

## **ANALYSING THE BEHAVIOURAL CHANGES AMONG STUDENTS DUE TO COMPETITIVE EXAMINATION**

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### **Abstract**

Behaviour change is a big word with an even bigger effect, but we can deal with it by making small changes in our daily lives. Changes in behaviour affect faculty, graduate and undergraduate students, high school and college students, and working professionals the most. It is important to figure out why the behaviour is changing so that it can be dealt with carefully and effective solutions can be made. Stress from a competitive exam is always seen as a personal process that includes an individual's own analysis and response to a threat. Stress from taking a competitive exam can cause changes in behaviour like depression, anxiety, and many other dangerous conditions. Stress-related changes in behaviour have become more common in the past few decades, which describes why there are now more workshops on stress management and more articles, research reports, etc. on the subject. This study deals with analysing the behavioural changes among students due to competitive

examination and the ways to manage escape such changes amongst undergraduate college students.

**Keywords:** *Behaviour Change, Competitive exams, Stress, Symptoms*

## Introduction

Over the past few years, the pressure to do well on competitive exams has grown. A student has to juggle tests, assignments, and many other things. Not only does the design make it hard for students to get good grades, but teachers and parents do as well. Students have to work hard because of these expectations, which adds to their stress. Parents and schools want students to do well in school, but they also want them to take part in activities outside of school. Students today are expected to be well-rounded. When counselling isn't done in the right way, it makes things even more confusing, and even after a lot of hard work, students still can't figure out what they want to do with their lives.

It can be scary to have a lot of schoolwork and feel like you're always rushing to meet a new deadline. Parents are putting a lot of pressure on their kids to do well in school and in activities outside of school. The strong need to do well in school, which is often abused, is one of the biggest causes of stress, failure, and breakdown. Parents end up as victims instead of winners in the race to show that their child is good at everything. Students are often stressed out because they don't have enough support. If they don't talk to their parents or teachers, their questions and concerns keep building up, which can lead to stress. Students are expected to do a lot, but if they don't get the right help, they feel like they're adrift and don't know what to do.

Exams that take a long time Stress can make people act in bad ways, like having physical or emotional problems, which can then make them feel anxious or sad. It's important to have a way to get rid of stress. Mckean et al. (2000) thought that stressors are not the only cause of anxiety, tension, or depression. Instead, they thought that stress is caused by the interaction between stressors and how a person responds to them. Even though stress is usually seen as bad, there is always another side to every story. It can help people deal with the problems they face every day and push students to reach their goals.

## Review Literature

Behaviour skills can be measured in a number of ways, including externalising behaviour, hyperactivity, consciousness, approaches to learning, inter - personal skills, and

problem behaviours like loneliness and low self-esteem. Behaviour problems can be caused by both nature and nurture, but gender seems to be the most important factor: Girls have fewer behaviour problems in school than boys do, according to Bertrand and Pan (2011). A lot of research focuses on the biological causes of behaviour problems. For example, the development of female brains is different from that of male brains, and this may have effects on behaviour at a young age. But "nurture" seems to be important as well. See the survey in Heckman for more information on how differences in how boys and girls are raised may affect how behavioural skills are made (2008).

Wang and Chang's (2005) study on stress, coping, and psychological health found that students who were stressed out about entrance exams usually used problem-focused coping mechanism like taking positive action and seeking assistance from others. There was a big difference between how stressed people thought they were and how they dealt with problems. Dimitrov's study from 2017 said that stress can be solved by making sure that students put their own well-being first. Some of the things to pay attention to are food, exercise, work, and fun. He also came to the conclusion that the higher education is mostly about academics and doesn't do enough to help students grow as whole people. Sharma et al. (2016) wrote in their study that there are many ways to deal with stress. Getting rid of stress is as easy as doing one physical activity every day. One can also use different tools to help them manage their time and take part in fun activities that can help students. Also, it was said that academic institutions should have a relaxing atmosphere to help reduce stress.

