

A Study of The Reasons for Exam Stress and Its Control to Improve Academic Performance Among Junior College Students – A Case Study

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Abstract—The present study aims to identify the various causes and major reasons responsible for exam stress among junior college students. It seeks to understand how academic pressure, fear of failure, parental expectations, time constraints, and lack of proper preparation contribute to stress during examinations.

The study also aims to measure the level of exam stress experienced by junior college students. By assessing the intensity of stress—whether low, moderate, or high. The study seeks to examine the effect of exam stress on students' academic performance. Excessive stress can negatively impact overall performance, leading to lower academic achievement in exams. It helps students to develop effective strategies to manage stress during examinations. By creating awareness about healthy study habits, time management, relaxation techniques, and positive thinking, the research encourages students to cope with exam stress in a constructive manner.

Finally, the study intends to suggest practical and effective measures to reduce exam stress and improve academic performance. These measures may include guidance and counselling, stress-management programs, teacher support, parental awareness, and a balanced academic environment, thereby promoting the overall well-being and academic success of junior college students.

I. INTRODUCTION

Action research is a type of research done by teachers to improve their own teaching and solve classroom problems. Action research focuses on solving immediate problems faced by educators and seeks practical solutions rather than long-term theory development. Teachers can use action research to understand students' difficulties and find practical solutions. Teachers, administrators, and supervisors can use action research to solve classroom-related problems. It helps educators understand different dimensions of a problem and apply remedial measures effectively.

Students today just do not accept lecture method but they demand more as they have more reasoning power in them. They expect their queries to be answered especially by the teacher. To eradicate this problem of education and to bring about better education, it is necessary for the teachers to be aware of new techniques of teaching. Action Research Plan is prepared to study and solve the difficulties of the teachers and students. This study shall be useful in their day-to-day duties.

It is often seen that students who perform well in class do not score well in examinations. One major reason for this is exam stress. This study focuses on understanding exam stress among junior college students and finding ways to reduce it to improve academic performance. This 'Action Research Plan' is prepared to study the problems faced by the students and teachers in their institution while performing their duties of teaching and also to find out the causes and remedies to solve these problems. This research is done with the purpose to increase the efficiency of the teacher in their day-to-day activities of teaching. The objectives of the study were to identify exam stress, understand its effect on performance, and suggest remedial measures. The sample included 30 junior college students. A questionnaire and observation method were used to collect data.

I have been teaching Economics from last 24 years in Anjuman-I-Islam's Dr. Mohammed Ishaq Jamkhanawala Girls' High School & Jr. College Of Science & Commerce, Bandra (W), Mumbai – 50 and I have found that the students face stress during exams because of which they do not score well. There are various exams (oral and written) conducted from time to time in the college as per the yearly schedule as well as class tests and observations.

From the academic results of the institution, it is observed that the performance of students is relatively low. One of the major reasons identified is exam stress and anxiety caused by pressure to score high marks and perform well in examinations. This stress adversely affects students' confidence and academic performance. Therefore, it becomes necessary to take appropriate steps to motivate and encourage students in their studies so that the dropout rate among such students can be reduced.

Hence, this topic has been selected for the Action Research Plan to study the problem of exam stress faced by students of Standard XI, to identify its causes, and to suggest suitable remedial measures to address the issue. For the purpose of this research, students of Standard XI (Commerce section) from Anjuman-I-Islam M. I. J. Girl's High School and Junior College have been selected.

II. NEED FOR RESEARCH

Research is not merely a process of gathering information; it is a systematic effort to answer unanswered questions or to create new knowledge. According to Whales (1972), "*Action Research is a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention.*" In other words, research is a search for knowledge or a scientific investigation carried out with an open and logical mind to solve existing or emerging problems.

Action research is an inquiry in which teachers systematically study their own teaching practices and students' learning within the classroom. Through action research, the professional efficiency of teachers is enhanced and practical solutions to classroom problems are identified. It is one of the most effective ways of assessing the usefulness of new methods and innovations introduced in the field of education.

In action research, it is comparatively easy to select samples and tools, and the research work can be completed within a limited time frame. It helps students enhance their learning experiences and improve their academic performance.

In the 21st century, knowledge spreads rapidly due to scientific advancements such as computers, the internet, and mass media. The education system is undergoing continuous change, and students face

new challenges at every level of education. Mobile phones have become a major source of distraction and are one of the significant contributors to stress among students.

Students today possess increased scientific thinking and reasoning abilities. They expect logical explanations for activities and learning processes. Therefore, research in the field of education has become extremely necessary to understand students' needs and to fulfil their academic and emotional requirements effectively.

It is often observed that students who perform well during regular classroom activities do not always achieve the same level of success in examinations. Despite having adequate subject knowledge, they tend to score lower than expected. One of the major reasons for this gap is exam stress or test anxiety. Hence, the present study is undertaken to understand exam stress among students and to explore ways to reduce it.

Causes of Exam Stress Identified

- Continuous tests, observations, and evaluations
- Pressure to score high marks
- Fear of failure and feelings of anxiety
- Vernacular medium background making studies more challenging

The researcher has selected this problem as it is commonly faced by students at the junior college level. For the purpose of this action research, 30 students from Class XI (Commerce stream) have been selected as the sample.

IMPORTANCE OF RESEARCH

1. Through action research, a teacher can solve classroom and school-related problems at her own level by adopting a scientific and systematic approach.
2. Action research helps teachers remain active and proactive, enabling them to address problems constructively rather than blaming circumstances.
3. Due to action research, there is continuous improvement and progress in school activities and academic practices.
4. Action research is highly effective in studying students' progress and evaluating the effectiveness of teaching-learning processes.

5. With the use of action research, teaching becomes more student-oriented and learner-centred.
6. Action research helps in developing active, reflective, and practical teachers.
7. The education system undergoes continuous changes in curriculum, textbooks, evaluation patterns, and marking schemes. Action research ensures proper implementation of these changes and enhances the efficiency and speed of work.
8. Action research plays a significant role in improving the quality of teaching, teaching methods, and their overall impact on students.

Hence, it can be concluded that action research is highly effective not only for students and teachers but also for the overall development of the education system.

HYPOTHESES:

- Null Hypothesis (H_0): Exam stress does not affect the academic performance of junior college students.
- Alternative Hypothesis (H_1): Exam stress affects the academic performance of junior college students.
- We hereby accept the Alternative Hypothesis (H_1), as exam stress has a significant effect on the academic performance of junior college students.

ASSUMPTIONS:

It is assumed by the researcher that:

1. Students face problems of stress during examinations.
2. Students experiencing higher levels of exam stress are likely to perform poorly in examinations.
3. Reducing exam stress can lead to improvement in students' academic performance.
4. Exam stress and anxiety are higher among students during examination periods.
5. Teaching stress management techniques helps students feel more confident and relaxed during examinations.
6. Proper guidance and counselling can effectively reduce exam stress among students.
7. It is also assumed that many students belong to families where limited space is available for studying, which does not provide a comfortable environment for study or sleep.

