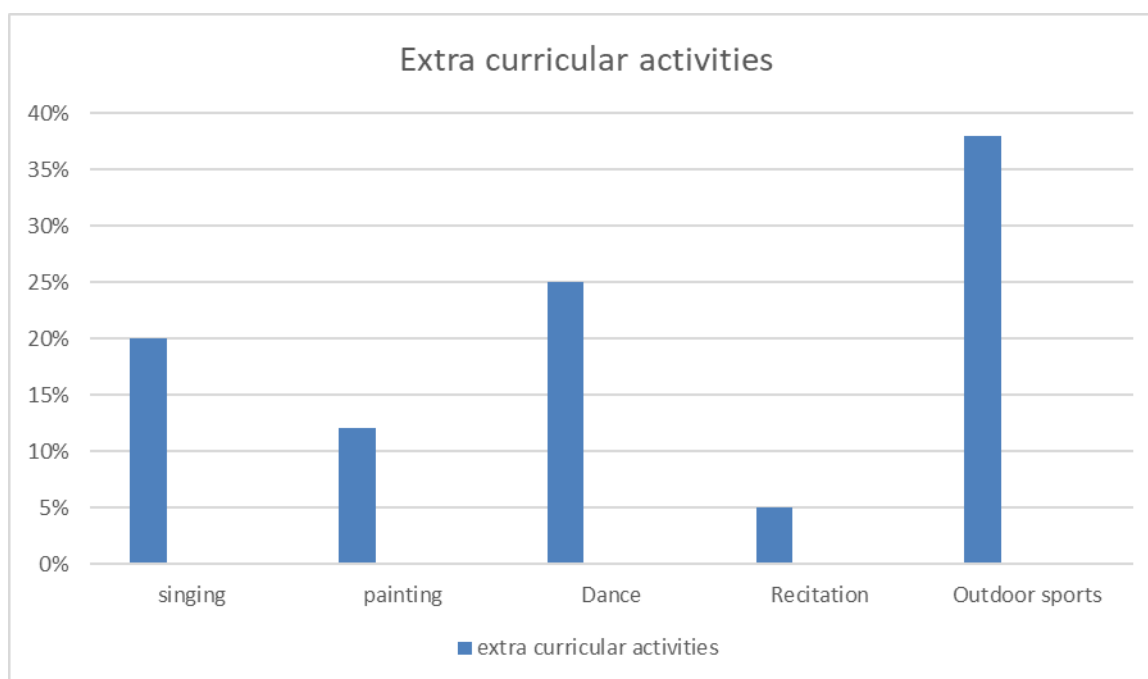


Fig. 17: Reveals frequency and distribution of study participants involved in extra-curricular activities. Majority of study participants 23 (38%) were outdoor sports, 15 (25%) were dance, 12 (20%) were singing, 7 (12%) were painting and 3 (5%) were recitation.

Fig.No 18: classification of respondents by parents or guardian actively involved in tracking their academic performance

