

Discussing The Impact Of Exam Phobia Among High School Students On Their Academic Outcomes

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ABSTRACT

Introduction: The phobia regarding examinations are increasing these days due to the increasing unhealthy competitions among students and changes in the syllabus courses that makes the studies difficult to comprehend.

Aim: The research study aims to discuss the exam phobia and its impact on the academic outcome among the high school students.

Literature review: High school students go through excessive stress and fear in their entire academic course dreading about the exam that can potentially affect their outcomes of the exam.

Methodology: The application of primary quantitative method on the exam phobia of high school students helped to get the statistical and analytical findings that reflected the impact on the academic outcomes. Total 65 respondents were attended the online survey who were the parents and teachers of high school students to give their opinion regarding exam phobia.

Findings: The finding section consists of these analytical responses through the procession of hypothesis testing. This research is based on the collected data with primary methods. This hypothesis results on the overview of the relationship that may have connection or not among these research variables. The responses of 65 respondents have acted as the fresh data for this research study or analytics.

Discussion: School students face exam phobia from various issues of their preparation and other issues. Motivation on their psychological impact helps the students to overcome the issues of this exam anxiety.

Conclusion: Exam phobia plays a critical role in students' live to keep negative affect and ruins the school's population. The students overcome this to motivate on positive impact of their thoughts.

Keywords: Exam phobia, School students, Anxiety, Exam pressure,

Introduction

The inexplicable and extreme fear of exams can lead to avoidance of any kind of test. This fear of exams is known as exam phobia, this excessive and unreasonable fear can creep on at a very tender age due to the academic exams carried out in high schools (Trigueros et al. 2020). The pressure to perform well triggers around 81 percent students of in high schools, especially those who are in classes of 9 to 12. These students have reported anxiety and depression-related feelings that come directly from the pressure of academics, exams, and results. At least 25 to 40% of students suffer from exam anxiety due to the tensions of tests and results.

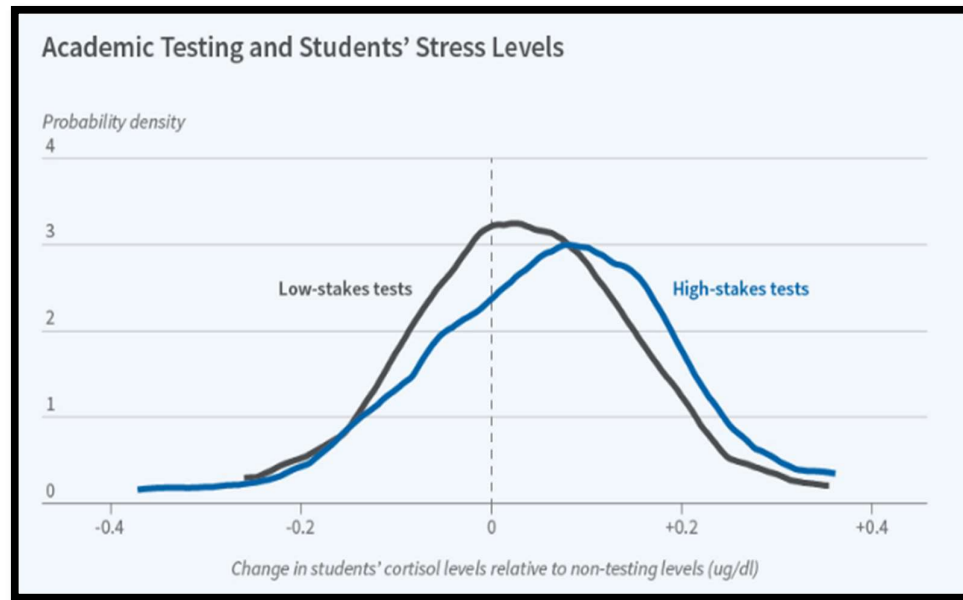


Figure 1: The levels of stress among students during tests

(Source: nber, 2023)

The above-presented graphical representation focuses on the high-stress levels among students while giving an examination (nber, 2023). The low-stakes tests reflected the internal school tests that go from -0.3 to +0.3 on the scale of probability density above the third level. On the other hand, the high-stakes tests reflect the higher examinations statewide those high school students have to participate in and their density goes from -0.4 to +0.4, touching the third level.