Changes in the way teachers teach and having mentors can breathe new life into the way they teach. When stress isn't dealt with well in schools, it can lead to bad things. Stress can be bad and cause problems, but not always. Having the right amount of stress can help you learn. But too much stress can cause problems with both your physical and mental health. It can hurt a student's sense of self-worth and confidence, which can hurt their schoolwork and personal growth. Lee & Larson, (2000); Lou & Chi (2000). Researchers have found that the things that cause stress or stressors can be put into two main groups: environmental factors and personal factors.

### **Research Methodology**

The self-structured closed ended questionnaire has been prepared to determine their levels of knowledge and behavioural changes. Total 120 students were taken from Engineering, management & social science streams from undergraduate students (45% male

and 55 % female). The research is descriptive in nature & random convenience sampling has been used to collect data from undergraduate students. Secondary data has been used from many sources like published research papers, articles, websites etc.

### **Objective of the Study**

- To find out the behavioural changes symptoms among undergraduate students due to competitive examination.
- To suggest relevant findings of the study.

### **Hypothesis of the study**

#### **Null Hypothesis**

H1 There is no significant differences between male & female behavioural changes in terms of physical symptoms due to competitive examination.

H2 There is no significant differences between male & female behavioural changes in terms of emotional symptoms due to competitive examination.

H3 There is no significant differences between male & female behavioural changes in terms of cognitive symptoms due to competitive examination.

H4 There is no significant differences between male & female level of knowledge changes in terms of behavioural symptoms due to competitive examination.