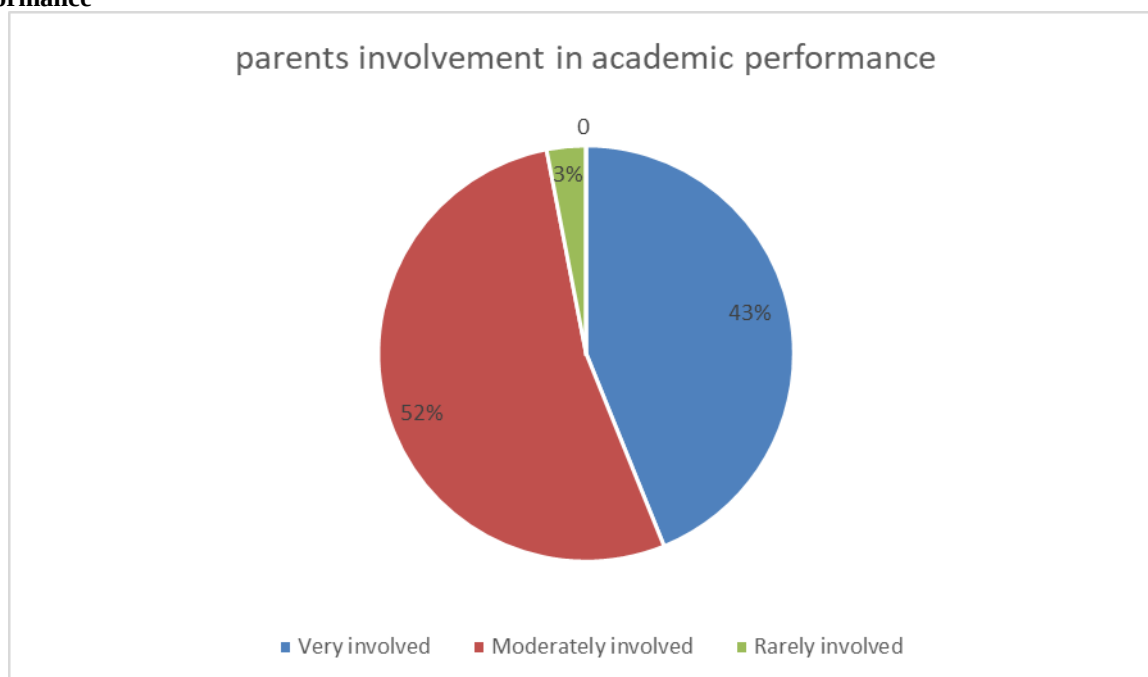


Fig: 18: reveals frequency and distribution of study participant's parents or guardian actively involved in tracking their academic performance. Majority of study participants 31 (52%) were moderately involved, 26 (43%) were very involved, 3 (5%) were rarely involved.

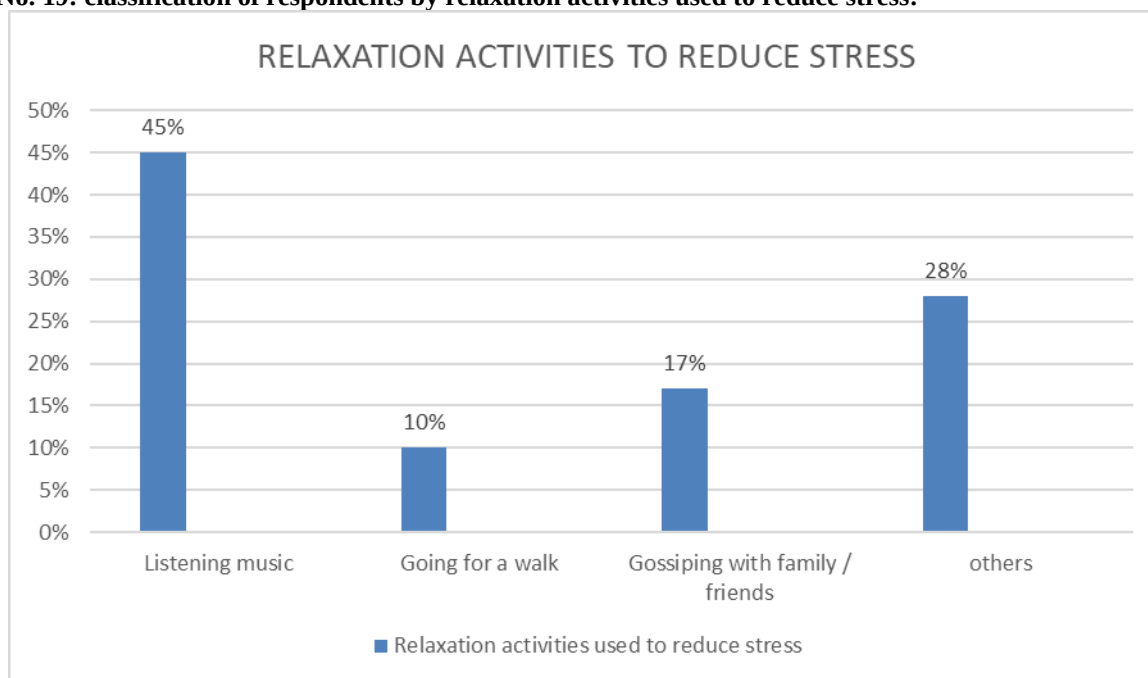
Fig. No. 19: classification of respondents by relaxation activities used to reduce stress:

Fig: 19: Reveals frequency and distribution of study participants relaxation activities used to reduce stress. Majority of the study participant's relaxation activities used to reduce stress 27 (45%) were listening music ,17 (28%) were others, 10 (17%) were gossiping with family / friends, 6 (10%) were going for a walk.

