

Academic Climate and Examination Stress in P.G. Students



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Abstract

The main purpose of this research was to find out the mean deference between Academic climate and Examination stress in P. G. Student's. The sample consisted of 80 (40 male and 40 female) student's were selected purposive sampling methods from the same department of saurashtra university campus, Rajkot (Gujarat). The research tool For Academic climate inventory was measured by M. L. Shah and Amita shah (2012). Here Gujarati translated by Y. A. Jogsan (2017) was used and tool for Examination stress scale made by Dr. Karuna Shankar Mishra. Here Gujarati translated by Y. A. Jogsan (2017) was used. Here t-test was applied to check the significance difference of Academic climate and Examination stress. To check the relation, Karl Pearson correlation method was used. The result reveled that significant difference in Academic climate and Examination stress in P. G. Student's. The co-relation between Academic climate and Examination stress was -0.44 which was Negative correlation.

Keywords: Academic Climate And Examination Stress.

Introduction

The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions. There is no consensus on the definition or dimensions of school climate. Positive school climate is related to many positive student outcomes. For example, positive school climate is associated to higher academic performance, better mental health, and less bullying.

Academic climate refers to the teaching and learning practices promoted in the school. It is composed of three factors: leadership, teaching and learning, and professional development.

Leadership

Leadership refers to the role of the principal and administration. It is influenced by how well they communicate their vision for the school and how supportive and accessible they are.

Teaching and Learning

Teaching and learning refers to the actual methods and instructional practices used by teachers in their classrooms. It entails everything from the curriculum selected, evaluation methods, to how teachers communicate their expectations and give feedback to students. These practices influence student motivation and engagement in the classroom, which in turn affect academic performance.

Professional Development

Professional development refers to teacher's access to training programs they find relevant and helpful, and that are in line with the needs of the school. In schools with a positive climate, teachers have ongoing access to trainings where they can learn new strategies to improve the way they teach.

A positive school climate is also important for student achievement. For example, in a study of elementary student achievement in reading and mathematics, positive teacher characteristics such as setting high but achievable goals, believing in students and commitment to students' academic success was associated with higher standardized test scores. Research has shown that when teachers perceive themselves as efficacious, the school has effective principal leadership, and relationships between students and peers are positive, student standardized test scores, GPA, and grades are higher. These relationships have been found among students in kindergarten to grade 12.

There is also a relationship between school resource allocation and student achievement. Several research studies highlight the link between student achievement and resources such as teacher education and experience, class size, teacher to student ration, school facilities, classroom materials, and financial expenditures.

Structural features of the school, such as the temperature and age of the building, can have an impact on student performance and school attendance. In a study of students' exposure to adverse school building conditions and absenteeism, researchers found that student absenteeism was associated with visible mold and poor ventilation, among other factors. If students are absent from school, academic achievement can be impacted.

Stress is one of the body's natural responses to something that is threatening or frightening. It is something that we all experience from time to time. Many aspects of university life have the potential to cause stress, including adjusting to a new living environment, fulfilling academic requirements, and developing friendships and preparing for and sitting exams.

Stress is not necessarily harmful: mild forms of stress can motivate and energize you. Slightly increased stress levels may make you more alert and motivated to do your work. However, if your stress level is too high then it can cause difficulties, including impairing your ability to prepare for and perform during exams.

What causes stress?

To understand what produces the responses associated with anxiety and stress, think about how your body responded at times when you felt threatened or frightened. It is likely that you will have experienced the following physical responses:

1. Increased muscle tension to prepare your muscles for use;
2. Increased heart rate to boost blood flow and energy levels;
3. Increased breathing rate to supply oxygen required for energy;
4. Extra alert senses to produce a reaction from the slightest touch or sound.

All these reactions happen automatically when we are under stress; they are driven by the production of hormones, including adrenaline. This is called the flight or fight response because it equips you to fight or escape from situations which are dangerous or threatening; your body is alert and ready for action. Once the danger has gone, your body will gradually return to normal.