The aim is to explore the impact of exam phobia among students in high school on their academic outcomes.

Research Objectives

- To explore exam phobia among high school students on their academic outcomes
- To evaluate the impact of exam-related complexities in high school students on their academic outcomes
- To investigate the issues related to exam phobia on the academic results of high school students
- To explore the potential solution to mitigate exam phobia and its challenges among the high school students

Research Questions

- What is exam phobia among high school students on their academic outcomes?
- What is the impact of complexities of exams among them that influence their academic result?
- What are the challenges regarding phobia students face while examination?
- What could be the potential solutions to mitigate exam phobia among the students of high school on their academic results?

Literature Review

Exam phobia and its impact on the academic outcomes of the high school students

An overwhelming and enfeebling fear towards anything such as an animal, place, situation, feeling, or object can be explained as a phobia in terms of psychology (Madigan & Curran, 2021). Here the situation is tests or exams that can develop a mental disorder among students known as Examination phobia or Examophobia. As stated by Podila & Sultana, (2019), exam fear can develop among students due to many reasons including the fear of doing badly in exams, inability to focus on study and concentrating during exams. However, Kunwar, (2020) argued that the pressure can come from the high expectations of parents and teachers as well, sometimes students go through extreme stress as letting down parents and teachers give them feelings of terror. From the perspective of Hameed, (2020), every student has one, two, or more subjects in which they are weak. Contrary to that Pagaria, (2020) opined that the stress of comprehending those subjects and trying to pass with flying colours makes them under high duress. This leads to anxiety, distress, and a sense of panic before or during exams. Hemyari et al. (2020) argued that the anxiety created by stress and high expectations could disable their concentration to study well. In addition, comparison and extremely unhealthy competition are the two things that affect tremendously the young minds of high school students. Sometimes even, they could not able to concentrate during the exams. Now this extreme stress leads to two things; either pass with flying colours by working well under pressure or their academic results could get affected due to the duress and anxiety.

The complex issues of exams among high school students and their remedy

It is seen that fear of exams affects the overall physical as well as mental health of the high school pupils. Hameed, (2020) opined that this leads to fostering lower self-esteem which makes them more vulnerable and exposed to depression and severe mental health disorders. However, Pagaria, (2020) contradicted that continuous dealing with academic-related complexities and phobia of exams can negatively impact the young minds of students due to extreme pressure which later increases the levels of anxiety in them that can worsen into depression without any help or guidance.

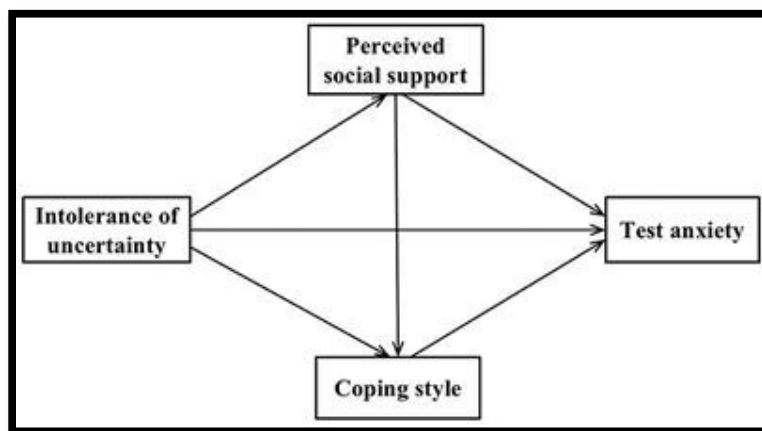


Figure 2: the impact and relationship of different components on test anxiety

(Source: Influenced by Zarrin et al. 2020)

The above-presented diagrammatic representation highlights the complexity of the intolerance of uncertainty that directly ignites and raises test anxiety among high school students, as they are closer to higher studies (Zarrin et al. 2020). The concerned intolerance of uncertainty adheres to the coping style as well as perceived social support. However, Kunwar, (2020) specifies that these fail to hold the pressure and phobia of exams among the students that end up affecting their test results. In order to prevent this issue, the parents and

teachers need to be supportive. In addition, every high school must provide a professional who talks to the students to mitigate and control their fear.