Table 2: Association between exam anxiety and demographic variables.

.	Demographic Variables	Category	Sample	Exam Anxiety						df	Chi Square (x ²)	P Value	Significance
				Low		Moderate		High					
				N	%	N	%	N	%				
1.	Age	a)18 years	21	3	5%	3	5%	15	25%	2	1.620	0.4447	NS
		b)19 years	23	2	3%	6	10%	25	42%				
		c)>19 years	19	0	0%	0	0%	6	10%				
2.	Residence	a)Urban	11	1	1%	0	0%	10	17%	2	7.650	0.0218	S
		b)Rural	5	1	1%	0	0%	4	7%				
		c)Semi-Urban	44	4	7%	7	12%	33	55%				
3.	Family Type	a)Nuclear Family	45	5	8%	7	12%	33	55%	1	0.024	0.988	NS
		b)Joint Family	15	1	1%	1	1%	13	22%				
		c)Extended Family	0	0	0%	0	0%	0	0%				
4.	Father's Educational Status	a)No Formal Education	0	0	0%	0	0%	0	0%	2	0.503	0.9732	NS
		b)Primary Education	0	0	0%	0	0%	0	0%				
		c)Secondary Education	19	2	3%	4	7%	13	21.6%				
		d)Higher Education	23	3	5%	2	3%	18	30%				
		e)Graduate and Above	18	2	3%	1	1%	15	25%				
5.	Exam Preparation	a)self study	55	5	8%	8	13%	42	70%	1	5.103	0.0239	S
		b)group study	5	0	0%	0	0%	5	8%				
6.	Mother's educational status	a) no formal education	0	0	0%	0	0%	0	0%	2	2.869	0.5798	NS
		b)primary education	0	0	0%	0	0%	0	0%				
		c)secondary education	15	0	0%	3	5%	12	20%				
		d)higher education	15	1	1%	4	7%	9	15%				

		e)graduate and above	30	4	7%	1	1%	25	42%				
7.	Father's occupation	a)employed	58	5	8%	8	13%	45	75%	1	0.002	0.962 ₆	NS
		b)unemployed	2	0	0%	0	0%	2	3%				
8.	Mother's occupation	a)employed	26	3	5%	3	5%	20	33%	1	0.231	0.630 ₉	NS
		b)unemployed	34	2	3%	5	8%	27	45%				
9.	Monthly family income	a)below 10,000/-	8	0	0%	1	1%	7	12%	3	2.065	0.559	NS
		b)10,000-20,000/-	20	2	3%	4	7%	14	23%				
		c)20,000-40,000/-	19	2	3%	2	3%	15	25%				
		d)above 40,000/-	13	1	1%	1	1%	11	18%				
10.	Academic performance	a)below 40%	0	0	0%	0	0%	0	0%	1	1.025	0.795 ₁	NS
		b)41%-60%	0	0	0%	0	0%	0	0%				
		c)61%-80%	33	3	5%	3	5%	27	45%				
		d)above 80%	27	2	3%	5	8%	20	33%				
11.	Medium of instruction	a)English	58	5	8%	8	13%	45	75%	1	2.211	0.137	NS
		b)regional language	2	0	0%	0	0%	2	3%				
12.	No.of hours studied	a)<2 hours	20	2	3%	3	5%	15	25%	2	2.352	0.502 ₇	NS
		b)2-4 hours	40	3	5%	5	8%	32	53%				
		c)4-6 hours	0	0	0%	0	0%	0	0%				
		d)>6 hours	0	0	0%	0	0%	0	0%				
13.	Number of sibling	a)no siblings	0	0	0%	0	0%	0	0%	2	2.190	0.533 ₉	NS
		b)1 sibling	22	3	5%	2	3%	17	28%				
		c)2 sibling	33	1	1%	6	10%	26	43%				
		d) more than 2 sibling	5	1	1%	0	0%	4	7%				
14.	Any pressure from family or peers	a)high pressure	4	0	0%	0	0%	4	7%	3	5.659	0.129 ₄	NS
		b) moderate pressure	33	3	5%	6	10%	24	40%				
		c)low pressure	12	1	1%	0	0%	11	18%				
		d)No pressure	7	1	1%	2	3%	4	7%				
15.	Any psychological issues	a)yes	49	2	3%	5	8%	42	70%	1	1.264	0.261 ₁	NS
		b)no	11	3	5%	3	5%	5	8%				
16.	Extracurricular activities	a)singing	12	2	3%	1	1%	9	15%	4	4.308	0.365 ₉	NS
		b)painting	7	1	1%	1	1%	5	8%				
		c)dance	15	1	1%	3	5%	11	18%				
		d)recitation	3	0	0%	1	1%	2	3%				
17.	Parents involvement in tracking academic performance	a)very involved	26	1	1%	5	8%	20	33%	3	3.196	0.362 ₄	NS
		b)moderately involved	31	3	5%	3	5%	25	42%				
		c)rarely involved	3	1	1%	0	0%	2	3%				
		d)not involved	0	0	0%	0	0%	0	0%				
18.	Relaxational activities	a)listening music	27	3	5%	2	3%	22	37%	4	2.745	0.601 ₂	NS
		b)going for a walk	6	0	0%	1	1%	5	8%				
		c)watching T.V	0	0	0%	0	0%	0	0%				
		d)gossiping with family/friends	10	0	0%	0	0%	10	17%				
		e)others	17	0	0%	3	5%	14	23%				