8. It is assumed that mobile phones are a major source of distraction and negatively affect students' studies.
9. It is assumed that students who are unable to cope with examination stress may eventually drop out of their studies.

SCOPE AND LIMITATIONS OF THE STUDY:

- This study is limited to junior college students.
- The data is collected using a questionnaire method.
- The study focuses mainly on exam stress and stress-control methods.

PERIOD OF THE RESEARCH:

June 2023- June 2025

STUDY OF LITERATURE:

A literature review is a systematic study of existing research related to a particular topic. In the present study, the review of literature focuses on exam stress among students. It includes books, research articles, journals, and previous research studies that explain the causes, effects, and management of exam stress. The main purpose of reviewing the literature is to understand what has already been studied on exam stress and anxiety among students, what findings have been reported by different researchers, and what research gaps still exist. This helps the researcher build a strong theoretical base, avoid repetition of earlier work, and justify the need for the present study.

Through the review of literature, readers can understand how exam stress affects students' academic performance, emotional well-being, and behaviour, as well as the various strategies suggested by researchers to reduce exam stress.

The literature related to exam stress can be organized in the following ways:

1. Chronological Organization: In this method, studies on exam stress are arranged according to different periods or stages of development. This helps in understanding the progress of research over time and enables the evaluation of the strengths and weaknesses of studies conducted at different stages.
2. Thematic Organization: In thematic organization, studies are grouped under common themes such as 'Causes of exam stress'.

3. Methodological Organization: In this approach, studies are organized based on the research methods used, such as surveys, questionnaires, interviews, and experimental methods. This organization is useful when comparing the effectiveness and suitability of different research tools and techniques used to study exam stress.

Importance of Review of Literature in Research: The review of literature plays a very important role in research. It helps the researcher gain a clear understanding of the research topic by examining what has already been done in the field. Through the review, the researcher becomes familiar with the methods, findings, and conclusions of earlier studies, which provides valuable guidance for the present research.

- It provides basic information and ideas about the research problem.
- It guides the researcher in selecting appropriate research methods and tools.
- It saves time by avoiding repetition of earlier research work.
- It helps in understanding and interpreting research findings more effectively.
- It makes the research work systematic, meaningful, and reliable.
- It provides guidance on how to plan and conduct the research.

III. RESEARCH METHODOLOGY

- Research Method: Primary method (through questionnaire method) and Secondary Methods (collecting information through other sources.)
- Sample Size: Sample consisted of 30 students of XI Standard (Commerce section) from Anjuman-I-Islam M. I. J. Girl's H.S. and Jr. College, Bandra (W), Mumbai.
- Sampling Method: Random sampling.

TYPES OF RESEARCH:

Research can be classified into different types based on its purpose, approach, nature, and methods used. The main types of research are explained below:

1. Fundamental Research: It is conducted to increase knowledge and understanding without any immediate practical application. It focuses on developing theories and principles.

Example: Studying the psychological causes of exam stress.

2. Applied Research: It aims to solve specific, practical problems by applying existing knowledge.

Example: Finding effective strategies to reduce exam stress among students.

3. Quantitative Research: Quantitative research deals with numerical data and uses statistical tools for analysis. It focuses on measuring variables and testing hypotheses.

Example: Using questionnaires to measure the level of exam stress among students.

4. Qualitative Research: Qualitative research focuses on understanding human behaviour, experiences, and feelings through non-numerical data such as interviews and observations.

Example: Interviewing students to understand their feelings about examinations.

5. Descriptive Research: Descriptive research describes the existing conditions or characteristics of a phenomenon.

Example: Studying the level of exam stress among secondary school students.

6. Experimental Research: Experimental research involves manipulating one or more variables to study their effect on another variable under controlled conditions.

Example: Testing the effect of relaxation techniques on exam stress.

7. Correlational Research: Correlational research studies the relationship between two or more variables without controlling them.

Example: Studying the relationship between exam stress and academic performance.

8. Historical Research: Historical research studies past events to understand present situations and predict future trends.

Example: Studying the development of examination systems over time.

9. Action Research: Action research is conducted by teachers or practitioners to solve immediate problems in their own settings.

Example: A teacher implementing stress-management activities to reduce exam stress in a classroom.

10. Survey Research: Survey research collects data from a large group of people using questionnaires or interviews.

Example: Surveying students to assess exam stress levels.

11. Action Research: Action research is a practical and systematic type of research carried out by teachers, educators, or practitioners to solve immediate problems in their own working

environment, especially in the classroom or school setting. The main purpose of action research is not to develop theory but to improve practice and bring positive change.

In education, action research focuses on identifying classroom problems, planning suitable actions, implementing those actions, and evaluating their effectiveness. It helps teachers become reflective practitioners who continuously improve their teaching methods and student learning outcomes. We hereby use action research to study exam stress among junior college students and to implement suitable strategies to reduce stress and improve their academic performance.

Definition of Action Research: According to Kurt Lewin, action research is “comparative research on the conditions and effects of various forms of social action and research leading to social action.”

Characteristics of Action Research:

- It is problem-oriented and focuses on real classroom or school problems.
- It is cyclical in nature (planning, action, observation, reflection).
- It is conducted by teachers.
- It involves systematic data collection and analysis.
- It helps in improving teaching–learning processes.

TOOLS USED FOR DATA COLLECTION:

1. Questionnaire on Exam Stress – Structured questionnaire to identify stress levels, causes of stress, and students’ feelings toward examinations.
2. Observation – to observe students’ behaviour, confidence, and performance during tests, examinations or practice tests.
3. Previous Examination Records – to compare performance before and after intervention.
4. Informal Interviews / Discussions – to understand students’ feelings and coping strategies.

Questionnaire on Exam Stress:

Response to Statement 1: “*I feel nervous before exams.*”

<i>Sr. No.</i>	<i>Questionnaire on Exam Stress</i>	<i>Yes</i>	<i>Sometimes</i>	<i>No</i>	<i>Total</i>
<i>1</i>	<i>I feel nervous before exams</i>	<i>15</i>	<i>10</i>	<i>5</i>	<i>30</i>

5. Stress Management Techniques – including relaxation exercises, time management guidance, and practice exams as part of intervention.

Action Plan / Steps Taken:

To reduce exam stress and improve academic performance among junior college students, the following steps were implemented:

1. Identifying the Problem:

- Administered a questionnaire to understand the level and causes of exam stress.
- Observed students’ behaviour during class and practice tests.

2. Stress-Reduction Techniques Implemented:

- **Relaxation Exercises:** Taught deep breathing and simple relaxation techniques.
- **Time Management Guidance:** Helped students plan study schedules and revision strategies.
- **Practice Tests:** Conducted mock exams in a low-pressure environment to build confidence.
- **Motivational Talks:** Encouraged students to stay positive and confident.