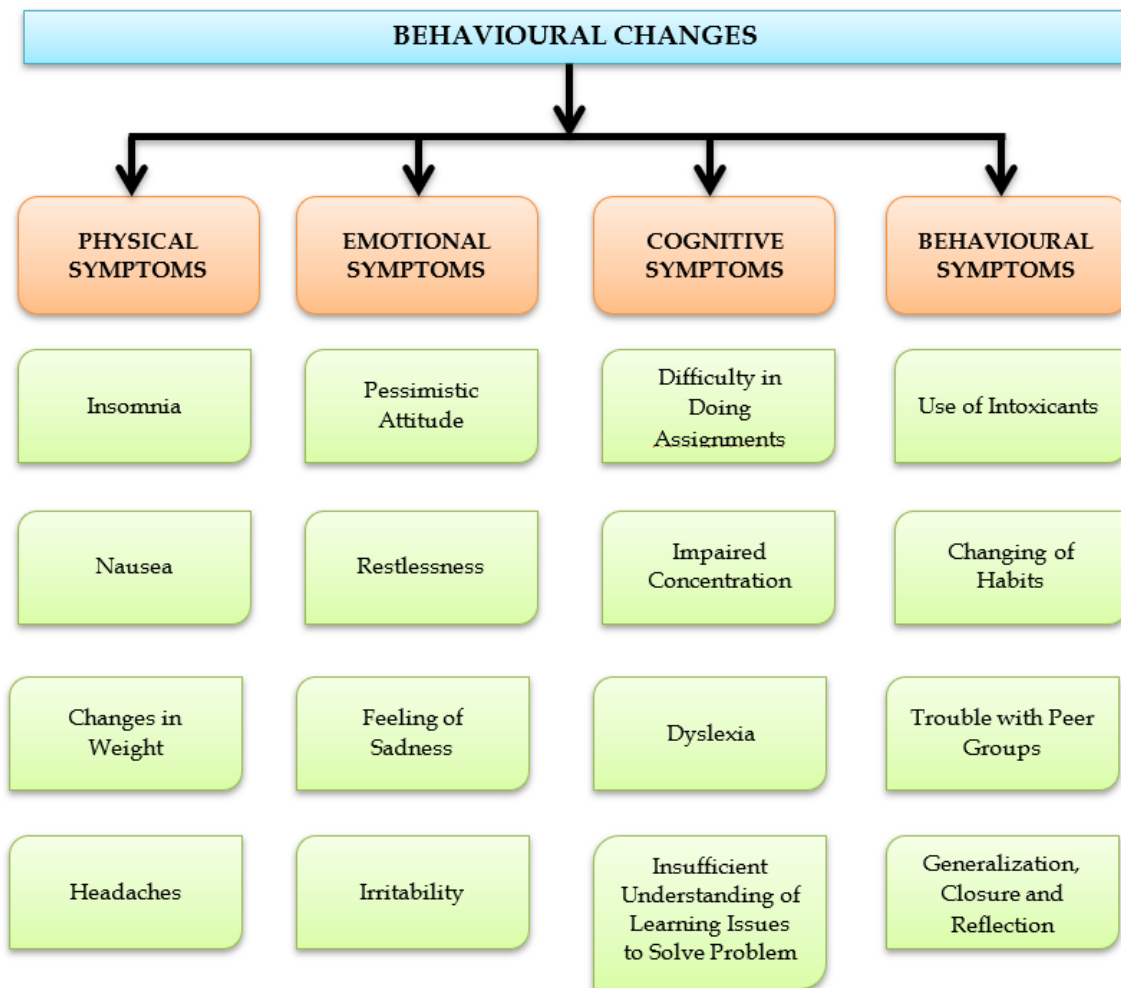
#### **Alternate Hypothesis**

H1 There is significant differences between male & female behavioural changes in terms of physical symptoms due to competitive examination.

H2 There is significant differences between male & female behavioural changes in terms of emotional symptoms due to competitive examination.

H3 There is significant differences between male & female behavioural changes in terms of cognitive symptoms due to competitive examination.

H4 There is significant differences between male & female level of knowledge changes in terms of behavioural symptoms due to competitive examination.



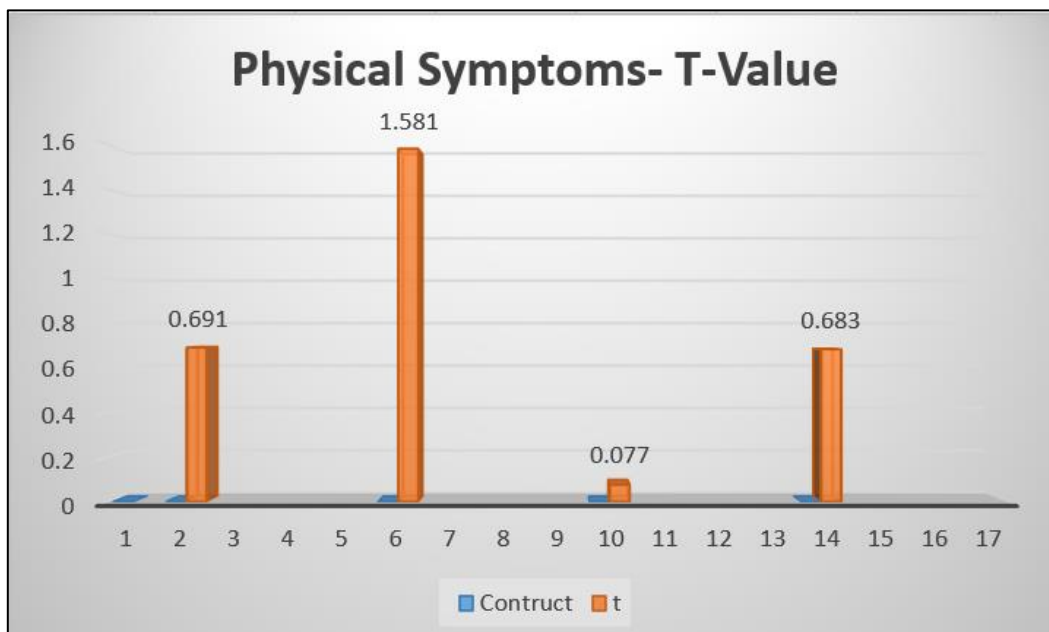
**Figure: Self Prepared Model for the Study**

**Data Analysis & Interpretation**

**Table: Results of t- test of significant difference for the construct physical symptoms**

Contract (Physical Symptoms)	Gender	Mean	S.D.	t	Sig. (2-tailed)
Insomnia	Male	2.581	0.845	0.691	0.694
	Female	2.696	0.624		
Nausea	Male	1.505	0.647	1.581	0.621
	Female	1.691	0.749		