DESCRIPTION

The above table 2 shows the association between demographic variables and exam anxiety level. The association between demographic variables such as age, residence, family type, Father's educational status, Mother's educational status, method of study, Parents' occupation, monthly family income, Academic performance, number of hours studied per day, medium of instruction, number of siblings, any pressure from family, any psychological issues, Extracurricular

activities, Parents involvement in tracking academic performance, relaxation activities and exam anxiety level were significant at .05 level.

Hence Research Hypothesis: "There will be significant association between exam anxiety and selected demographic variables." was accepted.

Section –B: Overall exam anxiety

i) Classification of respondent exam anxiety

Table 3: overall classification of respondents exam anxiety level.

Exam anxiety	Respondent	
	Number	Percentage(%)
High anxiety level	45	75%
Moderate anxiety level	10	17%
Low anxiety level	5	8%

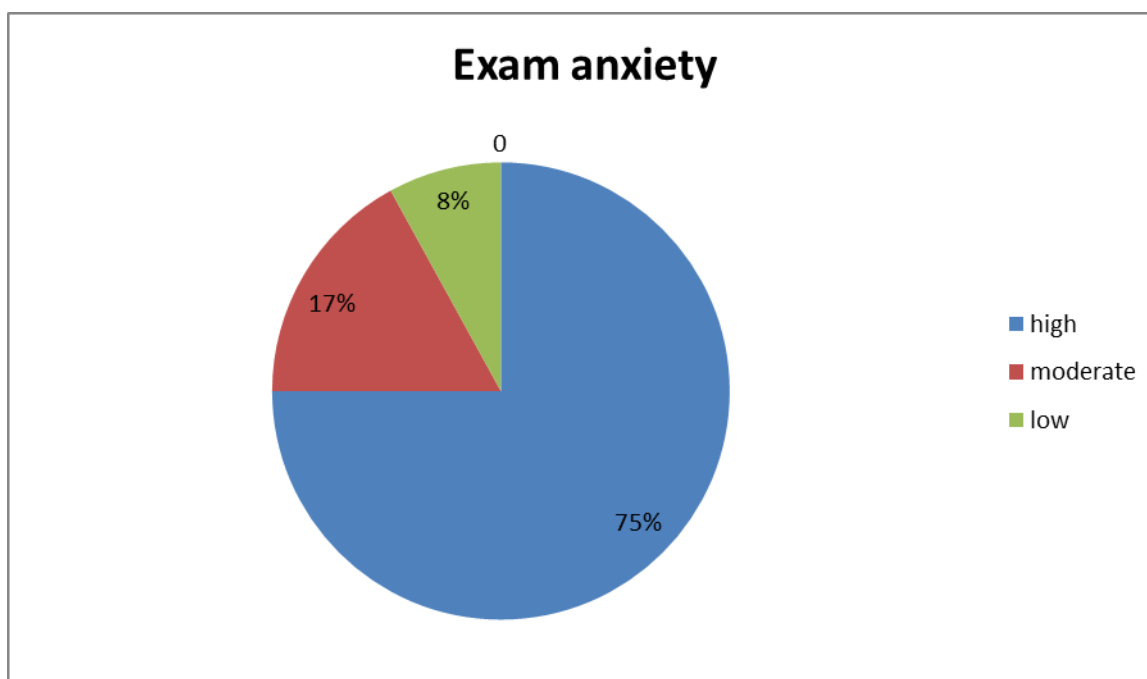


Fig. No: 20: Classification of respondent exam anxiety.

