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ORIGINAL CONTRIBUTION

Exam Anxiety among University Students

Anum Zahra[1], Dr. Sajid Mahmood Alvi[2*], Parsa Muazzam[3]

[1,3] MS Scholar, Department of Psychology, University of Haripur, Haripur, Pakistan

[2] Assistant professor Department of Psychology, University of Haripur, Haripur, Pakistan

Abstract— This study was conducted to assess the level of exam anxiety among university students of KIU during exams and also analysis the difference in anxiety between male and female students. A sample size of 200 (97 female & 103 males) students was selected from ten KIU departments with respect to age 19-28 years and by stratified Convenient sampling. Westside Test Anxiety Scale applied on participants. Data were analyzed by using SPSS version 20.0. The results of the study show that 17% students have comfortable low exam anxiety, 32% normal test anxiety, 12% high normal test anxiety, 28% moderately high, 10% have high test anxiety, While 1% have extremely high anxiety. However, when compared with cutoff score, studied sample reported high level of exam anxiety. The result also showed no significant difference in anxiety level among students of different departments in KIU, and there is no gender difference in exam anxiety; male and female students have equal exam anxiety. However, students studying semester significantly influenced their reported exam anxiety.

Index Terms— Examination anxiety, University students, Departments, Gender differences

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Introduction

Anxiety is one of the psychophysiology difficulties (Callahan, 2001). Exam anxiety is a combination of psychological over-arousal, tension, symptoms, and worry, dread, fear of failure, and catastrophizing, that occur before or du situations (Zeidner, 1998). Anxiety is defined as the "Psychological mechanism whereby the current intensification of a dangerous drive results in the elicitation of defenses" (George & Seymour, 1952). In the situation of testing, people experience intense distress and exam anxiety (Kendra 2016). Test and assessment of nervousness at all periods of schooling, particularly at advanced education, have been viewed as a significant and useful asset for dynamic in our near society, with individuals of any age being assessed regarding their accomplishments, abilities, and capacities (Zollar & Chain, 1990). University students have an extraordinary arrangement to make anxiety, particularly in the study, these are like the trouble of subjects, new flatmates recognize emergencies culture shocks and relationship issue increment the uneasiness. Nervousness problems are ascending among understudies. Yet, continuing nervousness could hinder understudies' execution (Leta, 2001). Exam anxiety is one of the main issues among moderate and low normal understudies. In the hour of assessment, numerous understudies and guardians approach guides and clinicians, showing the issue's seriousness. Other than assessment nervousness, understudies are dealing with issues like forlornness, actual inabilities, profound issues, companion and gathering pressures, insubordinate ways of behaving, etc. (Elizabeth & Hurlok, 1981). Test Anxiety can likewise make understudies stressed during the test; for instance, understudies might feel

*Email: sajidmalvi@yahoo.com

that others are dealing with the test better compared to us or that they will find it truly simple, whereas understudies are battling. This can make the understudy feel that their psyche has "Gone clear" on data; everyone feels uneasiness during tests. This normally implies that understudies feel drained, under tension, befuddled, and stressed that the understudy will not do well (Elizabeth & Hurlok, 1981). Anyway, to much nervousness can cause understudies to feel truly bad. This might imply that understudies can't focus on work and may observe that understudies are excessively stressing over how understudies will do his tests. Students frequently deal with test stretch in various obliging ways, for example, ignoring the issue, not raising since they imagine that they will do beadily, a way and lost tests because of the disquiet that they feel it can to be genuinely easy to a thing that on the off chance that student don't endeavor and after that be missed the mark, he really want feel as dreadful as if he flop in the wake of endeavoring really troublesome. Normally un robust approach to considering because it suggests that he will limit his possibilities of doing really well (Anxiety, 2015).

