



"EXAMINATION ANXIETY OF CLASS X STUDENTS OF CHAPAKHOWA TOWN OF SADIYA SUB- DIVISION UNDER TINSUKIA DISTRICT IN RELATION TO ACADEMIC ACHIEVEMENT, GENDER, TYPE OF SECONDARY SCHOOLS UNDER SEBA AND CBSE."

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Abstract :

With special reference to Secondary School student's of Chapakhowa, Sadiya , the present study titled "Examination Anxiety of class X students of Chapakhowa Town of Sadiya Sub- Division under Tinsukia District in relation to Academic Achievement, Gender, Type of Secondary Schools under SEBA and CBSE." is conducted. With the decentralization of the NCERT syllabus in SEBA schools of Assam, the SEBA, Board Examination and evaluation pattern undergo modification. This ultimately brings stress, and anxiety among students of Secondary Schools. Hence the researcher made an attempt to conduct this study. The objectives of the study are to examine the relationship between Academic Achievement and Examination Anxiety and to find significance difference between Examination Anxiety in relation to Gender, type of schools, and SEBA and CBSE. Descriptive survey method has been used to collect the data in this research. 3 schools are selected as a sample for the study by incidental sampling technique. The researcher selects 120 students as sample from the sample schools for the study. 58 Girls and 62 Boys of Secondary Schools are selected by incidental sampling method. For the purpose of data collection, a standardized 'Test Anxiety Scale' constructed and standardized by V. P. Sharma (1978) and previous years mark sheet of the participants has been used. The statistical techniques used for data analysis are Percentage, Mean, Standard Deviation, 't' test. The finding of the study shows Examination Anxiety and Academic Achievement have a definite effect and they are negatively related as the Examination anxiety. The Girls possess High Examination Anxiety as compared to Boys. The Government school student's possess High Low Examination Anxiety than Private Schools.

Keywords: *Examination Anxiety, Academic Achievement, Gender and Type of Schools.*

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Introduction :

We all have sometimes experienced and found ourselves so nervous that one goes blank and finds oneself unable to answer even the easiest question though you had prepared fully for the examination. Study conducted by Ping, Subramaniam & Krisnaswamy (2008) reveal that feeling worried, stressed and tensed were most intensely experienced



by the students while others agree they feel hot/flushed, trembling, and having hot/cold sweats which relatively stable throughout the examination. Findings of the study also reported that 93% of the students had under performed in their examination due to nervousness. According to the findings "Nervousness" was the most cited reason for underperformance. A little bit of nervousness helps one to become active, alert, focused and concentrate during preparation period. But for some people, this normal anxiety is more intense which is supported by Ping, Subramaniam & Krisnaswamy (2008) in their extensive survey found that students with high-test anxiety trait display significantly higher test anxiety symptoms during the exams in comparison to those with low test anxiety traits. Excessive fear, insufficient study, night study before exams, lack of revision of the study materials, emotional factors, and negative/irrational thinking about exams are some of the causes of exam anxiety that make difficult for them to concentrate and they might struggle to recall things that have studied. Anxiety in students can affect their physical and psychological characteristics causing panic attacks, feel helpless/cold/nervous, have sweaty palms/fast breath/palpitation and could even cause stomach upset (Mary, Marslin, Franklin, & Sheeba, 2014). Okogu, Mark, & Umudjere (2016) recorded the negative consequences of examination anxiety among the students in Nigerian higher institutions in their learning and academic performances. Sub & Prabha, (2003) also posited that Test anxiety has negative effects on students' learning and academic performance.

Many of the students experience it when the examination comes and automatically disappears when the examination is over. Ping, Subramaniam & Krisnaswamy (2008) explained it as a state in which a student fails to concentrate on a test and experiences excessive tension and nervousness due to which they may in most of the occasions underperform in the written examination. It is an unpleasant feeling of state of mind and often accompanied by fear, worry, fatigue, sweating, faster heart beats, restlessness, nervousness. Sometimes, Test anxiety can have extreme consequences such as tendency to attempt suicide. Unfortunately, India has one of the highest teenage suicide rates in the world, and the number of students attempting suicide because of exam fear. Particularly, the state of Tamil Nadu tops the list with highest suicide rates (The National Crime Record Bureau, 2013, 2014).