In this study, assessment of exam anxiety level revealed that a majority of the students experienced high exam anxiety, with 45 students (75%) reporting high levels. Moderate anxiety was observed in 10 students (17%),

while only 5 students (8%) reported low exam anxiety. This indicates that most of the students in the selected college experienced elevated levels of anxiety.

Table 4: Classification of respondents Exam Anxiety by TAI scale.

Questions	Category	Respondent	
		Number	Percentage
1.I worry a great deal about the tests.	• Almost never	29	48%
	• Sometimes	15	25%
	• Often	16	27%
	• Almost always	0	0%
2.My heart beats fast during tests.	• Almost never	6	10%
	• Sometimes	21	35%
	• Often	14	23%

	<ul style="list-style-type: none"> • Almost always 	19	32%
3.I feel very conscious about my performance on test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	0 34 17 9	0% 57% 28% 15%
4. I feel nervous when taking a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	8 29 19 4	13% 48% 32% 7%
5.I feel tense or uptight while taking a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	14 26 12 9	23% 42% 20% 15%
6. I am concerned that I will not do well on a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	10 23 18 9	17% 38% 30% 15%
7.I feel that I am not do as well as I could on a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	3 32 13 12	5% 53% 22% 20%
8. I feel uneasy about tests.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	8 34 9 9	13% 57% 15% 15%
9. I feel shaky or jittery when taking a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	30 21 6 3	50% 35% 10% 5%
10. I am concerned about the consequences of failing a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	4 19 16 21	6% 32% 27% 35%
11. I feel stressed or overwhelmed while taking tests.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	9 28 16 17	15% 46% 27% 12%
12. I worry about the outcome of tests.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	0 11 22 27	0% 18% 37% 45%
13. I feel anxious or nervous before taking a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	7 22 17 14	12% 37% 28% 23%
14. I fear that I will embarrass myself on a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	4 26 20 10	7% 43% 33% 17%
15. I feel sweaty, cold or clammy during tests.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	30 16 8 6	50% 27% 13% 10%
16. I feel apprehensive about taking tests.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often 	15 21 18	25% 35% 30%

	<ul style="list-style-type: none"> • Almost always 	6	10%
17. I feel tense or anxious just before a test begins.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	2 27 22 9	3% 45% 37% 15%
18. I dwell on my mistakes during or after a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	6 27 11 16	10% 45% 18% 27%
19. I feel nervousness in my stomach or butterflies before a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	14 18 16 12	23% 30% 27% 20%
20. I am concerned that others may judge my performance on a test.	<ul style="list-style-type: none"> • Almost never • Sometimes • Often • Almost always 	4 16 20 20	7% 27% 33% 33%

ii) Mean, mean percentage, median, and standard deviation for exam anxiety

Table 5: Mean, mean percentage, median, and standard deviation for exam anxiety.

Sl.no	Aspect	No. of questions	Max score	range	mean	median	SD	Mean%
1	Exam Anxiety	20	80	38	50.21	50	10.74	50.21%

Section C: Correlation between exam anxiety and academic performance.

Table 6: Correlation between exam anxiety and academic performance.

Area	Mean	SD	r value
Exam anxiety	50.21	10.74	-0.01
Academic performance	78.11	52.58	

The data were analyzed using correlation coefficient to determine the relationship between exam anxiety and academic performance among college students. The results revealed a negligible negative correlation ($r = -0.01$) between exam anxiety and academic performance. This indicates that there is almost no linear relationship between the two variables in the present study. Hence, exam anxiety had no meaningful impact on academic performance among the study participants.

In our study hypothesis was there will be no significant relation between exam anxiety and academic performance among college students. So we got the result as -0.01 as r value which implies negligible negative correlation.