3. Parental/Teacher Support:

- Provided tips for parents and teachers to reduce pressure on students.
- Follow-Up suggested further strategies for continuous stress management.

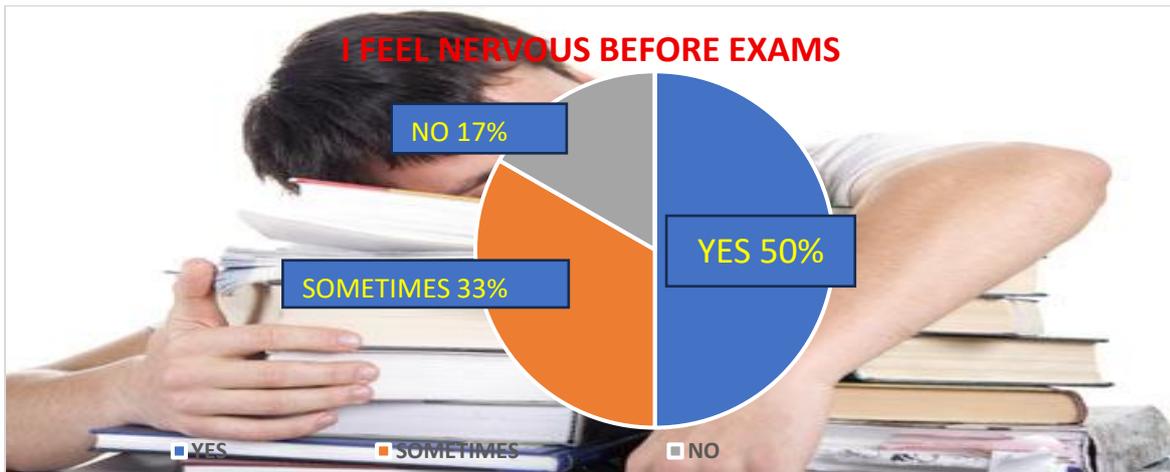
PROCESSING AND ANALYSIS OF CONTENT:

An action research study was conducted using a questionnaire consisting of 13 questions to collect data related to exam stress. The questionnaire was administered to 30 students of Class XI from Anjuman-I-Islam M. I. J. Girl’s High School and Junior College, Bazar Road, Bandra (W), Mumbai. All responses were collected successfully. The data obtained through the questionnaire were carefully processed, tabulated, and analysed. The following section presents the analysis and interpretation of the collected data.

	Percentage	50	33.33	16.67	

- 15 students (50%) responded Yes, indicating that they feel nervous before exams.
- 10 students (33.33%) responded Sometimes, showing occasional exam-related nervousness.
- 5 students (16.67%) responded No, suggesting they do not feel nervous before exams.
- Stress is a common issue among students and highlights the need for stress-management strategies.

Yes, I feel nervous before exams ██████████ 50%
 Sometimes feel nervous before exams ██████████ 33%
 No, do not feel nervous before exams ██████████ 17%

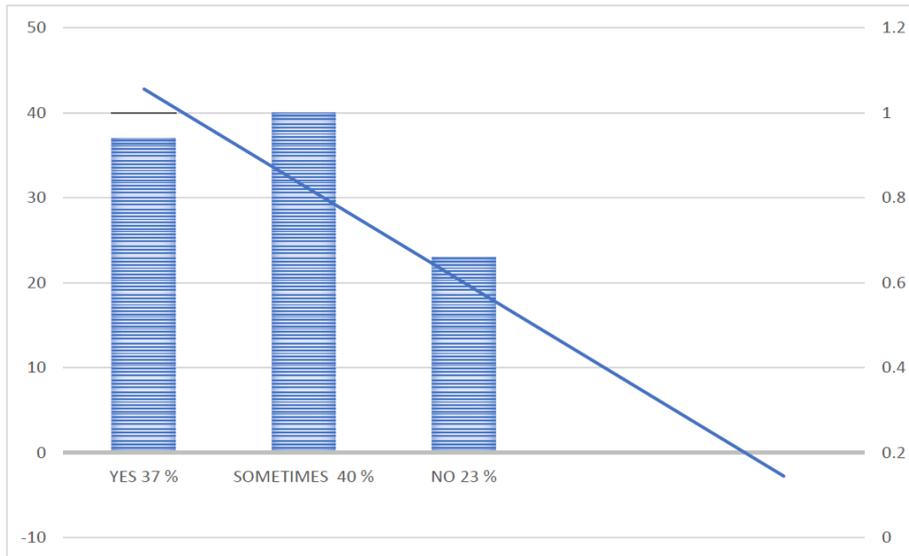


Response to Statement 1: "I feel nervous during exams."

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
2	I feel nervous during exams	11	12	7	30
	Percentage	36.66667	40.00	23.33	

- 11 students (36.66%) responded Yes, indicating that they feel nervous during exams.
- 12 students (40%) responded Sometimes, showing occasional exam-related nervousness.
- 7 students (23.33%) responded No, suggesting they do not feel nervous before exams.
- This indicates that exam-related anxiety is common among students.

Yes feel nervous during exams ██████████ 37%
 Sometimes feel nervous during exams ██████████ 40%
 No, do not feel nervous during exams ██████████ 23%



Response to Statement 3: “ I worry a lot about my exam results.”

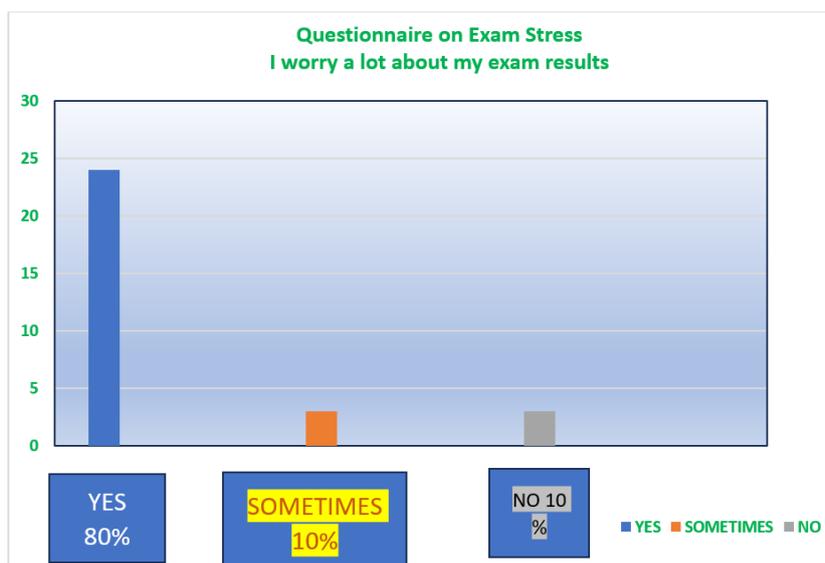
Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
3	I worry a lot about my exam results	24	3	3	30
	Percentage	80	10.00	10.00	

- A large majority of students (80%) worry a lot about their exam results.
- Around 10% feel stressed only sometimes.
- Very few students (10%) do not worry at all.
- This shows that exam results are a major source of stress for most students.

