



Relationship Between Examination Stress and Emotional Maturity of Student Teachers

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Abstract

Education plays a great role in the life of everyone all through the life. Getting proper education is very necessary to get success and happiness for life just like food is necessary for a healthy body. Education develops personality of the people, provides physical and mental standard and transforms people's living status. The attitude which a student's holds towards himself especially those dealing with emotional maturity plays an important role in the development of his personality. It has also been argued that the student's emotional maturity and his examination stress in college are not independent phenomenon. These are affected by some of the factors like school and family environments and also the parental involvement.

The present study aimed to study the examination stress and emotional maturity of student teachers and the existing relationship between them. The sample consists of 430 student teachers. On the whole, the findings of the present study revealed that there was significant and negative relationship between examination stress and emotional maturity of student teachers.

1. INTRODUCTION

Human life, which is the best creation of God, has got two aspects namely biological and sociological. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. Education is an important social activity and its meaning has been changing through the ages due to the change in the social and physical conditions. Education is a bipolar process. It combines the educator with the educand, the immature with the matured and the learner with the learned or the pupil with the teacher so as to develop his/her behavioural aspects in the desired ways.

Life, the most precious gift of God to the mankind is the unfolding of new hopes and desires. Each moment weighs heavy with the expectations to achieve. Each day opens with a series of challenges. The struggle to succeed with intensity and activity thus forms the very essence of life. Examinations play an important role in the process of selection of people. As challenges are a part of one's life at different stages, one of the challenges during school years is learning to handle the examination pressure. Surveys have shown that a large majority of school going students experience tension, worry and stress during the period of examinations. Therefore, equipping oneself to face these emotions in simple ways is the wisdom to move ahead in life by facing healthy competition. Doing away with examinations is not a solution to end such tension. Competition is a part of life and cannot be eliminated. One's success depends upon one's attitude. When one is positive and takes a positive outlook at what confronts him, he is successful. When one harbors doubts, he buckles. In the same way, it is important that one learns to be very positive whenever he is preparing for his examinations. To counteract the tension linked with it, the solution lies in developing the correct attitude towards examinations and in understanding how to deal with them more positively. An individual's attitude and confidence will take him towards success provided one is aware of his strengths and limitations.

Psychologists differ considerably in their emphasis on the role of maturation in the development of emotional behaviour. Emotional maturity is always relative. A five year old child has emotional maturity, if he is capable of the emotional behaviour one judges fit for a five year old. Emotional maturity develops throughout life. It is also a form of maturity from which one can regress more quickly. For **Gessel**, as the individual becomes more adequate physically, intellectually and socially through the development of his capacities, there is a concomitant emotional growth. Outside control gradually disappears as the child's emotions mature and ultimately the emotionally mature individual is able to function on the basis of inner controls. According to **Coleman**, "The most outstanding mark of emotional maturity is the ability to bear tension". Besides, an emotionally mature person cultivates the capacity for fun and recreation and he enjoys both play and responsibility and keeps them in proper balance. **Kaplon and Baron** stated that an emotionally mature person has the capacity to withstand delay in the satisfaction of his needs. He has belief in long term planning and he is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature individual has the capacity to make effective adjustment with himself, members of his family, peers in school, society and culture.

2. REVIEW OF RELATED LITERATURE

Luckmizankari (2017) studied the factors affecting examination stress among undergraduates. The study concluded that there was high level of examination stress among B.B.A students. Female students experienced high level of examination stress than male students. Depression was the common consequence among majority of under graduates who had experienced examination stress more than others.

Archana Kumari and Jagrati Jain (2014) conducted a study on examination stress and anxiety of college students. The findings revealed that there was significant correlation between examination stress and anxiety of college students. The arts students reported higher level of stress and anxiety during examinations than the commerce students. There was no significant difference in the levels of stress and anxiety among under graduate and post graduate students.

Karen Mae et al. (2015) studied emotional maturity, anxiety and interpersonal communication among adolescents with separated and non-separated parents. The findings reported that there was a significant relationship between anxiety and emotional maturity among adolescents of non-separated parents.

