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Academic Stress among School Students Writing Board Exam

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ABSTRACT

The present life is full of stress and strain due to rapid advancement and competition among adolescent stress is a part of today living. Even students are not free from stress, they also feel stressed while meeting academic demands, adjustment to view living environment and facing the cut throat competition. Mild form of stress can work as a motivator but when the level of stress is too high it creates problems and obstacles in the life of an individual. Stress is the force behind much learning. Students under the pressure of a final examination may be motivated to pick up the book, burn the midnight oil and cram. As a result, they may find that not only has he to pass the test, but also learn a bit of the subject while his more carefree classmate, not stressed enough to study, may find his academic career prematurely terminated as a result of flunking the examinations. Stress is a universal phenomenon, this research work focuses on identifying the sources of stress and assessing the impact of stress among school students writing board exam. A random sample of 150 students from the population of Chennai city is selected. Total 100 students responded and filled the questionnaire. The findings reveal that there is no significant difference between gender and stress. It was found that studying all night before exam and Irrational thoughts about exams and their outcomes are the main sources of stress. Falling asleep or staying asleep and Muscle tension, especially in neck, back and jaw is the major impact of stress on the students.

Keywords: Academic Stress, Students, Board Exam, Science stream, Arts stream.

I. INTRODUCTION

Stress is in everybody's life. From the president to the farmer, we all have stress. Stress is a necessary thing in human beings lives because stress adds flavour, challenge and opportunity to our world. Webster's defines stress as a factor that includes bodily or mental tension and may be a factor in the causing of disease.

I think that one of the most stressful times in a person's life is when they write their board exam. Students can feel academic pressure when the perceived level of expectation or consequence exceeds what they believe they can achieve. This can lead to stress and altered learning behaviors. Even worse, it can make the smartest students do poorly on their exams. To avoid the undesirable disadvantages of stress, students should consider the causes of stress important as it help students make plan to reduce it.

Particular stress points occur at the beginnings and ends of academic years, especially at the start and towards the end of the academic year, these times increased stress can represent a tipping point when coping resources can become overwhelmed- a recent study found that student's suicides more commonly occur at these times.

II. CAUSES OF ACADEMIC STRESS

Academics - Alphabetically first among the causes of stress on students is academic pressure. Simply tackling more difficult assignments can demand stress management techniques. It might be wise for teachers to introduce students to this stress with an assignment such as a “Causes of Stress on Students Essay”. Requiring students to interview older students and educators, as well as research the Internet on the subject, could help them prepare for the stresses of academic challenges.

Parental Pressure - Finally, students at either level experience stress from parental pressures. Parents want their children to succeed in school. They want to see good grades, but they also want to see success in life’s other areas. In their attempts to guide their children, parents can become one of the major causes of stress on students. It is wise for parents and others who work with students to take time to recognize the stresses students face, if they then provide stress management techniques, they will do much to relieve and encourage their students.

Environment - The school environment itself can be a cause of stress on students. Students moving into secondary education find it challenging to constantly move around to classes.

Peers - Peer relationships can provide estruses or distress. As peers apply pressure in regard to dress, behavior, choice of friends or sic, and many other areas of life, that pressure can become a huge presence of stress on students.

III. REVIEW OF LITERATURE

Too much stress in teaching can bring undesirable results. For instance, continuous stress does not make pleasure of work for the teacher, so he put less effort on his job and it has negative effect on the students (Giurian et al., 2011).

According to Zare and Feizi (2010), job stress factors are classified into six categories including internal factors of the job, organizational roles, and work relationships such as relationship with subordinates, supervisors and coworkers, issues related to the development of strategies, organizational factors such as organizational atmosphere and structure and interfere with familial issues.

Putwain (2008) indicated how stress is also used as an umbrella term for any negative affect associated with examinations: time pressure, the exhaustion of having to sit multiple of examinations in a single day, having to prepare for exams while still completing coursework and the interference on relationships and social activities. The test anxiety construct is too narrow to capture these features of examination stress, but at the same time, owing to its lack of specificity, this broad notion of examination stress is not always helpful.

IV. METHODOLOGY

Population and sample size

The target population of the present study was students writing Higher Secondary Board examination in Chennai city. Out of the population, 150 questionnaires were issued and out of it 126 received, 26 survey were dismissed because of nonappearance of fundamental data, it involves 32 male and 68 female students.

Data collection

Cronbach alpha and KMO were adopted to test the reliability of the questionnaire. Primary data was collected with the help of questionnaire. Secondary data was collected from the reputed national journals.

Statistical tools used

- Central Tendency
- T-Test
- One-Way ANOVA

V. RESEARCH OBJECTIVES

- This study aims to examine the level of stress among the students writing board exam .
- To determine the most stressful factor among the students.

- To ascertain the level of stress between male and female students
- To identify the level of stress between arts and science stream students.
- To analyze the consequence of stress.

VI. HYPOTHESIS

H₀₁: There is no significant relationship between gender and stress.

H₀₂: There is no significant relationship between science stream or arts stream students and stress.

VII. DATA ANALYSIS AND INTERPRETATION

Table 1: Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.754	.752	13

Table :2 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.751
Bartlett's Test of Sphericity	Approx. Chi-Square	252.612
	df	78
	Sig.	.000

The table 1 and 2 shows that the Cronbach alpha is 0.754, which is acceptable value, as it is above 0.7, and thus the questionnaire is reliable and valid. The value of KMO is above 0.7 which is also acceptable. Thus the questionnaire can be further used for the factor analysis.

