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INFLUENCE OF EDUCATIONAL CURRICULUM ON STUDENTS' ANXIETY

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In this article, for the first time in the Republic of Moldova, the issue of influence of the educational curriculum (written, taught-assessed) on students' anxiety is addressed. It starts from a finding of the high level of students' anxiety in different countries, including the Republic of Moldova. At the same time, the emphasis is placed on the analysis of curricula's substance in different disciplines from the point of view of the influence on students' anxiety. An attempt is made to repair (conventionally) the influence of written curriculum on students' anxiety and the taught-learned-assessed curriculum (the processual dimension). In this regard, the following factors of the curricular dimension that influence the emergence of anxiety in students are highlighted and characterized: overloaded curriculum, lacking flexibility and contextualization; standardized curriculum and excessively performance-oriented; curriculum focused on evaluation and competitiveness; dominance of final assessments over formative ones, etc. In order to objectively establish the curricular influences on the students' stress state in the article, the issue of anxiety as a temporary state, as a cognitive-individual process, as a trait of the individual is also addressed.

Keywords: *anxiety, stress, school curriculum, written curriculum, taught curriculum, learned curriculum, assessed curriculum, flexible curriculum.*

INFLUENȚA CURRICULUMULUI EDUCAȚIONAL ASUPRA ANXIETĂȚII ELEVILOR

În articolul dat, pentru prima dată în Republica Moldova se abordează problema influenței curriculumului educațional (scris, predat - evaluat) asupra anxietății elevilor. Se pornește de la o constatare a nivelului înalt de anxietate a elevilor în diferite țări, inclusiv în Republica Moldova. Totodată, accentul se pune pe analiza substanței a curricula la diferite discipline din punct de vedere a influenței asupra anxietății elevilor. Se încearcă de a repara (convențional) influența curriculumului scris asupra anxietății elevilor și a curriculumului predat – învățat - evaluat (dimensiunea procesuală). În acest sens, sunt evidențiați și caracterizați următorii factori ai dimensiunii curriculare care influențează apariția anxietății la elevi: curriculumul supraîncărcat, lipsit de flexibilitate și contextualizare; curriculumul standardizat și orientat excesiv spre performanță; curriculumul centrat pe evaluare și competitivitate; dominarea evaluărilor finale asupra celor formative etc. Pentru a stabili obiectiv influențele curriculare asupra stării de stres al elevilor, în articol se abordează și problema anxietății ca stare temporară, ca un proces cognitiv-individual, ca o trăsătură a individului.

Cuvinte-cheie: *anxietate, stres, curriculumul școlar, curriculumul scris, curriculumul predat, curriculumul învățat, curriculumul evaluat, curriculumul flexibil.*

Introduction

In recent years, educational systems around the world have been facing an increasingly visible problem: the increase in anxiety levels among students. In Romania, the Republic of Moldova and other European countries, the pressure exerted by a busy curriculum, excessively oriented towards academic performance and standardized assessment, contributes to the development of emotional imbalances among students, affecting not only school performance, but also their mental health. The educational curriculum, as the official framework of educational process, plays a significant role in shaping the experience of students. From this perspective, it is essential to investigate its influence on the well-being of students, especially in relation to anxiety.

Anxiety - Consequence of Rigid and Inflexible Curriculum

The state of anxiety represents one of the most intimate mechanisms of psychological stress. Its distinctive characteristic is the feeling of threat, which constitutes the central element of anxiety and which determines its biological significance as a subjective signal of insecurity and danger.

Anxiety is a unitary phenomenon, characterized by a pathological affective state of fear and restlessness. Anxiety, as an affective state, appears in various situations of danger and has a protective function, helping us to react appropriately.

The state of anxiety involves a feeling of uncertainty. The danger is not clearly defined, you cannot measure it, you cannot intervene to change it. Precisely for this reason, the primary defense reaction is not a motor one, but rather depends on cognitive processes, which are activated by the cognitive system to defend itself in the face of a danger. The result of this process is the way to react to overcome the danger.

Successfully overcoming the danger by the individual depends largely on the adequate assessment of the situation. The real assessment of the situation is determined both by the experience of self-regulation of behavior and by the experience accumulated in solving various life problems. In other words, successful management of the situation depends on the person's character and the nature and extent of available resources, on individual typological peculiarities, including cognitive ones.

