

A STUDY ON EXAMINATION STRESS AND ACHIEVEMENT IN ENGLISH AMONG HIGHER SECONDARY SCHOOL STUDENTS IN PUDUKKOTTAI DISTRICT

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Abstract

The study investigated into examination stress and achievement in English among higher secondary school students. Descriptive survey design was employed to find out the stress and achievement among students. The sample of 250 higher secondary school students was used. The instrument used for this present study was the stress scale and achievement of quarterly exam marks may be considered. Mean, standard deviation and 't' test were used to answer the research questions while the hypotheses were analyzed to test the significance. Further the findings shows that there is no significant difference between gender, locality and type of family among higher secondary school students in their examination stress and achievement in English. It was recommended that English teachers should help the students to aware about the English subject. And make the students to get involvement in study to approach English exam without stress. It is sure if the recommended method will follow it will be helpful to achieve in an exam in foreign language especially English.



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INTRODUCTION:

Life is a long continuous process of learning and adjustment of interaction between the individual and his environment and education may be defined as the changes brought about in the individual as a result of the interaction. In a very broad sense all life is education and the individual continues to learn through tout his life .Education is to facilitate to ease and to further this process. Education is growth and development .It is a process in which, and by which the knowledge character and behavior of the young are shaped and molded. Most of the students are suffering from stress at some level during an examination. However, when stress affects examination performance it has become a problem. Examination stress is actually a type of performance stress a feeling someone might have in a situation where performance really count or when pressure's on to do well. Examination stress and

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achievement can bring a stomachache or headache. Some students might feel shaky, sweaty; feel their heart beating quickly as they wait for the test to be given out. A student with really strong test stress may even feel like he or she might pass out or throw up. Almost everyone feels nervous before an examination.

STRESS:

Stress is an adapting response to an external situation that results in physical, psychological and behavior deviation for organization participants. Examination is a technique to know ability, achievement or skill of the students in a particular subject. English is a second language to the students. So they write the exam for the sake of passing the course. This may be a pressure to well and succeed, for the compulsion of family members. Instead the students may apply the pressure to him, if the student spends too much time thinking about this, negative approach increase towards English thus leads to examination stress.

ACHIEVEMENT:

Achievement is the results of what an individual has learned from some educational experiences. It is a test of developed skill or knowledge.

REVIEW OF THE STUDY:

The following are the few studies in this area helped the investigator to formulate the objectives and hypotheses of the present study. **BOURNE (2005)** Anxiety can be identify by a variety of physical ,emotional, cognitive, and behavioral symptoms, palpitation ,sweating ,trembling ,shortness of breath ,sense of choking ,chest pain, headache, stomach upset ,dizziness ,numbness or tingling , chills or hot flashes, restlessness, fatigue, muscle tension. **SCHNEIDER (2007)** A study conducted at Cornell's college of engineering revealed that 62 of engineering student felt extremely anxious about their grades. **LYNESS (2012)** Explained that during the state of excitement are stress, the body releases adrenaline. Adrenaline is known to cause physical symptoms that accompany examination anxiety such as increased heart beat –rate, sweating and rapid – breathing .In many cases, adrenaline is good; it is helpful when dealing with stressful situations, ensuring alertness and preparation . But to some students, the symptoms are difficult or impossible to handle, making them impossible to focus on examinations. The goal of examinations in higher institutions is to improve the educational process by monitoring the rate of student's achievements.

NEED FOR THE STUDY

To understand the cause of children's problems they need good for reduce stressful situations. So the present study is relevant to the context. The stress is affected the mental health as well as learning process of the children. Stress is a common phenomenon of everyday life particularly the secondary school students. This stress is lead to affect their mental health and not coping with the situation .Based on the above ideas present study has its essential one. Exam stress is one of the most pervasive reactions which individuals experience in their life time. So the present study is designed to find out the higher secondary school students stress in examination time, especially in English.