Examination Anxiety is the set of phenomenological, physiological, and behavioural responses that accompany concerns about possible negative consequences or failure in an exam or similar evaluative situation. (Zeidner, 1998). Examination anxiety is a combination of physiological, over-arousal, tension and somatic symptoms along with worries, dread, fear of failure and catastrophizing that occur before or during examination situations (Zeidner, 1998). Secondary School education is an important part of school education as it is a bridge to higher secondary education. So, it becomes important for the student of a secondary school to perform well particularly in their class X examination because their performance in this level is considered to be the indicator of their future perspective. In India, a student's career path for the rest of his/her life is solely determined based on the marks obtained in the 10th and 12th board examinations. Thus, the fear of the future and responsibility to meet their parents/teachers expectations push the 10th and 12th standard students under tremendous stress. As soon as they enter the secondary level schooling, they experience stress of getting good marks in the board examination as it is one of the direct influential factors



which decide their admission into a good higher secondary school/ college for further study (Mary, Marslin, Franklin, & Sheeba, 2014). As students of secondary level are adolescents, Psychologist used the term "storm and stress" to address this period of transition from childhood to adulthood. This stressful stage automatically brings with it anxiety, tension and depression and continue to influence their period of development (Hall, 1904). Patel, & Jain (2017) concluded in their study that the level of anxiety in male adolescent subjects is higher than female subjects. In another study by Rezazadeh (2009) reported that female students have a higher level of test anxiety in contrast to Iranian male students.

Zhang, Charles, & Henderson (2014) in their study yielded mixed findings. Female students had higher total anxiety (TAI) scores and emotionality scores than male students, but the worry scores were equivalent. Other previous studies also reported that female students tend to have higher test anxiety than the male students. The study also reveals that total test anxiety affects the written exam performance whereas replacing total test anxiety with worry and emotionality contributed to the better exam performance. Studies in India also show mixed findings. Shukla (2013), Sehnaz (2015) conducted survey on Test Anxiety among School and College Students and found that there was no significant effect of examination anxiety between boys and girls. The findings of the study also reveal that there is a significant effect of examination anxiety on educational achievement of the students. It is also seen that low achiever and rural area students have more examination anxiety than high achiever urban area students. Whereas Singh (2012) in his study found that female students suffer more stress from examination than male students. The finding also highlighted that introvert, low intelligence, and children with low level of achievement motivation feel more stress of examination.

Chukwu (2014) conducted a survey on Test Anxiety among secondary school students and found that male students have high test anxiety in comparison to the girls. Again, Soundararajan (2013) in his study found no difference in the levels of test anxiety between male and female students of both private and government schools at higher secondary stage. The studies reveal that the status of test anxiety is reported in the school as well as college students. The intensity of the test anxiety is changing from time to time and place to place.

Goswami & Roy (2017), Chakraborty (2016) in her study found that level of academic achievement of class-X students was averagely low and there is no significant correlation between test anxiety and academic achievement. Studies have mixed findings in determining the relationship between test anxiety and academic achievement, gender, types of school and other variables.

In recent years there are quality joint interventions taken up by the Indian government (Central and State) to improve the quality of secondary education to maximize the strength of secondary level of education. In support of this Tamil Nadu government had appointed psychologist and counselor in all government schools in order to improve students' academic performance in healthier manner (Mary, Marslin, Franklin, & Sheeba, 2014). But in spite of uniform pedagogical, infrastructural and environmental facilities in the educational institutions, students differ in their academic performance. In fact, academic performance is the main influential factor which may have positive or negative impact on and may either facilitate or decrease achievement of the student. From the previous findings it could be seen that



there are many factors such as academic performance, self-concept, intelligence, personality, attention, gender, types of schools, socio economic status, etc, that can affect the academic performances of the students.

Objectives of the study were :

1. To study the levels of Examination Anxiety of students of Secondary Schools affiliated to SEBA and CBSE Boards of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District.
2. To study the relationship between Examination Anxiety and Academic Achievement of class X students of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District
3. To study the levels of Examination Anxiety between boys and girls of class X of Secondary Schools affiliated at SEBA and CBSE of Chapakhowa Town of Sadiya Sub- Division under Tinsukia District.
4. To study the difference in Examination Anxiety among the class X students studying in Private and Government Secondary Schools of Chapakhowa Town of Sadiya Sub- Division under Tinsukia District.

Hypotheses :

- HO₁: There is no significant difference in the levels of Examination Anxiety of students of Secondary Schools affiliated to SEBA and CBSE Boards of school of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District.
- HO₂: There is no significant difference between Examination Anxiety and Academic Achievement among the students of class X of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District.
- HO₃: There is no significant difference in level of Examination Anxiety between girl and boy students.
- HO₄: There is no significant difference between Examination Anxiety of class X school students studying in Private and Government schools.

Methodology :

A sample of 120 students of class Xth were selected, who had passed the class IXth Board Examination in the year 2018 from the Secondary Schools of Chapakhowa Town. There were 54 students selected from the Government Secondary School under SEBA and 66 students from the two Private Secondary Schools under CBSE as sample for the study. The numbers of sampled boys were 62 and sampled girls were 58 taken from the sampled schools. All the students were selected through incidental technique for the purpose of the study as due to time constraint.

Tools used in the study :

The tool used in the present study was the "Test Anxiety Scale" developed and standardized by V.P. Sharma. The scale has been widely used to measure the level of test anxiety of students of both the sexes. Reviewing of related literature indicates that, this particular scale was found applicable in assessing the test anxiety level of the secondary and higher secondary school students who are in the age group of 15 to 18years.