The state of anxiety is considered by most researchers to be the main cause of the appearance of neurosis. Such disorders appear as a result of the stabilization of behavioral patterns that are not adaptive to stressful situations.

The problem of the appearance of anxiety in test cases (exam anxiety) has been investigated quite thoroughly [17]. With the help of the anxiety test developed by S.B. Sarazon, a directly proportional connection was established between low exam grades and high anxiety. During control tests, a change in emphasis was observed in anxious subjects - from situational perception to subjective perception. This fact led the authors to conclude that academic anxiety appears as a result of acquiring/learning inadequate reactions in similar situations. However, the change in perception may be a characteristic feature of the person and not depend on the specifics of the situation, such as, for example, orientation towards action or orientation towards inner suffering.

Therefore, in the specialized literature abroad we can highlight several approaches to anxiety research:

- Anxiety is a temporary state, occurring in situations of danger.
- Anxiety is a complex cognitive-individual process of perceiving and appreciating the situation;
- Anxiety is a trait of the individual conditioned by the social context.

In the context of these approaches, we highlight the following meanings of the phenomenon of “anxiety”.

A. Adler explains the problem of anxiety through the prism of his central and universal conception - the inferiority complex. He states that man can be viewed as an entity, as a unitary and relatively autonomous whole. No activity, no social phenomenon should be approached in isolation, but only in close connection with the individual's integral personality. The individual creates or adapts his own personal reality. Individual experience appears as a subjective fiction based on the individual perceptions of each. People live according to their own scheme - the „scheme of apperception”. All people's actions are aimed at removing the feeling of inferiority and strengthening their feeling of superiority [1].

V. Jacoby [6] believes that anxiety is the emotion on the border between life and death. Its function is not limited to the struggle for physical survival, it also appears when the autonomy of the „I” is threatened and the individual risks losing his or her ability to control and self-control. Unlike animals, humans have the ability to anticipate a series of unpleasant situations in advance, thanks to the instinct that helps them overcome the uncertainty of the future. The author emphasizes the connection between anxiety and the awareness of our vulnerability in the face of any forms of the unknown and inevitable. Jacoby mentions that anxiety is the central, basic feeling, and the feeling of guilt, shame (embarrassment) are its derivatives. „Guilt and shame are aspects of the complex phenomenon of anxiety” [6, p. 14].

In the understanding of P. Popescu-Neveanu, anxiety is an affective disorder manifested by states of restlessness, fear, unmotivated worry in the absence of causes to provoke them [14].

R. Lasarus and J. Averill present anxiety as „an emotion based on the assessment of a threat; this assessment creates symbolic elements, elements of anticipation and ambiguity... anxiety occurs when cognitive systems prevent the person from fully relating to the outside world” [8]. It is a complex definition of the notion of anxiety. It includes stress, cognitive assessment of danger, subsequent reassessment, mechanisms of compensation, overcoming stress and emotional reaction. The process is behavioral and physiological in nature, where cognitive components are dominant.

From the point of view of R. Lasarus, there is a specific connection between the individual's way of evaluating his/her attitude towards the surrounding situation and the emotion he/she experiences. M. Zeidner emphasizes that just as general capabilities can influence the process of assessing danger, they must also indirectly influence the affective state that the person experiences in stressful situations. Possibly, the emergence of negative emotions will be linked to the perception of the generating sources, our possibilities to relate to them and the effectiveness of the coping strategies applied in each concrete situation.

Analyzing the theories referring to anxiety, we can find that different scientific schools/scientific currents also have different approaches to this phenomenon.

The psychoanalytic approach to anxiety is represented by S. Freud, A. Freud, W. Reich, A. Adler. In the view of these authors, anxiety is an innate personality trait, a state initially characteristic of a human [1, 3, 4, 15].

The behaviorist approach to anxiety focuses on the concept that anxiety and fear are related phenomena and appear as emotional reactions based on the conditioned reflex [21, 22].

The cognitive approach to anxiety emphasizes the side of new/unknown experiences for the personality as a reason for the appearance of the anxiety state [7, 9].