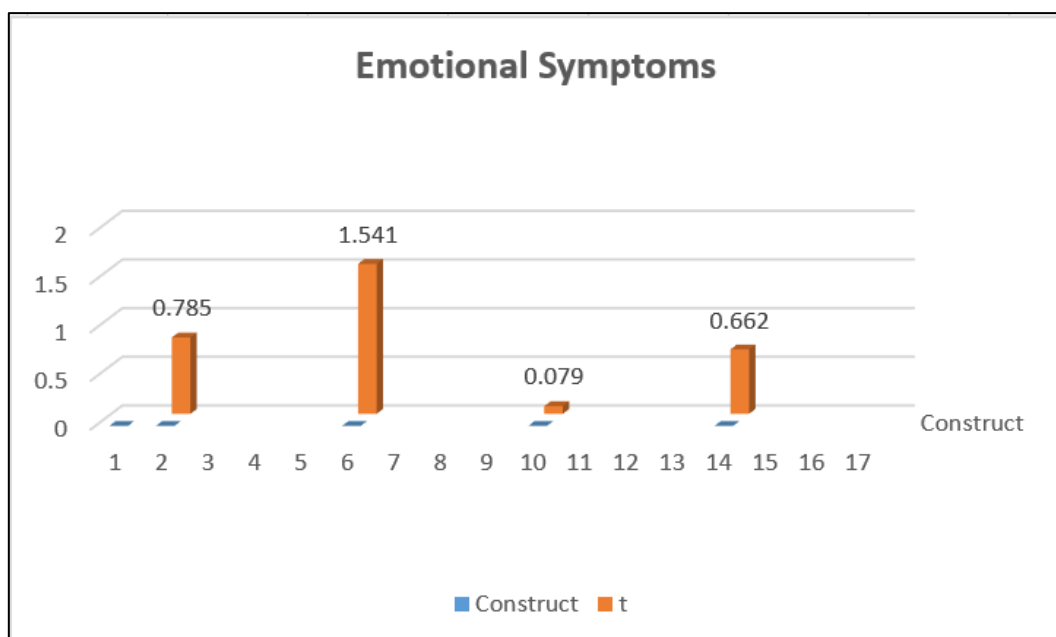
<b>Changes in Weight</b>	Male	2.421	0.714	0.077	0.947
	Female	2.538	0.668		
<b>Headaches</b>	Male	2.461	0.963	0.683	0.611
	Female	2.590	0.858		



As per above table, a physical symptoms construct containing 04 different impacting symptoms i.e. Insomnia (t value = 0.691), Nausea (t value = 1.581), Changes in Weight (t value = 0.077), Headaches (t value = 0.683), and all plays a major role in behavioural changes. It has been observed that in all symptoms having high T-value as comparison to significant value i.e. 0.05). Therefore, alternate hypothesis, “there is significant differences between male & female behavioural changes in terms of physical symptoms due to competitive examination” is accepted.

**Table : Results of t- test of significant difference for the construct emotional symptoms**

Construct (Emotional Symptoms)	Gender	Mean	S.D.	t	Sig. (2- tailed)
Pessimistic attitude	Male	2.699	0.836	0.785	0.603
	Female	2.644	0.625		
Restlessness	Male	1.436	0.657	1.541	0.578
	Female	1.576	0.749		
Feeling of sadness	Male	2.339	0.704	0.079	0.827
	Female	2.348	0.678		
Irritability	Male	2.355	0.952	0.662	0.729
	Female	2.471	0.847		

