



“A STUDY ON ANALYSIS & EFFECT OF CLOSE BOOK EXAMINATION SYSTEM ON STRESS OF UNDERGRADUATE STUDENT”

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Abstract:

According to the World Health Organization, the period of time spanning from the ages of 10 to 19 is considered to constitute adolescence (WHO). It is generally acknowledged that being a teenager is a difficult period. Due to their unique developmental challenges, adolescents deserve special consideration. Testing on a consistent basis is an essential component of every educational system. The percentage of calls that were connected to test anxiety increased from 27% in 2009 to almost 40% in 2010. It is best to address exam anxiety if it can be prevented in the first place. Making an effort that is concentrated, consistent, planned, scheduled, and regular right from the beginning of the academic session is the most effective strategy for any adolescent to prevent the anxiety associated with taking exams.

Keywords: Undergraduate students, Teenager Stress, Pressure, Anxiety and Examinations.

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INTRODUCTION

Testing on a consistent basis is an essential component of every educational system. There have been previous instances where the term "Student exam stress is generating mental health time bombs" was utilised. A certain amount of tension is normal, but persistent or extreme stress has the opposite effect and can be detrimental to performance. They have to take examinations in order to continue their education or progress in their careers, which places a significant amount of stress on them. According to the Family Doctor Association, there has been a rise in the number of undergraduate students seeking medical attention for stress that is "connected to examinations." Even the British Association for Counselling and Psychotherapy has acknowledged how important it is to have access to these kind of services. The percentage of calls that were connected to exam anxiety increased from 27% in 2009 to nearly 40% in 2010. The consumption of stimulating agents such as tea, coffee, cola, etc. in the days leading up to the exams is one of the predisposing factors for exam anxiety. Other predisposing factors include family pressure for the best result, deciding examinations for future growth, emotional immaturity, peer factor, poor self-image and negative thoughts, and deciding examinations for future growth. The season of final examinations and the distribution of report cards is a high time for suicidal thinking and behaviour among students. As a consequence of having to take the test, some students may also incur emotional or psychological hardship. They could gain something from participating in counselling, taking antidepressant medication, or receiving greater affection and care from friends and family.

PURPOSES OF THE RESEARCH

The fundamental objective of this study was to characterise the many causes of stress that Undergraduate students face, as well as the various degrees to which they feel stress and the ways in which they cope with it.

LITERATURE REVIEW

Despite the fact that there is a subtle difference between the two, some psychologists regard the terms "stress" and "distress" to be synonymous with one another. The accumulated tension that manifests itself as chronic sensations of discomfort is detrimental to one's health. Because of this, students' academic performance worsens, making anxiety a factor that contributes to unfavourable outcomes. Allen, Batty, and Dodd (2001); Gokhan (2008). (1985). Pupils may have different

responses to the same source of stress based on their cultural and social origins, personality traits, the experiences they've had in their lives, and the coping strategies they've developed.

In educational contexts, stress that is not properly managed may have unintended consequences. There are certain types of stress that are healthy and beneficial. It's possible that a useful educational tool is just the perfect amount of pressure. But, prolonged or excessive stress may have a detrimental impact on both the body and the psyche. A lack of self-esteem and confidence may be detrimental to a student's academic and personal development. This can be especially true for younger students. Lou & Chi (2002); Lee & Larson (2000) (2000). The researchers have distinguished between two primary categories of possible sources of stress: environmental factors and personal characteristics.

People are forced to struggle with a variety of environmental stressors on a daily basis, including economic and social issues, as well as technical and political unpredictability. Other environmental stressors include uncertainty over politics and technology. The fact that some persons are more susceptible to the negative effects of stress than others may be explained by individual variations and preferences. This covers issues such as problems in parent-child interactions, financial challenges, attitudes, values, and beliefs; personality; and family difficulties; family conflict; divorce; separation; and problems in the family. Low, medium, and severe stress are the three levels that may be experienced. Students who are overwhelmed may exhibit behaviours that don't upset anybody else, but this should still serve as a warning sign that they need assistance. Some kids may exhibit indicators of acute despair when put under very little strain. They can also be unable to recognise the fact that they need support for themselves. Students who are under an extreme amount of pressure may exhibit signs of an imminent medical emergency. To give you two examples: Lee and Larson's work from 2000 and Gokhan's work from 2005 (2008).