The gestalt-psychological approach to anxiety identifies unresolved/unfinished situations as factors of neurosis. This trend is represented by F. Perls and K. Goldstein [23].

The approach to anxiety from the perspective of personality psychology focuses on the value of personality traits, reactions to stress and states of anxiety [20].

Other, more current approaches, do not strictly belong to a school or scientific trend, but are very important for understanding the essence of this phenomenon. In this sense, the best-known approaches to anxiety are the following:

- H. Liddell defines anxiety as a shadow of intelligence that reflects the human capacity to adapt and plan for the future [*Apud* 14, p. 262];
- R. Cattell characterizes anxiety as a natural state in threatening situations [*Apud* 14, p. 255];
- Ch. Spielberger defines anxiety as a state of a transient response to a stressful situation [*Apud* 14, p. 234];
- R. Morteus regards anxiety as an emotional state, characterized by a feeling of tension that has a negative effect on behavior [14, p.263];
- C. Lewis approaches anxiety as an unpleasant emotional state, similar to fear [*Apud* 14, p. 234];
- V. Davidov characterizes anxiety as an individual psychological trait, which consists in the predisposition to feel anxiety in different life situations [*Apud* 14, p. 234].

The analysis of different approaches and definitions of anxiety allows us to conclude that anxiety is a psychological phenomenon and psychological concept with a great diversity of significances/meanings. At the same time, in most approaches anxiety is viewed as an affective state of restlessness, fear, stress and as a personality trait of perceiving the world around as a threat, danger. Therefore, anxiety as a personality trait of reacting to threats and danger and as a state related to a certain context or situation manifests itself differently over a limited time, being determined by several internal and external factors.

In the specialized literature we find the structuring of the factors that cause anxiety in two categories: biological factors and social-psychological factors. It should be noted that the educational factor appears alongside the relational, environmental, etc. factors. The education system can appear as a factor of anxiety for students under the following conditions: *low level of preparation to master the subject, the studen's cognitive development is below accepted standards; the high level of complexity of the subject for learning; fear of failure in current and final assessments; perception of the teaching staff as a threat; lack of confidence in own abilities to succeed,* etc.

In this regard, it should be noted that it is very difficult to notice/monitor the factors whose influence on the emergence of anxiety is dominant. The analysis of various research allows us to note a great diversity of combinations of factors that cause the emergence of anxiety. As a rule, the context, the concrete situation also determines the concrete factors, and vice versa. At the same time, these factors and contexts determine the types and degree of manifestation of anxiety.

In the context of educational factor that can cause anxiety under different conditions, the curriculum ap-

pears as an essential condition, dominant in the case when it does not correspond to a greater or lesser extent to the existing requirements: student-centered, flexible, accessible, motivating, etc.

Curriculum as Potential Factor Generating Anxiety in Students

Starting from the idea that the source of curriculum design is the culture that is transmitted through study, it can be observed that some definitions of this phenomenon look at the problem from a psychopedagogical point of view. For example, learning experiences, planning and guidance and the supposed results formulated on the basis of research on experience and knowledge are generalized. The curriculum includes an increasing number of ways of thinking about people's experiences; it puts in first place not the conclusions, but the models from which the conclusions are drawn and in the context of which these, the so-called truths, are substantiated and validated.

Curriculum includes in a broad sense: the philosophy of education, values, objectives and managerial structures, contents, strategies, student experience, evaluation and training results.

A narrower treatment of the curriculum is found in the work of D. Walker: „The educational offer and opportunities are captured by the notion of curriculum, which brings together everything that the school environment offers to the student as learning possibilities: not only concepts, but also principles, procedures and attitudes, and which takes into account both the means by which the institution offers these possibilities, as well as those by which the teaching and learning processes themselves are evaluated” [19, p. 7].

