

Examination stress of the x standard students of Tiruchirappalli district

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Abstract

The study was conducted on 180 X standard students examination stress in Tiruchirappalli district with respects to their Sex, Medium of instruction, Type of School, Locality of School. The self-made questionnaire was used to collect the data which was treated with statistical techniques. Results revealed that not significant variation in the examination stress of the X standard students of Tiruchirappalli district.

Keywords: X standard, Locality of School, Type of School, Medium of instruction

1. Introduction

“Education is the process of change. It includes all those activities that make an individual to become a useful member of the society. It also provides its services in the transmission of human heritage from one generation to another” (Ahmad, 2007). Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Education has the power to eradicate all evils from society. It is our constant endeavor to reach out to as many children as we can and not only to provide them with a loving home but also good quality education that enables them to become contributing members of the society. Jean Piaget (1972) states, “The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done”.

2. Stress

It was derived from the Latin word “Stringere”. Stress was popularly used in 17th century to mean hardship, strain, adversity or affliction. It was used in 18th and 19th centuries to denote force, pressure, strain or strong effort with reference to an object or person. Stress is a normal universal human experience. ‘Stress’ is either an external event or an internal drive which threatens the normal functioning of an individual, resulting in impaired health or altered behaviour. In medical parlance ‘stress’ is defined as a perturbation of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life. ‘Stress’ is defined as the way our bodies and minds react to life changes.

3. Examination stress

The term 'exam stress' can be broadly defined as a feeling of anxiety over one's performance in the exams, the results and reaction of parents and friends; all weigh upon students to create exam stress.

4. Need and significance of the study

The school students have many obstacles to overcome in order

to achieve their optimal academic performance. Stress can have an impact on a student's academic performance. Education and psychological research has proved exam stress as an important factor which influences the academic achievement are, in fact, the real sources of stress and anxiety to the students.

The review of related literature reveals that there have been many research studies on this vital topic conducted abroad. But the number of studies on examination stress and its correlates are only a few in India. Even those few studies have not taken in to consideration the rural students who are disadvantaged learners. Thus, there is a research gap in this particular area of educational research. Hence, the investigator undertook the present study on “Examination stress of the X Standard Students in Tiruchirappalli District”

5. Scope of the Study

The present investigation attempts to study the examination stress among the secondary students. This study also brings in consideration variables such as the different types of management and board of affiliation and medium of instruction with regard to the schools from which the students were drawn to from the sample.

6. Statement of the Problem

In the world of educational research involving the school education system, one of the most important areas of research is Examination Stress, its correlates and its influence on academic achievement. Research studies conducted abroad have shown that the students undergo higher levels of examination stress just before the examination; similarly rural students are other disadvantaged learners have higher level of Examination Stress. In the content of Indian school education system, only a few studies on this vital theme have been reported. In this context, the present study has been undertaken to assess the Examination Stress among students at X standard level in Tiruchirappalli district. Hence, the problem of the present study is stated as “Examination Stress of the X Standard Students of Tiruchirappalli District”.

7. Objectives of the Study

The major objective of the study is to assess the Examination

Stress level of the X Standard Students in Tiruchirappalli District. The specific objectives of the study are:

- To compare the Examination Stress of the male and female students of the X standard in the schools of Tiruchirappalli District.
- To compare the Examination Stress of the Tamil and English medium school students of the X standard in Tiruchirappalli District.
- To compare the Examination Stress of the Government, Government-aided and Private school students of the X standard in Tiruchirappalli District.
- To compare the Examination Stress of the students of the X standard in Tiruchirappalli District, sub-grouped on the basis of the locality of their school.

8. Hypotheses of the Study

The hypotheses of the present study are follows:

- There is no significant difference between the Examination Stress of the male and female X standard students in Tiruchirappalli District.
- There is no significant difference between the Examination Stress of X standard students, studying through English and Tamil medium in Tiruchirappalli District.
- There is no significant difference between the Examination Stress of X students, studying in Government, Government-aided and Private schools.
- There is no significant difference between the Examination Stress of the X standard students, studying in Rural and Urban schools of Tiruchirappalli District.

9. Methodology

The investigator followed the Survey method for the present study. The Examination Stress Scale was developed and administrated to X standard students of Tiruchirappalli district. They have freely responded to the questionnaire. The data thus collected were compiled and put into appropriate statistical analyses.

10. Tool Used

As the present study is a descriptive and survey research, the investigator chooses scale as a tool for collection of data. After careful analysis of a few tools for assessing the Examination Stress of the school level students, the investigator to use the self-made questionnaire. The Examination Stress Scale consists of 40 items.