Percentage, mean, standard deviation, and 't' test was used to study the Test Anxiety of class IX and class X students in relation to Academic Achievement. Pearson Product Moment Coefficient of Correlation was used to find out the relationship between Test Anxiety and Academic Achievement of the students.



Analysis of Data :

Objective 1: To study the levels of Examination Anxiety of students of Secondary Schools affiliated to SEBA and CBSE Boards of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District.

For the purpose of data collection Test anxiety scale developed by V.P. Sharma is adapted and use in the present study. The obtained scores on the Examination Anxiety Scale of the respondents have been categorized into 5 categories, viz, extremely high test anxiety (who scored above 86), high test anxiety (who scored between 79-85), normal test anxiety (who scored between 71-78), low test anxiety (who scored between 68-70) and extremely low test anxiety (who scored between 43-67). This categorization shows a clear picture of the distribution of class-X students of the Chapakhowa Town of Sadiya Sub-Division under Tinsukia District on the basis of their Test Anxiety scores. The results of the study regarding the levels of Test Anxiety of class-X students of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District have been presented below:

Table 2

Distribution of students level of Test Anxiety based on Test Anxiety Score

Level of Test Anxiety	No. of Students	Percent
Extremely High Test Anxiety (who scored above 86)	10	8.3%
High Test Anxiety (who scored between 79-85)	30	25%
Normal Test Anxiety (who scored between 71-78)	29	24.17%
Low Test Anxiety (who scored between (68-70)	15	12.5%
Extremely Low Test Anxiety (who scored between 43-67)	36	30%
Total	120	

Table 2 reveals that the maximum respondents fall in the category of Extremely Low Test Anxiety and High Test Anxiety category. Whereas 8.3 percent respondents are having Extremely High Test Anxiety and an average numbers of respondents are having Normal Test Anxiety (24.17%).

Table 3

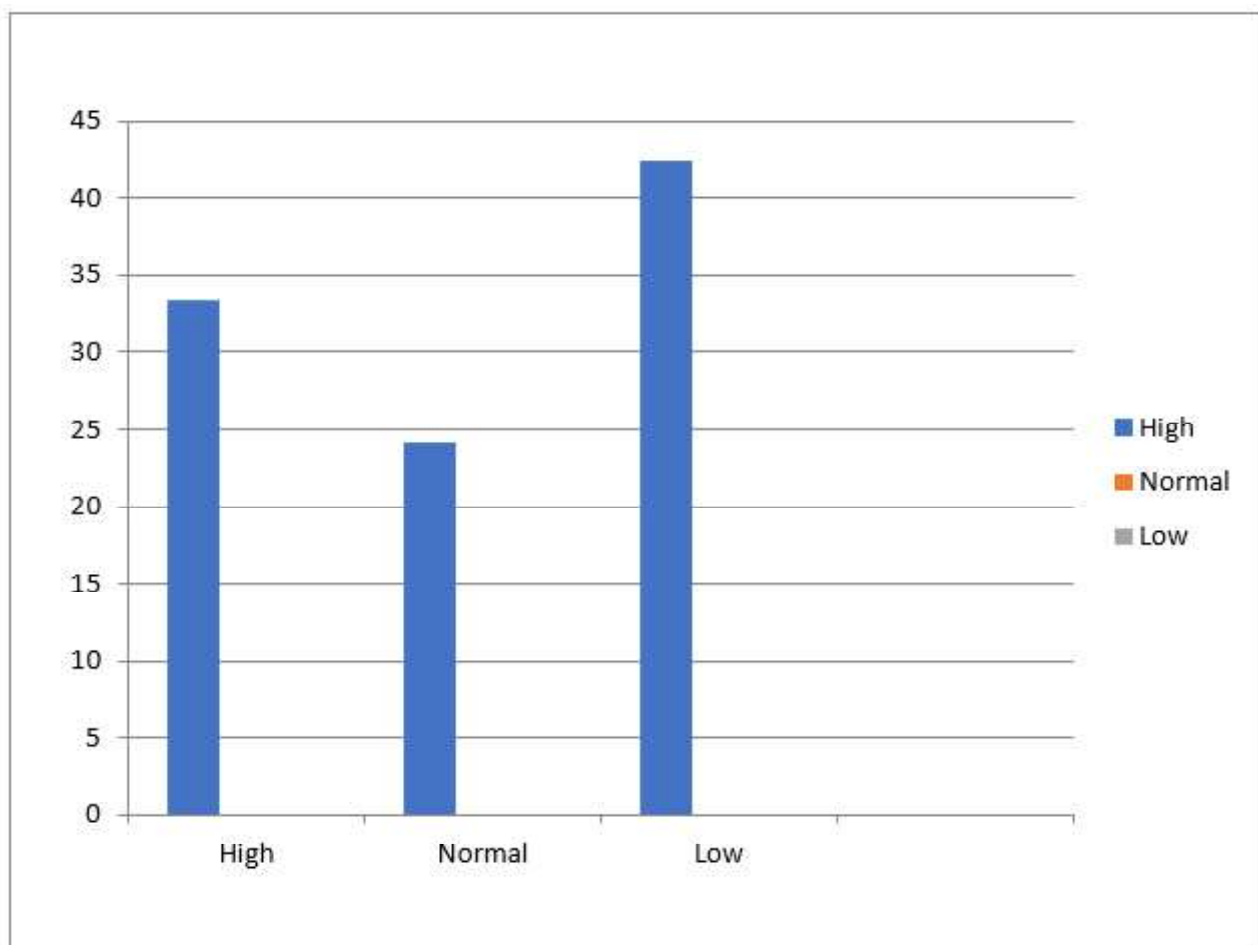
Level wise identification of students having Test Anxiety on the Percentile norm.

