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SUMMARY AND CONCLUSIONS

Of all the time in history, man is suffering more stress today. The new techno-economic advancements have resulted into a tempo of life with which it is difficult to cope for the modern man. High school girl students in the transition period between adolescence and early adulthood have many different stresses with which they must contend: examination, grades, sex and competition and pressure from parents creates high level of stresses.

Most students consider stress as a problem, tension or examination pressure. In fact it is very useful before the Board examination. It makes the students aware as well as serious about their study. It also creates fear about examination among the students. As a result they pay special attention towards their study and work hard before the Board examination to get maximum marks. However such fear have made the lives of a number of student's miserable. According psychiatrists a rising number of students suffer from traumatic disorders related to the fear of examinations. In the same way 40% of the students in Delhi surveyed feel they are overwhelmed by examinations and wants guidance. (India Today 28 March 2005)

The most important factor in shaping the personality of children is parents. In fact family is the first school of children. In the modern world of competition the maximum

parents expect highest success in the examination from their children. The teachers also expect that their students should get highest score in the Board examination. In short not just parents but teachers are equally responsible for the high stress level. Both go to extreme level to force the children into pushing up their grades.

STATEMENT OF THE PROBLEM

“A STUDY OF STRESS AMONG GIRLS STUDING IN X STANDARD IN ISLAMPUR CITY ”

SIGNIFICANCE OF THE STUDY

- i. The results of the study will be useful as stress is intrinsic to the nature of life and life activities.
- ii. The results will be useful for student to bring about change in behaviour with reference to stress.
- iii. The results correlation between stress level and academic performance will be useful for further guidance.
- iv. The results correlation between state anxiety level and academic performance will be useful for further guidance.
- v. The results of the study will be useful to school teacher and parents to know about the stress level of their wards and enable them to prepare programmes for their development.
- vi. The results of the study will be further useful to educational institutions and government authorities.

OBJECTIVES OF THE STUDY

- 1. To determine the stress level of girls before preliminary examination.**
- 2. To determine the stress level of girls before Board examination.**
- 3. To determine the state anxiety level of girls before preliminary examination.**
- 4. To determine the state anxiety level of girls before Board examination.**
- 5. To compare the stress level of girls before the preliminary examination and before S.S.C. Board examination.**
- 6. To compare the state anxiety level of girls before the preliminary examination and before S.S.C. Board examination.**
- 7. To find relationship between stress level and academic performance of girls before preliminary examination.**
- 8. To find relationship between stress level and academic performance of girls before Board examination.**
- 9. To find relationship between state anxiety level and academic performance before preliminary examination.**
- 10. To find relationship between state anxiety level and academic performance before Board examination.**
- 11. To suggest appropriate measures to the girl students to combat stress based on the results of the study.**
- 12. To suggest appropriate measures to be taken by school authorities to create an environment to develop 'ideal stress' for**

maximizing the performance of the students, based on the results of the study.

DELIMITATIONS OF THE STUDY

- i. The sample drawn from only Islampur city.
- ii. The study restricted to only two girls schools from Islampur city.
- iii. The sample limited to only X standard girls.

PLAN AND PROCEDURE

RESEARCH DESIGN

The investigation being a descriptive research, a status study in which survey method is used to collect the data.

SAMPLING DESIGN AND SAMPLE

Purposive sampling design was used for the selection of schools. Two divisions of the two schools were selected. A total of 197 girl students of X standard were selected for the study and 190 girl students were responded.

TOOLS USED FOR DATA COLLECTION

- a. Stress test for student- prepared by investigator.
- b. Standardized State Anxiety Test prepared by Dr.S.W. Deshpande and Dr. V.B.Aljapurkar.
- c. Teacher-made preliminary test for X standard prepared by Head-Master Association, Kolhapur.

RECORD

Result sheet of S.S.C. Board pertaining to the sample.

PROCEDURE

The investigator prepared the stress test for girl students. The stress test and state anxiety test administered to the girls students in X standard of both the schools selected for the study. The stress level data and state anxiety level data was collected three weeks before preliminary examination and correlated it with the academic performance of the students in the preliminary examination. Then the stress test and state anxiety test was re-administered three weeks before S.S.C. Board examination. The collected data was correlated and compared with the academic performance of the student in S.S.C. Board examination.