Yes, worried about Exam Result 80%

Sometimes worried about Exam Result 10%

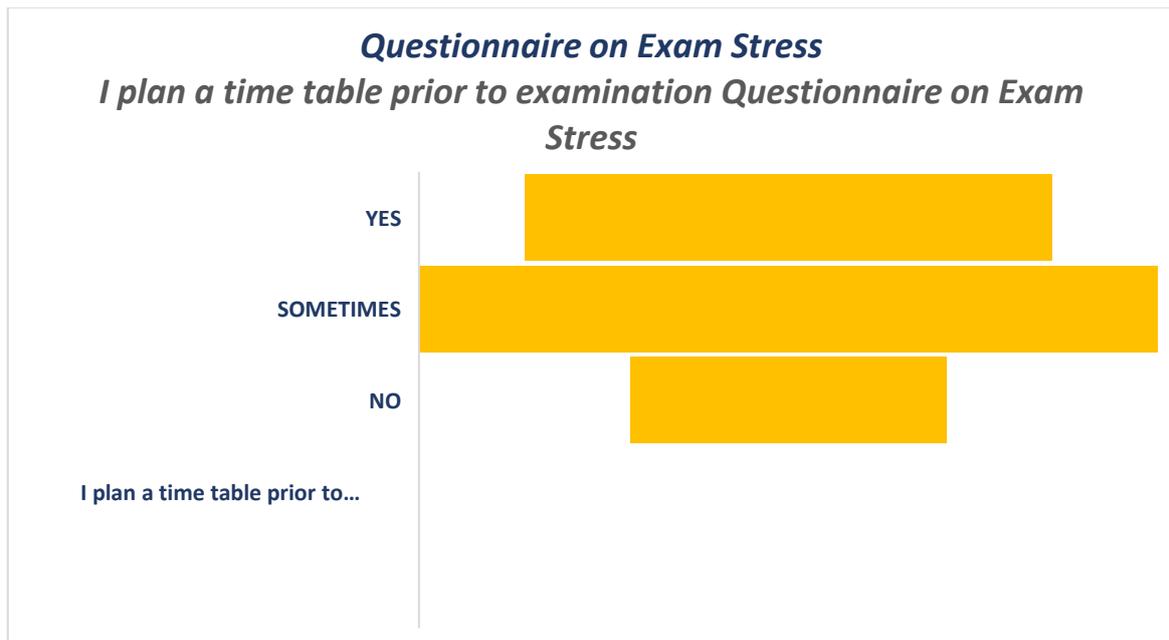
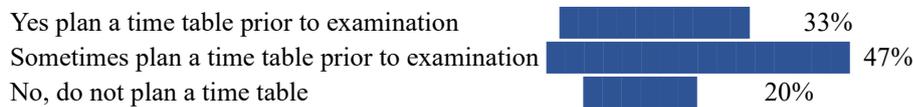
No, not worried about Exam Result 10%



Response to Statement 4 : " I plan a time table prior to examination"

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
4	I plan a time table prior to examination	10	14	6	30
	Percentage	33.33333	46.67	20.00	

- 10 students (33.33%) reported that they plan a timetable regularly before examinations.
- 14 students (46.67%) stated that they sometimes plan a timetable.
- 6 students (20%) admitted that they do not plan a timetable prior to exams.
- The findings indicate that while most students have some awareness of time planning, consistent timetable planning is lacking, which may contribute to exam stress.



Response to Statement 5: " I have trouble sleeping before exams "

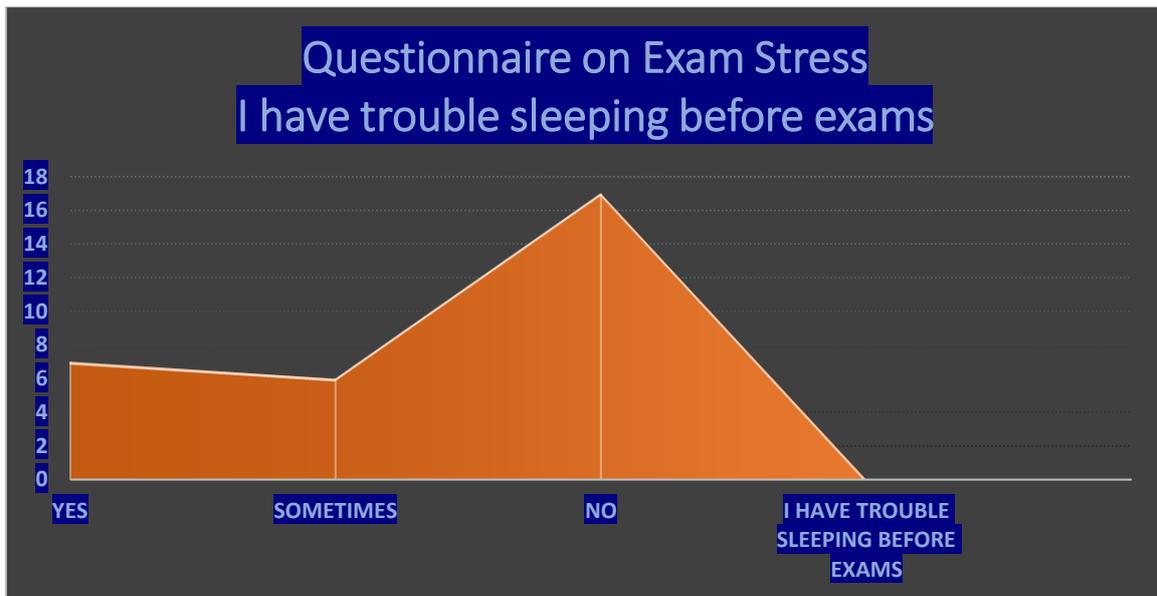
Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
5	I have trouble sleeping before exams	7	6	17	30
	Percentage	23.33333	20.00	56.67	

- 23.33% of students reported that they have trouble sleeping before exams.
- 20% of students stated that they sometimes experience sleep problems before exams.
- A majority of students (56.67%) reported that they do not have trouble sleeping before examinations.
- However, during personal interviews, the majority of students expressed that they feel sleepier during exams, indicating that exam-related pressure may still affect their sleep patterns in different ways.