Yolila Sangtam and Talawar (2014) analyzed academic achievement, study involvement and emotional maturity of secondary school tribal students of Nagaland. The findings were that (i) there was no significant difference in the emotional maturity of secondary school tribal students studying in government and private schools, (ii) there was significant difference in the emotional maturity of secondary school tribal boys and girls, (iii) there was significant difference in the emotional maturity of secondary school students studying in urban and rural localities and (iv) there was significant difference in the emotional maturity of secondary school students belonging to nuclear and joint families.

3. NEED AND SIGNIFICANCE OF THE STUDY

Emotion is a complete state of arousal associated with varying degrees of physiological activities, a conscious awareness of feeling with specific cognitive label and tendency to move the organism into action. Emotions influence actions in many ways. Emotions can be considered as a feeling first noticed at the bodily level as arousal and then it is noticed by the mind which interprets and apprehends the world resulting in bodily feelings. Emotions are neither bad nor good as such. It is their relation with the situations that makes them effective or ineffective.

Emotional maturity is not related to physical maturity and these two phenomena are poles apart. Emotionally mature people are sensible enough to take full control of their activities. Surveys have shown that large majority of school going students experience tension, worry and stress during examinations. Life, the most precious gift of God to the mankind is the unfolding of new hopes and desires. Each moment weighs heavy with expectations to achieve and to succeed, since each day opens with series of challenges. The struggle to succeed with intensity and activity thus forms the very essence of life. Therefore, equipping oneself to face these emotions in simple ways is the wisdom to move ahead in life in the face of a healthy competition which characterizes the modern world. Since Competition is a part of life and cannot be eliminated.

Although one's immediate interest is the formal examinations, living honorably is also an examination. It is very important that one should learn to be positive whenever he is preparing for examinations. When one is positive and takes a positive outlook at what confronts him, he is successful, because one's success depends upon his/her attitude. As challenges are a part of one's life at different stages, one of the challenges during school years is to handle examination related tensions and pressures. Doing away with examinations is not a solution to end such tension and pressure. To counteract the tension linked with examinations, the solution lies in developing the correct attitude towards examinations and in understanding how to deal with them more intelligently. Apart from being mature enough to handle emotions and doing away with examination stress, there is the motivating factor, called achievement, acting as a foundation for the development of human beings. Inspired by the significance of the conceptual facts of the research variables, the Investigator had prepared her mind to conduct a study on examination stress and emotional maturity of student teachers.

4. TITLE OF THE STUDY

The title of the study is precisely stated below.

“Examination Stress and Emotional Maturity of Student Teachers”

5. OPERATIONAL DEFINITIONS

The Investigator has adopted the following definitions for the terms used in this study.

Emotional Maturity

Emotional maturity is the ability to empathize, share, listen, take responsibility for one's own behaviour and care about the feelings and needs of others. It includes five dimensions namely emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability. According to the Researcher, emotional maturity is the ability to understand and manage emotions.

Examination Stress

Exam stress is the state of perpetual tension (both mental and physical) that occurs right before and during examinations. The researcher has defined examination stress as a stress that many students feel coming up at the time of examination.

Student Teachers

In this study, "Student Teachers" refers to the students doing under graduation programme (B.Ed.) in colleges of education from Dindigul District.

6. OBJECTIVES OF THE STUDY

The following objectives were framed to study the examination stress and emotional maturity of student teachers;

1. To find out the level of examination stress and emotional maturity of student teachers.
2. To find out there is any significant difference between male and female student teachers in their examination stress and emotional maturity.
3. To find out there is any significant difference between I year and II year student teachers in their examination stress and emotional maturity.
4. To find out there is any significant association among parental education of student teachers in their examination stress and emotional maturity.
5. To find out there is any significant difference between joint and nuclear family student teachers in their examination stress and emotional maturity.
6. To find out there is any significant difference between rural and urban student teachers in their examination stress and emotional maturity.
7. To find out there is any significant relationship between examination stress and emotional maturity of student teachers.

7. NULL HYPOTHESES

The following null hypotheses were analyzed in the present study;

1. There is no significant difference between male and female student teachers in their examination stress and emotional maturity.
2. There is no significant difference between I year and II year student teachers in their examination stress and emotional maturity.
3. There is no significant association among parental education of student teachers in their examination stress and emotional maturity.
4. There is no significant difference between joint and nuclear family student teachers in their examination stress and emotional maturity.
5. There is no significant difference between rural and urban student teachers in their examination stress and emotional maturity.
6. There is no significant relationship between examination stress and emotional maturity of student teachers.

