

## A Comparative Study of Test Anxiety of Male and Female Students Studying In Government and Private Junior High Schools

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### 1.1 INTRODUCTION:

Stress is an inherent factor in any type of vocation or career. Its best, the presence of stress can be a motivator that urges the individual to strive for excellence. However, excess amounts of stress can lead to a lack of productivity, a loss of confidence and the inability to perform routine tasks as a result quality employees lose their enthusiasm for their work and eventually withdraw from the company.

The term stress means many things to many different people. Laypersons may define stress in terms of pressure, tension, unpleasant external forces. Psychologists have defined stress in a variety of different ways. Stress involves a different way. Stress involves an interaction between the stressor and distress. In simple words, stress refers to an individual's reaction to a disturbing factor in the environment.

### OCCUPATIONAL STRESS:

According to WHO—

"Occupational or work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope."

Stress is a common feature in our lives, especially as the pace of development increases. Work is a common term that is applied for all sorts of occupation. It is a basic condition for most people and is an important component of the atmosphere for human survival. It is also a major element for the development of the individual as well as the economy of the nation. Many adults spend half of their lives in work related activities. It is natural to experience work related stress on tension or strain in the body or the mind if there is no release or outlet for the bent-up feelings. A phrase, "stress collapses everything" has a prominent place in the minds of millions. It is a silent killer in the modern age.

### Heans Lay Model

"An excess of demand made upon the adaptive capabilities of the mind and body" and is seen in the form of a physical demand, a mental demand or both."

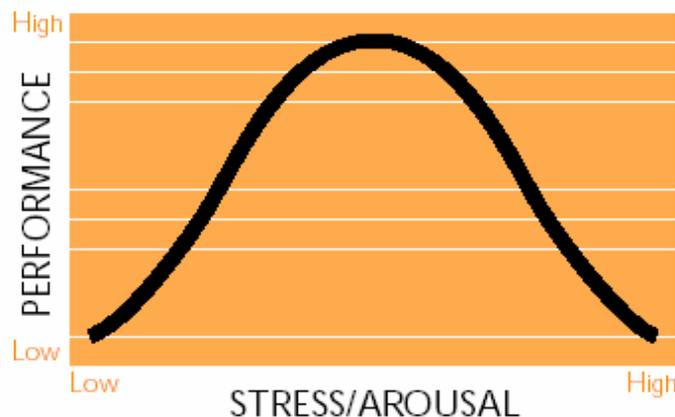


Figure 1 – Relationship between Stress and Performance

It is important to understand that while stress (see Definition 1) is necessary and positive and it can be negative and harmful. Figure 1 shows the general relationship between the level of stress and the level of performance. Whether positive or negative, physical or mental, the body's reaction to stress can be described by three stages:

1. **Alarm Reaction Stage** - the body identifies and first reacts to the stress. In this, stage the body first releases hormones that help in the defence against the stressor.
2. **Resistance Stage** - the body continues to resist the stressors as they persist. If the stressors continue and there is a consistent state of resistance, there is potential to move into the third and final stage.
3. **Exhaustion Stage** - the body and mind are no longer able to make the necessary adjustments to resist the stressors and there is physical and/or mental exhaustion.

Focus for the remainder of this report is on negative physical and mental stress and specifically reviewing the persistent stressors that push teachers into the third stage and ultimately to exhaustion.

### **1.2 NEED & SIGNIFICANCE OF THE STUDY:-**

"A Study of Occupational Stress of the women teacher belonging to Joint and Nuclear Family in Meerut District"

Work is a central part of human life. It is the expression of the basic need to accomplish, to create, to feel satisfaction, and to feel meaningful.

The issue of occupational stress, which is closely related to the impact of new technology in the workplace, is making new demands on labour unions for creative strategies. The rapidly changing nature of work has resulted in new and far-reaching mechanisms for management control in the form of monitoring, layoffs, and changes in work rules, all of which contribute to increased levels of occupational stress. Therefore, this is the reason that we want to find out the occupational stress among working people of joint and nuclear family.

Although office work has always been stressful, several scientific studies and surveys have helped focus attention on the issue of job stress.

There are a number of working conditions that we encounter on a daily basis which contribute to making work stressful. These working conditions are called "stressors" and consist of those things that have a negative effect on a worker's physical or emotional well being.

Among the major negative effects of job stress are its impact on a person's self-image and self-esteem, which in turn, affects one's relationship with family, friends, and co-workers. The problems last far longer than the time we spend at work and are not easily left behind at the end of the day.

