

EXAMINATION STRESS AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS

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Abstract

The focus of present study was to ascertain the influence of examination stress and self esteem of higher secondary students. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of higher secondary students in their examination stress is moderate in Virudhunagar district. The findings reveal that there is significant relation between examination stress and self esteem of higher secondary students.

Keywords: *Examination Stress, Self Esteem, Descriptive, Significant, Survey Method.*

Introduction

John Dewey regards education as the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. In this fast changing scenario of education, the child is constantly facing the pressure of knowledge explosion, fast paced technology, pressure from peers, parental demands, and stiff competition. This was not so few years ago. Today the child has to handle many tasks. He can cope with the pressure of multi-tasking provided the parents at home and the teachers in the school are caring and understanding. The role of teacher as a dispenser of knowledge only does not seem to be relevant today. Thus, the teacher's authoritative delivery of knowledge has to be supplemented by his spending more time in diagnosing the learner's needs, motivating and encouraging them and checking the knowledge acquired. The progress and prosperity of a country depends upon the quality education provided to its citizens. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement.

Significance of the Study

—The Education Commission (1964-66) stated. "A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the examination of the majority of Indians, religion is a great motivating force and is emotionally bound up with formation of character and the inculcation of ethical value. During the Higher Secondary level, they are in position to improve their frustration and their esteem to utmost extent. Emotional problem may be the feelings of insecurity feelings of Examination stress

failure to achieve the desired goal, and inability to satisfy the inner urges. The Examination stress problem may be due to temptation and gratification. Those problems are leading to the emotional imbalance and affect personality development. So there arise important needs for improving the Self esteem status among higher secondary students. Thus a study of the Self esteem and Examination stress may be considered to be of great importance. The investigator has selected the present study with he/she aim of knowing the “examination stress of higher secondary students in relation to self esteem”.

Objectives of the Study

1. To find out the level of examination stress of higher secondary students.
2. To find out the level of self esteem of higher secondary students.

Hypothesis

1. There is no significant difference between male and female higher secondary students in their Examination Stress.
2. There is no significant relationship between Examination Stress and Self esteem of higher secondary students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the higher secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool

- Examination Stress and Self esteem Scales prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of Examination Stress of higher secondary students.

Table 1 Level of Examination Stress of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
113	37.7	140	46.7	47	15.7

It is inferred from the above table that 37.7% of higher secondary students have low, 46.7% of them have moderate and 15.7% of them have high level of examination stress.

Objective: 2

To find out the level of Self esteem of higher secondary students.

Table 2 Level of Self Esteem of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
136	45.3	86	28.7	78	26.0

It is inferred from the above table that 45.3% of higher secondary students have low, 28.7% of them have moderate and 26.0% of them have high level of self esteem.

Null hypothesis: 1

There is no significant difference between male and female higher secondary students in their Examination Stress.

Table 3 Difference between Male and Female Higher Secondary Students in their Examination Stress

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	61.64	4.297	3.050	S
Female	187	63.07	3.735		

It is inferred from the above table that calculated 't' value (3.050) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary students in their examination stress.

Null hypothesis: 2

There is no significant relationship between Examination Stress and Self esteem of higher secondary students.

Table 4 Significant Relationship between Examination Stress and Self Esteem of Higher Secondary Students

Examination stress		Self esteem		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
22778	518837284	18760	351937600	427315280	0.049	NS

It is inferred from the above table that the calculated 'r' value (0.049) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between examination stress and self esteem of higher secondary students.

Major Findings

1. The level of examination stress of higher secondary students is moderate.
2. The level of self esteem of higher secondary students is low.
3. There is a significant difference between male and female higher secondary students in their Examination Stress.
4. There is no significant relationship between Examination Stress and Self esteem of higher secondary students.

Interpretation

The 't' test result shows that there is significant difference between male and female higher secondary students in their examination stress. Female (63.07) have more examination stress than male (61.64) in their examination stress. This may be due to the fact that female students have more commitments, responsibilities and rare exposure.

Recommendations

1. Examination stress of higher secondary students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Students should motivate and give positive strokes to the students so that they may reduce examination stress.

Suggestions of the Study

1. The present study has been limited to Virudhunagar district. It can be extended by increasing the size of the sample and covering several cities and District of Tamil Nadu.
2. The present study has been limited to the higher secondary students. The other higher secondary students can be considered in further researches.
3. In the present study only examination stress and self esteem has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

Conclusion

The present investigation points out positive correlation between examination stress and self esteem. The study may find some usefulness in the field of modern education and may serve as a database for the future research. This knowledge would be of immense importance to the Teacher educators, educational planners and the Society at large. We can conclude by saying the words of Monroe "The final purpose of educational research is to ascertain principles and develop procedures in the field of education".

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