Anxiety over upcoming examinations is a common experience for students, especially just before the most significant ones. Research has been conducted to investigate the impact that students' test anxiety has on their academic performance. Academic examinations have been frequently used as stress research topics due to the fact that they may be repeated, that they are constant, and that they are delimited. Allen, Batty, and Dodd are three researchers who (1985). Participation in tests has been associated to changes in both mental and

physical health, such as an increase in anxious feelings. Francis, (1979), and clinically significant levels of depression Wolf, (1994). (1994). (1994). Students who are preparing for an examination may, in certain circumstances, find that it is beneficial to experience some worry and stress. For instance, when we have a reasonable amount of concern about completing a task or project, we have a tendency to do a better job overall, pay more attention, and work with more vigour and enthusiasm. Yet, if students are exposed to high amounts of stress both before and during an exam, it may have a negative impact on their mental and physical health (Lee & Larson, 2000; Kumari & Jain, 2004). (2014).

A number of empirical studies have been conducted to investigate the impact that stress has on the body. In the state of Rajasthan, India (Banerjee's location), there are around 25,000 students between the ages of 18 and 20 who make the decision to commit suicide during the exam months, which are March through June (2001). There is a possibility that the students' exam anxiety was exacerbated by the fact that they spent less time socialising and indulging in both passive and active forms of recreation (Lee and Larson, 2005). (2000). Exam stress can manifest itself in a variety of ways, including a lack of sleep, a feeling of isolation or sadness, aches and pains, stomach problems, a difficult time remembering what you studied, a panic attack when you read a question to which you don't know the answer, and a complete mental blank. This is something that many youngsters who are considered to be typical have experienced, so it is not especially weird or difficult to fathom. To calmly and effectively deal with such strain, all that is required is to adhere to a plan consisting of useful tips. It was observed by the British Association for Counseling and Psychotherapy as well as by Mohapartra, Panigrahi, and Rath (2012) that there has been an increase in the need for counselling services for adolescents as a result of stress "associated to examinations." Exam stress can be caused by a number of key predisposing factors, including family pressure for the best result, choosing tests for future advancement, emotional immaturity, the peer factor, poor self-image and negative ideas, and ingestion of stimulating agents such as tea, coffee, cola, etc. prior to the exams. The number of students who attempt suicide increases significantly just before examinations or when results are revealed. If a student exhibits signs of depression or anxiety, he or she may benefit from psychotherapy, medication, or more support from family members.

STRESS AND STRESS MANAGEMENT STRATEGIES

The body of research on stress and ways to cope is quite varied. Individuals that are more resilient in general seem to be those who are able to swiftly recover from the many demands and difficulties they face. Epping and Compas (1993). Lazarus (1990) states that stress generates emotional suffering; yet, in order to cope with stress, one must constantly engage in some kind of activity. These programmes allow for the management and modification of both the individual and their relationship to the environment, which, in turn, allows for the alleviation of distress and the resolution of difficulties associated to stress (Huzzif and Ronan, 2005). (1999). Often times, researchers will divide coping techniques into two primary groups: those that are problem-focused and those that are emotion-focused. Carver (1997), Lazarus (1990), and Lazarus and Folkman are some of the references (2001). (1984). Identifying the primary source of one's stress and working towards its removal or reduction is the objective of the problem-focused coping strategy. The purpose of coping strategies that are emotionally oriented is to alleviate or gain control over the emotional pain that is brought on by the issue.

According to research conducted by Wang and Chang (2005) on stress, coping, and psychological health, students who experienced worry about taking admission exams frequently relied on problem-focused coping techniques such as taking hopeful action and seeking social support. Other techniques included expressing gratitude for support received from others. It was shown that perceived stress and problem-focused coping for mental health interact considerably with one another. According to Lazarus and Folkman, some examples of coping resources include one's physical health and energy, one's existential views (such as those about God), or one's more general concepts regarding control, commitment, skills, social support, and financial resources (1984). Even if the concept of coping resources has been used by previous researchers, it is essential to take notice that a large number of them seem to have minimized or even disregarded the importance of existential viewpoints in particular (see, for example, Sandler, Wolchik, MacKinnon, Ayers, & Roosa, 2007). (1997). Lazarus and Folkman (1984) note that despite its theoretical value as a resource, not a lot of research has been done on the manifestations of existential beliefs, such as religious or spiritual ones, in coping mechanisms. They say this despite the fact that existential beliefs can be a valuable resource. When people were

given open-ended questions about their life, researchers discovered that anything from 18 to 69 percent of respondents stated they depended on their faith to help them get through difficult times (Pargament & Brant, 2003). (1998).