Levels of test anxiety	Number of students	Percent %
High	40	33.33
Normal	29	24.17
Low	51	42.5
Total	120	100



The different levels of Test Anxiety is shown in Graph 5.1

Graph 1 **Graphical Representation:** Student having different levels of Test Anxiety



The above table 3 and graph 1 presents different levels of Examination Anxiety among the Secondary students selected from the Secondary Schools of Chapakhowa Town of Sadiya Sub- Division under Tinsukia District. According to the test norms given in the test manual, scores between percentile of 75 and above indicate the High Test Anxiety, scores between percentiles of 25 and below indicate Low Test Anxiety and scores between percentile 25 and 75 indicate Normal Test Anxiety among the students. The percentage of students having test anxiety as High, Normal and Low level are 33.33%, 24.17% and 42.5% respectively.

It indicates that 33.33 percent school children have High Examination Anxiety, 24.17 percent of them have from Normal Examination Anxiety whereas maximum of 42.5 percent of them experienced Low examination anxiety.



Objective 2: To study the relationship between Examination Anxiety and Academic Achievement of class X students of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District.

Table: 4

Relationship between Examination Anxiety and Academic Achievement of class-X students of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District.

Variable	Correlation (r)	Level of Significance
Examination Anxiety and Academic Achievement	-0.037	Not Significant at 0.05 and 0.01 levels.

Table 4 shows that correlation between Examination Anxiety and Academic Achievement is -0.037. It indicates that there is a negative correlation between the Examination Anxiety and Academic Achievement. Hence, it can be concluded that Examination Anxiety plays no significant role in the Academic Achievement of class-X students of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District. The result of the study is supported by the findings of the studies conducted by Chakraborty, & Chaliha (2016), and Bala & Quraish (2016).

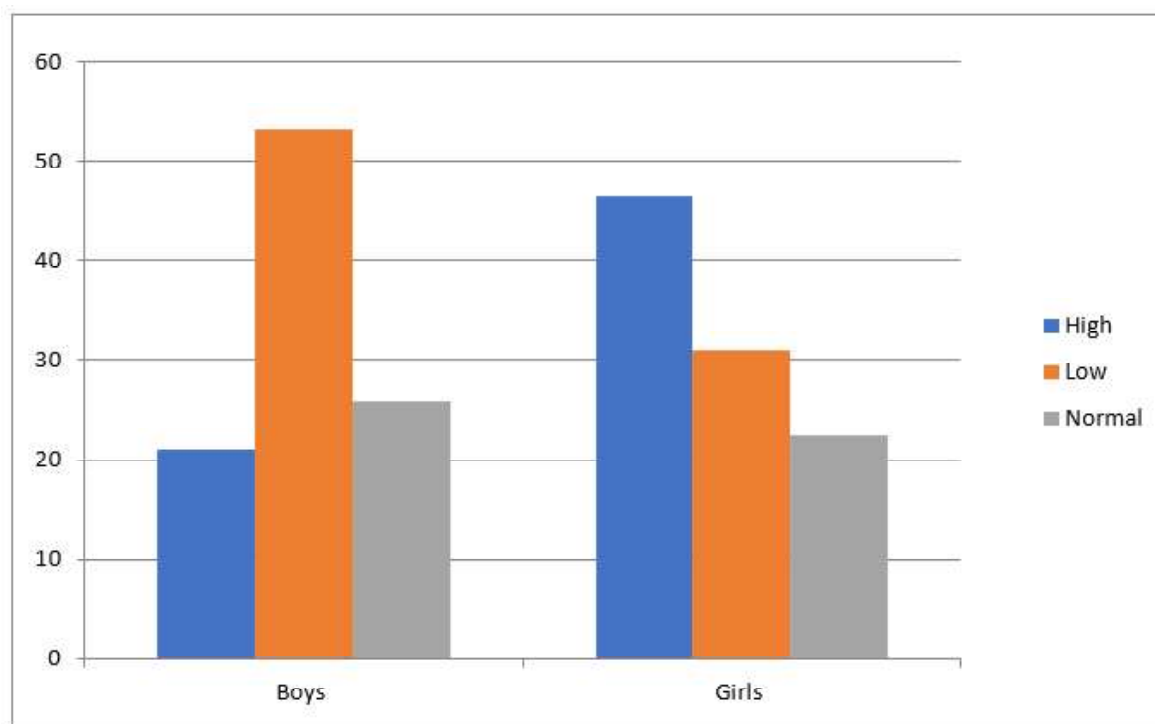
Objective 3: To study the levels of Examination Anxiety between boys and girls of class X of Secondary Schools affiliated at SEBA and CBSE of Chapakhowa Town of Sadiya Sub- Division under Tinsukia District.

