

EXAMINATION STRESS AMONG SCHOOL CHILDREN, ISSUES CAUSES & REMEDIES

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ABSTRACT

Every one of the students are under the gigantic weight of their exams. Their lone point is to score highly in their exams. Hence, they are always under a gigantic weight and rivalry in their student life. Thus, a considerable lot of them gripe of a great deal of physical just as mental issues at the season of getting ready for their exams. It is an extremely regular problem for the students at all levels of education like school, school or even colleges round the globe. Such problems are extremely severe and can yield genuine outcomes in their lives. These issues can likewise prompt lamentable outcomes in the lives of the students.

The point of the present investigation was to think about the examination stress in relation to intelligence, personality and achievement motivation among 400 school students of Kolkata. The tools utilized were Cattell's Culture Fair Intelligence Test Scale 2, Indian Adaptation of Contact Personality Factor Test arranged by S.S. Srivastava, Indian Adaptation of TAT arranged by Uma Choudhary and Examination Stress Scale created by the specialist. The discoveries demonstrated that lion's share of the school children feel stress of examination, male and female school children feel different levels of examination stress. Female students experience the ill effects of examination than male students, the school children having high intelligence feel less stress than those with low intelligence, introverts endure more examination stress than extroverts, the school children having high achievement motivation feel less stress of examination than the individuals who have low level of achievement motivation, different levels of intelligence and personality have significant intuitive effect on the different levels of examination stress of school children, there is a significant intelligent effect of different levels of personality and achievement motivation on the examination stress of school children, different levels of intelligence and achievement motivation have no significant intelligent effect on the

examination stress of school children and interaction of intelligence, personality and achievement motivation have no significant impact on the examination stress of school children.

The present investigation went for finding the stress because of examination in relation to intelligence, personality and achievement motivation of the school children. To realize the examination stress of school children in relation to the chose variables, the following procedure and method were utilized to land at the finishes of the investigation.

INTRODUCTION

In many investigations, moderate correlations were found between scores on Examination Stress and Academic Performance. The discoveries of a few examinations were predictable with the theory that there is an ideal level of stress fundamental for most extreme performance. Moderate levels of nervousness, can anyway really be advantageous. Examination stress is a typical and pervasive wonder among adolescents. Examination Stress has a negative effect which frequently ascribed to the dread of disappointment. The Examination Stress marvel isn't just pervasive yet in addition liable to have a negative effect. Experimental investigations have likewise shown that under stressful assessment circumstances, students' scores might be diminished because of nervousness.

Also, senior secondary level is a landmark in the school life of any students which requires better academic record than increase achievement. Examination Stress will turn into a hindrance to accomplish this. Henceforth, the researcher has made an endeavor to explore the Examination Stress level and its relation with the Academic Achievement. In the interim the suggestions in this research will likewise help the students to improve their performance and furthermore the approach creators to think of arrangements and methodologies that improve the academic performance.

Definition of Stress

Stress:- Stress is a word gotten from the Latin word stringier importance to draw light and was utilized in seventeenth century to portray hard ship or tribulation Stress is a strain felt by somebody: enthusiastic, mental, or physical weight caused by nervousness or overburden. It might because of such manifestations as expanded circulatory strain or depression.

REVIEW OF LITERATURE

Pestonjee (1999) noted that it is natural and healthy to maintain optimal levels of stress. When stress is left unchecked and unmanaged, it creates problems in performance and affects the health, well-being and emotional intelligence of an organism.

Singh (2011) explored the relationship of anxiety and achievement in relation to their study habits. The results indicated that those students who have average anxiety level showed better study habits than the students who have high and low anxiety levels.

Manral (2000) found positive and significant relationship between aesthetic and ethical stress among students and revealed that ethical stress is significantly related to existential anxiety among students. He also found that the aesthetic and ethical stress is significantly related to conflict anxiety, respectively, between the male and female students. A state of psychological tension is produced by kinds of forces or pressures alluded to. Stress in this sense is an effect.

Baker (2003) claimed that the undergraduates are faced with many new interpersonal, social, and academic demands during the transition from secondary school life to university, which is stressful for a lot of individuals. The prominent challenges that students face are the decisions that they have to make about choosing their career paths in addition to developing and negotiating with new relationships, getting novel ideas that challenge their past-learned views, and shifting away from home (Lumley & Provenzano, 2003).