Yes, have trouble sleeping before exams 23%

Sometimes have trouble sleeping before exams 20%

No, do not have trouble sleeping before exams 57%

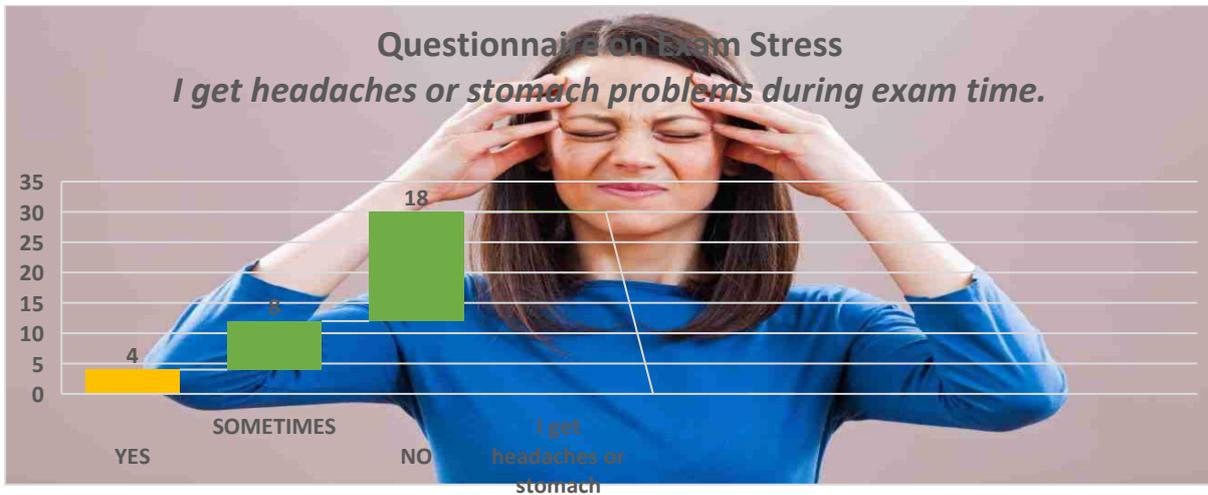


Response to Statement 6: "I get headaches or stomach problems during exam time."

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
6	I get headaches or stomach problems during exam time.	4	8	18	30
	Percentage	13.33333	26.67	60.00	

- 13.33% of students reported that they experience headaches or stomach problems during exams.
- 26.67% of students stated that they sometimes experience these physical symptoms during examination time.
- A majority of students (60%) indicated that they do not suffer from such physical problems during exams.
- This shows that most students are not affected by physical health issues related to exam stress.
- However, a considerable proportion (40%) experience psychosomatic symptoms regularly or occasionally.
- These findings suggest that exam stress can manifest as physical discomfort for some students and highlight the need for stress management strategies during examination periods.

Yes, get headaches / stomach problems during exams 13%
 Sometimes get headaches / stomach problems during exams 27%
 No, do not get headaches / stomach problems during exams 60%.

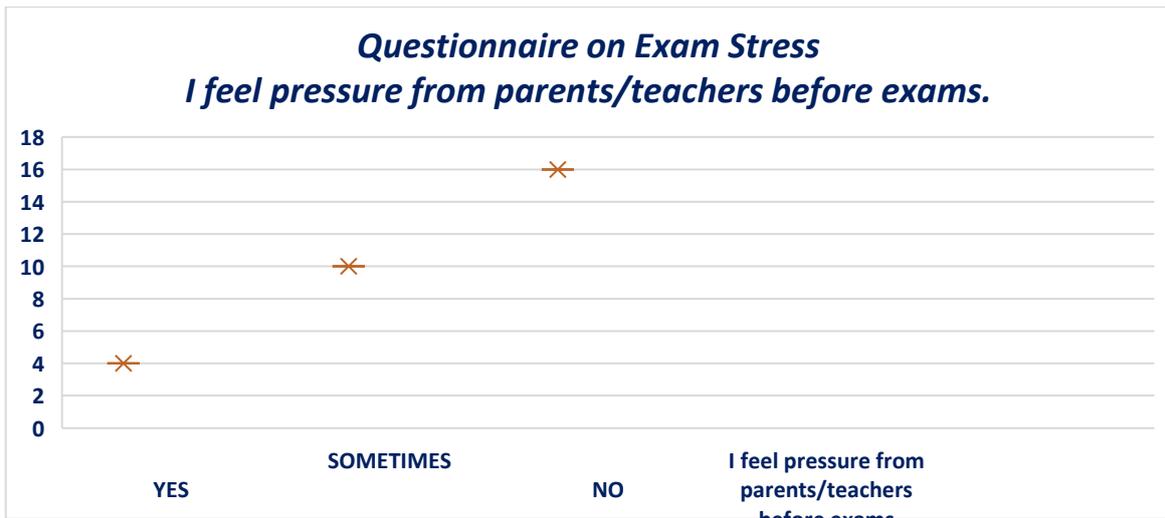


Response to Statement 7: " I feel pressure from parents/teachers before exams."

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
7	I feel pressure from parents/teachers before exams.	4	10	16	30
	Percentage	13.33333	33.33	53.33	

- 13.33% of students reported that they feel pressure from parents or teachers before exams.
- 33.33% of students stated that they sometimes experience such pressure.
- More than half of the students (53.33%) indicated that they do not feel pressure from parents or teachers before examinations.
- This shows that most students are not consistently affected by external pressure.
- However, a notable proportion (46.66%) experience parental or teacher pressure regularly or occasionally.
- Such pressure can contribute to exam stress and may affect students' emotional well-being and academic performance.
- The findings highlight the importance of supportive communication and realistic expectations from parents and teachers during examination periods.

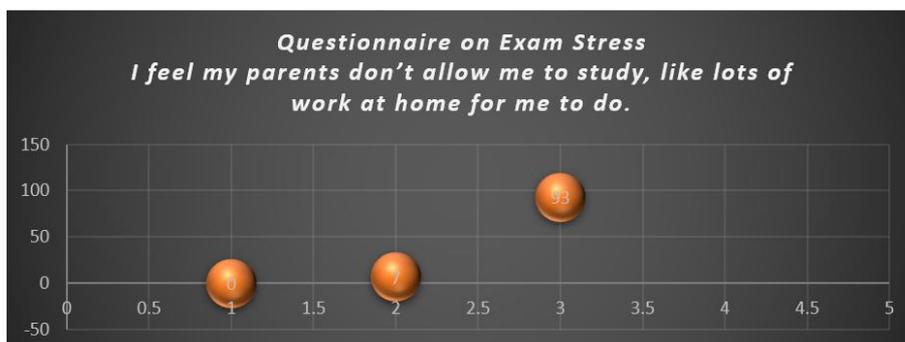
Yes, feel pressure from parents/teachers before exams 13%
 Sometimes feel pressure from parents/teachers before exam 33%
 No, do not feel pressure from parents/teachers before exams 53%.



Response to Statement 8 : " I feel my parents don't allow me to study, like lots of work at home for me to do."