Occupational of job stress defined as a "mechanism whereby the human body attempts to adapt to the environment." The body has a normal mechanism for dealing with stressful situations that is known as the "flight or flight" response. As soon as the brain senses danger, it sends messages (electrical, chemical, and hormonal) that stimulate the extra energy needed to fight the danger or run away from it. The stress cycle always includes the danger stimulus, the removal of the danger, and a state of relaxation.

### **1.3 STATEMENT OF THE PROBLEM:-**

"A study of Occupational Stress of the Women Belonging to Joint and Nuclear Family in Meerut District"

### **1.4 OPERATIONAL DEFINITIONS OF THE TERMS USED-**

#### **Stress:**

"Stress is much faceted process that occurs in us in response to events that disrupt or threaten to disrupt our physical or psychological functioning."

**Occupational Stress:**

"Occupational or work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope."

**1.5 OBJECTIVES OF THE STUDY:-**

The Study has the following objectives:

- 1.5.1 To study of the occupational stress at secondary school's women teacher belonging to joint family.
- 1.5.2 To study of the occupational stress at secondary school's women teacher belonging to nuclear family.
- 1.5.3 To study and compare of occupational stress at secondary school's women teachers belonging to joint and nuclear family.

**1.6 HYPOTHESES:-**

The study has the following hypothesis:-

- 1.6.1 There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family.
- 1.6.2 There is no significant difference in mean score of role over load the women teacher on occupational stress.
- 1.6.3 There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress.
- 1.6.4 There is no significant difference in mean score of role conflict of the women teacher on occupational stress.
- 1.6.5 There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress.

**1.7 DELIMITATIONS OF THE STUDY:-**

The study delimited in following way–

- 1.7.1 The study is confined only to women teacher.
- 1.7.2 The study is confined only to senior secondary schools women teacher.
- 1.7.3 The study is confined only to IX<sup>th</sup> and X<sup>th</sup> classes' women teacher.
- 1.7.4 The study is confined only to women teacher in Meerut District.

**2. METHODOLOGY OF THE STUDY:-**

Any research efforts need concentration on systematic work logically constructed design; need based tools and meaning application of statistical techniques in the analysis of data. These determine the success of a research work.

This chapter deals with the method and procedure followed in constructed the present research study. This chapter also describes the sample and sampling tools used for data collected and satisfied techniques used to analysis the data.

The research topic discussed in this research project is highly subjective in nature and needs investigation tools to acquire the desired data. The data has to be collected from a (representative) sample of women teacher (at secondary level) of joint and nuclear family.

**2.1 DESIGN OF THE STUDY:**

The purpose, objective of the study, nature of the problem, the hypotheses and the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to the occupational stress of the women teacher investigator used belonging to joint and nuclear family for this purpose the “manual for occupational stress”.

Dr. A.K. Shrivastava prepares this manual and **A.P. Singh** was to administer for working person of occupational stress. The women teachers at secondary level (joint and nuclear family) are from Meerut District.

### The method:

In the present researcher to try to analysis the study of occupational stress between joint and nuclear family women teacher at secondary level. In this study, **descriptive survey method** has been used. Survey research is considered a branch of scientific research.

### 2.2 Plan of the study

The first task of the investigation work is to select appropriate methodology of research. The Methodology in the present study is the survey method. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Mere the survey method was used to study the occupational stress of women teacher at secondary level. Four colleges was selected for sample from women teacher (25, 25, 25, 25) before conduct the test permission and co-operation of principal of the colleges were sought. The purpose of research was made clear to principal and women teacher.

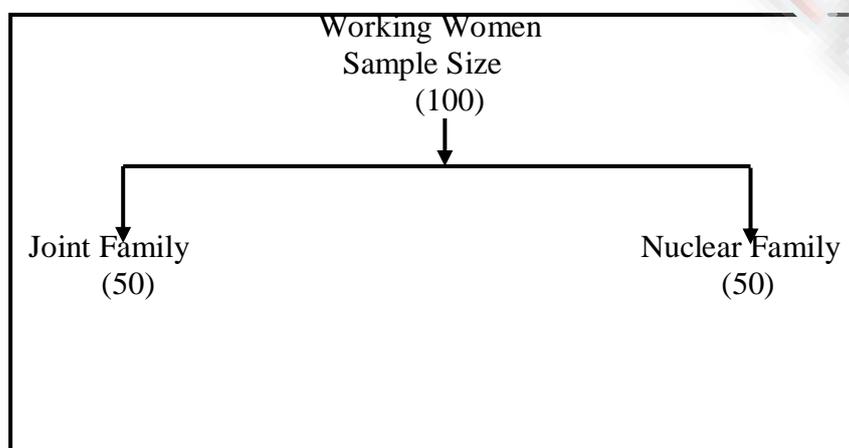
### 3. POPULATION:

**Population-** The population study consists of all working people (joint and nuclear family) of Colleges of Meerut District, U.P (India).