Serap Akgun and Jospheh Ciarrochi (2003) studied a sample of 141 first-year undergraduate students completed measures of academic stress and learned resourcefulness using Self-Control Schedules and Undergraduate Stress Questionnaires. Their first-year grade point averages were obtained from university records. Analyses revealed that academic stress was negatively associated with academic performance. As expected, this negative association was moderated by learned resourcefulness. High academic stress adversely impacted the grades of low resourceful students but had no effect on high resourceful students.

Kumar (2005) studied 100 occupational therapy students with equal participation for different levels from various occupational therapy colleges in Mumbai. Stress questionnaire was administered which contained questions from various areas including academic, competence in

profession (role identity). The response was scored on a four point scale: 1 = A little of the time, 2 = Some of the time, 3 = Good part of the time, and 4 = Most of the time. Stress levels were found to vary among the different year students.

Barry Jennifer (2005), “The effect of socio-economic status on academic achievement”. This study addresses the increasing importance of student test scores by examining the different factors that influence test scores. Composite test scores of tenth grade students from the Educational longitudinal Study of 2002 are examined using a four-part model which includes student role performance, school, family and peer factors. Ordinary least squares analysis indicates that the strongest predictor of student test scores is socioeconomic status, resulting in a statistically significant increase in the standardized coefficient of 224 points. These results support previous research and possible directions for public policy are given.

Nielsen et al (2007), “Association between adolescents Health, stress and sense of Coherence, Stress and Health. Sample consisted of 3258 adolescents. Self reported illness and symptoms and a questionnaire were used. The results revealed that the girls with a low sense of coherence who were exposed to stress reported recent illness twice as often as unstressed the girls did. For the boys, there were no such significant interactions. For the girls and the boys there were no significant interactions on symptoms.

Groux et. Al. (2007), “Adolescent Stress and coping, a longitudinal Study” The data was collected from 167 subjects through adolescents life change event scale (ALCES) and open ended questionnaire for ways of coping was used. The results revealed that the girls generally reported more life vents associated with interpersonal and family relationship. Both the girls and boys reported coping with stress mostly through active distraction techniques such as exercise.

RESEARCH METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques.

A methodology does not set out to provide solutions - it is, therefore, not the same as a method. Instead, a methodology offers the theoretical underpinning for understanding which method, set of methods, or best practices can be applied to specific case, for example, to calculate a specific result.

It has been defined also as follows:

1. "The analysis of the principles of methods, rules, and postulates employed by a discipline"
2. "The systematic study of methods that are, can be, or have been applied within a discipline"
3. "The study or description of methods"

The methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. These methods, described in the methodology, define the means or modes of data collection or, sometimes, how a specific result is to be calculated.

RESEARCH METHOD

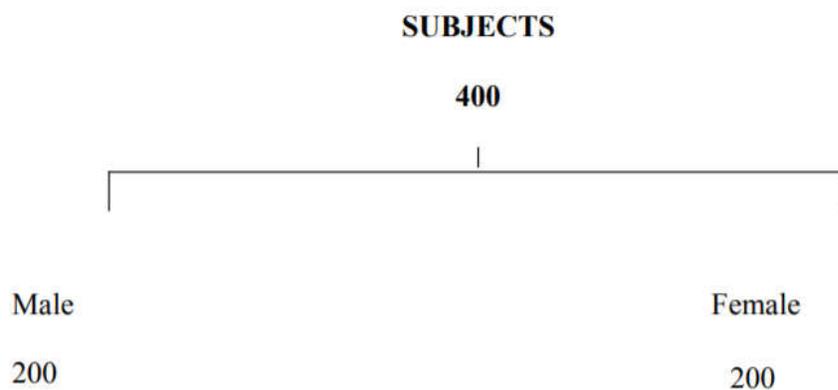
Selection of the method depends upon the nature of problem selected and the kind of data necessary for its solution. Descriptive survey method was used in the present study. Descriptive method of research describes records, analyzes and interprets conditions that exist. The method requires sample and research tools for the conduct of the study. The description of the sample and research tools is given hereunder.

Method and Procedure

Descriptive survey method of research was used to conduct the present study. The sampling frame of the present study was school children of tenth class. To collect the sample for the study, two districts of Kolkata i.e. Patiala and Faridkot were randomly selected out of the 22 districts of Kolkata.