Symptoms of exam anxiety can vary from moderate to severe. "Students who exhibit moderate symptoms are still able to perform relatively well on exams. Other students with severe anxiety will often experience panic attacks" (Putwain, 2010). Normal actual side effects include: migraine, agitated stomach, sensation of dread, windedness, perspiring, pacing or squirming, crying, dashing, contemplations, and blanking out. The body discharge adrenaline during the conditions of fervor or stress. Adrenaline is known to cause actual side effects that go with test nervousness, for example, increment pulse, perspiring, and fast relaxation (Sady, 2010). Much of the time, adrenaline is a beneficial thing. It is steady while dealing with disturbing conditions, ensuring the status and arranging, But a couple of people, the incidental effects are problematic or unfathomable to deal with, making Researchers Putwain and Best (2011) inspect test execution among college understudies when the instructor put a squeeze on the understudies an endeavor to establish an all the more high-pressure climate. Their discoveries showed that understudies performed more awful in high danger circumstances and experienced more test tension and troubling contemplations than when in a low danger climate. Test uneasiness is known to form into a horrendous. In the wake of encountering test tension on one test, the understudy might turn out to be so unfortunate that it reoccurring they become more restless and disturbed than they would regularly, or and still, at the end of the day they encountered in the past test. Assuming the cycle goes on without affirmation or the understudy is looking for help, the understudy might start to feel powerless in the circumstance (Cherry, 2012). it is conceivable to center on exams (Cherry 2012). The inability to focus leads to lessened performance on exam or test. Emotional-low self-esteem, depression, anger, and feeling of hopelessness (Rodriguez, 2012). Parental pressure is related to greater worry, exam or test inappropriate thoughts, and strong bodily symptoms involving anxiety during the exam (Nelson, 2011). Different reasons for test uneasiness might include a feeling of dread toward disappointment, lingering, and past unfortunate test execution (ADAA, 2012). Individuals who experience test uneasiness frequently have guardians or kin who have test nervousness or various kinds of pressure seem to have a couple of genetic parts (Rodriguez, 2012). Test uneasiness can be symptomatic and Statistical Manual-IV, under the grouping of social fear (McDonald, 2001). Social fears are described by a stamped and persistent feeling of dread toward social or execution circumstances in which humiliation might happen. All together be analyzed as experiencing test uneasiness, the DSM-V expresses that the individual should introduce four distinct elements

- Must show a quick, tense reaction when presented with the dreaded social or execution circumstance.
- Experience interruption to typical exercises because of the evasion or dread related to the present circumstance.
- Must show different endeavors to stay away from social or execution circumstances, or now and again get through it, however, with intense trepidation.
- Must have encountered the side effects for somewhere around six months (McDonald, 2001).

Literature Review

Previous scientists found that unease affected understudies' academic performance. The idea is taken on from the general term of nervousness and attempted to apply in the educational region, truly intended to develop the chance of anxiety among understudies during concentration on an exam. As Sarason, Haris, and Coy (2003) revealed, anxiety is a basic human tendency comprising of fear and weakness that normally seems when an individual sees an occasion similar to a danger to the inner self or confidence. Spielberger's hypothesis of uneasiness characterized that nervousness as a close-to-home state comprising of feeling, pressure, anxiety, uneasiness, and stress with the influence or excitement of the autonomic sensory system; these are separated as states and attributed to tension. In the conceptualization, people with elevated degrees of tension, for the most part, hold uplifted degrees of characteristic nervousness; however, in assessing the circumstance, the state of uneasiness additionally assesses (Spielberger, 1966). Research discoveries demonstrated that Psychophysiology troubles thusly influence understudies' presentation scholastically (McCraty, 2007). Furthermore, unfortunate scholarly execution as characterized by a conclusion of learning incapacity or numerous documents on scholarly subjects. Restless sentiments in the homeroom didn't upgrade learning of any destinations; for the most part, understudies didn't have consciousness of study and test nervousness jumbled. Concentration on uneasiness is sentiments, considerations, and encounters made nervousness level during the process and impacted understudies' scholastic execution. Understudies' restlessness while concentrating on the cycle may be due to not figuring out the subject or having global training studies (Mc Craty, 2010). Wine (1971) reiterates writing closed with an understanding