In the context of these approaches to the educational curriculum, ideally, this construct is intended to prevent and reduce school anxiety. The curriculum achieves this function based on the following concepts/ positionings:

a) the nature of learning that creates the context for students' active involvement in learning;

b) the thinking process - which takes place through participation, discovery, knowledge production, selection and processing of information by students;

c) the learning theories - which emphasize the efficient way to learn a certain topic by using «schemes» and «operations» as knowledge structures that ensure individual development and adaptation to the environment;

d) the selection of learning experiences that target not only appropriate teaching strategies for learning, but also learning theories, theories of cognitive and affective development, individual differences, personality motivation of dynamic groups and learning styles;

e) the learning conditions - which constitute optimal learning paths that materialize in internal (related to the student) and external (related to the context in which learning is carried out) conditions. One of the constituents of internal learning conditions is motivation;

f) the individual differences of students that follow the psychological and behavioral changes produced in the student, aim at balanced options for the construction of his/her personality;

g) the personality that aims at the student as a knowing subject and product of knowledge, is manifested through the attitude towards learning, the desire to operate, obtaining social prestige;

h) the teacher is the one who interacts with the students, expressing himself/herself through cognitive abilities, mastery of the subject, organizes the conditions of learning [16, p. 228].

At the same time, if the educational curriculum, for various reasons, does not fully valorize the concepts, the respective requirements at the level of design or implementation/functioning of the curriculum can become a factor that causes student anxiety - a risk factor.

In this context, in the specialized literature we find several researches on the influence of the school curriculum on student anxiety.

In their studies, Kathryn Ecclestone and Dennis Hayes (2007-2009) formulate and argue a profound criticism of the gradual transformation of education into a “therapeutic” system dominated by concern for students' emotional well-being more than for their intellectual development [2]. K. Ecclestone and D. Hayes consider that school anxiety does not derive only from academic pressure, but also from cultural messages transmitted by the school: if the educational system promotes the concept that students must be permanently protected from stress, they will become more sensitive to it, not more resistant.

These authors state that several countries are trying to reduce students' stress and anxiety by introducing content and activities focused on self-knowledge, emotion management and personal development, which can lead to excessive emphasis on the emotional dimension that can produce the opposite effects.

In a context in which students are constantly encouraged to reflect on their own experiences, excessive emotional self-analysis can lead to hyperawareness stress to decrease resilience and amplify feelings of insecurity.

In conclusion, K. Ecclestone and D. Hayes emphasize the need for a balance between the cognitive and emotional dimensions of the school curriculum. In an effective curriculum, activities designed to reduce anxiety should be based on empirical evidence, be organically integrated into the learning process and promote emotional autonomy, not victimization of students.

Therefore, K. Ecclestone and D. Hayes' approaches offer an indispensable perspective in researching the influence of curriculum on students' anxiety. The authors draw attention to the fact that good intentions do not guarantee positive results: a curriculum built around vulnerability risks reproducing it. The solution proposed by the authors is related to an education that cultivates resilience through meaning, competence and responsibilities, not through excessive protection. Another concept of the influence of the school curriculum on students' anxiety is proposed by Keith C. Herman [5] who emphasizes interventions preventive measures, teacher training and classroom management. The author identified and characterized mechanisms through which the curriculum generates student anxiety:

a) Excessive academic content and difficulty of the curriculum with too high demands, too fast pace or frequent and high-stakes assessments (exams) increase performance anxiety (e.g. the relationship between anxiety and performance).

b) Teaching methods oriented exclusively to the grade - test-centered pedagogy and memorization encourage fear of failure; lack of active learning strategies reduces the student's sense of control (consequence: cognitive and somatic anxiety).

c) Lack of socio-emotional components in the curriculum, absence of training socio-emotional competences (SEL) reduces students' ability to manage their emotions and increases anxious manifestations. Meta-analyses show protective effects of SEL programs at the school level.

d) Evaluation and non-constructive feedback ambiguous feedback, student comparison, public grading generate increases in anxiety and decreases performance.

e) School discipline/infrastructure and culture of a curriculum applied in an environment with inequitable discipline, weak leadership or low resources can amplify stress for both students and teachers (and teachers' stress is reflected on students). Herman's research shows links between school factors and staff well-being, which indirectly affects students.