OBJECTIVES OF THE STUDY

The following objectives have been set in the present study

1. To find out the whether any relationship between examination stress and achievement in English among higher secondary students.
2. To find out whether there is any significant difference between male and female higher secondary school students in their examination stress and achievement in English.
3. To find out whether there is any significant difference between rural and urban higher secondary school students in their examination stress and achievement in English.
4. To find out whether there is any significant difference between joint family and nuclear family higher secondary school students in their examination stress and achievement in English.

HYPOTHESES OF THE STUDY:

1. There is no significant relationship between examination stress and achievement in English among higher secondary school students of pudukkottai.
2. There is no significant difference between male and female higher secondary school students in their examination stress and achievement in English.
3. There is no significant difference between rural and urban higher secondary school students in their examination stress and achievement in English.
4. There is no significant difference between joint family and nuclear family higher secondary school students in their examination stress and achievement in English.

PROCEDURE OF THE STUDY

1. **Sample of the study:** The data for the study was collected from a sample of 250 students of XI standard of both sexes.
2. **Tools:** The investigator used English examination stress scale in the form of questionnaire to collect data. The tool was developed by the researcher with the help of guide and subject experts. For Achievement in English quarterly / half yearly exam marks may be considered.
3. **Statistical techniques used:** The following techniques were used for analyzing and interpreting data.

1. Mean, 2. Standard deviation, 3.'t'test, 4.correlation

RESEARCH FINDINGS AND DISCUSSIONS

Table-1: showing means, standard deviation values of stress in English examination among higher secondary school students.

SAMPLE	N	MEAN	S.D
Entire sample	250	203.84	37.29798

In order to find out the stress in English examination of entire higher secondary school students the mean and S.D have been calculated. They are found to be 203.84 and 37.29798. This vividly shows that all students have average stress in English examination.

Table -2: showing means, standard deviation values of achievement in English Examination among higher secondary school students.

SAMPLE	N	MEAN	S.D
Entire sample	250	116.084	31.84231

In order to find out the achievement in English examination of entire higher secondary school students the mean and S.D have been calculated. They are found to be 116.084 and 31.84231. This shows that all students have average achievement in English.

Table -3: showing correlation values of stress and achievement in English examination among higher secondary school students.

SAMPLE	N	CORRELATION
Entire sample	250	0.3637

In order to find out the relationship between stress and achievement in English examination of entire higher secondary school student's correlation have been calculated. They are found to be 0.3637. This shows that there exist negatively low correlation between stress and achievement in English among higher secondary school students.

Table – 4: showing mean, standard deviation and t values between male and female higher secondary school students Stress in English Examination

Gender	N	Mean	S.D	't' values	Level of significance(0.05)
Male	125	205.192	37.17975		
Female	125	202.488	37.51637	0.5724	Not significant

The above table shows that there is no significant difference between male and female students in their examination stress in English at higher secondary level. The calculated 't' value 0.5724 is less than the table value 1.96. This clearly shows that male and female students do not differ in their examination stress in English. It may be due to the teacher's handling the English class with interest and tension free situation.

Table –5 showing mean, standard deviation and t values between male and female higher secondary school students achievement in English.

Gender	N	Mean	S.D	't' values	Level of significance (0.05)
Male	125	112.408	31.45814		
female	125	119.76	31.92466	1.8340	Not significant

The above table shows that there is no significant difference between male and female students in their achievement in English at higher secondary level. The calculated 't' value 1.8340 is less than the table value 1.96. This clearly shows that male and female students do not differ in their achievement in English. This may be due to that teachers handling the English class at higher secondary classes are very effective and sincere.

Table –6: showing correlation values of stress and achievement in English examination between male and female higher secondary school students

Gender	correlation
Male(stress)	
Male(achievement)	0.376345

The calculated 'r' value is 0.376345. This shows that there exist negatively low correlation between stress and achievement among male students.

Gender	correlation
Female(stress)	
Female(achievement)	0.34833

The calculated 'r' value is 0.34833. This shows that there exist negatively low correlation between stress and achievement in English among female students.