of the unfavorable impacts which test nervousness has on task execution that depends on consideration. The low test-restless individual was found to zero in on task-pertinent factors in the testing circumstances; on the other hand; the profoundly test-restless individual was found to concentrate on one self-evaluative, self-deprecatory reasoning, combined with a negative impression of autonomic reactions, unfortunate outcomes are expected to happen because test-restless people split their consideration between inside signals and assignment prompts and don't focuses on task signs expected for good execution. Support for their conceptualization has come from Sarason, who finished a few examinations showing self-summative contemplations are qualities of exceptionally test-restless understudy (Sarason & Ganzer, 1962, 1963).

Culler and Holahan (1980) proposed a more extensive model than those recently formed in their conviction that the connection between test tension and scholastic exhibitions is viewed as somewhat relies on contrasts in ways of behaving, connecting with concentrate between understudies who are profoundly testing restless and understudies who are not exceptionally testing restless. This conceptualization is steady with crafted by Wittmier (1972), who found understudies who were high in test tension to have fundamentally lower levels of capability in concentrating on ability. Liebert and Morris (1967) prompted that test nervousness has two significant parts' concern and emotionality is the autonomic excitement part of the tension. A few investigations (Doctor & Altman, 1969; Liebert & Morris, 1967; Morris & Liebert 1969, 1970; Spiegler, Morris, & Liebert, 1968) propose that these parts yield scores consistent with time connections to homeroom assessment and with execution assumptions.

Further help for the conceptualization comes from Holroyd, Woolf, and Badhorn (1978), who presumed that test nervousness should be conceptualized as a mental and deliberate peculiarity rather than a condition of increased autonomic excitement.

Lazarus and Averhill (1972) proposed a substitute hypothesis of test nervousness. They proposed that test uneasiness's excitement and mental parts can be recognized and characterized as individual parts; however, they collaborate as a solitary cycle in test tension. As per this model, two pathways are conceivable expanded degrees of the excitement of danger can bring about expanded excitement and produce emotional test tension. Meichenbaus and Buller (1980) proposed a test anxiety model that accounts for earlier models' features. In their formulation, elements of test anxiety are seen as interacting components of behavior. Mental and natural impacts work on each other self-propagating cycle as in Bandura's (1978) proportional determinism. This cycle can work at a programmed generalized level, explicitly, separately, the process for importance bring about their deciphering actual side effects of distress as nervousness, which lead to self-referent ideations, which thusly impacts excitement, prompting avoidant conduct, which increment uneasiness thus f0rth inside this structure, test tension is a build that sums up this total chain of occasions (Meichenbaum & Butler, 1980). As indicated by Zeidner (1998), test uneasiness is a set of phenomenological, physiological reactions that go with worry about conceivable disappointment on a test. As Zeidner's explanation, test nervousness is firmly connected with disappointing outcomes. This association can be seen even in Sarason and Sarason, who express that when not in an evolutional circumstance or expecting one, the exceptionally test restless individual may not worry (Sarason & Sarason, 1990).

About potential outcomes of disappointment, humiliation, and social dismissal. Yet, in evolutional circumstances, these potential outcomes become dynamic. We ought to likewise accentuate the way that understudies who experience the ill effects of test nervousness don't be guaranteed to need insight or drive. Test tension and different deficiencies connected with test nervousness impede scholastic execution (Everson & Millsap, 1991). To comprehend hto test uneasiness influences understudies' exhibitions, it's important to grasp the investigation of Liebert and Morrris (1967). These analysts examined the reactions of understudies to Sarason and Mandler's survey (RQR)(Sarason and Mandler 1952). The outcome demonstrated that test tension comprised of two significant parts. The principal part was emotionality which was connected with the actual response to test circumstances, for example, apprehension, perspiring, continually taking a gander at the clock, pencil-taping, and soon. The subsequent component was stress, which contains tests of tension's mental and mental parts. Stress-related understudies to mental worries about the outcomes of disappointment (Lieber & Morris 1967).