For designing a non-anxious school curriculum, Keith C. Herman proposes a series of recommendations:

1. Integrate socio-emotional competences (SEL) into the mandatory curriculum, not as an optional activity, but as modules with practical strategies for managing anxiety and emotional regulation techniques.
2. Formative assessments and constructive feedback - moving from «good-bad» assessments to formative-diagnostic assessments that reduce examination pressure.
3. Adapt the level of difficulty and pace learning and curricular differentiation to avoid overload.
4. Continuous training for teachers: training in recognizing anxiety in students, applying strategies in the classroom and managing own stress (Herman emphasizes the role of teachers' perceptions and competences in supporting students' mental health).
5. Systematic mental-health screening + early intervention routines in school (data-supported practice/ monitoring) [5].

The curriculum can be a risk factor (through excessive demands, punitive assessment, absence of SEL) or a protective factor (through integration of socio-emotional competences, formative assessments, and teacher support).

Recent applied and reviewed literature shows that well-implemented curricular interventions reduce anxiety and improve student adjustment; however, success depends heavily on teachers' training and well-being - an area in which Keith Herman and his collaborators have made important contributions regarding practices and perceptions in schools.

From the analysis of K. Herman's approach, we can highlight several main ideas and understand how he sees the impact of school in general and curriculum in particular on student anxiety:

The role of school environment/behavioral norms - educational interventions show that if teachers set clear expectations, communicate positively, reduce negative repression and monitor interactions, behavioral problems and distractions can be reduced, which implicitly reduces sources of stress for students. A more predictable, less adversarial environment decreases anxiety factors.

Teachers' perception/barriers - teachers admit that they are not always prepared to address students' emotional needs (anxiety, depression) - either due to lack of training or lack of resources. This means that curriculum that does not take these emotional competences into account will end up being applied in a way that does not reduce emotional tension, and may even worsen it.

David W. Putwain's research focuses on how curriculum structure, assessment strategies, and teacher-student communication influence the level of performance anxiety and, implicitly, school results. In studies published between 2007 and 2010, the author approaches the issue in an empirical and applied way, investigating the relationship between academic pressure, institutional expectations, and students' emotional reactions.

Putwain [13] describes test anxiety as a complex reaction, generated not only by individual traits, but also by curricular and institutional factors. Overly dense curriculum content, the fast pace of teaching, and the emphasis on frequent summative assessments can create a school climate that students perceive as "threatening." The curriculum thus becomes an environment of continuous pressure, in which messages about performance and failure are internalized as sources of stress. In his studies, Putwain observes that test anxiety is directly proportional to the frequency and intensity of communication focused on the negative consequences of failure ("if you don't study, you won't succeed in the exams," "you will disappoint your family," etc.).

Putwain introduces the concept of „fear appeals" - motivational messages based on fear, used by teachers to stimulate performance. The author demonstrates that these messages can have a dual effect: for students with high self-efficacy, they can function as a motivational factor; for students with low self-efficacy, the same messages trigger anxiety, cognitive blockage and decreased performance.

Therefore, Putwain shows that the way in which teachers communicate curriculum objectives can be a major determinant of performance anxiety, independent of the actual content of the curriculum.

Analyzing British school systems, Putwain [13] shows that the excessive emphasis on standardized assessment and competition turns the curriculum into an instrument of pressure, rather than development. This orientation stimulates a „performance culture" that, although intended to increase performance, often produces the opposite effects of anxiety and decreased authentic involvement in the learning process.

The author recommends a rebalancing of the curriculum: an emphasis on process, not just product, and a formative assessment that provides constructive feedback, not sanctions.

Putwain's work offers an essential contribution to understanding how curricular and evaluative mechanisms can amplify or reduce school anxiety. Unlike Herman, who proposes preventive approaches of a pedagogical and emotional nature, Putwain examines the structural mechanisms of the curriculum - the density of content, the pace of teaching, assessment policies as direct factors of educational stress.

In relation to the critical position of Ecclestone & Hayes, who warn against the „therapeuticization" of school, Putwain proposes a pragmatic balance: the curriculum must reduce the pressure of performance, but without eliminating academic rigor: teachers must avoid the frequent use of fear-based messages and promote motivation through support and constructive feedback; the curricular structure should include sufficient moments of reflection and reinforcement, to prevent cognitive and emotional overload; assessment systems need to be redesigned to support students' autonomy and sense of competence, not failure anxiety; teacher training should include training on recognizing and managing the test anxiety.