ANALYSIS AND INTERPRETATION OF DATA

The data collected and subjected to suitable statistical techniques such as:

- i. Mean
- ii. Standard Deviation
- iii. 't' test
- iv. r – correlation

CONCLUSIONS

Conclusions have been drawn from the findings of the study keeping in mind the background of the sample. The sample as stated earlier is drawn from Islampur city. This region is semi urban area. The conclusions drawn from the findings are as follows:

1. The stress level of maximum girl students before preliminary examination is moderate level. The stress level of maximum girl students before Board Examination is moderate level.
(Table No. 7 and 8)
2. The State anxiety level of maximum girl students before preliminary examination is moderate level. The state anxiety level of maximum girl students before Board examination is moderate level. (Table No. 9 and 10)
3. There is no significant difference in the stress level among X standard girls before preliminary examination and Board examination. (Table No. 11 and 12)
4. There is no significant difference in the state anxiety level among X standard girls before Preliminary examination and Board examination. (Table No. 13 and 14)
5. There is negligible relationship between stress level and academic performance in preliminary examination. (Table No.15)
6. There is negligible relationship between stress level and academic performance in Board examination.(Table. No. 16)

7. There is negligible relationship between state anxiety level and academic performance in Preliminary examination.

(Table No.17)

8. There is negligible relationship between state anxiety and academic performance in Board examination. (Table No.18)

9. The students who are preparing for an examination would benefit from stress awareness education.

10. A student is anxious about an examination that may appraise their future performance negatively. Due to this negative appraisal induce stress, anxiety that creates some other problem.

11. A combination of stress factors such as the family environment, parental attitudes and expectations, friends, social circle, individual emotions and aspirations also play their role in causing stress.

12. How to cope in the examination itself

Try to avoid tense conversations just before the examination.

Remember breathing and positive self-statement.

Organize time in the examination very carefully.

Read through the entire paper first.

Decide which questions to answers and circle them.

Allocate time for each question, including time to write.

Spend about 10 minutes writing your plan making as

much mess as you like before launching into your answer proper.

Try very hard to keep within the time have allocated for each question. The sense of structure this gives be calming to your feelings and your thoughts.

SUGGESTIONS FOR FURTHER RESEARCH

Following are some of the suggestions for further research

1. The study may be repeated involving large number of sample in the form of a research project.
2. A study of rural and urban students should be undertaken in respect of stress management.
3. A study of girls and boys students should be undertaken in respect of stress management
4. The study may be repeated comparing with regional language students.
5. A study may be undertaken with the relationship between secondary and higher secondary on the educational performance of students.
6. A comparative research may be undertaken to study the effectiveness of stress in secondary schools in different districts in Maharashtra.
7. A comparative study of the stress and educational performance of girl children in Marathi medium schools and English medium schools may be under taken in Sangli district.
8. The present study is limited to X standard girls school in Islampur city. The sample area can be increased for more wider scope of research.

9. The present study is limited to X standard girls schools The same study can be expanded to junior college, senior college, D. Ed., B. Ed. colleges and primary schools.

RECOMMENDATIONS

A) For School and Teachers

1. Plan, organize and implement training awareness programmes for teachers, students and parents on stress management.
2. School should give economic support to teachers who interested in research on stress management.
3. To involve the stress management syllabus in the school curriculum.
4. Under the activity of literally club, articles, poems cuttings should be put up in the show case on issues like stress management, how to cope stress, health, relaxation techniques and stress studies.
5. To establish stress less club. To conduct the work for stress less life and posters can be made on stress management.
6. School has to plan the study, time, timetable, play and teacher guidance.
7. To conduct the study room for the students.
8. At the beginning of the year to plan all academic and other related aspects in the school.
9. To arrange the workshop of students, teachers and parents for coping the stress.
10. To suggest to the student for playing and dieting.

11. Stress topic is necessary to include in the secondary school curriculum
12. At the beginning of the year school has to plan the workshop on stress management.
13. Relaxation techniques may be used in school timetable.
14. School has to create special guidance cell for illiterate parents.
15. School has to maintain the full educational atmosphere in the premises.
16. Headmaster has to maintain the strictness in the syllabus, examination, present and planning.
17. Teachers have to understand the student psychology.
18. School has to conduct remedial teaching in a week.
19. School has to maintain the health club for students psychological health.

B) For Students

1. Student has to attend the school regularly. They should be punctual in their study as well as games.
2. Student has to keep aside themselves from the stressful situations.
3. Student has to understand self-intelligence and keep the expectation for future.
4. Student has to take regular guidance from the school teacher. They should read light reading material whenever they feel stressed.

5. Student has to keep the general awareness for better understanding because stress awareness and learning of coping strategies should be an integral part of education programme.
6. Students have to maintain school discipline. They have to make practice regularly of home assignment and tutorials.
7. Students have to engage yoga classes

C) For Parents

1. Parent has to keep eyesight on their daughters.
2. Parents also expect as per their daughter's natural intelligence.
3. To keep alert the behaviour, study, and school attendance, progress of the daughters.