Table 5

Test Anxiety level of Boys and Girls

Sex	Level of Test Anxiety			Total
	High	Normal	Low	
Boys	13 (20.97%)	16 (25.81%)	33 (53.23%)	62
Girls	27 (46.55%)	130 (22.41%)	18 (31.03%)	58
Total	40	29	51	100

Graphical representation of the above is shown below in Graph 5.2 –


Graph 2: Graphical representation of Test Anxiety level of Boys and Girls


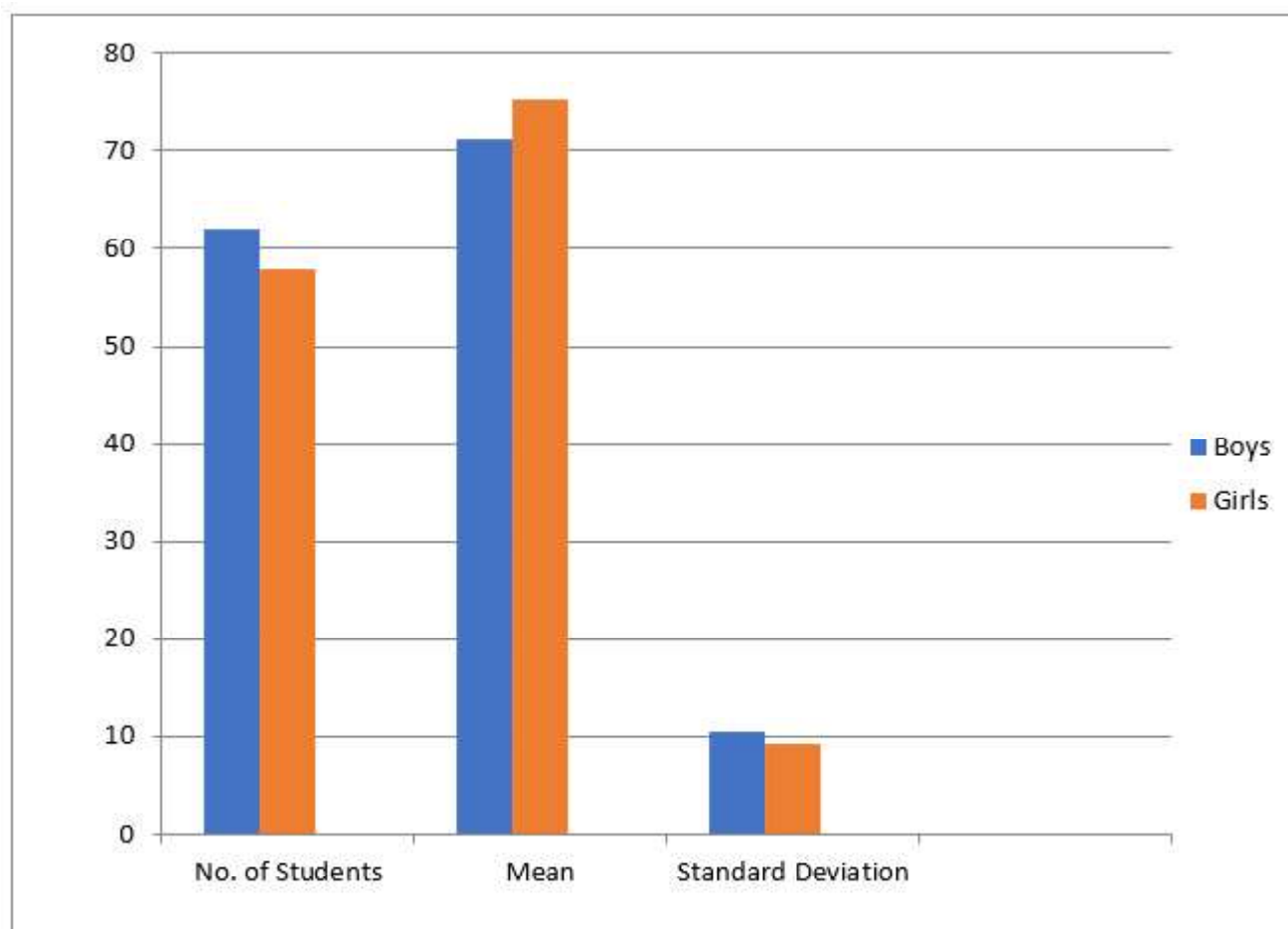
The scores from the table 5 show that the level of Examination Anxiety is higher in Girls' (46.55%) than Boys' (20.97%). Whereas the table value also shows that Boys (53.23%) have Low Test Anxiety as compared to the Girls (31.03%). It is also revealed from the table that 22.41% girls students and 25.81% boys student's possess Normal Test Anxiety.