Classical Conditioning Theory of Learning

There are several theories regarding education, the learning process, and test theories. However, here their teachers for taming their test phobia consider the classical conditioning theory of learning which must apply to the high school students.

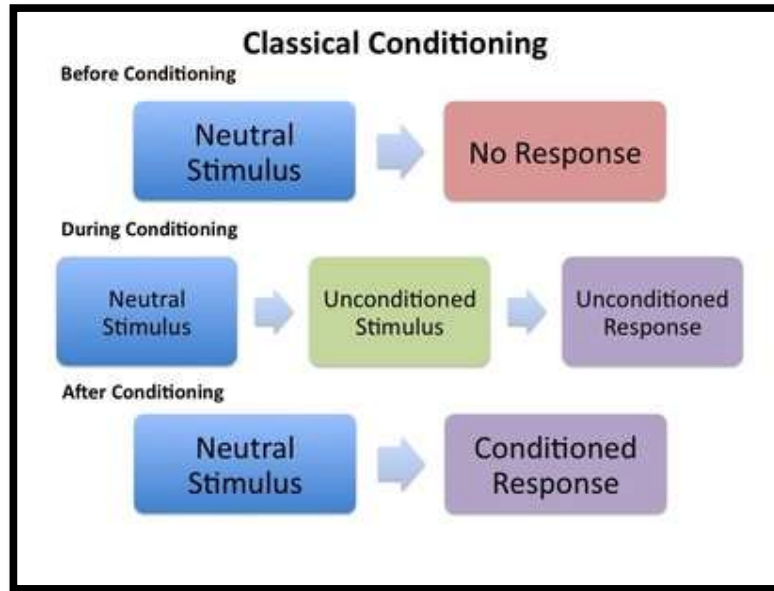


Figure 3: Stages of classical conditioning theory

(Source: Influenced by Madigan, 2019)

Figure 3 has shown the stages of applying this concerned theory, the state of with and without the introduction of stimulus (Madigan, 2019). As discussed by Zarrin et al. (2020), this theory reflects that behaviours are grasped by attaching a neutral stimulus with a positive stimulus. In the case of Pavlov's dog experiment, this conditional learning has been seen where the dog hearing the bell is a neutral stimulus. On the contrary, the expectation of food is a positive stimulus. The teacher can achieve this learned behaviour where they imply positive stimulus against the tests, therefore, the students would consider the test as a good thing for self-evaluation without any comparison or competition.

Methodology

The primary quantitative research method was applied to find out the impact of exam phobia, as it is the most widely used and popular research method due to its effectiveness (Hemyari et al. 2020). The sample size used in this research was of 65 respondents who were mostly parents and teachers of high school students as they have closely observed the exam-related situations among those students. Hypothesis testing has been carried out to analyze the strength of information-based evidence from those samples. In addition, the framework of three hypotheses showing the relation between three independent variables and one dependent variable supported the entire survey and significant values of findings to derive the conclusion. Following this, the close-ended survey online on 13 questions has been successfully conducted and quantified through the aforementioned method using the regression linear analysis on SPSS software. The demographics and descriptive-analytical questions were included in the questions to acquire all the required information for the effectiveness of the research.

Findings

Primary Quantitative

Hypothesis testing

Hypothesis 1

H1: The students face the negative issues for making exam phobia in mind

H0: The students do not face the negative issues for making exam phobia in mind

Hypothesis 2

H1: The exam phobia of their parents makes negative effect on the students

H0: The exam phobia of their parents does not make the negative effect on the students

Hypothesis 3

H1: The students are responsible for making ineffective impression of their high school

H0: The students are not responsible for making ineffective impression of their high school

Gender

1. What is your Gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	25	38.5	38.5	38.5
	Male	20	30.8	30.8	69.2
	Others	20	30.8	30.8	100.0
	Total	65	100.0	100.0	

Table 1: Gender Analysis

(Source: SPSS)

The above table describes the validation and growing percentage of gender classification as demographic information in study analysis.