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
	I feel my parents don't allow me to study, like lots of work at home for me to do.	0	2	28	30
	Percentage	0	6.67	93.33	

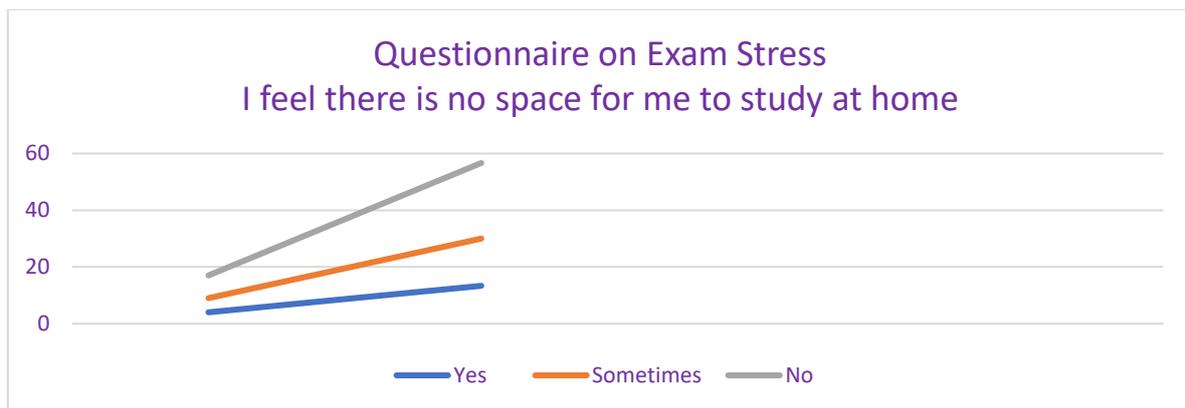
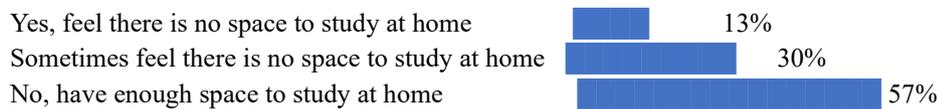
- None of the students (0%) reported that they face this problem.
- 2 students (6.67%) stated that they sometimes experience difficulty in studying due to household work.
- A large majority of students (93.33%) reported that they do not face such issues at home.
- This indicates that most parents are supportive and do not burden students with excessive household responsibilities during exam time.
- Only a very small proportion experience occasional difficulty, suggesting that home-related study interference is minimal for most students.



Response to Statement 9 : " I feel there is no space for me to study at home."

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
9	I feel there is no space for me to study at home	4	9	17	30
Percentage		13.33333	30.00	56.67	

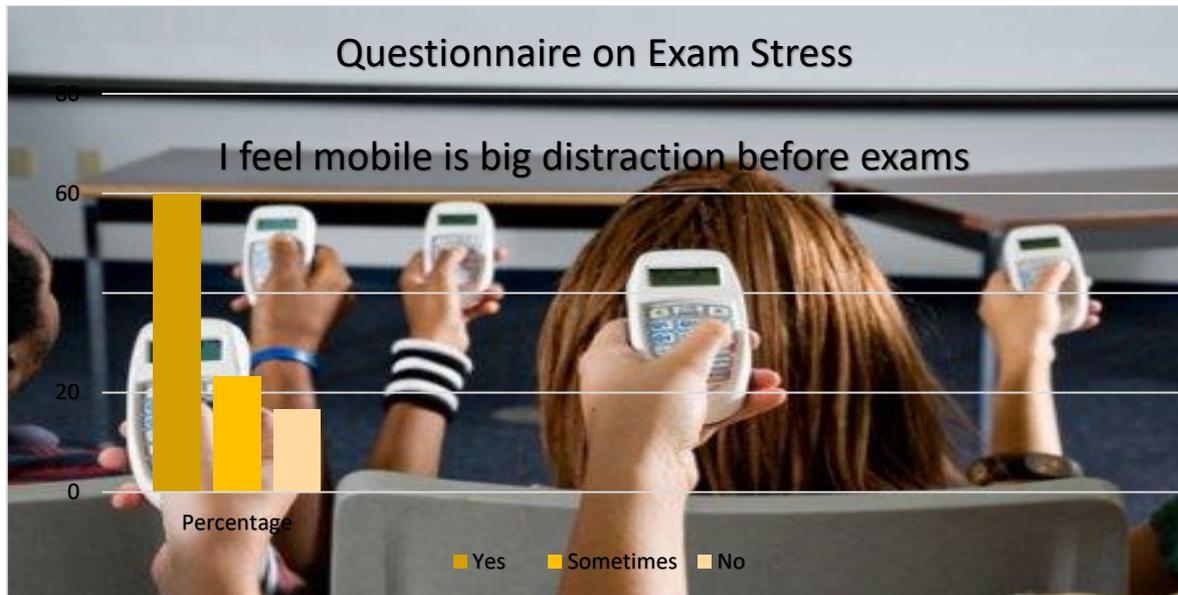
- 4 students (13.33%) reported that they do not have adequate space to study at home.
- 9 students (30%) stated that they sometimes face difficulty due to lack of study space.
- A majority of students (17 students, 56.67%) indicated that they have sufficient space to study at home.
- This shows that more than half of the students have an adequate study environment at home.
- However, 43.33% of students experience space-related difficulties either regularly or occasionally, which may contribute to exam stress and affect concentration.



Response to Statement 10: " I feel mobile is big distraction before exams."

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
10		18	7	5	30
Percentage		60	23.33	16.67	

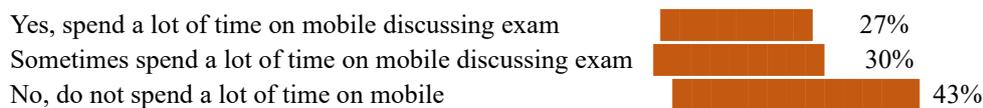
- 18 students (60%) reported that mobile phones are a major distraction before examinations.
- 7 students (23.33%) stated that mobiles are sometimes a distraction.
- Only 5 students (16.67%) indicated that mobiles are not a distraction for them.
- This shows that a large majority of students (83.33%) experience mobile-related distraction either regularly or occasionally.
- The findings suggest a strong link between mobile phone usage and exam stress, highlighting the need for digital discipline and awareness during exam preparation periods.