For studying the significance of the mean difference in Test Anxiety for boys and girls students, 't' test has been computed and the results for the same is shown in the given table 5. Graphical representation of the same is describing in Graph 2

Table 6
Mean, Standard Deviation and 't' value of Examination Anxiety of Boys' and Girls' of class X.

Variable	No. of Students N	Mean	Standard Deviation	SE _D	C.R / t-value	Level of significance
Girls	58	75.345	9.269	1.802	2.322	Significant at 0.05 level
Boys	62	71.194	10.466			

**Significant at 0.05 level of significance


Graph 2: Mean, Standard Deviation and ‘t’ value of Examination Anxiety of Boys’ and Girls’ of class X.


From the table 6, it can be observed that there are 58 Girls and 62 Boys and that the mean score of the Examination Anxiety of Girls is 75.345 and Standard Deviation is 9.269. Mean score of Boys is 71.194 and Standard Deviation is 10.466. Table 6 shows that the calculated value of 't'(2.32) is greater than the tabulated value of 't' (1.98) at .05 level of significance at 118 degree of freedom. This indicates that it is significant at .05 level of significance and so null hypothesis that "There is no significant difference in the level of Examination Anxiety between girls' and boys' students" is rejected. This indicates that there exists a significant difference in Examination Anxiety among boys and girls of Secondary Schools. It is found that the mean score of Examination Anxiety of girls (75.345) is more than boys (71.194). Hence, Girls suffered from High Examination Anxiety than Boys.



Objective 4: To study the difference in Examination Anxiety among the class X students studying in Private and Government Secondary Schools of Chapakhowa Town of Sadiya Sub- Division under Tinsukia District.

Table 7

Levels of Examination Anxiety of class X students of Private and Government school.

Types of School	Level of Test Anxiety			Total
	High	Normal	Low	
Government Schools	16 (29.63%)	13 (24.07%)	25 (46.29%)	54
Private Schools	26 (39.39%)	15 (22.72%)	25 (37.88%)	66
Total	42	28	50	120

Graph 3

Levels of Examination Anxiety of Class X students of Private and Government school