#### 3.1 SAMPLE AND SAMPLE SELECTION:-

It is a sure quo none of research. I imply the selection or drawing of a portion from the mass or whole of something. "Sample" is a portion of population, which is selected for the purpose of study and investigation. Random selection technique will use to collect the data by researcher.

Following table shows the details of the sample–



#### 3.2 PROCEDURE OF THE STUDY:-

After selection of the proper tool, it needed to administer them in proper way that the investigator may find out the appropriate result. First, the investigator went to college. She meets to the principal and asked for the permission for the data collection with the women teacher teaching in institutes. After getting, the permission investigator went to staff room, met the women teacher, and introduced them. According to previous programme the investigator, meet the women teacher. First of all the investigator told the women teacher about his work, why the data is needed and what is the purpose of the work. Before giving them the Booklet, investigator gave the appropriate instruction about the Booklet.

**3.2.1 Instruction for administration:**

The occupational stress is primary a group test although it can be used for individual testing as well. The instructions are printed on the test form. It is, however, desirable on the part of the investigator to read out the instructions loudly before the subjects and take note of the following precautions:

- While giving the scale to the subjects, it should be emphasized that it is not a test of ability and there is nothing like 'right' or 'wrong' answer. The aim is to know subject's opinion relating certain social behaviour. (The real purpose of the test should not be revealed to the subjects).
- It should be emphasized that no answer to any statement is good or bad, desirable or undesirable. Therefore, a subject should give any answer, which according to him, represents his opinion most correctly.
- There is no time limit for the test, although subjects, in general, take about 30 minutes to finish. To keep them involved they should be asked to give their answer quickly but after going through each statement carefully.
- It should be emphasized that the subjects must answer every item and at the end, they should check up so that no item is left unanswered.

**3.3 TOOL USED -**

"A Study of Occupational Stress of the Women Teacher Belonging to Joint and Nuclear Family in Meerut District"

**Tools used in the test–**

- The occupational stress index constructed by Dr. A.K. Shrivastava and A.P. Singh.
- Investigator used “Manual for occupational stress”.

**4. ANALYSIS AND INTERPRETATION:-**

**Table No. - 4.1**

Mean score, S.D. and 't' value of occupational stress of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	556.3	240.44	0.05	98
2.	Nuclear family	50	665.5	224.24		

\* No significant difference at 0.05 levels.

It is clear from the table no. 4.1 that 665.5 mean scores of women teacher of nuclear family is higher than 556.3 mean scores of women teacher of joint family.

Here calculated value of 't' is 0.05 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family" is accepted. It may be interpreted that there is no significant difference between occupational stress women teacher of joint and nuclear family.

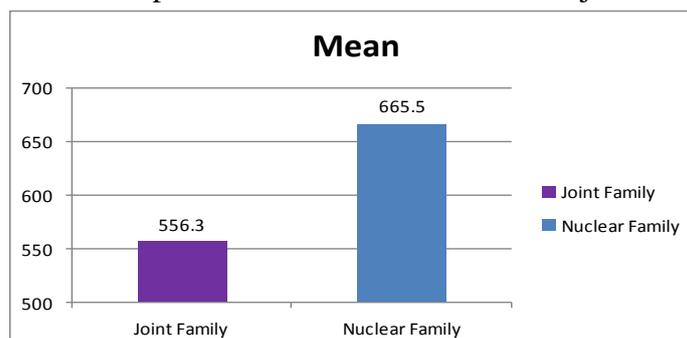


Figure-no 4.1

**Table No.- 4.2**

Mean score, S.D. and 't' value of occupational stress (role over load) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	3.84	3.25	9.60	98
2.	Nuclear family	50	18.92	10.66		

\*\* Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.2 that 18.92 mean scores of role over load of women teacher of nuclear family is higher than 3.84 mean scores of women teacher of joint family.

Here calculated value of 't' is 9.60 which is higher than the 't' value given in the table. Hence, the null hypothesis is that "There is no significant difference in mean score of role over load the women teacher on occupational stress" is rejected. It may be interpreted that there is significant difference between role over load of occupational stress of women teacher of joint and nuclear family.