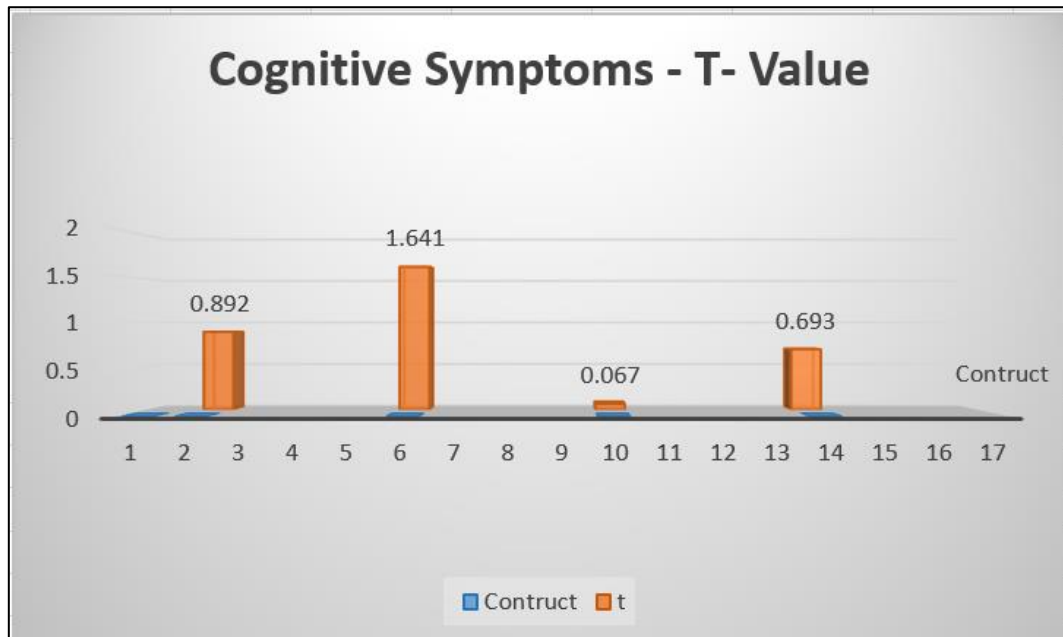


As per above table, a Emotional symptoms construct containing 04 different impacting symptoms i.e. Pessimistic attitude (t value = 0.785), Restlessness (t value = 1.541), Feeling of sadness (t value = 0.079), Irritability (t value = 0.662), and all plays a major role in behavioural changes. It has been observed that in all symptoms having high T-value as comparison to significant value i.e. 0.05). Therefore, alternate hypothesis, “there is significant differences between male & female behavioural changes in terms of emotional symptoms due to competitive examination” is accepted.

**Table : Results of t- test of significant difference for the construct cognitive symptoms**

<b>Contract (Cognitive Symptoms)</b>	<b>Gender</b>	<b>Mean</b>	<b>S.D.</b>	<b>t</b>	<b>Sig. (2- tailed)</b>
<b>Difficulty in Doing Assignments</b>	Male	2.989	0.837	0.892	0.665
	Female	2.835	0.626		
<b>Impaired Concentration</b>	Male	1.507	0.665	1.641	0.157
	Female	1.695	0.759		
<b>Dyslexia</b>	Male	2.427	0.714	0.067	0.956
	Female	2.438	0.695		
<b>Insufficient Understanding of Learning Issues to Solve Problem</b>	Male	2.444	0.953	0.693	0.579
	Female	2.561	0.876		



