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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/16363

DOI URL: <http://dx.doi.org/10.21474/IJAR01/16363>



RESEARCH ARTICLE

A COMPARATIVE STUDY TO ASSESS THE STRESS LEVEL OF EXAMINATION PRACTICE IN SEMESTER AND ANNUAL SYSTEM AMONG THE STUDENTS OF SCHOOL OF NURSING SCIENCE AND RESAERCH SHRADA UNIVERSITY, GREATER NOIDA UP

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Manuscript Info

Manuscript History

Received: 31 December 2022

Final Accepted: 31 January 2023

Published: February 2023

Key words:-

Semester and Annual System

Abstract

A research study title 'A comparative study to assess the stress level of examination practice in semester and annual system among the students of School of Nursing Science and Research, Sharda University, Greater Noida U.P'. The objectives of the study were to assess the stress level among students in Semester and annual system of examination, to compare the stress level among students of semester and annual system of examination, to find out the association between semester and annual System of examination with selected demographic variables. A Quantitative research approach was used and the research design adopted for the study was Comparative research design was adopted for this study. Samples were selected by using random sampling technique. The sample consists of 100 students, who are in age group of between 17-23 years from the School of Nursing Science and Research, Sharda University of Greater Noida. The data was collected by using 2 tools Demographic variables and Likert scale, the self prepared questionnaire was used to assess the stress level of examination practice in semester and annual system among the students. The shows that stress level mean score and SD in semester system was 33.5 ± 3.7 and mean score and SD in annual system was 28.9 ± 4.5 and the mean difference was 4.5 (2.9-6.2). Thus the p-value came out to be $<0.0001^{**}$. Hence the semester system students had more stress than the annual system students. According to the level of stress, majority (56%) of semester system had moderate level of stress and (44%) were having severe level of stress and annual system students (90%) had moderate level of stress and (10%) of students were having severe level of stress.

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Introduction:-

The World Health Organization has estimated that stress-related disorders will be one of the most leading causes of disabilities by the year 2020. Colleges are now recognized as a stressful environment which often influences the academic performance and the psychological well-being of the students. Improvement in the learning performance of a student is dependent on several stress factors. Individual performance such as concentration, memory, problem-solving abilities is adversely affected due to high stress and anxiety levels. Sometimes the challenges faced in the clinical setting make the student more stressful.

Test anxiety can be a major problem for many college students; this research investigates test anxiety in students studying under two different types of education systems. The focus of this research is to find out difference in test anxiety among students of annual and semester system. Secondly the research also zooms at the phenomena of relationship between trait and state anxiety, as noted by Spielberger and Vagg (1995), this means that “test anxious students are generally higher in trait anxiety

Research shows high levels of exam stress can interfere with attention and reduce working memory, leading to lower performance. Early experiences of anxiety and stress can also set a precedent for mental health problems in adulthood. But how we see stress can actually make a difference to the way it affects us. Research shows if we believe stress is a helpful response that will increase our performance in a challenging event, it can be a tool that works to our advantage.

Every time we hear about a student committing suicide in India, we assume failure in some exams to be the cause. Students preparing for exams often feel under pressure. The pressure may result in feelings of anxiety or nervousness, and this exam stress can interfere with the individual's daily life. While a certain amount of stress may be beneficial, too much exam stress can cause individuals to perform poorly on tests that mean so much to them. Learning the causes of exam stress can help students to understand their emotions and to regulate their anxiety level

Materials and Methods:-

In view of the nature of the problem selected for the present study and the objectives to be accomplished, A Quantitative research approach was used and the research design adopted for the study was Comparative research design was adopted for this study. Samples were selected by using random sampling technique. The sample consists of 100 students, who are in age group of between 17-23 years from the School of Nursing Science and Research, Sharda University of Greater Noida. The data was collected by using 2 tools Demographic variables and Likert scale, the self prepared questionnaire was used to assess the stress level of examination practice in semester and annual system among the students.

Result:-

The data collected was organized and presented under following sections:

Section I

Stress level among students in semester and annual system N=100.

S.N.	Variables	Annual f (%)	Semester f (%)
1	Age (Years)		
	17-18	0 (0.0)	17 (34.0)
	19-20	11 (22.0)	27 (54.0)
	21-22	39 (78.0)	6 (12.0)
2	Gender		
	Male	9 (18.0)	16 (32.0)
	Female	41 (82.0)	34 (68.0)
3	Year/semester		
	Year	50 (100.0)	0 (0.0)
	Semester	0 (0.0)	50 (100.0)
4	Family Structure		
	Joint	13 (26.0)	12 (24.0)
	Nuclear	37 (74.0)	38 (76.0)

Table 1:- The data was represented in the above table reveals that, majority (54%) of the participants in semester system were in the age group of 19 – 20 years and majority (78%) of the students in annual system were on the age group of 21 – 22 years. Maximum number of participants in semester system were females (68%) and (82%) of females were in annual system. Majority of the participants (76%) in semester system and in annual (74%) of participants were having nuclear family structure.

Section II

Comparison of stress level among students of semester and annual system of examination

Variable	Semester mean±sd f (%)	Annual mean±sd f (%)	Diff 95%CI	p-value	t/chi- square value
Stress	33.5±3.7	28.9±4.5	4.5 (2.9-6.2)	<0.0001**	5.51
Stress Moderate Severe	28 (56.0) 22 (44.0)	45 (90.0) 5 (10.0)	-	<0.001**	14.6

Table 2:- Shows that stress level mean score and SD in semester system was 33.5±3.7 and mean score and SD in annual system was 28.9±4.5 and the mean difference was 4.5 (2.9-6.2). Thus the p-value came out to be <0.0001**. Hence the semester system students had more stress than the annual system students.

Section III

Finding association between level of stress of examination among students and the selected demographic variables were explained by using chi square(X^2)

Variables	Moderate f (%)	Severe f (%)	Chi-square	p-value
Age (Years) 17-18 19-20 21-22	7 (41.2) 28 (73.7) 38 (84.4)	10 (58.8) 10 (26.3) 7 (15.6)	11.73	0.004**
Gender Male Female	16 (64.0) 57 (76.0)	9 (36.0) 18 (24.0)	1.36	0.18
Year / Semester Year Semester	47 (90.3) 26 (54.2)	5 (9.6) 22 (45.8)	16.61	0.001**
Family Structure Joint Nuclear	17 (68.0) 56 (74.6)	8 (32.0) 19 (25.4)	0.42	0.34

Table 3:- The data presented in the above table revealed that there was statistically significance association found between level of stress of examination practice in semester and annual system with selected demographic variables such as Age and Year / Semester.

Conclusion:-

The following conclusions were drawn from the finding of the study. Assessing the stress level of examination practice among students was effective way as from the study we came to know regarding the factors related to examination stress. Therefore, it will be helpful to know about the early signs of stress and strategies to cope up with stress related to exams.

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