



RESEARCH ARTICLE

EVALUATION OF EXAM ANXIETY ON ACADEMIC PERFORMANCE OF GOVERNMENT AND PRIVATE SCHOOL BOYS AND GIRLS

Charu Sharma¹ and Prof. (Dr.) Shailja Jain²

¹Department of Home Science, Jiwaji University, Gwalior, M.P., India; ²Department of Home Science, Kamla Raja Girls Government Post Graduate College, Gwalior, M.P., India

ARTICLE INFO

Article History:

Received 24th July, 2025

Received in revised form

25th August, 2025

Accepted 17th September, 2025

Published online 30th October, 2025

Keywords:

Academic Performance, Exam Anxiety, Boys, Girls.

*Corresponding author:

Latifa Abubakari

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Citation: Charu Sharma and Prof. (Dr.) Shailja Jain. 2025. "Evaluation of exam anxiety on academic performance of government and private school boys and girls. . *International Journal of Current Research*, 17, (10), 35141-35143.

ABSTRACT

Exams are a part of the academic experience in school or college. Exam stress among students is said to "lead to mental health time bombs. Although stress is acceptable, too much of it will reduce your productivity. They experience a lot of stress and worry since they have to appear for tests at school, college, or competition. Exam anxiety levels among adolescent males and girls are connected to their academic performance. The results indicate that the means of our groups differ significantly. The significance value is 0.0005 (i.e., $p = 0.0005$). It is thereby concluded that, there is an impact of exam anxiety on academic performance of government and private school boys and girls. As school managers focus on maximizing students' potential, it is critical to comprehend the cognitive, emotional, and behavioral variables that lead to exam anxiety. This study explores at the increasing incidence of anxiety regarding exams and its impact of academic performance in adolescent girls and boys, a subject that needs further investigation.

INTRODUCTION

Examinations are a component of academic life in school or college. There have been claims that "student exam stress leads to mental health time bombs." Stress is quite normal, but excessive amounts of it will make you less productive. They must show up for exams at school, college, or competitions, which causes them a great deal of tension and anxiety (Alshareef *et al.*, 2025). Exam stress can be caused by a number of significant predisposing variables, such as peer pressure, emotional immaturity, bad self-image and negative ideas, family pressure to achieve the highest results, choosing tests for future advancement, and stimulants including tea, coffee, cola, etc. consumed prior to the exam. Suicidal attempts by students are more frequent during exam periods or when results are announced. Students may experience anxiety or depression as a result of the test. They could require counselling, antidepressants, or additional family assistance in these situations (Williamson *et al.*, 2024). Academic performance is an important indicator of adolescents' academic success and performance (Kumar *et al.*, 2021). Previous research indicates that adolescents are more likely to perform better on standardised achievement tests and have higher grade averages and standardised test scores, when they are engaged and participate actively in school. That regards school behaviour (i.e., attending school regularly, following school rules, concentrating on learning), feeling connected and belonging to school, having positive feelings toward teachers and peers, and using strategic approaches to learn (Wang and Holcombe, 2010). Showing such engagement and active participation in academic activities and tasks is associated with the intrinsic motivation for school and with the school satisfaction of adolescents (Magnano *et al.*, 2020). Therefore, the present study aim

was to assess the impact of exam anxiety on academic performance of government and private school boys and girls.

METHODOLOGY

Sample: Samples were the adolescent boys and girls who are studying 9th and 10th standard with examination anxiety and those who fulfil the inclusion criteria in selected schools.

Study population: All students enrolled in the 9th and 10th grades (ages 14 to 18) in particular Morena government and private schools are included in the target audience.

Screening of adolescent: Class 9th and 10th students were chosen prior to the exam by visiting both government and private schools. After that 700 were examined by screening test and out of this population selected for the study.

Sample size: 700 adolescents were screened to identify examination anxiety and out of this population 200 boys and 200 girls were selected as a sample.

Tools of the study: Tools are used to gather data, which is one of the most crucial phases of the research process. Research tools are items that aid in the evaluation of a certain variable that is being studied.

Tools Used Students' Examination Anxiety Test (SEAT): developed by Dr. Madhu Agrawal and Miss. Varsha Kaushal was used to measure student's examination anxiety level. The SEAT

consisted of total 38 items with two alternatives 'Yes' and 'No'. Reliability Test: Reliability was found to be 0.92 and the internal consistency reliability was found to be 0.87. The correlation between the scores of SEAT was found 0.57 and correlation between SEAT scores and rating by friends on a five-point rating scale was found to be 0.89.