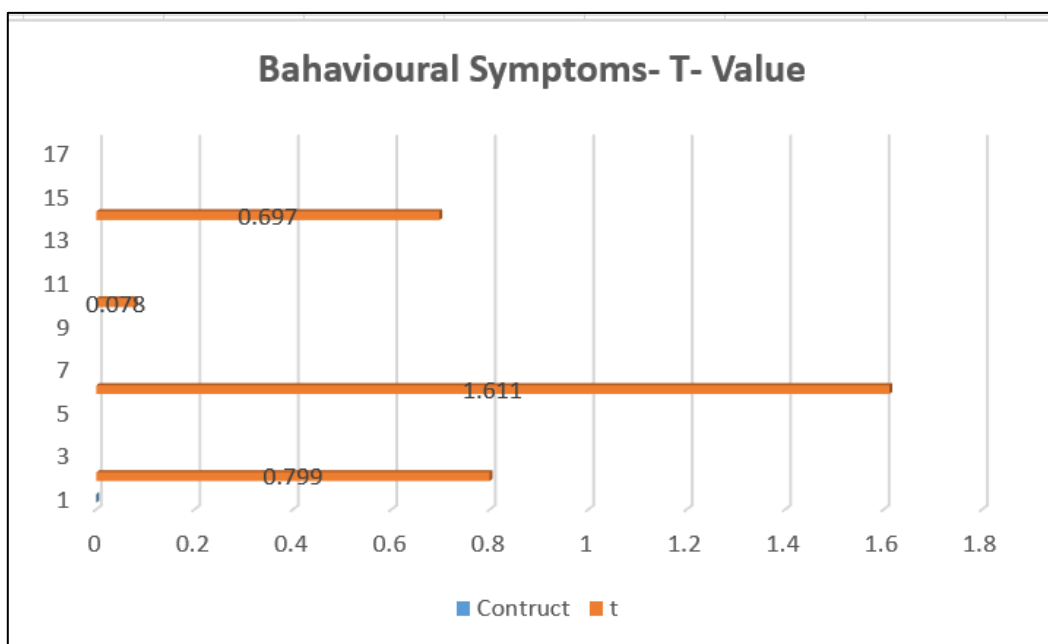


As per above table, a Cognitive symptoms construct containing 04 different impacting symptoms i.e. Difficulty in Doing assignments (t value = 0.892), Impaired Concentration (t value = 1.641), Dyslexia (t value = 0.067), Insufficient Understanding of Learning Issues to Solve Problem (t value = 0.693), and all plays a major role in behavioural changes. It has been observed that in all symptoms having high T-value as comparison to significant value i.e. 0.05). Therefore, alternate hypothesis, “there is significant differences between male & female behavioural changes in terms of cognitive symptoms due to competitive examination” is accepted.

**Table : Results of t- test of significant difference for the construct behavioural symptoms**

Construct (Behavioural Symptoms)	Gender	Mean	S.D.	t	Sig. (2-tailed)
Use of Intoxicants	Male	2.689	0.834	0.799	0.654
	Female	2.636	0.623		
Changing of Habits	Male	1.407	0.656	1.611	0.643
	Female	1.596	0.748		

<b>Trouble with Peer Groups</b>	Male	2.329	0.703	0.078	0.807
	Female	2.337	0.669		
<b>Generalization, Closure and Reflection</b>	Male	2.346	0.952	0.697	0.716
	Female	2.460	0.847		



As per above table, a behavioural symptoms construct containing 04 different impacting symptoms i.e. Use of Intoxicants (t value = 0.799), Changing of Habits (t value = 1.611), Trouble with Peer Groups (t value = 0.078), Generalization, Closure and Reflection (t value = 0.697), and all plays a major role in behavioural changes. It has been observed that in all symptoms having high T-value as comparison to significant value i.e. 0.05). Therefore, alternate hypothesis, “there is significant differences between male & female behavioural changes in terms of behavioural symptoms due to competitive examination” is accepted. In the above all discussions, it is found that all alternate hypothesis has been accepted & null hypothesis is rejected because all the symptoms impact on behavioural changes among undergraduate students in terms of competitive exams.

## Suggestions

Stress from competitive exams should not cause changes in behaviour, so colleges that offer competitive exams should be required to offer workshops on how to deal with stress. This could help the students feel less emotionally stressed and improve their ability to deal with stress before and during their exams. Also, it would be a good idea for each college to set up a proper way to find stressed-out students as soon as possible, so that the bad effects of stress can be lessened or avoided.

## Conclusion

The lack of right support is the main reason why graduate students change how they act. There is a standard evaluation process that doesn't give students enough room to try new things and push the limits in order to do well. There are a lot of personal and social things that can cause a change in how a student acts. Students don't know what they want to do with their lives and careers because they don't have clear goals and can't find the right career counsellors. Even after they graduate, they still don't know what they want to do and are worried about getting a job. The stress of school, including classes, extracurricular activities, homework, and so on, has gotten much worse. Parents want their kids to join the "rat race" and do better than their competitors so that they can improve their own social standing in society. In this age of fierce competition, running behind numbers is the new thing to do. It's a sad fact, but it's true. Every child is different, so it's important for parents to help their kids realise how important it is to figure out what they're good at and encourage them to find a job in that area. Doing what you love or loving what you do is important. Managing time well and making sure you do at least one physical activity every day can help you avoid stress, improve your attention span, and do better on competitive exams as a result.

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