IMPORTANCE AND NEED OF THE RESEARCH

Students in today's world struggle with a broad variety of issues, such as exam anxiety, a lack of interest in attending class, and a fundamental misunderstanding of the material covered in lectures. The majority of the tension that comes along with taking a high-stakes exam may be traced back to an individual's concern over how well they would fare academically. In the worst possible scenarios, it might lead to students' performing below their ability on standardized tests. Students in higher education may feel academic pressure because of their own aspirations, the expectations of others (such as their parents), the character of the institution itself, the extracurricular activities they participate in, or the difficulty of the courses they are currently enrolled in. In a similar vein, a significant number of younger kids display symptoms such as exhaustion, melancholy, and mental breakdowns. There are a wide variety of reactions that people have to stress, and not everyone will feel or think adversely in response to the same event. A lot of people used to believe that the children of today would shoulder the responsibility of leading the United States of America into a brighter future.

A SURVEY ABOUT THE UNDER-GRADUATE STUDENTS STRESS OF THE EXAMINATION SYSTEM.

RESEARCH DESIGN

This is only an exercise in descriptive research. In order to assemble the data, primary sources were used.

METHODOLOGY OF SAMPLING

For the purpose of gathering information for this descriptive research study, the survey approach was used. The survey received responses from **821** students in total, with **225** female students and **596** male students participating. These students received a total of **06** courses while enrolled in **03** different institutions. For the purpose of this investigation, a straightforward and efficient method of sampling was used to acquire the data. This lends credence to the notion that the selection and distribution were not carried out in a random fashion. This research investigates the pros and cons of allowing students to bring books into

examination rooms with them from the point of view of today's college students. Primary data were used rather often in observational research. A questionnaire created in Google Forms was used to gather the primary data for this study.

DATA ANALYSIS

Table-I: Demographic Factors Of Respondents

Sr. No.	Factors of respondents	Particulars	No of Respondents	%age
1.	Gender	Male	596	72.60%
		Female	225	27.40%
TOTAL			821	100%

Sr. No.	Factors of respondents	Particulars	No of Respondents	%age
2.	Age Groups	15-20 years	85	10.35%
		21-25 years	630	76.74%
		26-30 years	92	11.21%
		30 years and above	14	1.70%
TOTAL			821	100%

Sr. No.	Factors of respondents	Particulars	No of Respondents	%age
3.	University	Graphic Era Deemed to be University Dehradun	715	87.09%
		Kumaun university, Nainital	72	8.77%
		Rajasthan University	34	4.14%
TOTAL			821	100%

Sr. No.	Factors of respondents	Particulars	No of Respondents	%age
4.	Program	B.TECH	320	38.98%
		MCA	102	12.42%
		BHM	86	10.48%
		MBA	109	13.28%
		MHM	97	11.81%
		BCA	107	13.03%
TOTAL			821	100%

INTERPRETATION OF TABLE 1

The demographic breakdown of the data shows that out of a total of 821 respondents, **225 (27.40%)** were female and **596 (72.60%)** were male. **630 (76.74%)** of the total 821 respondents were between the ages of 21 – 25 years. Students from 06 Program at 3 different universities participated in this survey, with **715 (87.09%)** students from Graphic Era Deemed University Dehradun accounting for of the respondents. Most of the participants were enrolled in B. Tech **320 (38.98%)**.

Table:01 - SR.NO.01 [Gender] (Graph)