Academic performance (Self developed performa): Academic performance usually implies reaching educational objectives or benchmarks. Exams and continuous evaluations are frequently used to evaluate their performance. Academic performance is defined in this study as a good relationship between students' exam anxiety levels and their performance. This was determined using the grades that the 9th and 10th grade students at the schools that were selected in the study. As a result, senior school students' overall percentage across all disciplines has been used as an indicator for their academic performance.

Statistical tools used for analysis of the data and interpretation: The significant average difference was determined using the mean, SD, SED, and "t" test. To make the results relevant, they are evaluated and presented in the context of issue factors. Using "t" score norms, the raw score was converted into a standard score by calculating the average and standard deviation. The statistics program for social sciences (SPSS) version 22 and Graph Pad Prism were used to collect the data, which was then submitted to the proper statistical analysis. One-way ANOVA and descriptive statistics were examined using a 95% CI and a significant p-value ($p < 0.05$ and $p \geq 0.05$).

RESULTS

Table 1. T-test results for government and private school adolescents boys regarding exam anxiety

Boys Anxiety	N	mean	Std. deviation	Std. error	P-value	Remarks
Government	100	10	3.16	1.41	0.420	$p \geq 0.05$
Private	100	10	3.69	1.62		

The above table 1 demonstrates that there is no significant difference between government school and private school adolescent boys in exam anxiety. The mean score for anxiety score between government school and private school adolescent boys are approximately same. The standard deviation for government school adolescent boys is 3.16 and private school adolescent boys, it is 3.69. The standard error (SE) is 1.41 and 1.62 with a p-value of 0.420 level of significance $p \geq 0.05$.

Hypothesis: Accepted

There is no significant difference in exam anxiety of government and private school boys

Table 2. t-test results for government and private school adolescents girls for exam anxiety

Girls Anxiety	N	Mean	Std. deviation	Std. error	p-value	Remarks
Government	100	10	2.95	1.30	0.458	$p \geq 0.05$
Private	100	10	3.88	1.73		

The above table 2 demonstrates that there is no significant difference between government school and private school adolescent girls for exam anxiety. The mean score for anxiety score between government school and private school adolescent girls are approximately same. The standard deviation for government school adolescent boys is 2.95 and private school adolescent boys, it is 3.88. The standard error (SE) is 1.30 and 1.78 with a p-value of 0.458.

Hypothesis: Accepted

There is no significant difference in exam anxiety of government and private school girls.

Table 3. Descriptive statistics like mean, standard deviation and standard error for government and private school adolescents boys and girls in exam anxiety

Statistics	Government school boys	Private school boys	Government school girls	Private school girls
Mean	10	10	10	10
SD	3.162	3.623	2.915	3.889
Std. Error	1.414	1.620	1.304	1.739

Adolescent boys and girls attending government schools and private schools have almost the same mean anxiety scores. For adolescent boys attending government schools, the standard deviation is 3.162, while for those attending private schools, it is 3.623. The corresponding standard error (SE) is 1.414 and 1.620. Adolescent girls attending government schools had a standard deviation of 2.915, while those attending private schools have a standard deviation of 3.889 and a standard error (SE) of 1.304 and 1.739, respectively.

Table 4. ANOVA test: government and private school boys and girls regarding exam anxiety

Source of Variation	Sum of squares	df	mean square	F-value	p-value	Remarks
Between group	00	3.0	00	1.596	0.652	$p \geq 0.05$
Within group	166.8	4.0	41.69			
Error	20.25	12.0	1.688			
Total	187.0	19.0				

The results of the One-way ANOVA and Tukey's post hoc test are displayed in table 4. From the table 4, it is evident that f value for group being 1.59 is not significant with p value 0.652. It indicates that exam anxiety of government and private school boys and girls do not differ significantly ($p \geq 0.05$) considering as the covariate. Thus the hypothesis stated that there is no significant difference in exam anxiety of government and private school boys and girls is accepted.

Hypothesis: Accepted

There is no significant difference in exam anxiety of government and private school boys and girls.