This is not amazing since an understudy's test nervousness is something that an educator or teacher can't see; what is more, the understudy's test tension is something that can't be straightforwardly measured or inspected. The main thing that could be noticed is the understudy's appearance of test tension as the emotional reactions referenced before. Morris and Liebert's review (1970) found that the component of stress had serious areas of strength for a relationship with execution resulting in emotionality in a gathering of secondary school understudies. This recommends that the discernment or considerations about the evaluative circumstance will have the best effect upon execution under such conditions.

Writing on test nervousness shows that some elements impact understudies' response to test legitimacy, time limit, test strategy, test design length, testing climate, and lucidity of test guidelines (Young, 1999). Concerning the significance of inquiry type, which they had no insight about. Finally, Ohata's review (2005) uncovered that a large portion of the members in the review conceded that they dreaded stepping through the exam since test-taking circumstances would make them unfortunate about the unfortunate results of getting a terrible grade. This outcome has been found in many examinations; further exploration shows that uneasiness influences execution adversely at school and at the college level. Paul and Erikson (1964) tried the impact of nervousness by giving a gathering of the first year's young lady's regular assessment in their course. We can reference Young's review (1991) test legitimacy, demonstrating that it was not thought about in class. Another component that increments test uneasiness and influence execution is the time limit. As per Ohata

(2005), students sometimes felt strained to feel that they needed to coordinate their thoughts in a brief timeframe.

Another element that adversely influences the understudy's exhibition is improper test strategies. Youthful (1991) found the understudy felt restless when they had read up for hours for a test and afterward tracked down in the test. The understudy knew that the characteristics of this test would depend on their last grade. Following the errand, they were approached to fill in a test nervousness survey and were given a lineup from the assessment they had recently taken; however, this time, it was underlined that the imprints would be taken to count their grades. When the outcomes were broken down 'it was found that exceptionally restless understudies performed better in the conventional condition.

At some point kind of test prompts test nervousness. A few understudies become restless during the test, expecting them to exhibit their insight in manners by which they feel really awkward. For instance, a few understudies alarm when they find they need to step through simple exams. Others become restless over the oral test. Various sorts of tests can make understudies restless (Van, 2009). Analysts don't have a similar assessment of when and how to test nervousness disrupts test execution. It meddles either at test time or at concentrating on time. Wine (1980) accepts that test restless people split their consideration between task applicable exercises and distraction with stress and self-analysis; with less consideration accessible for task-coordinated endeavors, their presentation is discouraged. Aside from these elements, we ought to specify Hembree's review (1988). He found that the circumstances that lead to differential test uneasiness levels incorporate capacity, orientation, and school grade level. Other exploration recommended a distinction in uneasiness reactions among guys and females (King, 2000). For females, for the most part, self-detailing has more significant test uneasiness side effects than guys. Starting here of view, it would be critical to consider the job of orientation when deciphering the outcomes from result proportions of self-detailed test anxiety.

A lot of examination has been directed to recognize how to test nervousness influences execution, considering that this peculiarity has different sources. As per one survey of exploration on test tension, various conceivable outcomes have been analyzed; for instance, a few examinations have recognized the foundation of test uneasiness as lying in understudies and unfortunate planning. Those reviews propose that a few understudies inadequately coordinate process data and perform inadequately on tests along these lines. Neveh (1987) have tracked down that when contrasted and less restless understudy experience issues in arranging material to be learned; as a few exploration review have noted, exceptionally test restless understudy have less successful understudy propensities contrasted with their low, restless partner (Culler & Holahan, 1980; Ziauddin, Khan, Jam, & Hijazi, 2010).