8. METHOD USED FOR THE PRESENT STUDY

The Investigator has adopted the survey method of research to study examination stress and emotional maturity of student teachers. The Dindigul District of Tamil Nadu, South India was the area of the present study. The population of the present study consisted of the student teachers (both male and female) from 10 colleges of education in Dindigul District in Tamil Nadu, South India. The Investigator used stratified random sampling technique for collecting the sample from the population. The sample consisted of 430 student teachers (both male and female) from 10 colleges of education.

9. TOOLS USED FOR THE STUDY

The following tools were used for data collection.

1. Emotional Maturity Scale developed by KM. Roma Paul (2004)
2. Examination Stress Scale developed by K. Sarala Devi (2001)

10. STATISTICAL TECHNIQUES USED FOR THE PRESENT STUDY

Statistics is the science of making effective use of numerical data relating to groups of individuals or experiments. It deals with all the aspects of this, including not only the collection, analysis and interpretation of such data, but also the planning of the collection of data, in terms of the design of surveys and experiments.

The following statistical techniques to be used

1. Levels

2. 't' Test
3. Chi-Square Test
4. Karl Pearson's Product Moment Correlation

10. ANALYSIS

Percentage Analysis

The following Table shows the clear picture about the level of student teachers in their examination stress and emotional maturity.

Table 1

Level of Examination Stress and Emotional Maturity of Student Teachers

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Examination Stress	168	39.1	219	50.9	43	10
Emotional Maturity	82	19.1	242	56.3	106	24.6

The Table 1 displayed that 39.1% of student teachers reported low, 50.9% of them moderate and 10% of them high level of examination stress. Further the Table inferred that 19.1% of student teachers reported low, 56.3% of them moderate and 24.6% of them high level of emotional maturity.

Differential Analysis

Null Hypothesis 1

There is no significant difference between male and female student teachers in their examination stress and emotional maturity.

Table 2

Mean Score Difference between Male and Female Student Teachers in their Examination Stress and Emotional Maturity

Variables	Gender	Mean	SD	't' value	Remarks
Examination Stress	Male (176)	180.58	12.02	4.03	S
	Female (245)	177.31	10.85		
Emotional Maturity	Male (176)	177.33	11.03	2.09	S
	Female (254)	179.62	12.81		

(At 5% level of significance, the table value is 1.96)

The above Table 2 inferred that there was significant difference between male and female student teachers in their examination stress and emotional maturity, as calculated 't' values of 4.03 and 2.094 were higher than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 1 was rejected.

Null Hypothesis 2

There is no significant difference between I year and II year B.Ed., Trainees in their adjustment and emotional competence.

Table 3

Mean Score Difference between I Year and II Year B.Ed., Trainees in their Examination Stress and Emotional Maturity

Variables	Year of Study	Mean	SD	't' value	Remarks
Examination Stress	I Year (212)	178.34	12.00	0.10	NS
	II Year (218)	178.25	12.47		
Emotional Maturity	I Year (212)	178.29	12.35	0.29	NS
	II Year (218)	178.38	11.61		

(At 5% level of significance, the table value is 1.96)

The above Table 3 displayed that there was no significant difference between I year and II year student teachers in their examination stress and emotional maturity, as calculated 't' values of 0.10 and 0.29 were lesser than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 2 was accepted.

Null Hypothesis 3

There is no significant association among parental education of student teachers in their examination stress and emotional maturity.

Table 4

Association between Parental Education of Student Teachers in their Examination Stress and Emotional Maturity

Variables	Calculated ' χ^2 ' value	Remarks at 5% level
Examination Stress	5.642	S
Emotional Maturity	7.310	S

(At 5% level of significance for 6 df, the table value of ' χ^2 ' is 5.192)

The above Table 4 inferred that there was significant association between parental education with regard to examination stress and emotional maturity of student teachers as the calculated ' χ^2 ' values 5.642 and 7.310 were greater than the table value 5.192 at 5% level of significance. Hence the null hypothesis 3 was rejected.