Table 5. t-test analysis for government and private school boys and girls regarding academic performance

Academic performance	N	Mean	Std. deviation	Std. error	p-value	Remarks
Government	200	28.57	14.65	5.53	0.350	$p \geq 0.05$
Private	200	28.57	17.06	6.44		

The above table 5 demonstrates that There is no significant difference of academic performance of boys and girls. From Table, the mean score for academic performance between government and private school adolescent boys and girls are approximately same. The standard deviation for government school adolescent boys is 14.65 and private school adolescent boys, it is 17.06. The standard error (SE) is 5.53 and 6.44 with a p-value of 0.350 at level of significance $p \geq 0.05$.

Hypothesis: Accepted

There is no significant difference of academic performance of government and private school boys and girls.

Table 6. ANOVA scores: regarding exam anxiety and academic performance of government and private school boys and girls

Source of Variation	Sum of squares	df	mean square	F-value	p-value	Remarks
Between group	1176	6.0	196	8.4	0.0005	$p < 0.05$
Within group	381.1	4.0	95.29			
Error	271.3	24.0	11.30			
Total	1829	34.0				

The results of the One-way ANOVA and Tukey's post hoc test are displayed in Table 6, which also indicates that the means of our

groups differ significantly. From the table 6 it is evident that f value for exam anxiety and academic performance among government and private school going boys and girls is 8.4. The significance value is 0.0005 (i.e., $p = 0.0005$), which is less than 0.05 thus the null hypothesis stated that there is no significant alteration in impact of exam anxiety on academic performance of government and private school boys and girls is rejected. It is thereby concluded that, there is an impact of exam anxiety on academic performance of government and private school boys and girls.

Hypothesis: Rejected

There is no significant difference of exam anxiety on academic performance of government and private school boys and girls.

DISCUSSION

A psychological condition known as exam anxiety may act as a deterrent, causing adolescents to perform below their ability in the educational environment. In order to help adolescents reach their full academic potential, it is important to comprehend how exam anxiety might affect their academic performance (Wu *et al.*, 2025). In order to comprehend the exam anxiety situation among government schools, current educational techniques that emphasize student-centered education have been identified as Excellence school, Government girl school, J.S. Public school and Victor convent school, Morena. The data from government school, 200 adolescent, 92 (46%) boys and 108 (54%) girls has been collected. The data from private school, 200 adolescent, 104 (52%) boys and 96 (48%) girls has been collected. These adolescent boys and girls could help administrators update the assessment procedure to explore their potential and competencies at a level. This present study investigated this point, particularly regarding assessment among adolescent boys and girls for exam anxiety and its impact on academic performance. It investigated, using actual data from the demographic survey that targeted their answers, the connection between their academic achievement and exam anxiety. The majority of the sampled adolescent experienced mild anxiety prior to or during the exam, according to the study's findings. This finding aligned with previous research (DordiNejad *et al.*, 2011, Dawood *et al.*, 2016) that indicated modest to low exam anxiety among adolescent boys and girls.

Academic performance often increases with increased preparation and focus on exams. Academic achievement is contingent upon exerting significant effort, which is made possible by managing negative emotions and other obstacles, according to Devonport and Lane (2006). Stöber (2004) showed a substantial correlation between exam anxiety and preparation and task orientation, as well as between exam anxiety's cognitive dimension and concern. He also connected his findings to those of other studies. Furthermore, the results show that there are considerable differences in task orientation and preparedness across the various CGPA groups, with high achievers having much higher task orientation scores and poor achievers having extremely low scores. Given that top-achieving kids consistently study for exam and put forth effort to maintain their high grades, this is a logical conclusion. However, in contrast low-achieving students typically receive poor grades as they are unable or unwilling to adequately prepare for tests, and this may persist throughout their academic careers.

Exam anxiety among adolescent girls and boys attending government and private schools is not just tied to exam-related concerns; Additional components might potentially be involved, which was not the focus for study. The academic performance of adolescent boys and girls is correlated with their level of exam anxiety. Understanding the cognitive, emotional, and behavioral factors that contribute to exam anxiety is crucial as school administrators concentrate on maximizing students' potential (Kültür and Özcan, 2022; Lohiya *et al.*, 2021; Khan *et al.*, 2019). This study examines the prevalence of test anxiety in adolescent boys and girls, a topic that requires more research.

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