This survey is likewise upheld by Hembree (1988), who proposes that an absence of powerful review abilities contributes to a lackluster showing under evaluative conditions, which thusly prompts elevating sensations of tension regarding acting in the ensuing assessment. Backing of this examination rises up out of treatment concentrates on that have focused on assisting understudy with further developing review abilities. The consequences of these investigations recommend that concentrating on abilities can likewise assist with decreasing test uneasiness and further develop execution. As of now, it is vital to keep up with Zerdner's(1998) perspective on the issue. He is of the assessment that the condition of test uneasiness can't be rationalized by the absence of work or test execution, for faithful and exceptionally energetic understudies additionally experience the ill effects of its crippling effect. He expresses that scholarly exhibition relies upon the data handling schedule that straightforwardly controls learning and perception of study hall material, for example, centered consideration, working memory, and long drag memory recovery, processes that might be one-sided by character elements like test anxiety. Different examinations have recognized 'the constant, insignificant, negative considerations that a few understudies have during testing circumstances as a significant reason for uneasiness (Mealy and Host, 1992). As per Mealy and Host (1992), there are three fundamental classes of test uneasiness understudies. They incorporate understudies who;

- Try not to have a good review and test arrangement techniques, understand the inadequacy, presently they are not good to go for testing circumstances and are concerned.
- Have adequate procedures in their repertories and utilize them yet become destructed during a test.
- Mislakenly accepts they have satisfactory systems, do inadequately on tests and tension miracle who (p. 148).

Surason (1990) trusts that students'' limit, task trouble, the feeling of dread toward getting terrible grades and absence of groundwork for a test are different elements that make students stressed. Likewise, students with an undeniable level of tension have less control of consideration. He likewise proposes that there is impressive proof that the exhibition of exceptionally test nervousness people on the complex undertaking is erased excitement impacted by assessment stressor the less mind-boggling the errand, the more fragile this impacts is concerning task trouble. Gaudry and Spielberger (1971) appear to share some views. The consequences of their review showed that high-restless subjects performed better and low restless subjects on straightforward errands yet performed all the more inadequately than low, restless subjects on complex undertakings. This reality is upheld by an investigation by Zeidner (1998), who observed that test uneasiness is still up in the air to request a task. The raised level of emotionality is clear through physiological responses experienced during an evaluative situation (Cassady & Johnson, 2002). The psychological perspective (stress) insinuates mental stresses over execution, similar to worry about the testing situation or negative execution presumptions (Humbree, 1988; Morris, Davis, & Hutchings, 1981; Depreeuw, 1984). It is the psychological piece of test strain which has been out and out accounted for the abatements in the academic achievement of young people and postsecondary students (Bandlos, Yates, & Thorndike-Christ, 1995; Williams, 1991; Humbree, 1981).

Some researchers examined distinctions in sexual preference concerning test anxiety and found that females have more elevated levels of by and large test anxiety than guys (Chapell et al., 2005; Cassady & Jhonson, 2002; Bandalos et al., 1995; Hassan et al., 2022; Mwamwenda, 1994). Cassady & Johmson (2002) made sense of "that one clarification for contrasts in test uneasiness based on understudies' orientation is that guys and females feel a few degrees of test stress, yet females have more elevated levels of emotionality." Zeidner (1990), based on his examination, presumed that the distinction in test tension scores of males and females is because of the distinction in sexual orientation in an educational capacity. It is exceptionally evident from the conflicts given above and delayed consequences of the assessments uncovered that the test apprehension impacts achievement close by various elements, such as motivation to learn and the ability to benefit from the formal direction. This expansion of impacts on test uneasiness leads specialists to consider text tension essentially a bi-layered build (Berk & Nanda, 2006; Chapell et al., 2005; Cassady & Jojnson, 2002; Diaz, 2001) with emotional and mental parts. The full of feeling aspect (emotionality) alludes to conduct or actual responses to testing circumstances, like apprehension, anxiety, and actual distress (Hanckock, 2001; Pintrich & Schunk, 1996; Williams, 1994).

Hypothesis 1: There will be high exam anxiety among students.

Hypothesis 2: Female students will significantly score high on exam anxiety as compared to male students.