SAMPLE

The sampling frame of the present study was the school children of tenth class of senior secondary schools of two districts of Kolkata. To collect the sample for the study, two districts of Kolkata i.e. Patiala and Faridkot were randomly selected out of the 22 districts of Kolkata. Then, three sub-divisions of Patiala district and two sub-divisions of Faridkot district were chosen on random basis. From Patiala district 223 subjects were taken randomly and 177 subjects were selected from Faridkot district in a similar way. Therefore, total size of the sample was 400 school children from urban schools of Kolkata.



TOOLS OF THE STUDY

In the modern times focus is upon mobilising and directing the inner resources of students to cope up with difficulties and achieve the best, the variable of examination stress had been selected for the present investigation especially, as it exists in relation to one's cognitive functioning i.e. intelligence, personality and need to accomplish something and surpass others need for achievement.

The main objective of the present study was to find the joint effect of intelligence, extraversion-introversion and achievement motivation on the examination stress among school children. To achieve the objectives of the study following tools were used:

- To achieve the objectives of the study following tools were used:
- Cattell's Culture Fair Intelligence Test Scale 2 (Cattell, 1973).

- Indian Adaptation of Contact Personality Factor Test prepared by S.S. Srivastava.
- Indian Adaptation of TAT prepared by Uma Choudhary according to the procedure laid down by McClelland by using TAT cards of Murray.
- Examination Stress Scale developed by the investigator.

Table 3.1 Items And Time Allotted To Each Sub Test In Scale 2 (Form A)

Sub-test	Number of Items	Time Allotted
1	12	3 mn.
2	14	4 mn.
3	12	3 mn.
4	8	2½ mn.
Total	46	12½ minutes

Scoring

Following instructions were followed for scoring of the test.

Each question had only one answer marked. If more than one answer was marked, no credit was given for that question. Stencil key was laid over the left-hand side of the answer sheet, using the 'check star' to adjust it to the proper position. The number of X's shown through the holes were counted and these numbers were recorded as; Test 1, 2, 3 and 4.

Indian Adaptation of Contact Personality Factor Test (Form B)

This test has been standardised by S.S. Srivastava. As the present study required the measurement of extraversion-introversion traits of the subjects Thus, S.S. Srivastava's contact Personality Factor Test (Form B) was used. However, the majority of questions in the C.P.F. are indirect, asking about interests which the subject would not necessarily perceive to be related to the trait in question. Moreover in the C.P.F., factors are not interpreted from the nature of the subject's statements about himself, but from the known correlations between these "mental interiors" as found in questionnaire factors.

Format of the Test

The test is printed in a four-page booklet. The first page contains the instructions for answering the questions, and is self-administering. Pages 2 and 3 contain the actual test questions. Page 4 is blank. The test is printed on green eye-ease paper, for greater ease of administration.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the examination stress of male and female school children.
2. No significant difference exists in the examination stress of school children having high and low intelligence.
3. There is no significant difference in the examination stress of extroverts and introverts.
4. Examination stress of school children varies with their level of achievement motivation.

LIMITATIONS OF THE STUDY

Though the investigator has made a lot of effort to bring out the research work without any limitation but it is not possible to avoid some unavoidable errors. Thus, the investigator feels a few limitations as follows:

- ✓ Study may be conducted on large population to increase its comprehensiveness.
- ✓ Examination stress of rural students could have been assessed to make it a comparative one.
- ✓ Qualitative analysis of examination stress could have proved more useful.
- ✓ It could have been better if some remedial measures for examination stress had been found out.

DELIMITATIONS

The study was delimited to urban students of 10th class students only.