TABLE 3: FACTOR CAUSING STRESS

STRESSORS	MEAN	S.D	RANK
Extensive course loads	3.60	1.044	4
Lack of Physical Exercise	3.14	1.064	12
Long duration of exams Inadequate rest	3.56	1.209	5
Irrational thoughts about exams & outcomes	3.76	1.232	2
No control over exam situation	3.51	1.133	6
Not studying	2.42	1.165	8
Memorize text book	3.49	1.115	7
Negative thinking & self-criticism	3.44	1.209	10
Improper nutrition	3.10	1.210	15
Do not recall & review	3.42	1.103	8
Studying all night before exam	3.92	1.134	1
Too many tuition classes	3.70	1.010	3
Practical exam pressure	3.32	1.355	11

Table-3 shows that Studying all night before exam (3.92), Irrational thoughts about exams & outcomes (3.76) are found to be the most stressful factors when compared to that of other factors. Followed by Too many tuition classes (3.70), Extensive course loads (3.60) are also have significant effect on stress of the students writing board exam.

Gender * Stress

H₀₁: There is no significant relationship between gender and stress.

The level of stress is examined between the genders of students writing board exam.

Table 4 : Academic Stress with regard to Gender					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
I am stressed	Male	32	44.8438	6.55059	1.15799
	Female	68	44.1618	6.68393	.81055

From table – 4, It is inferred from the above table that there is no significance difference in the Academic stress of the higher secondary school students writing board exam with regard to their gender

Table 5: Independent Sample Test

		Levene's Test for Equality of Variances		t-test for equality means		
		F	Sig.	t	df	Sig. (2-tailed)
I am stressed	Equal variances assumed	.069	.793	.479	98	.633
	Equal variances not assumed			.482	61.938	.631

Table -5, Independent t-test shows that there is no significant difference between the overall stress scores of male and female students writing board exam (p-value >0.05) hence, the hypothesis is accepted. This is on the grounds that in this focused world both male and female were given equivalent significance in all perspective including their reviews.

Stream * Stress

H₀₂: There is no significant relationship between science stream or arts stream students and stress

Table 6 : Academic Stress with regard to Stream of Study					
	stream	N	Mean	Std. Deviation	Std. Error Mean
I am stressed	science	50	46.7200	7.76449	1.09807
	arts	50	32.0400	4.12043	.58272

From Table-6 it is evident that there is significant difference in mean values between science stream students and arts stream students. The data shows that the mean scores of science stream students (46.72) was found significant as compared to the mean stress scores of arts stream students (32.04).

Analysis of variance of stream of students in stress

Table 7: ANOVA

I am stressed	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	547.560	1	547.560	14.174	.000
Within Groups	3786.000	98	38.633		
Total	4333.560	99			

Table -7 shows the result of One –way ANOVA , there is significant difference between stress of students studying science and arts stream (p-value <0.05) hence, the hypothesis is rejected. Since, the science stream students experiencing an excessive number of educational cost classes and more useful classes they experience more anxiety when contrasted with that of arts stream students.

VIII. IMPACT OF STRESS

Table 8: Consequence of stress

Consequence of stress	Mean	S.D
Muscle tension, especially in your neck, back and jaw	3.66	.997
More sensitive, irritable easily	3.57	.891
Getting less joy from your work and feeling a sense of burnout	3.43	1.121
Weight gain/weight loss	2.76	1.164
Falling asleep or staying asleep because body is tense or mind is racing with stressful thoughts	3.98	.887
Tension headaches	3.38	1.332
Getting sick more often than usual	3.63	1.107
Losing your hair and suspect that stress may be a factor	2.97	1.403

Table 8 shows that the students have trouble falling asleep or staying asleep because their body is tense or their mind is racing with stressful thoughts (3.98) followed by find muscle tension, especially in their neck, back and jaw due to stress (3.66), Getting sick more often than usual (3.63) are found to be the common outcome of stress among the students.

Findings

- ❖ There is no significant difference between the male and female students writing board exam
- ❖ There is significant difference between the arts stream students and science stream student and this may be due to the too many tuition classes undergone and practical exam pressure of the science streams students.
- ❖ Studying all night before exam (3.92), Irrational thoughts about exam & outcomes (3.76) are found to be the most stressful factors when compared to that of other factors.
- ❖ The stress are also encounter some physical problems like, falling asleep or staying asleep, muscle tension, especially in your neck, back and jaw, weight gain/weight loss etc.,

Suggestions

- ❖ Moral support techniques and positive attitude technique can be adopted for improving the emotional intelligence and academic performance of the students.
- ❖ In order to get rid of stress the school management can arrange classes for practicing yoga, meditation and physical exercise.
- ❖ It is also the duty of their respective parents to provide healthy diet to their children.
- ❖ Designing a study timetable in correlation with submission and deadline dates, to help plan the work and keep up with all my modules

IX. CONCLUSION

This study reveals that the assessment framework lays an impact over the students on the level of examination stress. The numerical checking framework has an immediate impact on the examination worry of the students. It builds the weight and worry among the students amid the exam time, and along these lines, comes about into their poor scholarly accomplishment, which can additionally prompt to serious outcomes and risky strides, can be taken by the students. Though in actuality the evaluating arrangement of assessment puts least examination stress, and in this manner, the students can perform better and yields best outcomes. Since the examination stress is negligible if there should be an occurrence of evaluating arrangement of assessment, the scholastic accomplishment may be higher in the students concentrate under this framework.

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