

A Study of Stress in Relation to Students Attitude Towards Evaluation Process of up and CBSE Board

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Abstract

Evaluation and its form have an important place in the current education system. Educationists like prof. Yashpal has given many suggestions to implement the recommendations of the National Curriculum 2005, So that the tension prevailing in the students can be reduced, In the presented short research, The researcher has done short research on the attitude of the students towards the evaluation process and the relation of stress towards examination. The research concludes the boys of UP Board have more stress than girls. No significant effect was seen on attitude towards examination in UP and CBSE schools. Continuous and comprehensive evaluation has reduced the level of stress, but the student is not completely stress free.

Keywords: Attitude, Summative and Comprehensive Evaluation, Stress.

Introduction

Attitude is related to ability or convenience, favourable or unfavourable influence. It is a mental state which plays a special role in the expression of social behaviour. Attitude itself is sometimes used by the name of mental state. Both these words represent the same emotional quality. Attitudes are decided as a result of generalizing the experiences acquired by the individual in different situations.

Continuous and comprehensive evaluation is considered to be the result of a new approach in education. But the existence of evaluation in teaching is clearly visible since ancient times. Even in ancient times, the educational level is evaluated in the form of inferiority and superiority of the knowledge of the subject. In the modern evaluation system, attention is being paid to the use of various

methods and techniques. Modern evaluation does not merely measure the achievements of the learners but tries to measure the various objectives of a curriculum at a comprehensive level.

The evaluation process assesses the mental ability and attitude of the child. Some children who have high mental ability also have tension regarding many parts in the evaluation process. If by testing the attitude of the students, they are given the opportunity to understand will get good results. In order to reduce the depression or stress caused by examination in children, the central govt. has taken a new initiative to reduce the necessary stress on children by adopting grading system in CBSE syllabus.

Everyone suffers from some kind of stress. It is also called the state of depression. Stress is not a big deal these days. Because in our fast-paced world, the

tendency to get rich suddenly in the name of blind development and run the world in our own way has made it common. The term stress is a response to the fulfilment of a need on physiological and scientific grounds. An attitude is a collection of innate qualities of a child that indicate the child's ability to overcome stress in a particular area.

Stress is a factor that positively and negatively effects the performance of any student.

Objectives

The objectives of the research are as follows-

1. To study the examination related stress in students studying in UP and CBSE Board schools
2. To study the examination related stress in students of govt. and non govt. schools.
3. To study the attitude of students studying in UP and CBSE Board schools towards evaluation
4. To study the attitude towards the evaluation process of students of government and non-government schools.
5. To study the attitude towards examination stress and evaluation.

Hypotheses

Hypothesis for the given research paper are formulated as follows-

1. There will be no significant difference in examination related among the students studying in govt. and non govt. schools.
2. There will be no significant difference in exam related stress between male and female students at govt. schools.
3. There is no significant difference in examination related stress between male and female students of non govt. schools.

4. There will be no significant difference in attitude towards evaluation process among the students studying together in schools of UP and CBSE Board.
5. There is no co-relation between examination stress and attitude towards evaluation.

LIMITATION – This study was done by UP Board Education and CBSE Board Government / Non-Government / Funding of Ghaziabad District Has been confined to the students of class 10th and 11th studying in the received high school.

RESEARCH PROCESS- Survey method has been used for the study of the presented research paper.

SAMPLE - In the presented research work, 100 girls and boys of higher secondary classes of two government and two non-government schools running UP Board and CBSE curriculum run in Ghaziabad district have been selected by random sampling method.

EQUIPMENT - Self-made equipment has been used in the present research paper. There are a total of 30 positions in this instrument.

VARIABLES IN RESEARCH ARE AS FOLLOWS-

1. Evaluation - (independent)
2. Attitude, stress – (dependent)
3. UP and CBSE Schools and students.

STATISTICAL ANALYSIS - In the presented research paper, mean, standard deviation, significance of difference of mean (t value) and correlation have been calculated for statistical analysis.