Hence null hypothesis - "There will be no significant relation between exam anxiety and academic performance among college students" is accepted.

DISCUSSION

The discussion section brings the research report to a conclusion by interpreting the study findings. A well-developed discussion helps to make sense of the results by explaining their meaning and relevance. It is one of the most important parts of any research project.

The findings of the study have been discussed with

reference to the objectives and hypothesis stated in the information and findings of the other studies. The statement of the problem to assess the impact of exam anxiety on academic performance among college students in a selected college, Bangalore.

Findings are discussion under the following categories

- Section 1 Findings related to the demographic characteristic of respondents.
- Section 2: Findings based on objectives of the study and testing of the hypothesis.

Objectives of the study

- To assess the level of exam anxiety among college students.
 - To determine the association between exam anxiety among college students and selected demographic variables.
 - To assess the impact of exam anxiety on academic performance among college students.
- Section 1: Findings related to the demographic characteristic of respondents.

In this section total 60 college students were selected for research study from Universal School and College of Nursing, Bangalore.

Age

Among 60 college students, the majority of study participants, 33 (55%), belonged to the age group of 19 years, followed by 21 (35%) participants who belonged to the age group of 18 years, and 6 (10%) who belonged to the age group of >19 years.

Residence

In regards to residence the majority of study participants,

44 (73.33%), were from semi-urban areas, followed by 11 (18.33%) from urban areas and 5 (8.33%) from rural areas.

Family type

In relation to family type majority of the participants, 45 (75%), were from nuclear families, while 15 (25%) were from joint families.

Fathers education status

The majority of the participants' fathers, 23 (38.33%), had completed higher secondary education, followed by 19 (31.67%) who had completed secondary education and 18 (30%) who had completed graduation.

Mothers education status

The majority of the participants' mothers, 30 (50%), had completed graduation and above, followed by 15 (25%) who had completed secondary education and 15 (25%) who had completed higher secondary education.

Study preparation

The majority of the participants, 55 (92%), preferred self-study, while 5 (8%) preferred group study as their method of study.

Fathers occupation

The majority of the participants' fathers, 58 (97%), were employed, while 2 (3%) were unemployed.

Mothers occupation

The majority of the participants' mothers, 34 (57%), were unemployed, while 26 (43%) were employed.

Monthly family income

The majority of the participants, 20 (33%), had a monthly family income of ₹10,001–₹20,000, followed by 19 (32%) with ₹20,001–₹40,000. In addition, 13 (22%) had a monthly family income above ₹40,000, while 8 (13%) had an income below ₹10,000.

Academic performance

The majority of the participants, 33 (55%), had an academic performance of 61%–80%, while 27 (45%) had an academic performance above 80%.

Medium of instruction

The majority of the participants, 58 (97%), had English as the medium of instruction, while 2 (3%) had a regional language as the medium of instruction.

Number of hours studied

The majority of the participants, 40 (67%), studied for 2–4 hours per day, while 20 (33%) studied for less than 2 hours per day.

Number of siblings

The majority of the participants, 33 (55%), had two siblings, followed by 22 (37%) who had one sibling and 5 (8%) who had more than two siblings.

Any pressure from family or peers

The majority of the participants, 33 (61%), experienced moderate pressure from family or peers regarding academic scores, followed by 12 (20%) who experienced low pressure. In addition, 7 (12%) reported no pressure, while 4 (7%) experienced high pressure.

Any psychological issues

The majority of the participants, 49 (82%), reported having psychological issues, while 11 (18%) reported no psychological issues.

Involvement in extra curricular activities

The majority of the participants, 23 (38%), were involved in outdoor sports, followed by 15 (25%) in dance, 12 (20%) in singing, 7 (12%) in painting, and 3 (5%) in recitation.

Parents /guardian involvement in tracking academic performance

The majority of the participants, 31 (52%), reported moderate involvement of parents/guardians in tracking academic performance, followed by 26 (43%) who reported very involved parents/guardians, and 3 (5%) who reported rare involvement.

Relaxation activities

The majority of the participants, 27 (45%), engaged in listening to music as a relaxation activity to reduce stress, followed by 17 (28%) who engaged in other activities. In addition, 10 (17%) reported gossiping with family or friends, while 6 (10%) went for a walk.