People also respond similarly to situations that feel threatening but which cannot be resolved by fighting or running away. Imagine that it is a few weeks until the start of your exams, your revision is not going well and you are starting to feel "stressed out". In this instance there may be some time between when you start to feel stressed and the end of the "danger" (which may be the completion of the exams). During this time your body may remain mentally overactive and physically tense. It is when you are in this uncomfortable state that you are

stressed or in a state of anxiety; the flight or fight response is switched on and remains on, causing additional difficulties for some individuals. It is only when you perceive that the danger has passed that your body returns to normal. This may be as soon as you have sat the exam, but it could be when the results come out, or even later.

On the Day of The Exams and During The Exam

1. Have a good but moderate breakfast and lunch, remembering not to drink too much caffeine.
2. Try to do something relaxing for the last hour before the exam. Last minute cramming could cloud your ability to remember the overall concepts.
3. Try to avoid fellow students who may increase your anxiety levels by asking what you have or have not revised etc.
4. Use the breathing exercise that you have practised to regulate your breathing; exhale slowly.
5. If you find even getting into the examinations hall a problem, talk to a trusted friend and ask them to walk to the exam hall with you.

Review of Literature

Amrita et al., (2013): Study on a review of school climate research. The 206 citations used in this review include experimental studies, correlation studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process.

Jonathan et al., (2009): Study on School Climate: Research, Policy, Practice, and Teacher Education. A review of the literature reveals that a growing body of empirical research indicates that positive school climate is associated with and/or predictive of academic achievement, school success, effective violence prevention, students' healthy development, and teacher retention. There is a glaring gap between these research findings on the one hand, and state departments of education, school climate policy, practice guidelines, and teacher education practice on the other.

Archana and Jagruti (2014): Study on examination stress and anxiety of college students. The result shows correlation between examination stress and anxiety of college students. There was no significant difference found in the stress and anxiety level of undergraduate and postgraduate students.

Suresh prabhu (2015): Study on Academic Stress among Higher Secondary Students. Result reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student's academic stress is higher than female students. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student. The science subject student's academic stress is higher than arts student. For student's parent's education as literate level academic stress is higher than their counter part.

Method

Research Problem

Academic climate and examination stress in P.G. students

Objectives of the Study

The main objectives of study were as under.

- 1 To measure the academic climate in P.G. male and female student's.
- 2 To measure the examination stress in P.G. male and female student's.
- 3 To measure the correlation between Academic climate and examination stress.

Null-Hypothesis

To related objectives of this study, null hypothesis were as under.

- 1 There will be no significant difference in academic climate among P.G. male and female students.
- 2 There will be no significant difference in examination stress among P.G. male and female students.
- 3 There will be no correlation between academic climate and examination stress.

Variables of Research

Variables of the Present study as under:

1. Independent variables
 - i. Gender: Male and Female
2. Dependent variables
 - i. Academic Climate Scale.
 - ii. Examination stress scale
3. Control variables
 - i. In this study only P.G. Students were taken.
 - ii. Limited samples were taken for this study.
 - iii. The selection of sample only from same department of saurashtra university campus, Rajkot.
 - iv. In the present study includes 22 to 24 years P.G. Students.

Participants

According to the purpose of present study total 80 samples has been selected. There were 40 male and 40 female P.G. students were taken as a sample from saurashtra university Rajkot district (Gujarat).

Instrument

Following Instrument were used for Data Collection

Academic Climate Scale

The Academic Climate Scale was made by M. L. Shah and Amita shah (2012). Here Gujarati translated by Y. A. Jogsan (2017). This scale measures a list of four dimension of Physical material, Inter-Personal Trust, School Provisions, Academic Provisions. It is a three point scale. Items of the scale are in question form demanding information for each in any of the 3 options: Positive, Neutral, and

Negative. The items were scored as 2, 1, and 0 respectively. There are 84 items in ACDQ. Thus the maximum score is 168 and the minimum is zero. The reliability of ACDQ was estimated by Split Half Method and the value was found to be .85. This scale is highly reliable to measure the academic climate of an educational institution. This scale validity is high.