Hypothesis 3: Students studying in different departments having different subjects will have level of exam anxiety.

Hypothesis 4: students studying in lower semesters (2nd and 4th) will have a high level of exam anxiety than students studying in higher semesters (6th and 8th).

Objectives

- To assess the exam anxiety among university students.
- To assess gender differences in exam anxiety.
- To assess the impact of students' studying departments on their exam anxiety.
- To assess the impact of students' studying semester on their exam anxiety.

Exam anxiety research in KIU seems to be limited. This is the fundamental motivation behind why we track down it important to lead an exploration with college understudies. One more explanation is connected with the way that this peculiarity influences a significant number of understudies and debilitates their exhibition. By taking into account the way that test tension is an intricate and risky region, it is important to decide the issue and give proposals on the approaches to diminishing it, which would be useful to both the understudy and the instructor.

Methodology

This very study, quantitative in nature and descriptive research, we used to assess exam anxiety among university students. Quantitative research, including surveys with questionnaires, can help researchers like psychological research institutions to improve their authenticity and validity, enabling them to make informed decisions. Quantitative research is asking people for their opinion in an organized way so that one can reach the real facts to guide in research. Participants of this study were 200 M.Sc and Bs university students (100 from M.Sc & 100 from BS). Students who are currently studying B.S and M.s and ages ranged from 19-28 years; the Stratified Convenient Sampling technique selected 97 males and 103 females. In the present research, 20 students from ten departments have participated (10 male & 10 female from each department). A demographic form was used to collect the detail of participants' demographic variables such as name, age, gender, department, program, and semester.

The Westside Test Anxiety Scale was developed in 2004 by Richard Driscool in the American test anxiety Association. The West Site Test Anxiety scale is an extremely brief screening instrument meant to identify a student's level of anxiety. The scale comprises ten items and takes about five to eight minutes to administer. The West Site Scale combines six items assessing impairment, four items on worry and dread, and physiological over-arousal. The interpretation of test anxiety scores are, for the comfortable low anxiety score is (1-1.9), and (4.5-5) is an interpretation of extremely high anxiety (items rated 4=high and 5=extreme). Students who score at least 3.0 or more on our scale (moderately high anxiety) tend to benefit from anxiety reduction training, experiencing lower anxiety on tests and achieving higher grades.

According to Driscol (2014), WTAS is a reliable and valid measure for the assessment of test anxiety. Sample of 200 students having (97 boys, 103 girls) 19-28 years were included in this research. Research protocol was used during the data collection. The research protocol included the introduction of research and the research consent, in which the participants were asked to fill out the questionnaire if they are willing and not to fill out if they are not. The participants' demographic variables, age, gender, department, semester, etc., were also included in the questionnaire. The participants had to fill out the questionnaire in 10-20 minutes. The collection of data took almost 3 weeks. After the completion of data collection, they were cataloged into (SPSS) software. Descriptive (frequency, mean, standard

deviation) and inferential statistical techniques (one sample. independent sample t-test, one-way analysis of variance) was applied to analyze the collected data by using SPSS (0.20). The American Psychological Association (APA) has been considered an ethical guideline for the present research study. Confidentiality and no harm were ensured to a participant. Inform consent for the participant in the study was also taken. It was also assured to the respondents that the information they provided would only be used for the study purpose.

Results

Table I
Range frequencies and interpretation of exam anxiety scores of a university student (N=200)

Range	f	%	Interpretation
14.5-22	34	17%	Comfortable low test anxiety
22.5-29	65	32%	Normal test anxiety
29.5-31	24	12%	High normal test anxiety
32-36	56	28%	Moderate high
37-44	20	10%	High test anxiety
45 to above	12	1%	Extremely high anxiety

Table I shows data about exam anxiety of students. The data divides the whole group of students into five groups according to their level of anxiety. 17% students have comfortable low test anxiety, 32.5% of normal test anxiety, 12% high normal test anxiety, 28% moderately high, 10% have high test anxiety, while 1% have extremely high anxiety. It means that mostly students have normal test anxiety.