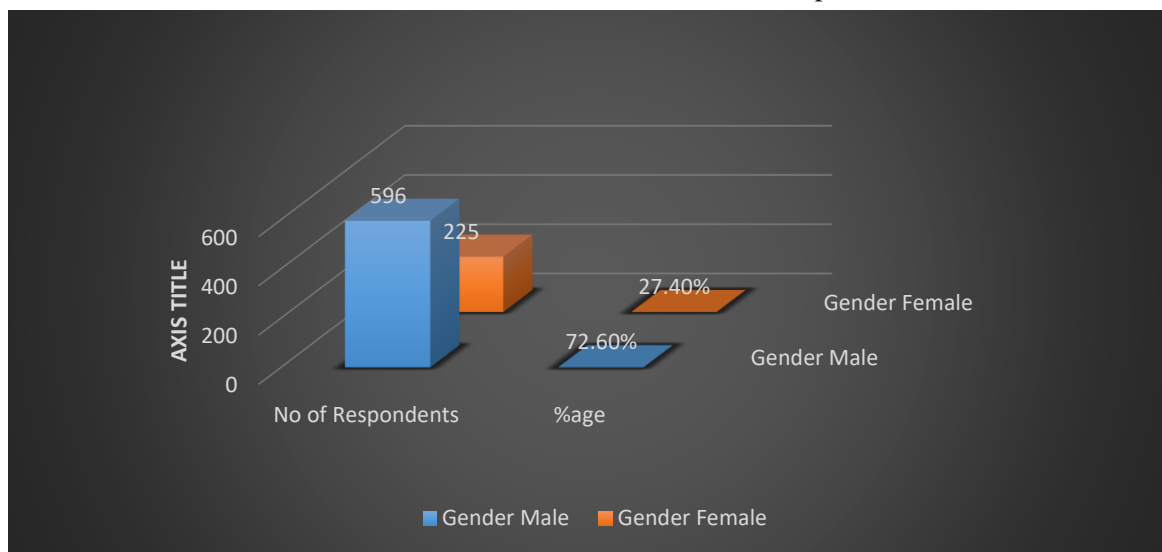


Table:01 - SR.NO.02 [Age Groups] (Graph)

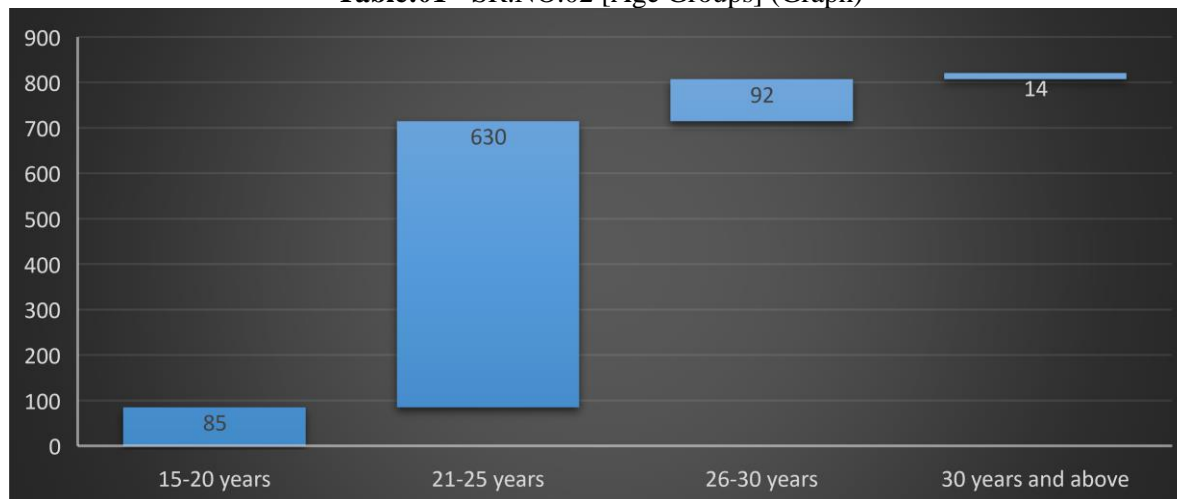


Table:01 - SR.NO.03 [University] (Graph)