DATA ANALYSIS AND RESULTS

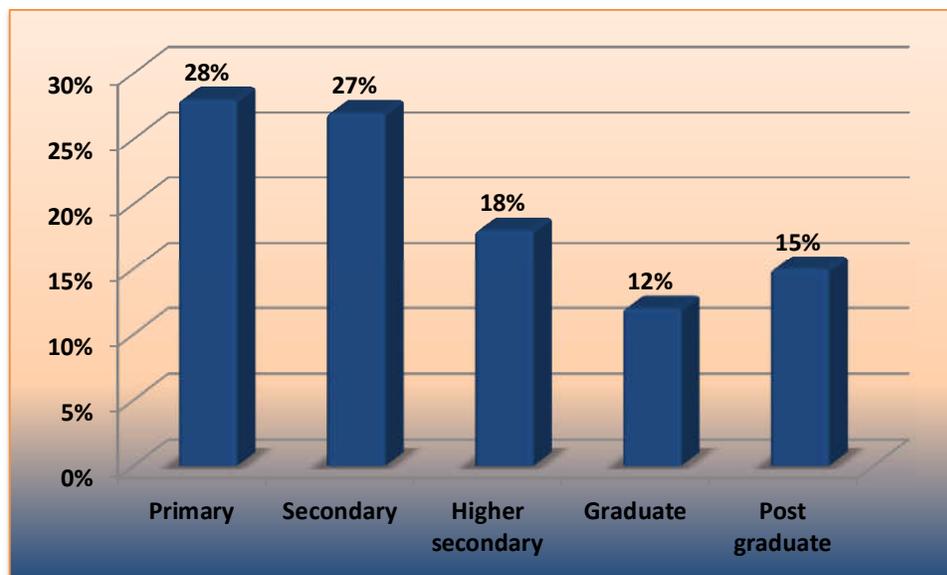
The present study was designed to assess the examination stress in relation to intelligence, personality and achievement motivation among school children. Keeping in view the objectives and hypotheses of the study, the results pertaining to different variables have been presented in the following sub heads:

1 Democratic profile of the respondents

2 Age of the respondents

3 Religion of the respondents

4 Education of the mother



Examination Stress among School Children Having Different Levels of Intelligence

Intelligence versus Examination Stress	Total Squares	Sum of Squares	Mean Squares	Df	Level of Significance
Between Means	10446.42	5223.21	2	F value-63.99	P <

				0.01
Within Groups	32406.15	81.62	397	

The findings explored that the total sum of squares of scores between the means was 10446.42 and within groups was 32406.15. Whereas the mean squares or variance of scores of students at different levels of examination stress and intelligence was 5223.21 and within these groups was 81.62

EXAMINATION STRESS AMONG SCHOOL CHILDREN HAVING DIFFERENT LEVELS OF PERSONALITY

Keeping in view the objectives of the study, the purpose was to find out the impact of personality on the examination stress among school children. The three groups according to the levels of personality i.e. Extroverts, Ambiverts and Introverts were compared with the three groups of Examination Stress i.e. HES, AES and LES.

RESULTS AND DISCUSSIONS

The findings revealed that mean value of the scores of stress due to examination is 32.40. The standard deviation has been found to be 10.35 where as its standard error (SE_M) is 0.51. The total number of school children studied for the present problem was 400. The total score for high examination stress was 60 where as mean score has been found to be 32.40. It indicates that the group of students who were studied as subjects for the present problem had an average examination stress.

CONCLUSION

The fundamental wellspring of stress for the students is the insufficiency of right support. There is a standard assessment procedure which does not give enough scope to the students to experiment and push the limits to exceed expectations. There are numerous personal and social factors that lead to stress among students. Absence of clearness and inaccessibility of right vocation advisors lead to directionless objectives, and even in the wake of graduating, students

are dumbfounded with their professions and are shaky in regards to a job. The pressure of the examinations as far as academics, extra-curricular activities, assignments and so on has expanded past comparison. Parents expect their children to be a part of rodent race and surpass their competitors, to upgrade their own economic wellbeing in the general public.

SUMMARY

Examination stress is a type of performance tension. In circumstances where the pressure is on and a decent performance tallies, people can turn out to be restless to such an extent that they are really unfit to put forth a valiant effort. It appears that people experience stress as indicated by their level of intelligence, personality and achievement motivation and different traits.

EXPECTED OUTCOMES

- Majority of the school children felt stress of examination
- Male and female school children felt different levels of examination stress.
- Female students experience the ill effects of examination than male students.
- The school children having high intelligence may feel less stress than those with low intelligence.

SUGGESTIONS OF THE STUDY

There is no important research that does not provide cause for further examination. Truth be told, by all inclusive opinion and experience, the arrangement of one problem will in general show numerous other unsolved problems, sitting tight for logical probing.

RECOMMENDATIONS OF THE STUDY

Any educational research is advantageous if results into productive educational implications. To the extent that the present examination is concerned it tends to be asserted that significant information be gotten on different aspects of examination stress in connection to intelligence, personality and achievement motivation of school students.

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