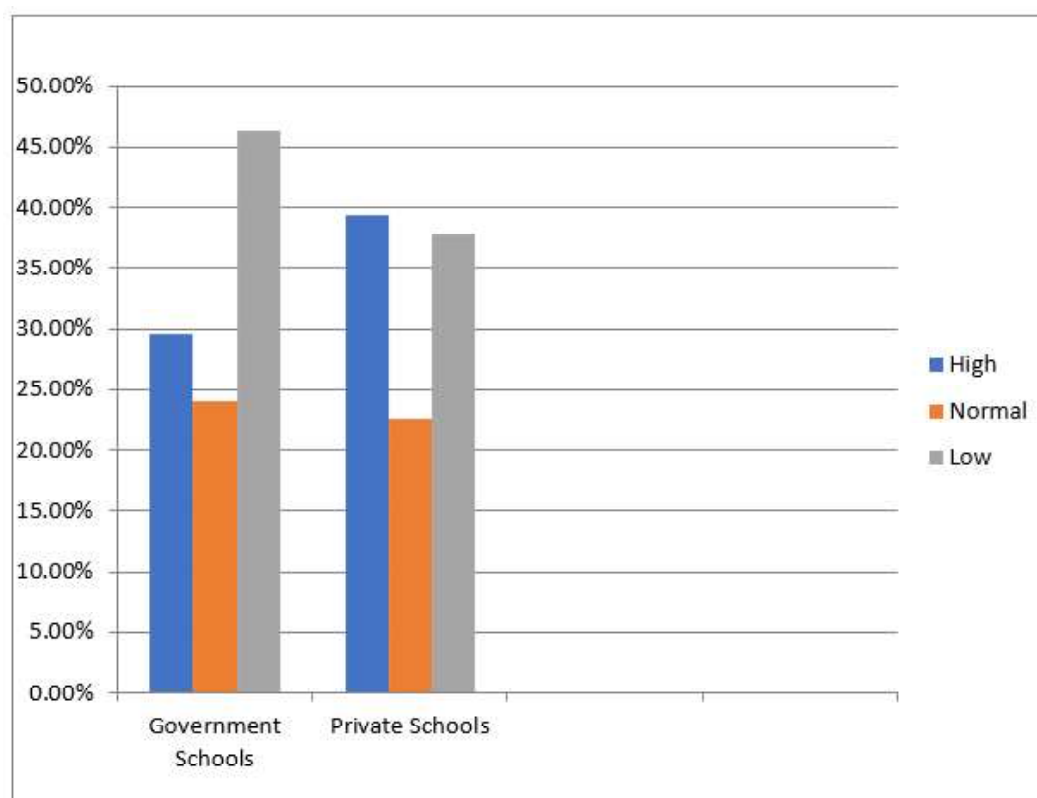




Table 7 and Graphical representation of data reveals that the students of Government school (46.29%) have High Low Examination Anxiety than the Private school students (37.88%). That means the Private school students (39.39%) suffered more Examination Anxiety than Students of Government schools (29.63%). The result also indicates that average number of students from both types of schools possess Normal Examination Anxiety which is a good in a way. For studying the significance of Mean difference of Test Anxiety of Class X students of Government school and Private Schools, 't' test has been computed and the result for the same is shown in given Table 7.

Table 8

Mean, Standard Deviation and 't' value of Examination Anxiety of Class X students of Government school and Private schools.

Type of School	No. of	Mean Students	Standard Deviation	SE _d	C.R / t-value	Level of significance
Govt. School	54	72.463	8.595	1.806	0.742	Not significant at Both 0.05 and 0.01 level.
Private Schools	66	73.803	11.181			

Table 8 reveals that the calculated t"-value (0.742) for the mean scores of Examination Anxiety between Private School students and Government School students of class Xth is not significant at both the level of significance. So, the null hypothesis that "There is no significant difference between Examination Anxiety of class X school students studying in Private and Government schools." is accepted and it was found that the mean score of Examination Anxiety of Government school students (72.463) is very near to the mean score of Private School (73.803).

Discussion of the Results :

The present study is conducted to study the Examination Anxiety of class X students of Secondary school of Chapakhowa Town in relation to their Academic Achievement, Gender, Type of Secondary Schools under SEBA and CBSE. The findings of the present study are found concurrent with the findings of the previous studies conducted in the following problem area. Thus, the findings are supported by the empirical evidences.

The results of present study coincide with the findings of study conducted by Chakraborty, & Chaliha (2016) on Test Anxiety and Academic Achievement on class X students of the Borboruah Block of Dibrugarh District in which they conclude that test anxiety level of class-X students of the Borboruah Block of Dibrugarh District is low.

The findings of the present study reveal that there is no significant correlation between Examination Anxiety and Academic Achievement of class X students of Chapakhowa Town of Sadiya Sub-Division under Tinsukia District. Hence it can be concluded that Examination Anxiety plays no significant role in the Academic Achievement of



class-X students of Chapakhowa Town of Sadiya Sub-Division. The findings of the present study is supported by the findings of the study done by Zhang, Charles, & Henderson (2014) who assessed the level of students' test anxiety, and the relationship between test anxiety and academic performance. The finding reveals that there was a small negative correlation between TAI scores and total written exam scores or academic performance. The study conducted by Bala & Shaafiu (2016) also reveals that there exists a negative correlation between examination anxiety and academic achievement. The present study result regarding correlation between Test Anxiety and Academic Achievement is also consonance with the findings of the study that there is no significant correlation between test anxiety and academic achievement of class-X students of Borboruah Block of Dibrugarh District Chakraborty, & Chaliha (2016). The results indicate that students' academic performance are not influenced by examination anxiety as may be due to their confidence of doing better in board or they are taking the test in casual manner. Another reason may be because the students do not feel much competition in school and form their parents.

Findings also indicates that there is a significant difference in the examination anxiety between the boys and girls and girls possess more High Examination Anxiety level than boys. Zhang, Charles, & Henderson (2014) in his study find that mean total anxiety and emotionality scores for females were significantly higher than those for males. The finding is also supported by the results of Singh (2012) that female students suffer more stress from examination than male students. Singh, Singh, & Singh (2015) conducted a comparative study and findings are coincide with the findings of the present study that Girls are more Anxious and so her Academic Achievement is Low as compared to Boys. The findings regarding significant difference between Examination Anxiety of class Xth Secondary school students studying in Private and Government schools concurrent with the result of the study conducted by Goswami & Roy (2017) which reveals that students from private institutions have High test anxiety as compared to the Government institutions. Deb, Strodl & Sun (2014) also provide evidence that private school students have (35 to 37 percent) students reported high or very high levels of academic stress and exam anxiety. Thus, it may be concluded that Government School students have less Academic Anxiety in comparison to Private School students. The result of present study also reveals that Examination Anxiety and Academic Achievement has a negative correlation which means high examination anxiety may have an effect on the academic achievement of the students in negative way and could lower their academic achievement.