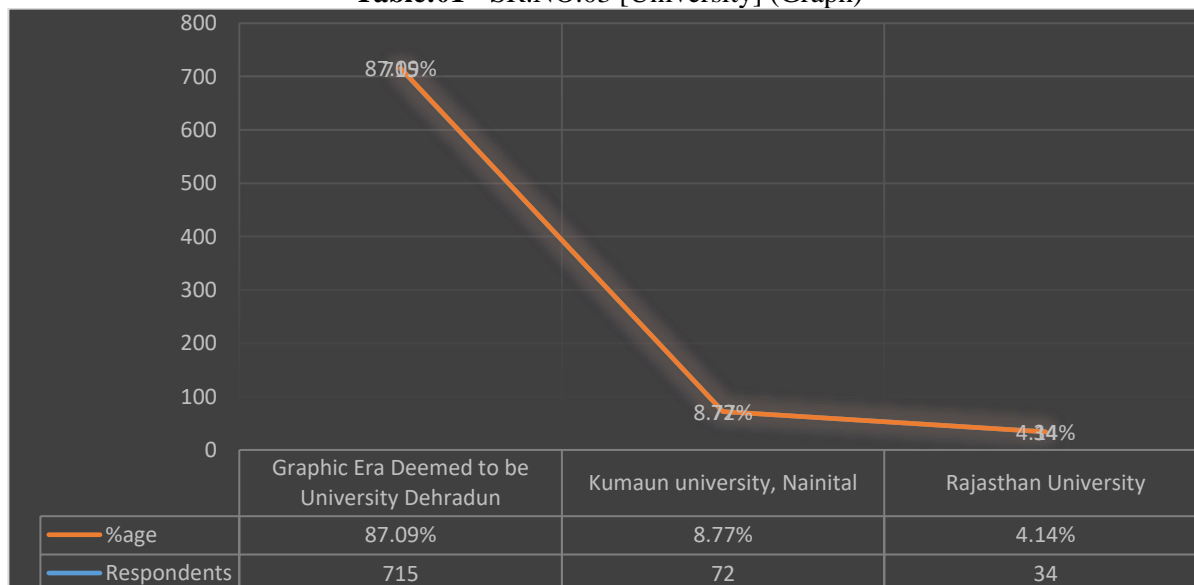
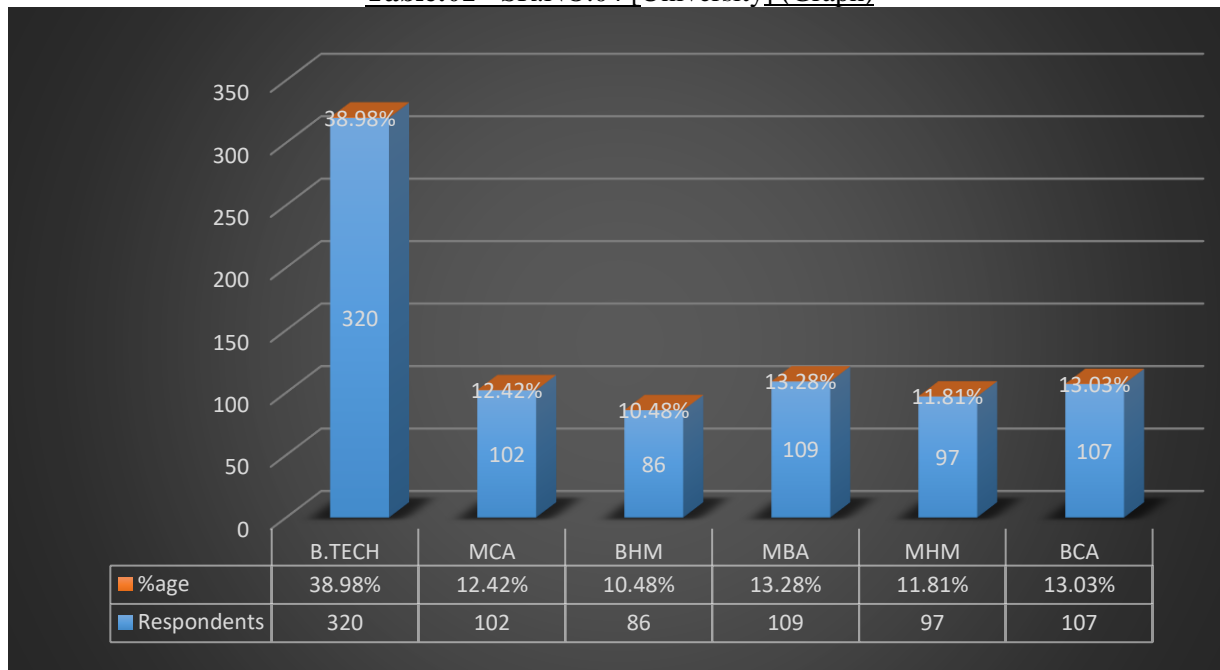


Table:01 - SR.NO.04 [University] (Graph)



RESEARCH QUESTIONS

Q.1 What kind of examination system are you using as of now?