Examination Stress Scale

The Examination stress scale was made by Dr. Karuna Shankar Mishra. Here Gujarati translated by Y. A. Jogsan (2017). . There are 35 items in ESS. It is a five point scale. The five responses were 'always most of the times, usually, sometimes and never'. These responses were scored by awarding a score of '4, 3, 2, 1, and 0'. For student of undergraduate and postgraduate class the values of alpha and half reliability were computed by using SPSS. They were .902 and .875 respectively. This scale validity is high.

Procedure of Data Collection

In this study random sampling method was used. Initial meeting with the participants was made at different area in Rajkot city. Total 80 P.G. student were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each participants was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filling the scale. After this the both scale were provided to them and they were requested to fill up the both scales as per the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design

The aim of present research was to a study of academic climate and examination stress in P.G. students. For these total 80 samples were taken with used purposive sampling method. To check significance between groups t-Test was used. Check relation between academic climate and examination stress Pearson correlation r-method was used. Result and discussion of study is as under:

Results and Discussions

The main objective of present study was to measure the academic climate and examination stress in P.G. students. In it statistical t-test method is used. To check correlation between academic climate and examination stress Karl Pearson 'r' method is used. Result discussion of present study is as under.

Table-1: Showing Mean, S.D. and t-value Score of Academic Climate in P.G. Male and Female Students

S. No.	Variable	N	Mean	SD	t	Sig.
1	Male	40	106.43	22.88	4.92	0.01
2.	Female	40	103.18	21.92		

Significance Level 0.05 = 1.99
0.01= 2.64

NS = Not significant

The table-1 indicates that the mean score of academic climate in male students are 106.43 and female student are 103.18. The standard deviations for both male and female students are 22.88 and

21.92 respectively. The t-value was 4.92 which were significant at 0.01 levels. So we can say that first hypothesis was rejected.

Table-2: Showing Mean, S.D. and t-Value Score of Examination Stress in P.G. Male and Female Students

Sr. No.	Variable	N	Mean	SD	t	Sig.
1	Male	40	136.40	22.73	14.24	0.01
2.	Female	40	108.08	20.58		

Significance Level 0.05 = 1.99
0.01= 2.64

NS = Not significant

The table-2 indicates that the mean score of examination stress in male are 136.40 and female are 108.08. The standard deviations for both male and female students are 22.73 and 20.58 respectively.

The t-value was 14.24 which were significant at 0.01 levels. So we can say that second hypothesis was rejected.

Table-3: Correlation of the Academic Climate and Examination Stress among P.G. Male and Female Student

Sr. No.	Variable	N	Mean	r
1	Academic climate	80	104.81	-0.44
2	Examination stress	80	122.24	

Significance Level 0.05 = 0.21
0.01= 0.28

NS = Not significant

According to table-3 the results obtained negative co-relation between academic climate and examination stress. It was -0.44 negative co-relations between academic climate and examination stress. It means academic climate increases examination stress decrease and academic climate decrease examination stress increase.

Conclusion

We can conclude by data analysis as follows:

There were significant differences between the mean scores of two groups in academic climate. There was significant difference between the mean scores of two groups in examination stress. The co-relation between academic climate and examination stress is -0.44 which is negative correlations. It means academic climate increases examination stress decrease and academic climate decrease examination stress increase.

Limitation and Future Research

This study had several limitations that can be addressed by future research. Firsts, the participants consist only youth of the different areas in Rajkot district. So, it is not representative of all youth. Hence, a more representative participant might yield different result; for example, a participant from different areas of Gujarat might show significant interaction effects of areas.

Suggestions

Endeavour can be executed to analyze more them 100 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different district from different state to ascertain in their emotional maturity and mental

health. To crown the research work, other method of selecting sample can be appropriated.

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