Section 2: Findings based on objectives of the study and testing of the hypothesis

- First Objective -Level of exam Anxiety level among college student -

Worry about tests

Most participants, 29 (48%), almost never worried about tests, while 15 (25%) sometimes worried, and 16 (27%) often worried.

Heart beats fast during tests

A total of 19 (32%) almost always experienced fast heartbeat during tests, 21 (35%) sometimes, 14 (23%) often, and 6 (10%) almost never.

Consciousness about test performance

Most participants, 34 (57%), almost never felt very conscious about their performance, 17 (28%) sometimes, and 9 (15%) often.

Nervousness during tests

The majority, 29 (48%), sometimes felt nervous when taking a test, 19 (32%) often, 8 (13%) almost never, and 4 (7%) almost always.

Feeling tense or uptight during tests

Most participants, 26 (42%), sometimes felt tense, 14 (23%) almost never, 12 (20%) often, and 9 (15%) almost always.

Concern about not doing well

The majority, 23 (38%), sometimes worried about performing poorly, 18 (30%) often, 10 (17%) almost never, and 9 (15%) almost always.

Feeling not doing as well as could

Most participants, 32 (53%), sometimes felt they were not performing to their potential, 13 (22%) often, 12 (20%) almost always, and 3 (5%) almost never.

Feeling uneasy about tests

The majority, 34 (57%), sometimes felt uneasy, 8 (13%) almost never, 9 (15%) often, and 9 (15%) almost always.

Feeling shaky or jittery

Most participants, 30 (50%), almost never felt shaky, 21 (35%) sometimes, 6 (10%) often, and 3 (5%) almost always.

Concern about failing

A total of 21 (35%) almost always worried about failing, 19 (32%) sometimes, 16 (27%) often, and 4 (6%) almost never.

Feeling stressed or overwhelmed

Most participants, 28 (46%), sometimes felt stressed, 17 (12%) almost always, 16 (27%) often, and 9 (15%) almost never.

Worry about test outcomes

The majority, 27 (45%), often worried about the outcome of tests, 22 (37%) sometimes, and 11 (18%) almost never.

Anxiety before tests

Most participants, 22 (37%), sometimes felt anxious before a test, 17 (28%) often, 14 (23%) almost always, and 7 (12%) almost never.

Fear of embarrassment on a test

The majority, 26 (43%), sometimes feared embarrassment, 20 (33%) often, 10 (17%) almost always, and 4 (7%) almost never.

Sweaty, cold, or clammy feeling

Most participants, 30 (50%), almost never felt sweaty or clammy, 16 (27%) sometimes, 8 (13%) often, and 6 (10%) almost always.

Apprehension about tests

The majority, 21 (35%), sometimes felt apprehensive, 18 (30%) often, 15 (25%) almost never, and 6 (10%) almost always.

Tension just before test begins

Most participants, 27 (45%), sometimes felt tense, 22 (37%) often, 9 (15%) almost always, and 2 (3%) almost never.

Dwelling on mistakes during/after tests

The majority, 27 (45%), sometimes dwelled on mistakes, 16 (27%) almost always, 11 (18%) often, and 6 (10%) almost never.

Nervousness in stomach before tests

Most participants, 16 (27%), often felt butterflies, 14 (23%) almost never, 18 (30%) sometimes, and 12 (20%) almost always.

Concern about being judged by others

The majority, 20 (33%), almost always worried about others' judgment, 20 (33%) often, 16 (27%) sometimes, and 4 (7%) almost never.

All these findings showed that 45 students (75%) had high exam anxiety, 10 students (17%) had moderate anxiety, and 5 students (8%) had low anxiety.

- Second objective - Association between exam anxiety among college students and demographic variables -

I. To find out the association between age and exam anxiety the chi-square test was done. The chi-square value 1.620 is greater than the table value at 5% level of significance. So there is no association between age group and exam anxiety.

II. -----

- Third objective - Impact of exam anxiety on academic performance among college students -

The data were analyzed using the correlation coefficient to determine the relationship between exam anxiety and academic performance among college students. The results revealed a negligible negative correlation ($r = -0.01$) between exam anxiety and academic performance. This indicated that there was almost no linear relationship between the two variables in the present study. Hence, exam anxiety had no meaningful impact on academic performance among the study participants.

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"The beginning of all wisdom is acknowledgement of facts"

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