Table –7: showing mean, standard deviation and t values of stress in English examination between Rural and Urban higher secondary school students.

School Locality	N	Mean	SD	‘t’ value	Level of significance (0.05)
Rural	125	205.592	37.92482		
Urban	125	202.088	36.72896	0.7420	Not significant

The above table shows that there is no significant difference between rural and urban school students in their examination stress in English at higher secondary level. The calculated ‘t’ value 0.7420 is less than the table value 1.96. This clearly shows that rural and urban school students do not differ in their examination stress in English. It may be due to the rural and urban school teachers teaching well and making the students free from the stress.

Table -8: showing mean, standard deviation and t values of achievement in English examination among higher secondary school students.

School locality	N	Mean	SD	‘t’ values	Level of significance(0.05)
Rural	125	119.536	32.70507		
Urban	125	112.632	30.69846	1.7208	Not significant

The above table shows that there is no significant difference between rural and urban students in their achievement in English at higher secondary level. The calculated ‘t’ value 1.7208 is less than the table value 1.96. This clearly shows that rural and urban students do not differ in their achievement in English. This may be due to the effective teaching of both localities of school teachers who were experts in teaching English very well.

Table -9: showing correlation values of stress and achievement in English between Rural and Urban higher secondary school students

School locality	correlation
Rural (stress)	
Rural (achievement)	0.39542

The calculated ‘r’ value is 0.39542. This shows that there exist negatively low correlation in stress and achievement in rural students.

School locality	correlation
Urban (stress)	
Urban(achievement)	0.34512

The calculated ‘r’ value is 0.34512. This shows that there exist negatively low correlation in stress and achievement in urban students.

Table –10: showing mean, standard deviation and t values of stress in English examination between Nuclear and Joint family higher secondary school students.

Family type	N	Mean	SD	't' value	Level of significance (0.05)
nuclear	194	202.8969	36.97891		
joint	56	207.1071	38.54333	0.7422	Not significant

The above table shows that there is no significant difference between nuclear and joint family students in their examination stress in English at higher secondary level. The calculated 't' value 0.7422 is less than the table value 1.96. This clearly shows that nuclear and joint family students do not differ in their examination stress in English. It may be due to the family condition of both nuclear and joint family students have no stress because of their tension free situation in their family.

Table -11: showing mean, standard deviation and t values of achievement in English between Nuclear and Joint family higher secondary school students.

Family type	N	Mean	SD	't' values	Level of significance (0.05)
nuclear	194	115.1031	32.10701		
joint	56	119.75	30.96464	0.9616	Not significant

The above table shows that there is no significant difference between nuclear and joint family students in their achievement in English at higher secondary level. The calculated 't' value 0.9616 is less than the table value 1.96. This clearly shows that nuclear and joint family students do not differ in their achievement in English. This may be due to the family members and teachers may be helping the students to score more marks in English.

Table -12: showing correlation values of stress and achievement in English examination among higher secondary school students

Family type	correlation
Nuclear (stress)	0.24083
Nuclear (achievement)	

The calculated 'r' value is 0.24083. This shows that there exist negatively low correlation in stress and achievement in nuclear family students.

Family type	correlation
Joint (stress)	0.51934
Joint (achievement)	

The calculated 'r' value is 0.51934; this shows that there exist negatively low correlation in stress and achievement in joint family students.

FINDINGS:

1. All students have average level of Examination stress and achievement in English.

2. Male and Female students have equal.
3. There exists negatively low correlation between stress and achievement in English among higher secondary school students.
4. Male and female students do not differ in their examination stress and Achievement in English.
5. Urban and Rural students as well as Joint and Nuclear family students do not differ in their examination stress and Achievement in English.

CONCLUSION:

It is concluded that the stress and achievement of higher secondary school students are average. Further it is noted that there is no significant difference between gender, locality and type of family among higher secondary school students in their examination stress and achievement in English.

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