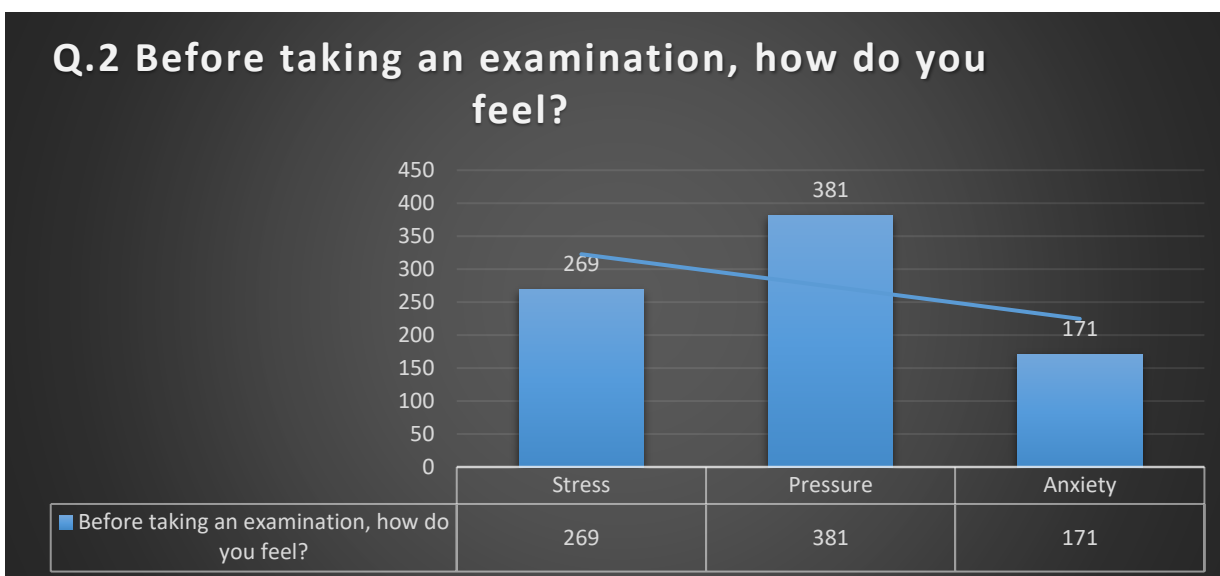
Q.2 Before taking an examination, how do you feel?

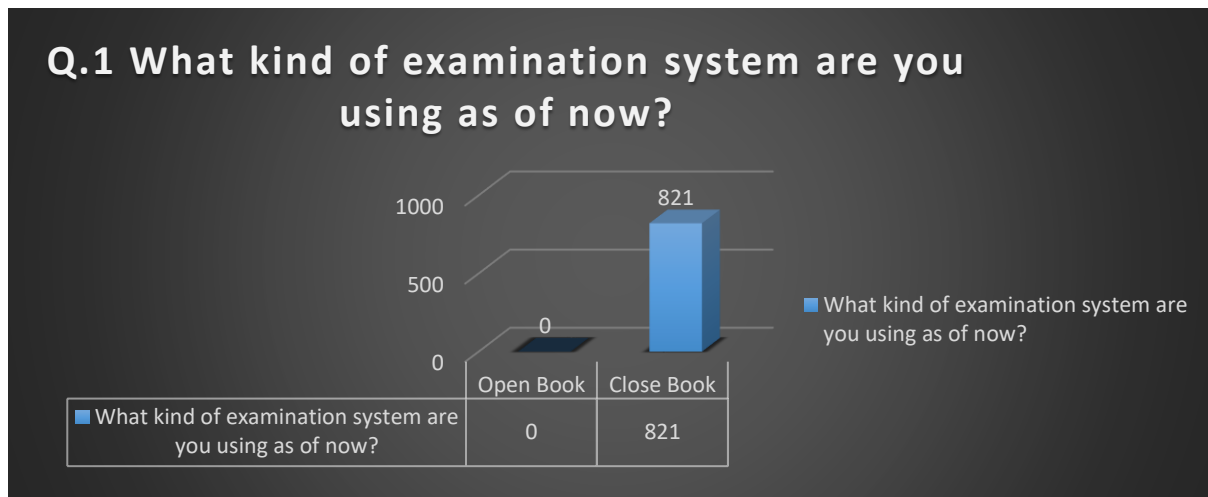
Table: 02 Responses Data

SR.NO	QUESTIONS	RESPONSES		High %age
		Open Book	Close Book	
Q 1.	What kind of examination system are you using as of now?	0	821	100%

SR.NO	QUESTIONS	RESPONSES			High %age
		Stress	Pressure	Anxiety	
Q 2.	Before taking an examination, how do you feel?	269	381	171	46.41%

Q.2 Before taking an examination, how do you feel?





