

## SEX MATTERS SIGNIFICANTLY IN EXAMINATION STRESS AMONG BOARD EXAMINEE

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Stress is a common experience. We may feel stress when we are very busy or have any important presentation work or have too little time to finish all of our tasks. Often people experience stress because of the problem at work or in social relationship such as poor evaluation by a supervisor or an argument with a friend. Some people may be particularly vulnerable to stress in situation involves the threat to failure or personal humiliation.

Stress is normal. Usually we people talk about being stressed. It means stress level are too high or the stress goes on too long to cope up. What we need is enough skill to be able to cope with different levels of stress. This is our coping capacity. When the stress in our lives become greater than our individual coping capacity we can become ill from stress. It is like a scale that need to balance.

The word “**Stress**” means different things to different persons. In common parlance, some people define “stress as event or situation that causes them to feel tension, pressure or negative emotions such as anxiety or anger, other views Stress as the response to these situations. This response includes : Physiological Change – Increased heart rate or muscle tension, Emotional change and Behavioral changes.

Stress is “**wear and tear**” our bodies experience as we adjust to our continually changing environment.

### English Dictionary

Teenagers face a specific kind of stress. One of those stresses is “**Examination Stress**” The term “Examination Stress” can be broadly defined as a feeling of anxiety over one’s performance in the exams, the result and reactions of patients and friends : all weigh upon students to create exam stress. “Stress people are afraid of failing of their exam, causing them to suffer from Nervous Tension, Insomnia, Confusion, Loss of appetite, shaking of the hand and feet and headache, all of which can affect ability to study.

“Our education system has been overwhelmed by the examination systems. The whole purpose is getting diluted, leading to more stress and suicides”.

Board examination stress leads to situations are unlikely to stimulate student, create interest on

them to attend the exam or make them feel that they are learning and skills useful to their later life. ‘These factors singly or summed up leads to Dropped out / less in enrollment in class Xth in India. Boys Enrolled IXth – 68,33,036 & Xth – 59,68,963 Girls enrolled IXth – 49,12,205 & Xth – 41,74,694.

West Bengal Govt. data of all the reasons 24% of the suicides take place due to failure in examination 4000+ Child suicide in India. Highest in Asia, second highest in the world in 2005 and the number of students are increasing year by year.

**Korean J. Epidemiol (June 1996) - Effects of Examination Stress on Health Practices.”**

The present study studied the effects of examination stress on the health practices in 69 male medical students prospectively over 3 months period. The questionnaires asking the health practices of the previous week were administered on 3 occasions, during the one week after the one week mid-term examination and examination – free period as of one month before and after examination.

**Frankenhaeuser M. Wright MR. Von, Collins A., Wright Jvon, Sedvall G. Swahn C.G. (2004) – “Sex Differences in Psychoneuroendocrine reactions to Examination Stress** Sex differences in adaptation and coping were studied by comparing neuroendocrine and psychological functions in male and female high school students during 2-3 hrs of routine school work (control condition) and a 6 hr matriculation examination (Stress Condition)

In the control condition, sex difference were slight and non significant.

**Patel, G.N., (1979) – Conducted a study on “Investigation into Anxiety among Secondary School Students of Sabarkanta District”.**

· The anxiety level of the girls was higher than that of boys.

· The rural boys of class Xth had high anxiety level as compared to the anxiety level of the urban boys of class Xth

· The girls of Class Xth showed less anxiety than those of classes VIIIth and IXth

· The anxiety adversely level of the pupils coming from large families

· The mean anxiety level of the pupils coming from large families was higher than that of the pupils coming from small families.

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**Ranganathan, Namita (1998) - Conducted a study on “Stress among School Children.”**

The factors in stress constituted in psycho symptoms, mental symptoms, low self-esteem, withdrawal symptoms, attention symptoms, hostility and anger symptoms.

In general the children in government-run school were found to have a higher degree of stress than the children in other schools.

Boys were found to have higher degree of stress than girls.

**Objectives of the Study**

1. To study the board examination stress caused by **self** among the boys and girls.
2. To study the board examination stress caused by **friends** among the boys and girls
3. To study the board examination stress caused by **school** among the boys and girls.
4. To study the board examination stress due to **parents** among the boys and girls
5. To study the board examination stress due to **management** among the boys and girls.

**Hypothesis**

1. There is no significant difference in board examination stress created by **self** among boys and girls.
2. There is no significant difference in board examination stress caused by **friends** among boys and girls.
3. There is no significant difference in board examination stress caused by **School** among boys and girls.
4. There is no significant difference in board examination stress due to **Parent** among boys and girls.
5. There is no significant difference in board examination stress due to **Management** among boys and girls.

**Methodology & delimitation :**

This study is conducted by using descriptive survey method which is an assessment and evaluation method. The delimitation of the study is the student of class Xth in the academic session 2007-08. This study is also delimited to four schools in Bhopal city.

