

Stress in Students during Examination Preparation

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Abstract

The present study was conducted to test stress level in class turelaue students dring examination preparation of C.B.S.E. and U.P. Board fro collection of data rabdom sampling was used and Dr. Taresh Bhatia and Arunima Pathak constructed test student stress scale was used. Only forty students was selected to study and 't' test was used for comparision of group. The null hypothesis is rejected or each comparision and significant difference is found between the groups. The result is that U.P. Board students are more stressed than C.B.S.E. students and girls are found under stressed perceived stress is an important predictor of their academic out come. Stress can be reduced by increasing confidence level is academic performance in class and outside of class.

Key Words: Stress, students, Examination, Siteatural Factors

Stress is a dynamic transaction return the person and his environment mediated by several variable like cognitive, appraisal and coping. The concept of stress may define that stress vary depending on either situational factors interlring with the desired goal or emphazing the response to stressors. When trust first exposed to stressor the body responds by mobilizing its coping abilities the alarm reaction represents preparation for resistance. During the phase the endocrine system recrate adrenaline and neodre naline in to the bloodstream which stimulates the adrenal cortex to produce various chemical substances. Individaul may take direct action by trying to alter or manipulate his/her relationship to the stressful situation and by removing physical presence to the stressful situation. Generlized stress is defined as a state of psychological arousal that result when external demands tax or exceed a person adaptive abilities (Laarus 1966, Lazarus and Falkma 1984). Some studies have failed to detect an association between stress and academic outcomes. Petrie and Stoven (1997) found like events stress not to be a significant predictor of academic performance for college student athletes.

Academic self efficacy is positively associated wath grads and refers to students confidence in their ability to cary out such academic task as preparing exams orres and solbering (2001) found a positive associated between slef efficiency the number of hour student spent

studing. Environmental demands are labeled streis and they can take the form of an acute event or an ongoing strain. Academic stress has been studied in college student adjustment.

Felstain and Wilcos (1992) Pritchard and Wilsa (2003), Russell and Petrie (1992) found in their studies that stress has been found to be univrsly related to academic performace among traditional undergraduates.

Petrie and stoever (1997), found life events stress not is a significant predictor of academic performance. Hackete et al (1992) suggested that stress and anxiety may depress self efficiency judgments of students. Rui Wang, Feanglin et al Notheastream Univesity found that students are more stressed during the mid term and final period students stait the term with high positive affect which than gradually drops as the term progresses. During the last week students may be stressed because of finals and class projects with positive addect dropping to its lowest point in the term. Overall the result indicates that the 10 week term is stressful for students as work load increase.

Bolger (1990) found that to gain good marks, deep study and according to will their parents, percentage target can be tressed upon students and they can do male adjustive behaviours.

Objective – The objectives of this study are below-

1. To campare stress level twelve class students of C.B.S.E. and U.P. Board.

2. To compare stress level boys and girls studying class twelve of C.B.S.E. Board.
3. To compare stress level boys and girl studying class twelve of U.P. Board.

Hypothesis – The null hypothesis is made for each comparison.

Sample- In the study random sampling was used students which are studying in various colleges of Moradabad and Bilari region. These colleges were affiliated to C.B.S.E. and U.P. board. Forty students were selected in which 20 boys and 20 girls were selected for board/medium.

Tool- To measure the stress level of students, the test of Dr. Tareh Bhatia and Arunima Pathak was used for study. The reliability of this test was found 79 by test related method and validity was found 75 by Bisth Battery of stress. There are six area measured by this test. Education Econic, Voeatonal, faliy, social and emotional stress.

Result and Discussion

The data of this study was calculate with the help of statistical technique using mean, S.D. and ‘t’ value which are shows as below-

Table No. 1

Mean, S.D. and ‘t’ Vlaue class twelve students of C.B.S.E. and U.P. Board on stress level.

Board	N	Mean	S.D.	t vaue	Result
U.P.	20	114.7	8.24	3.83	Significant both level
C.B.S.E.	20	102.85	11.10		

Table No. 2

Mean, S.D. and ‘t’ Vlaue boys and girls of class twelve C.B.S.E. Board on stress level.

Group	N	Mean	S.D.	t vaue	Result
Boys	10	99.3	2.96	2.20	Significant 0.05 level
Girls	10	102.85	3.90		

Table No. 3

Mean, S.D. and ‘t’ Vlaue boys and girls of class twelve U.P.. Board on Stress Level.

Group	N	Mean	S.D.	t vaue	Result
Boys	10	113.9	2.97	1.72	Unsignificant

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Girls	10	115.8	1.80		
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Table no.- 1 shows that U.P. Board students are more under stress than the students of C.B.S.E. Board significant difference is found between the group. Hackett et al (1992) found that good grade were associated with low perceived stress. It is clear students which are found low stressed they can get high avademic score but during the last week of examination students may be stress because of their final examination.

Table no. 2 shows that boys of class twelve are found low stress than girls. Singificant differences are found between both groups. The three most stressful task are related to academic performance writing trem papers, having too many tests in one week and doing will in demanding courses and under standing rules and regulations. Girls take every situation seriously and performe very well so they are found more stressed than boys table no. 3 shows that no significant difference is found between boys and girls on stress level but girl are found more stressed the boys students who express low stress associated with performing particular task tend to display greater confidence about doing then well where as these students who experience higher stress level exhibit much less selfconfidence.

Conclusion- It can be concluded that C.B.S.E. Board student of class twelve are found less stressed than the U.P. Board students. Girls are found more stress than boys because of they evaluate the tasks threatening and challenging. Stress can be reduce by increasing confidence level in academic performance in class outside of class and confidence in ability to marge work, family and school. Stress has generally been found to have a negative influence on academic performance. We expected that because the majority of student population is imiginant and minority and thus at risk of experiencing a high level of stressful events so perceived stress will be an important predictor of their academic outcomes.

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