Interpretation of Question 01: This question was included in the survey that we carried out earlier. "

What kind of examination system are you using as of now?" There were a total of 821 answers to Question 01 of the survey, and **821 (100%)** of those students reported using a close book examination strategy throughout their studies.

Interpretation of Question 02: This question was included in the poll that we carried out earlier."

Before taking an examination, how do you feel?" There were a total of 821 answers to Question 02 of the survey, there was a total of **381 (46.41%)** responses, and each one of them started as soon as the student started to feel the Pressure of a forthcoming test. Total of **269 (32.76%)** responses We are respondents who feel stress before the exam and total **171 (20.83%)** responses We are respondents who feel Anxiety before the exam.

HIGH LEVELS OF STRESS HAVE BEEN REPORTED BY YOUNG STUDENTS

Students at all educational levels face normative stresses, which may be characterised as regular, daily obstacles like continual coursework. Normative stressors tend to have a negative impact on students' mental health. Therefore, academic-related stress, such as the pressure to achieve high marks and concerns about receiving poor grades, is commonly self-reported by secondary/high school (here defined as junior/lower secondary education and senior/upper secondary education) (UNESCO, 2012) and tertiary (here defined as post-secondary) (UNESCO, 2012) students. [Citation needed] Students in secondary/high school (here defined as junior/lower secondary education and senior/upper secondary education) (he for example, the OECD recently conducted a poll that included 540,000 *Eur. Chem. Bull.* **2023**, *12(Special Issue 5)*, 1885 – 1895

students from 72 different nations who were between the ages of 15 and 16. Students in countries that are members of the OECD say, on average, that they worry about their examinations 59% of the time and that they worry about their grades 66% of the time. The OECD's research also shown that substantial anxiety is experienced by even the most well-prepared pupils (55 percent of the sample) while taking standardised examinations. Approximately one-third of students have reported feeling very anxious when they were studying, with girls consistently exhibiting greater levels of anxiety in regard to academics than boys (OECD, 2017). The findings of this study indicate that students experience significantly elevated levels of anxiety as a result of their concerns regarding their academic performance and their education. There has not been a comprehensive investigation of the ways in which students' results and well-being are impacted by the continual academic pressure they face. As a result, the reason for doing this narrative review is to study the impact of academic stress on the cognitive functioning, emotional health, and general well-being of students.

SYMPTOMS OF STRESS OVERLOAD

The body's response to stressful situations is to secrete chemicals known as stress hormones, which may cause feelings of anxiety and anxiousness. Because of tension, the body will become rigid, it will breathe more rapidly, its mouth will get dry, its heart will beat faster, and it will produce more sweat. Early warning indicators of stress include headaches, trouble sleeping or a change in your normal pattern of sleep, loss of appetite and temper, exhaustion, sickness, difficulties focusing, and an overall sense of unease. The extremely high levels of stress may occasionally lead to panic attacks, depression, addiction to substances, disordered diet, or even

thoughts and acts related to suicide ideation and behaviour. It's possible that folks may initially come with symptoms like tension headaches, writer's cramp, and other nebulous complaints. In adolescent patients, symptoms of exam anxiety might include a lack of sleep, troublesome thinking, anorexia, sweaty palms, and a racing heart rate. Exam anxiety can also present itself in a variety of other ways. These concerns need to be evaluated by a medical professional. Students who are at risk of failing should be recognised as early as possible so that they may get assistance.

TECHNIQUES FOR HANDLING EXAM ANXIETY/STRESS/ PRESSURE

Preventing exam anxiety is preferable than treating it the greatest way for any teenager to avoid exam anxiety is to make a concerted, consistent, structured, scheduled, and regular effort right from the start of the academic session. Exam anxiety may be avoided if one is self-assured, which is achieved by enough and well-timed study. Exam stress may be alleviated with the use of propranolol³. Anxiety and stress on a high level might be affecting their productivity⁴. There is also a possibility that some people may try suicide, albeit this is less likely to be the case⁵. When test anxiety becomes a problem, it may be helpful to try techniques for reducing tension. These approaches are self-help strategies that are simple and effective, and they will serve you well up to the day of the test. The following are some examples:

• **Methods of Deep Breathing:**

If you become aware that your breathing is becoming shallow and rapid, choose a seat that is comfortable for you and place your hand on your stomach. This will help you to determine how quickly you are breathing. If it's simply one breath, start counting down from five seconds; if it's a series of breaths, start counting down from seven seconds. You need to engage in this activity on a consistent basis for some time in order to turn it into a habit.