Null Hypothesis 4

There is no significant difference between joint and nuclear family student teachers in their examination stress and emotional maturity.

Table 5

Mean Score Difference between Joint and Nuclear Family Student Teachers in their Examination Stress and Emotional Maturity

Variables	Family Type	Mean	SD	't' value	Remarks
Examination Stress	Joint (164)	178.49	12.17	0.37	NS
	Nuclear (266)	178.18	12.12		
Emotional Maturity	Joint (164)	177.38	12.23	2.47	S
	Nuclear (266)	179.43	11.94		

(At 5% level of significance, the table value is 1.96)

The above Table 3 displayed that there was no significant difference between joint and nuclear family student teachers in their examination stress, as calculated 't' value of 0.37 are lesser than the tabulated value of 1.96 at 5% level of significance. Whereas, there was significant difference between joint and nuclear family student teachers in their emotional maturity, as calculated 't' value of 2.47 are higher than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 4 was partially rejected.

Null Hypothesis 5

There is no significant difference between rural and urban student teachers in their examination stress and emotional maturity.

Table 6

Mean Score Difference between Rural and Urban Student Teachers in their Examination Stress and Emotional Maturity

Variables	Locality	Mean	SD	't' value	Remarks
Examination Stress	Rural (242)	179.51	12.30	2.58	S
	Urban (188)	178.02	11.89		
Emotional Maturity	Rural (242)	172.23	10.80	4.73	S
	Urban (188)	174.65	12.88		

(At 5% level of significance, the table value is 1.96)

The above Table 6 inferred that there was significant difference between rural and urban student teachers in their examination stress and emotional maturity, as calculated 't' values of 2.58 and 4.73 were higher than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 5 was rejected.

Correlation Analysis

Null Hypothesis 6

There is no significant relationship between examination stress and emotional maturity of the student teachers.

Table 7

Relationship between Examination Stress and Emotional Maturity of the

Student Teachers

Variables	' γ ' value	Table Value	Nature of Correlation
Examination Stress	-0.719	0.307	Substantial Negative
Emotional Maturity			

(At 1% level of significance the table value of ' γ ' is 0.307)

From the above Table - 7, was concluded that there was significant negative relationship between the examination stress and emotional maturity of student teachers as the calculated ' γ ' value -0.719 were greater than the table value 0.307 at 1% level of significance.

11. MAJOR FINDINGS

1. There is significant difference between male and female student teachers in their examination stress and emotional maturity.
2. There is no significant difference between I year and II year student teachers in their examination stress and emotional maturity.
3. There is significant association among parental education of student teachers in their examination stress and emotional maturity.
4. There is no significant difference between joint and nuclear family student teachers in their examination stress and emotional maturity.
5. There is significant difference between joint and nuclear family student teachers in their emotional maturity.
6. There is significant difference between rural and urban student teachers in their examination stress and emotional maturity.
7. There is significant negative relationship between examination stress and emotional maturity of student teachers.

12. RECOMMENDATION

1. Necessary guidance and counseling may be given to the student teachers to reduce examination stress.
2. The schools may be given enough opportunities for self-study, group study and group discussion to overcome the examination stress.
3. Awareness programmes may be conducted for the student teachers to make them aware of the various components of emotional maturity.
4. Seminars, workshops and debates on Emotional instability, Emotional regression, Faulty and social adjustment, Lack of independency and Flexibility and adoptability may be conducted for the higher secondary students to make them understand the importance of emotional maturity.

CONCLUSION

The present study indicated significant combined negative relationship of emotional maturity and examination stress of student teachers and proved that student teachers with more emotional maturity naturally reported less examination stress. Necessary measures must be taken by parents and teacher educator to provide favourable environments at home and in college campus for in-service teachers to cultivate adequate emotional maturity and related features. Acquiring essential emotional maturity despite stress conditions due to examinations by student teachers will further help them to realize their capabilities, strength, weakness, interests, attitude etc. In turn, this will help them to develop more achievement in them. To conclude, the findings would help enhancing the confidence of those who suffer without sufficient emotional maturity and those who are stressfully facing examinations.

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