Putwain provides a solid empirical contribution to understanding the relationship between curriculum and anxiety. His conclusions suggest that performance pressure and fear-based communication can transform school into a stressful space, reducing learning efficiency. Through a balanced approach based on constructive feedback, formative assessment and curriculum adapted to the developmental level of students, anxiety can be transformed from an obstacle into a positive motivation.

In the Romanian specialized literature, we find few works that directly address the issue of curriculum-student anxiety. In this regard, the works of Ioan Neacșu [11] and Mircea Miclea [10] are of interest.

Ioan Neacșu explores teaching/learning styles and teacher competences, comparing international curriculum structures. Although his study does not directly measure student anxiety, the analysis involves: the relationship between teaching style and students' perception of curricular difficulties; the impact of curriculum rigidity on student pressure and stress; the promotion of active and flexible learning styles, which can indirectly reduce anxiety, providing autonomy and real competence.

Thus, Ioan Neacșu proposes a macro-pedagogical framework in which the curriculum becomes a tool to support effective learning and the development of competences, which can moderate anxiety through adaptive curriculum design.

Mircea Miclea, through his studies and projects in psychology (anxiety, executive functions, computer therapy), offers a perspective directly related to student anxiety. His findings and recommendations include: excessive testing and fear-based messages can intensify performance anxiety; excessive severity or criticism of teachers negatively affects the emotional state of students; increasing student autonomy and introducing constructive feedback reduce anxiety and increase engagement in learning [10].

Therefore, Miclea complements Neacșu's approach with concrete mechanisms of prevention and intervention, emphasizing the impact of pedagogical practices on the psychological state of students.

Convergences and Differences in Authors' Vision		
Focalization	**Ioan Neacșu**	**Mircea Miclea**
	Curricular structure, teaching styles, competences	Psychological mechanisms of anxiety, testing, feedback
Relationship with anxiety	Indirect, through mediation	Direct, through studies and observations on anxiety
Recommendations	Flexible curriculum, real competences	Reducing tests, constructive feedback, increasing autonomy
Type of evidence	Comparative, theoretical analyses	Psychological studies, practical projects, public opinions

Convergences: Both believe that student anxiety is influenced by the way the curriculum is applied, not just by its content.

Divergences: Neacșu proposes changes at the macro-pedagogical level, Miclea offers operational recommendations for preventing performance anxiety.

Implications for Curriculum and Educational Practice:

1. Integrating Neacșu's approach with Miclea's suggests that a well-designed curriculum must be flexible and promote real-world competences, but also take into account the emotional impact of testing and assessment.

2. Student's autonomy and constructive feedback must be prioritized for reducing anxiety.

3. Empirical monitoring of curricular effects on students' emotional state is essential. Here hypotheses inspired by the ideas of both authors can be tested.

In summary, Neacșu and Miclea offer complementary perspectives on the influence of curriculum on students' anxiety: Neacșu through the lens of educational design and competences, Miclea through the lens of psychological mechanisms and practical interventions. Implementing their recommendations in a modern and balanced curriculum can reduce students' anxiety and increase both performance and the authentic learning experience.

Integrating socio-emotional competences into the school curriculum – a means of reducing students' anxiety. In recent decades, numerous researches in the field of educational psychology and pedagogy have drawn attention to the role that the curriculum plays not only in the formation of cognitive competences, but also in the development of students' mental health. Among the most frequent manifestations of emotional

imbalances in the school environment are performance anxiety, social anxiety and stress associated with assessment.

The traditional curriculum, predominantly focused on the accumulation of knowledge and its verification through standardized testing, tends to accentuate these forms of anxiety. Students are faced with high academic demands, constant competition and often punitive assessment. In such a context, negative emotions become part of the daily school experience.

The approach promoted by Herman and other authors of the school mental health direction starts from the idea that the educational process must include the emotional and social dimension of learning. SEL (Social and Emotional Learning) programs aim to train students in competences such as: awareness of emotions and their regulation; self-control and frustration tolerance; empathy and positive communication; responsible decision-making; relationship and conflict management.