• **Give yourself enough time to study without feeling rushed:**

If you wait until the last minute to start studying, you can find that your test anxiety increases dramatically. You will be under a great deal of pressure, unable to ask questions or look for lost materials, and rushed for time.

- Start making your study plans as soon as you know the date of the examination. Your mind will be set at rest once you realise that you still

have many days, or maybe even a week, to devote to studying.

- Create a strategy to make the most of the time you spend studying. Spend as little as twenty minutes or as much as two hours per day on it, depending on how much time you anticipate you'll require. After devoting a certain amount of time to studying, you should evaluate if you need an additional amount of time or not. Maintain this habit so that when the time comes for the exam, you will be able to feel secure about how well you performed.

• **Have your school supplies and notes in order:**

It's possible that not being adequately prepared can make your anxiety worse. As soon as you realise that you are missing the one page of notes that could have been your salvation, the panic begins to set in, and you waste valuable study time searching for the page.

- Keeping all of your class notes in a single notebook is the most effective strategy to maintain your organisation. When taking notes, be sure that the current date is always written at the top of each page. If you want to take notes digitally instead of on paper, be sure to date them and organise your assignments, study materials, and notes into the appropriate folders for each subject.
- Prepare a folder for any paper handouts or notes that you need to bring to the class if you plan on bringing them. You will have no trouble storing and retrieving any of the class materials, including handouts, essays, assignments, and examinations.

• **Alternative or Supplemental Treatments:**

The practises of yoga, meditation, and massage are wonderful ways to relax and de-stress the body and mind.

• **Sleep:**

It is important to maintain healthy practises for falling asleep and remaining asleep. Do not consume any stimulants within the last six hours of going to bed. A relaxing soak in a pleasant, warm bath is often all that is required to help one wind down and have a restful night's sleep. Avoiding taking sleeping pills at all costs is the best course of action.

• Rest your mind and body while you study:

You should put in as much effort into your studies as you believe is required, but keep in mind that it is possible to put in too much effort. Your mental health will suffer, and your anxiety levels will rise, if you devote all of your time to studying, as this will cause you to feel more pressure and stress. Keep in mind that you need to schedule some time for relaxation into your study regimen. In an ideal world, you would stop working every hour and a half for a break of ten minutes.

REDUCE EXAM ANXIETY/ STRESS/ PRESSURE FOR STUDENTS THROUGHOUT THE ENTIRE ACADEMIC YEAR

It is of the highest significance to ensure that one's preparation for the exam is both well-planned and well-organized. Learning how to effectively manage one's time in order to achieve a healthy equilibrium between academic responsibilities and extracurricular activities is one of the most important aspects of the student experience. Keeping a healthy lifestyle is another essential component of an effective stress management strategy. A proper night's sleep, frequent participation in an activity that takes place outside, and maintaining a diet that is both nutritious and well-balanced are all essential components for effective stress management. The presence of friends who are also successful students might prove to be advantageous. Maintaining sobriety could have repercussions that reach far and wide. The performance on the exam might get better when there is moderate stress, but it might get worse when there is high stress.

DURING THE TIME OF THE EXAMINATION

The student should not stay up late studying, eating unhealthy food, or chatting about past papers. These activities should be avoided. If you want to feel less anxious and panicked before an exam, the best thing you can do is avoid trying to study anything new in the last few days before it. Under these conditions, the use of pharmaceuticals or other substances that improve cognition is not warranted

IN EXAMINATION HALL

When possible, it's preferable to avoid conversations with pals that can increase your anxiety. If you get to the testing room on time and in a good frame of mind, you should do well. The student should feel at ease throughout the test and thoroughly study and comprehend the questions

before starting to respond. It's usually wise to plan beforehand so that one can answer the questions to the best of his or her abilities and within the time limit. It makes sense to start with the questions that can actually be answered. It's important to set aside some time to go through the answer sheet again. To save time and save stress, try writing succinct responses.

CONCLUSION

Last but not least, it is essential to recognise that some children are able to maintain their composure in the face of intense pressure, whereas others become visibly distressed at the mere appearance of even the smallest obstacle. As a result, it is essential for parents to provide their children with consistent support and to encourage them to participate in a wide variety of activities, including those that serve as excellent stress relievers, such as music, dance, sports, and so on. Along with addressing other difficulties, the government and non-governmental organisations (NGOs) should direct their attention to this issue in order to stop the spread of this illness in the decades to come.

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