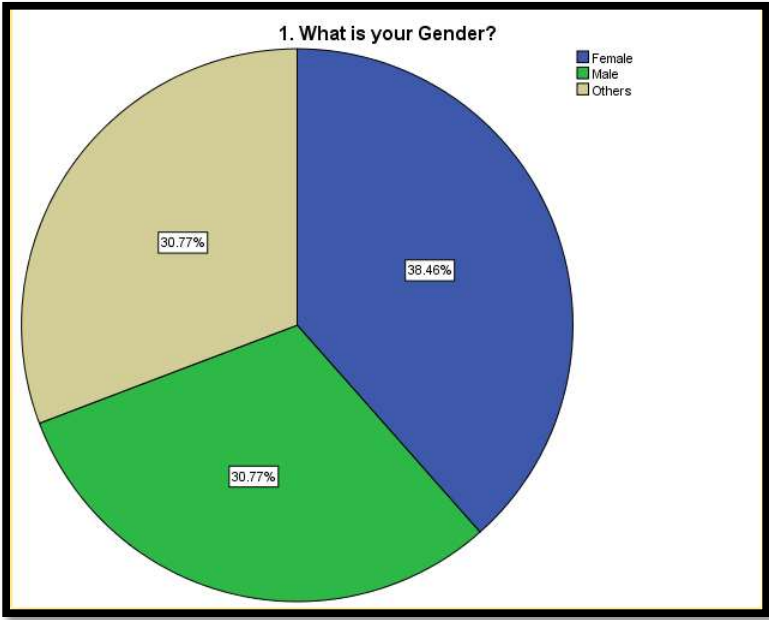


Figure 1: Gender Analysis

(Source: SPSS)

Above this, figure 1 show on the sectional separation of genders among the respondents of 65 participants. As viewed by Hamid (2021), this individual gender separation of the whole respondents provides the help to maintain the balance in the society for having investigation in any survey questions. These students and their parents are the respondents that the mass of the respondents are male which holds 30.77 percentage and the female respondents are 38.46%. This study represents the practical assiduosity of different occurrence and it provides the actual formation of societal structure. As viewed by Atilgan (2021), active input in society of every gender especially the succession of women is essentially desirable for impartial cooperation

Age

2. What is your age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above 55	10	15.4	15.4	15.4
	Between 20 to 35	15	23.1	23.1	38.5
	Between 36 to 45	10	15.4	15.4	53.8
	Between 46 to 55	30	46.2	46.2	100.0
Total		65	100.0	100.0	

Table 2: Age analysis

(Source: SPSS)

The above Table discusses the partition age of the respondents for the analytical investigation. These table 2 states the data of age of the respondents after the analytic research in cumulative and valid percentile.

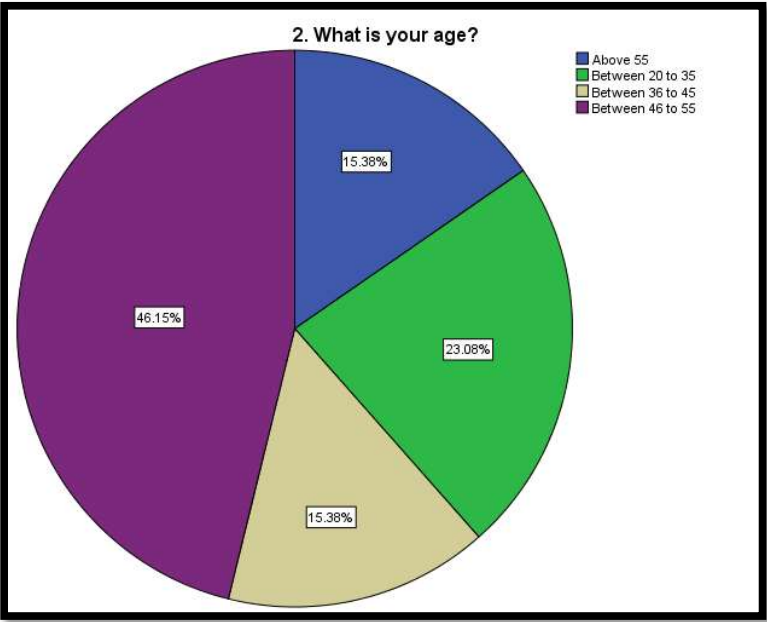


Figure 2: Age analysis

(Source: SPSS)