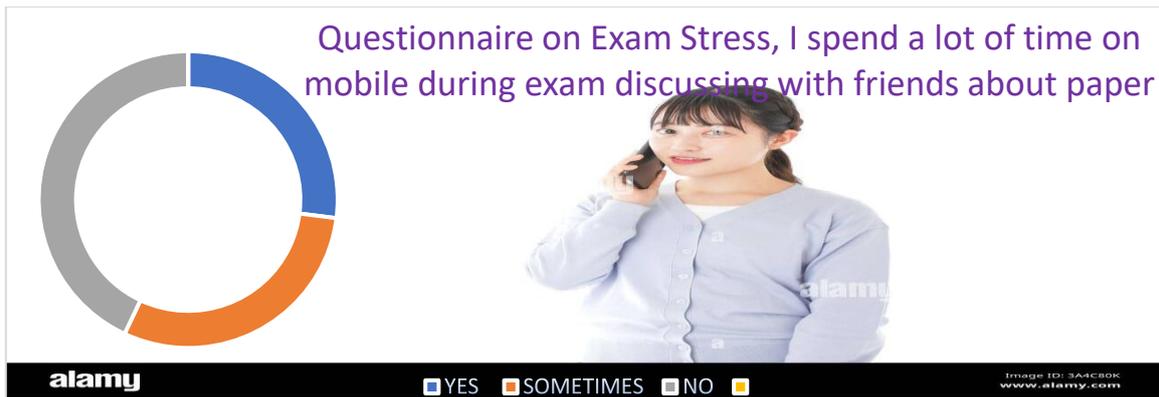


Response to Statement 11: *I spend a lot of time on mobile during exam discussing with friends about paper.*"

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
11	<i>I spend a lot of time on mobile during exam discussing with friends about paper.</i>	8	9	13	30
	Percentage	26.66667	30.00	43.33	

- 8 students (26.67%) reported that they spend a lot of time on mobile for such discussions.
- 9 students (30%) stated that they sometimes spend considerable time on mobile during exams.
- 13 students (43.33%) indicated that they do not spend much time on mobile discussing exam papers.
- This shows that more than half of the students (56.67%) engage in mobile-based exam discussions either regularly or occasionally.
- Such behaviour may increase anxiety, comparison, and distraction, thereby contributing to exam stress.
- Such discussions can increase anxiety, comparison, and stress, and may distract students from preparation for upcoming papers.
- There is a need to guide students on limiting exam-related mobile discussions to reduce unnecessary stress.





Response to Statement 12: *I eat healthy diet during exams.*"

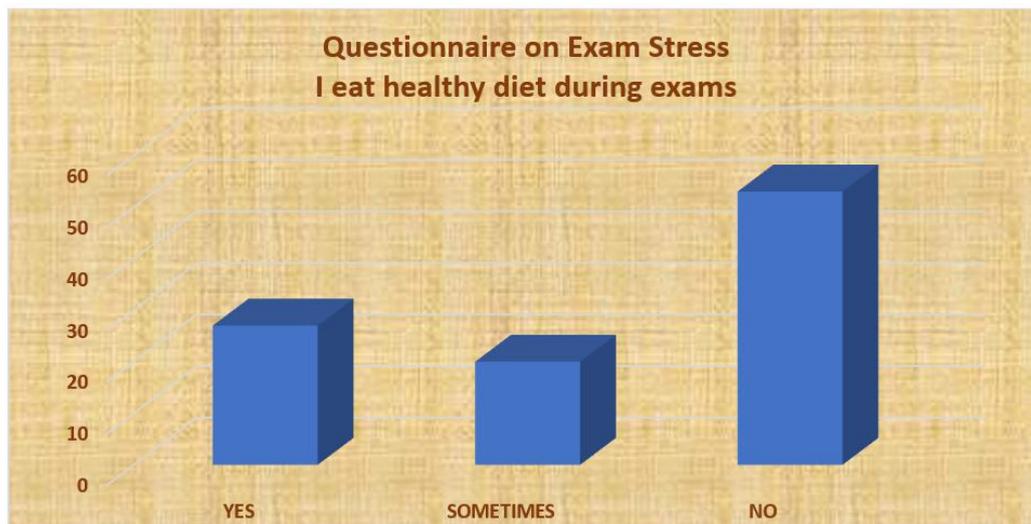
Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
12	<i>I eat healthy diet during exams.</i>	8	6	16	30
	Percentage	26.66667	20.00	53.33	

- 8 students (26.67%) reported that they maintain a healthy diet during examination periods.
- 6 students (20%) stated that they sometimes eat a healthy diet during exams.
- A majority of students (16 students, 53.33%) indicated that they do not follow a healthy diet during examinations.
- This suggests that more than half of the students neglect healthy eating habits during exam time.
- Poor dietary habits during exams may contribute to fatigue, reduced concentration, and increased stress, highlighting the need for nutritional awareness among students.
- There is a need to create awareness about the importance of proper nutrition and encourage healthy eating habits as part of stress management strategies during examinations.

Yes, I eat healthy diet during exams 27%

Sometimes eat healthy diet during exams 20%

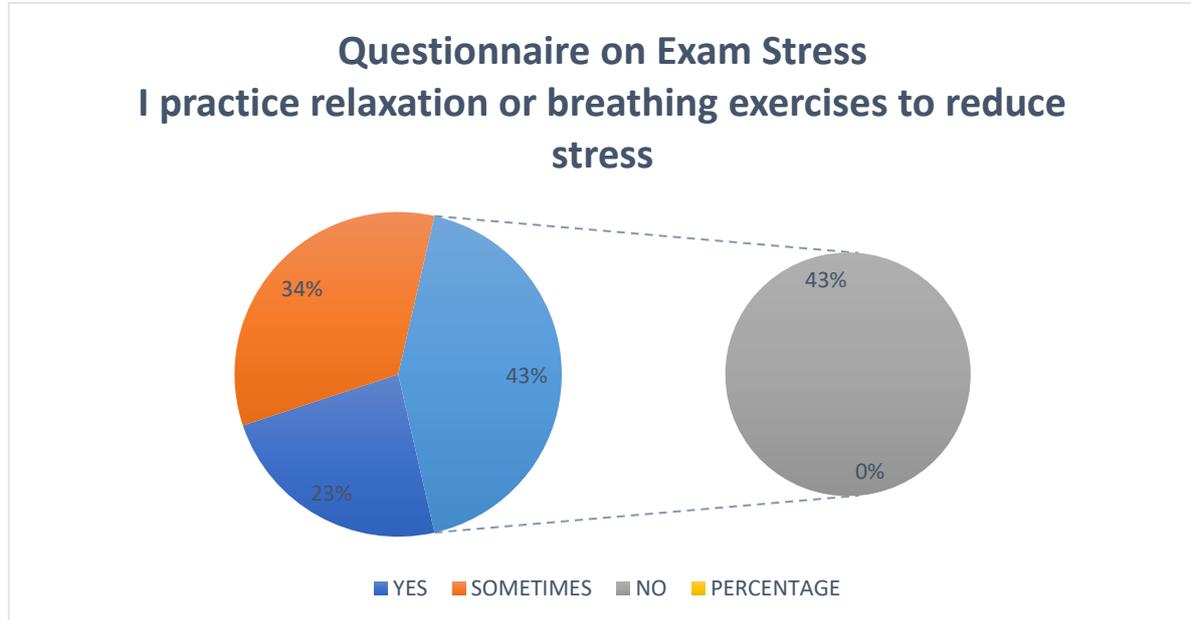
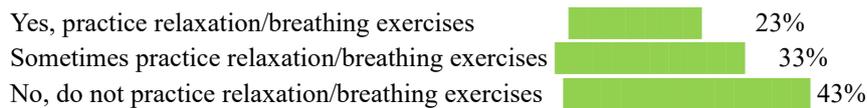
No, do not eat healthy diet during exams 53%