The integration of these competences into the curriculum is not reduced to separate „emotional education” classes, but involves thematic transversality - that is, valorizing the moments from all disciplines to develop the capacity for self-regulation and reflection on own experiences.

Express-Diagnostics of Level of Students' Anxiety

The assessment of the level of anxiety in students was carried out based on a questionnaire, consisting of 15 items aimed at measuring the variables/aspects specific to the manifestation of anxiety by students generated by the school curriculum. The purpose of assessment of the anxiety in students was to establish the trends and particularities of this phenomenon. The questionnaire was applied in three high school grades: 10th, 11th, 12th (84 students), and the results of questionnaire are presented in Table 1.

Table 1. Level of Manifestation of Students' Anxiety

No. Crt.	Items	Percentage %		
		To a large extent	***To a medium extent***	***To a small extent***
1.	I frequently feel stressed because of the large number of homework assignments.	61,9	23,8	16,6
2.	I feel overwhelmed by the volume of information in the curriculum.	48,8	48,8	2,4
3.	I have strong emotions before tests/exams.	73,8	14,2	11,9
4.	I feel more evaluated than supported by the teacher.	73,8	16,6	9,0
5.	The curriculum does not take into account my learning interests.	84,5	10,7	4,7
6.	The pressure to have high grades affects me emotionally.	58,3	35,7	5,9
7.	I find it difficult to find time to relax because of schoolwork.	38,0	42,8	16,6
8.	I feel encouraged to learn from my mistakes.	22,6	36,9	35,7
9.	Teachers talk to us about the volume and complexity of the assignments.	13,0	39,2	45,2
10.	Have you ever felt the need to ask for help in school stress?	51,1	32,1	16,6
11.	I am afraid that if I don't get good grades, I will disappoint someone.	60,7	34,5	4,7
12.	The school curriculum allows me to explore areas that I am passionate about.	58,3	29,7	1,9
13.	I feel in constant competition with my classmates.	17,8	41,6	40,4
14.	The curriculum includes activities that help me manage my emotions.	5,9	29,7	64,2
15.	I would need the school to provide more emotional support.	85,7	10,7	3,5

The analysis of results obtained allows us to formulate the following findings and **conclusions**:

1. The students surveyed indicated that they feel anxiety in relation to different factors: 73.8% indicated testing, examination, as the dominant factor; 84.5% noted that the school curriculum does not take into account their interests and their own learning pace; 64.2% indicated that the school curriculum does not include activities that can help manage emotions/stress. The large number of homework to be learned (61.9%), the large volume of information (48.8%), but also the complexity of subject, teaching tasks, influence the emergence of anxiety in students.

2. Another category of factors that generate anxiety in students is related to different contexts: pressure to have high grades (58.3%), fear that if the student does not get high grades, he/she will disappoint parents and teachers (60.7%), the need for greater support from the school (85.7%), standardized assessment (73.8%).

3. A group of factors that cause anxiety in students is related to the behavior of teachers: labeling (you are not capable of anything), non-objective assessment, comparing one student with another, threatening (if you do not learn, then you will repeat the year), not including one or another student in learning activities (teaching staff only works with students who are active).

4. There are also other extracurricular factors (social, economic, political, family) that cause anxiety and stress in students that can become the subject of special research.

5. Therefore, we can conclude that there is a significant correlation between the quality of the educational curriculum and the occurrence of anxiety in students. This applies to both the written curriculum and the curriculum taught-learned-assessed. The high level of anxiety among contemporary students places this problem on the list of priorities to be solved.

Current research, as well as research conducted in different countries on the issue of anxiety, emphasizes the consequences of this phenomenon: impaired mental health, the occurrence of stress and self-doubt; low level of learning outcomes, reduced motivation for learning, etc.

General Conclusion

All approaches to the problem in question lead to the idea that student anxiety is multidimensional and is influenced by the quality of the educational curriculum, the teaching-learning-evaluation methodology, teaching styles and „teacher-student" communication models. Reducing/diminishing anxiety is not achieved by eliminating challenges, but by a balance between exigency, autonomy, emotional support and constructive feedback, adapted to the real needs of students. This outlines a model of the modern/postmodern curriculum, capable of supporting both academic performance and psychological well-being.

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