Implications and Suggestions :

On the basis of the major findings of the study the following suggestions may be offered :

The result of the present study reveals that majority of the Secondary level students suffer from Low Examination Anxiety which is good for the students well- being. The result also shows that students are also suffered from High Examination Anxiety. As students shows high test anxiety which can be a big hindrance in performance to do better in their Examination. Therefore parents, guardians, teachers and school management should take special care to encourage and motivate the children. Thus, the following suggestions can be given to keep them focused and positive.

- a. Help to develop proper and systematic study habits.



- b. Encourage them to maintain a consistent practice and revision routine and help them to work on time management.
- c. Help them to find out their weak subjects and prepared accordingly and to believe in their potentials and capabilities so that they can plan their learning accordingly. This will help the child to overcome their test anxiety.
- d. To help child to understand why to avoid negative people and negative thoughts around them that can become the cause of high Text Anxiety.
- e. Encourage the students to adopt healthy lifestyle and allow them to go for extra-curricular activities like doing exercise, playing outdoor games, sports, cycling, swimming or yoga, which can help them to learn ways to calm down and relax body and mind.
- f. Seek help and guidance from parents, teachers, and school counselor to find ways to manage anxiety in effective ways. Mary, Marslin, Franklin & Sheeba (2014) also suggested in their study that students should provide proper guidance and exam preparation tips to overcome test anxiety

The findings also highlighted the fact that girls possess High Level of Examination Anxiety as compare to boys in both Type of Schools. The following suggestions can be given:

- a. School and parents should encourage creating favorable atmosphere to minimize the factors responsible for Examination Anxiety among girl children.
- b. Special coaching classes, remedial classes, adequate learning materials, extra books, should be arranged for the difficult subjects. Good library facilities, and special attention should be provided to girl students with High Test Anxiety to boost up their level of confidence to perform better in their upcoming Board Examination.
- c. School should provide opportunities and encourage maximum participation of the girl students' in art, music and sports for their holistic development so that their stress can be released and they can be relaxed.
- d. Be cooperative and supportive to the girl child.
- e. Help the girl child in stress reduction by teaching them anti anxiety measures such as yoga, and medications before, during and after examination.

There is a negative correlation between Examination Anxiety and Academic Achievement which means High Examination Anxiety may have effect on the Academic Achievement of the students in negative way and can lower their Academic performance in the upcoming Board Examination. Sehnaz (2015) suggested teachers and management can reconsider ways of evaluation, pedagogies used in teaching and imparting study skills that would enhance learning of the students and reduce the level of Examination Anxiety.

- a. There should be regular parent's teacher interaction so that child can be helped as earliest as possible about the positives, negatives and needs.
- b. Schools should adopt guidance and counseling services so that student exact problems as related to Examination can be located in time and they can get timely help to overcome their problem related to Examination Anxiety which may help in their academic performance in future Board Examination.



Conclusion :

Examination Anxiety in research literature is a state of uneasiness, worry or feeling of uncertainty about examination. It is the mental distress and fear experienced by students when they have to face Examination. Therefore, the present study is conducted to investigate the level of Examination Anxiety of Secondary School students of Chapakhowa Town affiliated under SEBA and CBSE of Sadiya Sub-Division under Tinsukia District. The findings of the study reveal that there is a negative correlation between Examination Anxiety and Academic Achievement which is found concurrent with the finding of the study conducted by Bala & Shaafiu (2016) who also reveals that there exists a negative correlation between Examination Anxiety and Academic Achievement. This indicates that increase in Anxiety may affect the student's mental health and preparedness for Examination hence lower the academic performance. Findings also reveals that students of Government school have low Test Anxiety whereas students of Private Schools expose to High Examination Anxiety. It can be therefore predicted that there may be more pressure and competition among the students of Private Schools to score good marks in Board Examination. If this is the reason that there is a need to trace out the problem and resolve for enhancing positive and promoting healthy and fair competition among the students about the achievement in Board Examination. As the Test anxiety is a growing problem which is growing at a faster rate among the Higher Secondary students irrespective of gender. But in the present study it is found that Girl's students are experiencing more stress and Examination Anxiety than the Boys studying in Secondary Schools affiliated under SEBA and CBSE. Again, this indicates the negative effect of examination on student's academic performances and their overall health which needs immediate attention and prevention. As the aim of the education is to bring development and not to develop any negativity among students.

The study also predicts that the findings from the study can able to contribute in understanding the shortfalls of the education system contributing in risk of rising anxiety problem among students of secondary schools. The findings of the study is also expecting to help students to tackle their stressors efficiently without compromising their performance in both their academic and personal life. Hence, home and school environment should be supportive and should help them to manage their studies without experiencing unhealthy level of Anxiety during the Board preparation and during Board Examination time. However, parents and teachers should have to play very important role and help the students to learn to manage their level of stress and anxiety related to examination in effective ways so that they can achieve success in their upcoming Board Examination.

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