Response to Statement 13: *I practice relaxation or breathing exercises to reduce stress.*"

Sr. No.	Questionnaire on Exam Stress	Yes	Sometimes	No	Total
13	<i>I practice relaxation or breathing exercises to reduce stress.</i>	7	10	13	30
	Percentage	23.33333	33.33	43.33	

- 7 students (23.33%) reported that they regularly practice relaxation or breathing exercises.
- 10 students (33.33%) stated that they sometimes practice such stress-reduction techniques.
- 13 students (43.33%) indicated that they do not practice relaxation or breathing exercises.
- This shows that less than one-fourth of students consistently use relaxation techniques to manage exam stress.
- The findings suggest a need to introduce and encourage stress-management practices, such as breathing exercises, meditation, or relaxation techniques, especially during examination periods.



Action Research Report on Exam Stress Among Junior College Students

IV. FINDINGS AND SUMMARY OF THE STUDY

1. High prevalence of exam stress: The study reveals that exam stress is highly prevalent

among junior college students, affecting emotional, physical, and behavioural aspects.

2. Nervousness and anxiety: Most students feel nervous before and during exams, with result-related anxiety. Nervousness impacts confidence

and performance, and worry about exam results is the strongest source of stress.

3. Study planning and environment: Many students sometimes follow a timetable, and over 40% face study space challenges at home. Very few students are restricted by household work.
4. Physical symptoms: Students experience sleep problems (43.33%) and headaches or stomach issues (40%) during exams, showing the physical impact of exam stress.
5. External pressures and distractions: About 46.66% of students experience pressure from parents or teachers, while 83.33% report mobile phones as a distraction, contributing to stress and reduced focus.
6. Lifestyle and stress management: More than half of the students do not maintain a healthy diet, and nearly half do not practice relaxation or breathing exercises, limiting their ability to cope effectively.
7. Psychological pressure: Students experience significant pressure regarding exam results, highlighting the need for emotional support from teachers and parents.
8. Impact of remedial measures: After implementing stress-management interventions such as practice tests, relaxation exercises, and guidance, students became more relaxed and confident, showing that structured support can effectively reduce exam stress.
9. Overall impact: Exam stress affects students at multiple stages—before, during, and after exams, emphasizing the importance of stress-management techniques, effective study planning, healthy habits, and supportive guidance from teachers and parents to improve well-being and academic performance.

V. SUGGESTIONS / RECOMMENDATIONS

1. Study Planning and Preparation:
 - Students should prepare a proper study timetable and follow it consistently.
 - Students should be trained in effective study and revision methods to improve confidence and academic performance.
2. Emotional and Parental Support:
 - Parents and teachers should provide emotional support rather than applying pressure.

- Teachers should encourage, motivate, and guide students throughout the exam preparation period.

3. Stress Management and Relaxation:
 - Students should practice relaxation techniques such as deep breathing, meditation, or mindfulness to reduce stress.
 - Schools and colleges should organize stress-management workshops to equip students with coping strategies.
4. Healthy Lifestyle and Well-being:
 - Maintaining a healthy diet, regular exercise, and adequate sleep is essential during exams.
5. Exam Environment:
 - Exams should be conducted in a friendly and supportive environment to reduce anxiety and enhance performance.
6. Minimizing Distractions:
 - Students should limit mobile phone usage during examination periods to minimize distractions.

VI. CONCLUSION

- Prevalence and causes of exam stress: Exam stress is a common problem among junior college students. Key contributing factors include pressure from parents and teachers, poor time management, lack of a proper study environment, and excessive mobile phone usage.
- Impact of unmanaged stress: If not managed, exam stress can negatively affect academic performance, physical health, and mental well-being.
- Role of action research: Action research is an effective tool for teachers to identify classroom problems and implement practical solutions.
- Effective measures: Strategies such as relaxation exercises, practice tests, time management guidance, and motivational support help reduce exam stress.
- Benefits of stress reduction: Reducing exam stress improves students' confidence, focus, and academic performance.
- Collaborative approach: Teachers, parents, and students should collaborate to maintain a supportive and stress-free learning environment.

Remedial Measures Taken:

- Practice Tests: Conducting regular practice tests to familiarize students with exam patterns.

- Stress-Management Techniques: Teaching relaxation and stress-management strategies to help students cope with anxiety.
- Guidance and Counselling: Providing individual or group guidance and counselling to support students emotionally and academically.
- Motivation and Encouragement: Motivating students through positive feedback and encouragement to boost confidence.
- Supportive Environment: Creating a stress-free and supportive classroom atmosphere to reduce exam-related anxiety.

Title of the Study:

A Study of the Reasons for Exam Stress and Its Control to Improve Academic Performance among Junior College Students
A case study

Questionnaire on Exam Stress

Instructions: Tick (✓) the option that best describes you.

No.	Statement	Yes	Sometimes	No
1	I feel nervous before exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I feel nervous during exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I worry a lot about my exam results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I plan a time table prior to examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I have trouble sleeping before exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I get headaches or stomach problems during exam time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I feel pressure from parents/teachers before exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I feel my parents don't allow me to study, like lots of work at home for me to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I feel there is no space for me to study at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I feel mobile is big distraction before exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I spend a lot of time on mobile during exam discussing with friends about paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I eat healthy diet during exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I practice relaxation or breathing exercises to reduce stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECORDED RESPONSES OF STUDENTS:

SR.NO	RESPONSES OF STUDENTS RECORDED	YES	SOMETIMES	NO	TOTAL
1	I feel nervous before exams	15	10	5	30
2	I feel nervous during exams	11	12	7	30
3	I worry a lot about my exam results	24	3	3	30
4	I plan a time table prior to examination	0	14	6	20
5	I have trouble sleeping before exams	7	6	17	30
6	I get headaches or stomach problems during exam time.	4	8	18	30

7	<i>I feel pressure from parents/teachers before exams.</i>	4	10	16	30
8	<i>I feel my parents don't allow me to study, like lots of work at home for me to do.</i>	0	2	28	30
9	<i>I feel there is no space for me to study at home.</i>	4	9	17	30
10	<i>I feel mobile is big distraction before exams.</i>	18	7	5	30
11	<i>I spend a lot of time on mobile during exam discussing with friends about paper.</i>	8	9	13	30
12	<i>I eat healthy diet during exams.</i>	8	6	16	30
13	<i>I practice relaxation or breathing exercises to reduce stress.</i>	7	10	13	30

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