**Tool :**

In this study the researcher had developed a scale entitled “**Examination Stress scale**” close ended questionnaire. For the initial drafting of scale, the number of dimensions was decided on the basis of views of the students of board class, stress articles published in the newspaper, websites related to the examination stress. Thus, the questionnaire has been constructed on five dimensions as they are the main

causes of board examination stress i.e. **self, friends, school, parents and management.**

**Sample :**

In this study the researcher has taken 100 students out of which 50 are Boys and rest 50 are girls students studying in 4 different schools in Bhopal.

**Data Analysis & Interpretation :**

As per the suggestions of the experts the statistical techniques such as Mean, SD and t value are applied to analysis the data quantitatively. The table below reveals the mean, SD and t value corresponding to the dimension of stress.

S.No.	Dimension	Students	Mean	SD	T value	Significance level 0.05/ 0.01
1	Self	Girls	45.4	6.63	0.72	Insignificant
		Boys	44.4	7.23		
2	Friends	Girls	18.98	3.62	0.47	Insignificant
		Boys	19.18	5.05		
3	School	Girls	18.90	3.76	0.43	Insignificant
		Boys	18.56	4.12		
4	Parents	Girls	18.22	2.83	0.32	Insignificant
		Boys	18.04	2.76		
5	Management	Girls	24.16	2.69	0.37	Insignificant
		Boys	23.94	3.35		

1. Above table DF is 98 and the t ratio between two groups is 0.72. In the statistical table of t test, the value in the level of 0.05 and 0.01 level is 1.98 and 2.63 respectively, which is more than the calculated value. The calculated value is insignificant at significant level of 98(0.05/0.01).

**Thus, hypothesis HO<sub>1</sub> is accepted.**

2. Above table DF is 98 and the t ratio between two groups is 0.47. In the statistical table of t test, the value in the level of 0.05 and 0.01 level is 1.98 and 2.63 respectively, which is more than the calculated value. The calculated value is insignificant at significant level of 98(0.05/0.01).

**Thus, hypothesis HO<sub>2</sub> is accepted.**

3. Above table DF is 98 and the t ratio between two groups is 0.43. In the statistical table of t test, the value in the level of 0.05 and 0.01 level is 1.98 and 2.63 respectively, which is more than the calculated value. The calculated value is insignificant at significant level of 98(0.05/0.01).

**Thus, hypothesis HO<sub>3</sub> is accepted.**

4. Above table DF is 98 and the t ratio between two groups is 0.32. In the statistical table of t test, the value in the level of 0.05 and 0.01 level is 1.98 and 2.63 respectively, which is more than the calculated value. The calculated value is insignificant

at significant level of 98(0.05/0.01). Thus, hypothesis  $HO_4$  is accepted.

5. Above table DF is 98 and the t ratio between two groups is 0.37. In the statistical table of t test, the value in the level of 0.05 and 0.01 level is 1.98 and 2.63 respectively, which is more than the calculated value. The calculated value is insignificant at significant level of 98(0.05/0.01).

**Thus, hypothesis  $HO_5$  is accepted.**

#### **Conclusion :**

1. The data and table depict that the boys and girls both have same view that the board examinations cause restlessness and anxiety of tough subjects, lack of confidence, memory problems such as fear of forgetting which leads to feeling of stress of examination during their recreation time or non-participation in sports etc.

2. The boys and girls have insignificant difference in views regarding friends as they same influence of friends. They both fell same stress from friends by their constant talk about examination, preparation of examinations. They showed same behavioral symptoms of board examination stress i.e. isolating themselves with others resulting in snatching amity among the students leading to more competitive feeling (in some causes they start thinking bad for friends)

3. The data envisage that the boys and girls both feel board examination stress due to over expectation of teachers, method of teaching, continuous test, aggressive behavior of teachers and less opportunities for researcher / co-curricular activities irrespective of gender.

4. The parents expectation of good result is equal on both girls and boys irrespective of gender.

The data depicted that the parents restriction on recreation time. Habit of comparing with others (Friend or elder ward) , instruction for non-participating in cultural and social function cause equal board examination stress among the boys and girls.

5. The boys management technique used for reducing stress is insignificantly different from their counter part either it is regarding use of coffee / tea or yoga or managing their study by timetable or spending some relaxed time by watching movies and reading magazine or by meditation / worship of god.

#### **Suggestions :**

1. Believe in yourself : Student should believe in themselves. If they have prepared for the exam properly they will do well.

2. Don't Try to be perfect : It's great to succeed & reach to stars but keep things in balance.

3. Take steps to overcome problems : Taking action with the help of class mates and teachers or parents.

4. Don't keep things bottled up : confiding in some one you trust and who will be supportive is a great way of alleviating stress and worry.

5. Keep things in perspective : The exam might seem like the most crucial things right now but in the grader schemes of their whole life they are only a small part.

6. Have a Proper time table : The student must have a proper time table which must include past year question papers, appropriate time for each subject. Students must maintain a sleep pattern : A regular seven hours of sleep is mandatory for the body function wellll, also sleep at a regular time.

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