Above-mentioned table shows the demographical information in terms of age partition. This figure analyses the ages into four different groups where the maximum percentage holders of 46.15% belong to the age group of 46 to 55. On the other hand, Getinet, 23.08 % of the respondents belong to the above the age group of 20 to 35. The other age group of 36 to 45 carries out less than 15.38%. This analysis, as viewed by Aksoy (2021), gives significance for the comprehensive discussion, as the mental ability and perspective view of every individual are different from one another.

Monthly income

3. What is your monthly Income?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above Rs 50000	20	30.8	30.8	30.8
	Below Rs 15000	10	15.4	15.4	46.2
	Between Rs 15000 to 30000	15	23.1	23.1	69.2
	Between Rs 30000 to 50000	20	30.8	30.8	100.0
	Total	65	100.0	100.0	

Table 3: Monthly Income analysis

(Source: SPSS)

This above table 3 shows the concentration on the monthly income of the respondents of this research study. 65 respondents have described these monthly income details in this table as a percentage foundation.

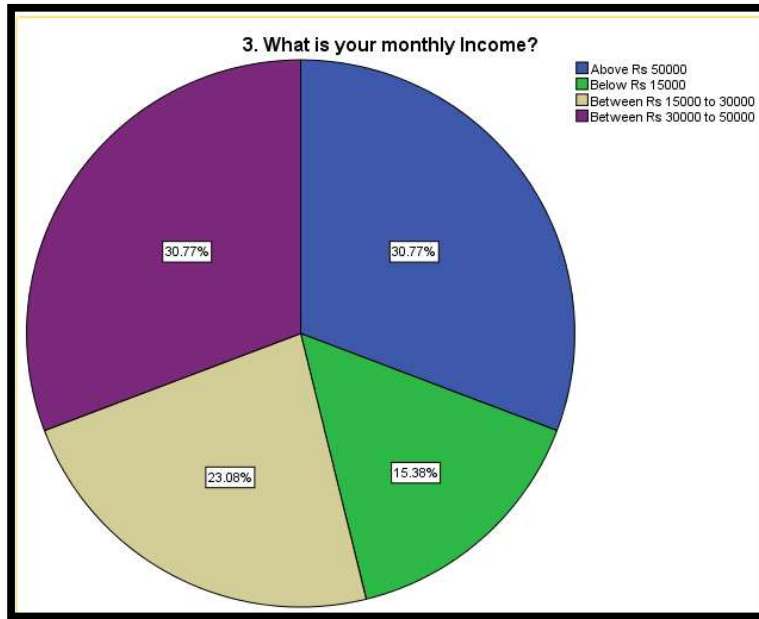


Figure 3: Monthly Income analysis

(Source: SPSS)

Above-mentioned table shows the classification of the 65 respondent's monthly income into different kinds of stages. 30.77% of the respondents belong to the revenue RS 50000. The above figure discusses the 15.38% male participants & 30.77% female respondents are whose monthly income is below Rs 15000 and 50000 respectively. As commented by Hossain (2019), this research analysis provides an overview of active respondents in conditions of their monthly income.

Hypothesis analysis

Hypothesis 1

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.122 ^a	.015	-.001	2.04885	.015	.953	1	63	.333	2.494

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	4.000	1	4.000	.953
	Residual	264.462	63	4.198	.333 ^b
	Total	268.462	64		

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.446	2.472		.077
	IV1	.200	.205	.122	.333

Table 4: Hypothesis 1

(Source: SPSS)

This above-mentioned table shows the highlight of the impact of the hypothesis study of the regression limitation and values. This hypothesis analysis 1 processes through these different systems of finding the research issues and expresses the data validation briefly. The hypothesis 1 shows significance that means the variables are incapable to share any strong relationship as the sig value is less than standard value 0.05. As per the perception of Sarwar (2019), the hypothesis shows the cognitive advance of researchers and the determination of

Hypothesis 2

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.154 ^a	.024	.008	2.03981	.024	1.521	1	63	.222	2.339