Table II
Comparing of sample with cutoff score (12.0)

N	Mean	SD	t	p
200	29.16	6.44	32.15	.00

One sample t-test was conducted to compare sample mean (29.16) with cutoff scores (12.0). Findings indicate that exam anxiety of studied sample is higher.

Table III
Gender difference in exam anxiety (N=200)

Group	N	Mean	SD	t	p
Male	103	28.35	6.73	-1.38	0.06
Female	97	30.01	30.01		

As shown in the table III the gender difference in exam anxiety was not statistically significant, indicated that male and female students have an equal level of exam anxiety.

Table IV
Descriptive statistic of exam anxiety for different departments of exam (N=200)

Department	n	Mean	SD
Beh science	20	29.45	8.23
M Language	20	26.15	4.59
Chemistry	19	28.32	7.17
Mass Media	20	29.80	6.35
Economics	21	31.19	6.77
Education	20	28.95	5.38
Com Science	20	31.30	6.21
Food Science	20	28.20	6.06
Physics	20	17.25	4.88
Biology	20	29.45	7.70

Table IV shows mean and standard deviation on exam anxiety scale for different departments of KIU. Students from computer science department have the highest mean value while students from physics department have the lowest mean scores on an exam anxiety scale.

Table V
One–way analysis of for comparing of department's exam anxiety (N=200)

Source	Sum of square	df	Mean square	F	p
Between group	410.05	9 45.56	1.10	0.36	
Within group	7858.14	190 41.35			
Total	8268.19	199			

As shown in table V student's studying departments did not significantly impact their exam anxiety, indicating students reported an equal level if exam anxiety irrespective of their department.

Table VI
Descriptive statistics of exam anxiety for different semesters.(N=200)

Semester	n	Mean	SD
2nd semester	64	29.73	6.22
4th semester	87	28.17	6.80
6th semester	14	26.43	5.66
8th semester	35	31.63	5.42
Total	200	29.16	6.44

Table VI show the mean and SD on exam anxiety scale for a different semester of KIU. The student of 8th semester has the highest mean value, while a student of the 6th semester has the lowest mean score on the exam anxiety scale.

Table VII
One–way analysis of for comparing of semester's exam anxiety (N=200)

Source	Sum of square	df	Mean square	f	P
Between groups	423.69	3	141.23	3.52	0.016
Within groups	7844.49	196	40.02		
Total	8268.19	199			

As shown in table VII students studying during the semester did not significantly impact their exam anxiety, indicating that students studying in different departments reported significantly different levels of exam anxiety.

Discussion

This chapter will present a discussion of main findings and the result and discussed in light of the literature review. The current study aimed to assess exam anxiety among university students because exam anxiety among students is a significant health problem affecting students' academic performance and quality of life. The role of students' gender, studying department, and semester in their exam anxiety was also assessed in the study.

In the research, no significant result was found; the statistical results indicate that most university students have normal test anxiety. Some students have low test anxiety, and very few students have extremely high test anxiety. However, when compared with cutoff scores, KIU understudies announced more elevated levels of test uneasiness. Investigation of Leta (2001) exhorted that college understudies have an extraordinary arrangement to make uneasiness, particularly in concentrating on the process. These are like the trouble of subjects, new flatmates, character emergencies, social shock, and relationship issues in increment the uneasiness. Uneasiness problems are ascending among understudies.

Researchers discovered that many problems of anxiety while study processes, such as exam anxiety, language anxiety, social anxiety, family anxiety, and library anxiety, are found among university students (McCraty, 2007). Most university students have exam anxiety due to a lack of study motivation or skills, as well as misunderstandings about courses and undesirable practices in preceding study classes (Hembree, 1998).

According to the study of McCraty (2007), university students have exam anxiety because they feel anxious in the classroom and did not enhance their learning of any sites.