Hypothesis-01

"There is no significant difference in examination related stress among students studying in government and non-government schools."

TABLE-1

Institution	N	M	Standard deviation SD	SEd	df	T value	Significance
GS	50	20.22	5.44	0.72	198	1.77	NS at 0.01 level
NGS	50	18.13	4.82				

According to the calculation of the above scores, a significant difference of 1.77 has been found between the two mean values. Which is less than the tabulated value of 2.59 at 0.1 level of significance. Therefore, the value proved to be non-significant, the hypothesis - 01 is accepted. Examination related stress of students of government and non-government schools have no significant difference.

Hypothesis-02

“There will be no significant difference in exam related stress between male and female students at govt. schools.”

TABLE-2

Institution	Gender	N	M	SD	SEd	DF	T Value	Significance
UP	Male	50	20.81	5.99	1.04	98	2.79	NS at 0.01 level
CBSE	Female	50	17.99	5.22				

According to the calculation of the above scores, a significant difference of 1.77 has been found between the two mean values. Which is less than the tabulated value of 2.59 at 0.1 level of significance. Therefore, the value proved to be non-significant, the hypothesis - 01 is accepted. Examination related stress of students of government and non-government schools have no significant difference.

Hypothesis-02

“There will be no significant difference in exam related stress between male and female students at govt. schools.”

TABLE-3

Institution	Gender	N	M	SD	SEd	DF	T Value	Significance
UP	Male	50	18.91	4.44	0.99	98	2.88	NS at 0.01 level
CBSE	Female	50	20.32	5.15				

According to the calculation of the above scores, a significant difference of 2.88 has been found between the two mean values. Which is more than the tabulated value of 2.59 at 01 level of significance. So, the value proved to be meaningful. And hypothesis-03 is rejected. The female students of the CBSEboard have seen more stress than the male students.

Hypothesis-04

1. “There will be no significant difference in attitude towards evaluation process among the students studying together in schools of UP and CBSE Board.”

TABLE-4

Institution	Gender	N	M	SD	SEd	DF	T Value	Significance
UP	Male	50	19.90	2.40	0.30	98	1.60	NS at 0.01 level
CBSE	Female	50	20.79	3.01				

According to the calculation of the above scores, a significant difference of 1.60 has been found between the two mean values. Which will be less than the tabulated value 2.59 at 0.1 level of significance. Hence the value is proved to be non-significant and hypothesis-04 is rejected. Among the students studying in the schools of UP Board and CBSE Board There is no significant difference in attitude towards the evaluation process.

Hypothesis-05

1. "There is no co-relation between examination stress and attitude towards evaluation."

TABLE-5

	No. of students	r	level
Stress	100	0.029	Negligible positive
Attitude	100		

Obtained by calculation, the value of 0.029 has been obtained, which is negligible positive correlation, so hypothesis-05 is accepted. From the obtained results it can be concluded that there is no co-relation between examination related stress and attitude towards evaluation.

Conclusion

Following are the conclusions obtained from the statistical analysis of the data collected in the presented short research paper-

1. There is no significant difference in exam related stress among students studying in government and non-government schools.
2. More stress has been seen in the boys of UP Board than the girl students.
3. More stress has been seen in CBSE board girl students than boys.

4. "There will be no significant difference in the attitude towards the evaluation process in the students studying in schools of UP Board and CBSE Board."
5. There is no correlation between examination stress and attitude towards evaluation.

Suggestion

Based on the research findings, the following suggestions are presented-

1. By teaching all subjects in an active and interesting manner, students' attention can be focused towards the subject, so that their stress and fear of evaluation can be eliminated.
2. After some time, lectures of subject-experts should be presented by holding camps at the district or development block level, in which the proper method of writing answers in the examination should be explained.
3. At all times the teachers should help in creating a fearless environment among the students towards the evaluation process.

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