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.329	1	6.329	1.521	.222 ^b
	Residual	262.133	63	4.161		
	Total	268.462	64			

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	5.267	1.305		.000
	IV2	.146	.118	.154	.222

Table 5: Hypothesis 2

(Source: SPSS)

Above-mentioned table keeps focus on this research study of the hypothesis 2 consequences. Here these hypothesis analysis 2 significances the states the variables of that research studies are correlated and share a strong relationship as the sig value is less than standard value 0.05. It needs to be restricted to the detailed adjustment or results. As commented by Kunwar (2021) this analysis process can be affirmed the enthralled proposal that can be complete out with ease. The hypothesis result has tinted the majority likely expectation rather than any exceptional results.

Hypothesis 3

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.186 ^a	.035	.019	2.02808	.035	2.270	1	63	.137	2.557

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	9.335	1	9.335	2.270
	Residual	259.126	63	4.113	.137 ^b
	Total	268.462	64		

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.942	1.289		.000
	IV3	.243	.161	.186	.137

Table 6: Hypothesis 3

(Source: SPSS)

The appraisal of hypothesis 3 shows the discussion about the above figure with the investigative principles of the effect. The important regression assessment of this hypothesis is 0.137 that means that is under the universal restriction of 0.137 hypothesis consequence and the variables of this investigate share a strong relationship among the 65 respondents. As per the views of Podila, (2019), the regression values of this analysis process after more than a few equations and the result of this hypothesis 3 exposes the clarification of the collected information & the modification procedure of this systematic case study.

Discussion

Examination leads to various anxiety usually that known as exam phobia that is mental disorder most of the students. As stated by Sultan (2021), in this research study, the researcher has introduced the different exam phobia of the students who are getting education in the high school. As per views of RABIE, (2022) the students of the high school are facing various issues to be unprepared for their examinations. Some of them are not present in the examination hall for their anxiety, mental negative issues and incapable for their examination stress consequently. This different individuality of awareness can develop the lack of confusion of any study analysis. As stated by Desalegn (2019), Variations of the philosophy of respondents of different age groups substances the approach of the present day. Researcher has the viewpoint of upcoming issues from exam phobia by the students who has become worried extremely for not making better plan in exam how to perform in exam. The stable investigates process are capable to recognize the convincing enlightenment properly on the mental stability of the child in a situation of exam phobia.

Conclusion

Exam phobia impairs the education enthusiasm that causes the reason of the bad impact of the student's routine. As stated by Khan (2021), test anxiety affects the brain of the students for impairing their memory, ability for thinking and concentration clearly. Exam panic is a excessive restlessness that a student experience before and

the duration of the exam. In the period of exam, the students face the psychological condition that makes discomfort during the test of them. As per views of, Vural (2023) in conclusion, this research study stated that the students need to trounce exam fear to make timetable, early revision of syllabus, proper meditation to each subject, create a strategy to finish exam in right time and with take care of their mental health.

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Appendices

Appendix 1: Survey questions

Survey link:

<https://docs.google.com/forms/d/1Bhgtsed0yW9DrKPvT49rqWghNCtKFZg-nYiPCVQ1EGU/closedform>

1. What is your Gender?

Male

Female

Others

2. What is your age?

Between 20 to 35

Between 36 to 45

Between 46 to 55

Above 55

3. What is your monthly Income?

Below Rs 15000

Between Rs 15000 to 30000

Between Rs 30000 to 50000

Above Rs 50000

DV: Impact of exam phobia

4. The students face exam phobia during their exam period
5. The parents of the student suffer from the same exam phobia

IV 1: Academic Outcomes

6. The exam anxiety effects on an academic outcomes of any high school
7. The students think about the phobia causes their test anxiety & bad academic outcomes
8. The students need to calm down their mind for getting better outcome in academy

IV 2: Affect the performances of students

9. The exam phobia effects on the result for doing performances in exam hall with lower self-esteem
10. The significant relationship between exam & anxieties come from lower self-actualization
11. Exam anxiety shows the negative effect on the performances of exam by students

IV 3: Negative result for exam phobia

12. The negative result of students' exam ruins the high school's fem
13. The students need to overcome the negat