The maximum time given for the completion of the scale was 40 minutes. The maximum obtainable score is 160 and minimum score is 0. The scale consists of 40 items, i.e., 3 positive items and 37 negative items. In the scale, items 21, 22 and 37 are the positive statement and the remaining 37 questions are negative statements. Each of the statement

describes a condition related to the students response to a stressful conditions which is related in one way or other to the examinations, preparation for examinations and post examinations reactions. Each item is followed by 5 options namely never, rarely, sometimes, often and always.

11. Sample of the Study

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the population from which it is drawn.

At times, it is advised to subdivide the population into smaller homogeneous group to get more accurate representation. Since the present study is descriptive by nature, the investigator followed the normative survey technique. A representative and manageable sample of 180 X standard students were drawn from Government, Government-aided and Private schools in Tiruchirappalli District through simple random sampling technique.

12. Statistical Techniques Used

The following descriptive and differential statistical techniques were used for the analysis of data in SPSS Package version 16.

- Mean, Standard Deviation, ‘t’ Test, ANOVA.

13. Hypotheses Testing

Hypothesis 1

There is no significant difference between the Examination Stress of the male and female X standard students in Tiruchirappalli district.

Table 1: Significance of difference between the mean Examination Stress scores of Male and Female X Standard Students in Tiruchirappalli District

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	91	78.43	11.94	0.690	Not Significant
Female	90	79.64	11.76		

The above table reveals that the obtained t-value 0.690 is less than the table values 1.96 at 0.05 levels. So it is found that the ‘t’ values is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between the male and female students with respect to their Examination Stress. However, it can also be seen in the table that the female students have slightly higher Examination Stress than the male students.

Hypothesis 2

There is no significant difference between the Examination Stress of X standard students, studying through English and Tamil medium in Tiruchirappalli District.

Table 2: Significance of difference between the Mean Examination Stress Scores of X Standard students, studying through English and Tamil medium in Tiruchirappalli District

Medium of Instruction	N	Mean	SD	t-value	Significance at 0.05 level
Tamil	134	78.07	11.49	1.867	Not Significant
English	47	81.79	12.50		

The above table reveals that the obtained t-value 1.867 is less than the table values 1.96 at 0.05 levels. So it is found that the

‘t’ values is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between

Tamil medium and English medium students with respect to their Examination Stress. It can also be seen in the above table that the students taught through English medium have higher Examination Stress than their Tamil medium counterparts.

Hypothesis 3

There is no significance difference between the Examination Stress of X students, studying in Government, Government-aided and Private schools.

Table 3: Significance of difference between the Mean Examination Stress score of the X students, studying in Government, Government-aided and Private schools

Type of Schools	N	Mean	SD	F-value	Significance at 0.05 level
Government	74	76.11	11.93	4.578	Significant
Government-aided	38	79.39	10.43		
Private	69	81.97	11.86		

The above table reveals that the obtained t-value 4.578 is more than the table values 1.96 at 0.05 levels. So it is found that the 't' values is significant at 0.05 level. Hence, it is concluded that there is significant difference between Government, Government-aided and Private school students with respect to their Examination Stress. It can also be understood that the Private school students have the higher level of Examination Stress,

It can also be seen in the table that the urban school students have more Examination Stress than Rural school students

Null Hypothesis 4

There is no significant difference between the Examination Stress of the X standard students, studying in Rural and Urban schools of Tiruchirappalli District.

15. Conclusion

The present study has been done with a clear focus on the Examination Stress of the X standard students in Tiruchirappalli District. But, the findings and conclusion of the study are quiet relevant to the higher secondary level students of the entire state of Tamil Nadu, though not the entire country. Hence, the suggestion and recommendation of the present study deserve a closure look by the government authorities and non-governmental organizations working for the enhancement of the higher secondary level education system in the state.

Table 4: Significance of difference between the Mean Examination Stress scores of the sample, sub-grouped on the basis of the locality of their school

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	100	78.23	12.14	1.014	Not Significant
Urban	81	80.02	11.45		

The above table reveals that the obtained t-value 1.014 is less than the table values 1.96 at 0.05 levels. So it is found that the 't' values is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between rural and urban school students with respect to their Examination Stress. It can also be seen in the table that the urban school students have more Examination Stress than Rural school students.

16. References

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14. Major Findings

- There is no significant difference between the male and female students with respect to their Examination Stress. However, it can also be seen in the table that the female students have slightly higher Examination Stress than the male students.
- There is no significant difference between Tamil medium and English medium students with respect to their Examination Stress. It can also be seen in the above table that the students taught through English medium have higher Examination Stress than their Tamil medium counterparts.
- There is significant difference between Government, Government-aided and Private school students with respect to their Examination Stress. It can also be understood that the Private school students have the higher level of Examination Stress.
- There is no significant difference between rural and urban school students with respect to their Examination Stress.