The college understudies' feelings of anxiety incorporate the absence of versatility of the college foundation, the scholastic semester working strategies and the restricted limit of scholastic organizations to help the scholarly endeavors of their understudy Awino & Agolla, 2008).

The objective of the study was also to assess the exam anxiety among male and female students of KIU. The result shows that there is no significant difference between male and female students of KIU in exam anxiety. It means that both male and female students of KIU have equal level of exam anxiety.

The study is inconsistent with Chapell, Cassady, & Jhonson (2001), because in their analysis they revealed that females have more significant levels of generally test nervousness then guys that one clarification for contrasts in test tension based on understudies' orientation is that guys and females feel a few degrees of test stress, yet females have more significant levels of emotionality.

High rates of test anxiety have females, according to studies using self reported measures (Zeidner & Schleyer, 1999).

Robinson (1966) observed that male understudies were essentially bound to experience the ill effects of nervousness. Barbecues Traquechel et al. (2012) tracked down more elevated levels of nervousness in female understudies. One investigation discovered that more females were probably going to credit their grades to the work they put in to a test or task. A similar report tracked down that understudies to credit scholastic execution to exertion are bound to experience the ill effects of nervousness. Accordingly, females in the review were bound to experience the ill effects of tension (McClure et al., 2011).

In the statistical result of departmental exam anxiety analysis, the students from computer science department has highest mean value of exam anxiety while students from physics department has lowest mean scores in exam anxiety scale. The results study of Gwen (2013) is that the students of computer science perceived levels of test anxiety symptoms because of using on computer- based test (CBT) in departments of computer science to asses the students in exams.

Regarding role of semester in students' exam anxiety, students from semester reported significantly different level of exam anxiety, i.e.-students, studying semester impact their exam anxiety. Similar findings are reported by researchers, i.e. test tension levels are considered to shift during the primary years and first semester of review at the college. An extraordinary number of exploration concentrates on present information that most mental issues are clear in first semester understudies (Audin, 2006).

As per an examination study completed by Cooke, Bewick, Barkham and Bradley (2006) it has been recognized that first semester understudies most generally uncover mental changes, that customarily associate with understudies' monetary worries, and the scholastic tension which they experience. Also, as per Wright (1967), it has been recognized that students' signs of stress are also most common in those students suffering problems in adapting to university life in first semester.

Conclusion

Findings of the present study revealed that university students have high test anxiety. There were no significant gender and departmental difference among university students on the level of exam anxiety. However, students' studying semester significantly influenced their reported exam anxiety.

Limitations of the Study

Concerning this viewpoint, we can say that a few constraints can be noted. The review is restricted to the understudies of just a single establishment, to be specific Karakoram International University Secondly the review is restricted to the item factors, for example, age, division, program, semester of the understudies. As an end, taking into account the review is restricted to test uneasiness of Karakoram International University understudies, further exploration ought to zero in on additional scientific issues, for example, educator perspectives on test tension and criticism when the test.

The small example size in this study was a restriction in this review; a bigger example size would bring about a more precise outcome.

Recommendations

In view of the discoveries of the review, a few suggestions can be introduced. First, educators ought to illuminate the understudies on happy test procedures. Alcala (2002) proposed that instructors should acquaint understudies with the test design, and the kind of rating framework. Furthermore, establishing a low-pressure climate allows the understudy to focus on the test rather than being occupied by test nervousness. Third, instructors ought to know about understudies' nervousness and track down ways of assessing understudies without including elevated degrees of uneasiness while keeping a positive, compelling environment. One more method for diminishing test tension in the testing climate is to get familiar with the likelihood of communicating their remarks. For instance, Smith and Rockett (1958) viewed that as on the off chance that understudies were approached to record pieces of feedback on thing during different decision test to high restless understudies improved and the low restless more awful yet in the "no remark" condition the high restless understudies did more regrettable.

The review can likewise be directed at schools and understudies. It would be fascinating to learn about Exam Anxiety's impacts on various age gatherings.

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