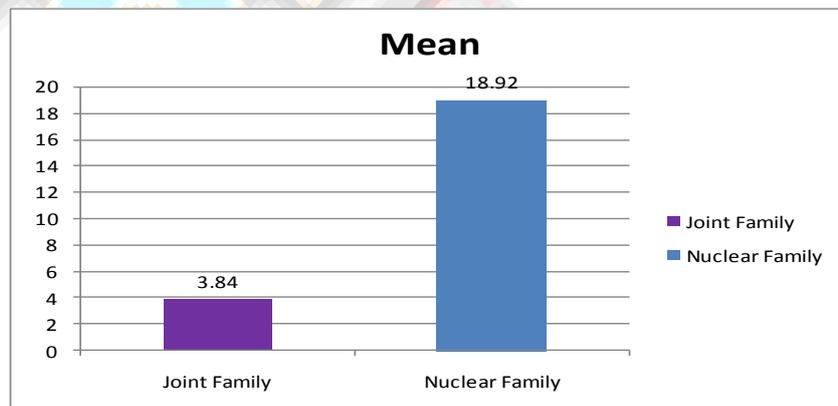


Figure-no 4.2

**Table No. - 4.3**

Mean score, S.D. and 't' value of occupational stress (role ambiguity) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	10.38	2.29	.62	98
2.	Nuclear family	50	10.66	2.42		

\* No Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.3 that 10.66 mean scores of role ambiguity of women teacher of the nuclear family is higher than 10.38 mean scores of women teacher of joint family.

Here calculated value of 't' is .62 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress" is accepted. It may be interpreted that there is no significant difference between role ambiguity of occupational stress of women teacher of joint and nuclear family.

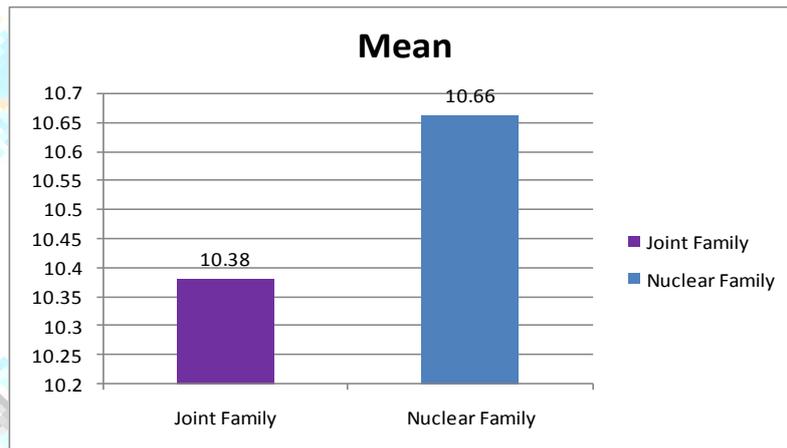


Figure-no 4.3

Table No.- 4.4

Mean score, S.D. and 't' value of occupational stress (role conflict) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	15.12	2.38	.18	98
2.	Nuclear family	50	14.6	3.05		

\* No Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.4 that 15.12 mean scores of role conflict of women teacher of the joint family is higher than 14.6 mean scores of women teacher of nuclear family.

Here calculated value of 't' is .18 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of role conflict of the women teacher on occupational stress" is accepted. It may be interpreted that there is no significant difference between role conflict of occupational stress of women teacher of joint and nuclear family.

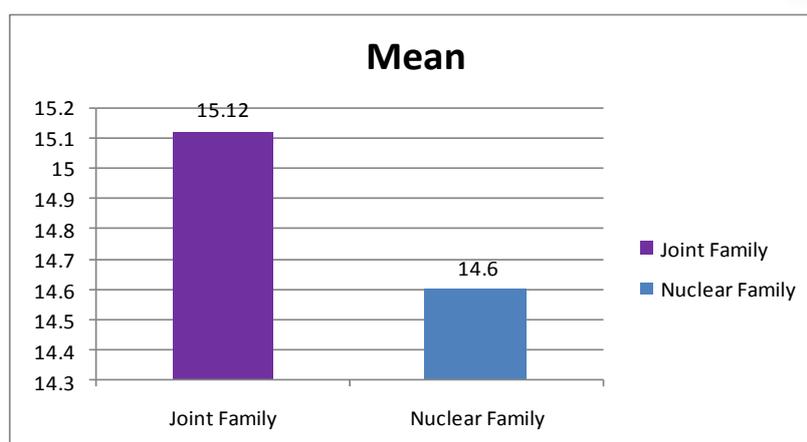


Figure-no 4.4

Table No. - 4.5

Mean score, S.D. and 't' value of occupational stress (unreasonable group and political pressure) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	20.94	3.50	0.43	98
2.	Nuclear family	50	21.34	5.08		

\* No Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.5 those 21.34 mean scores of unreasonable group and political pressure of women teacher of the nuclear family is higher than 20.94 mean scores of women teacher of joint family. Here calculated value of 't' is 0.43 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress" is accepted. It may be interpreted that there is no significant difference between unreasonable group and political pressure of occupational stress of women teacher of joint and nuclear family.

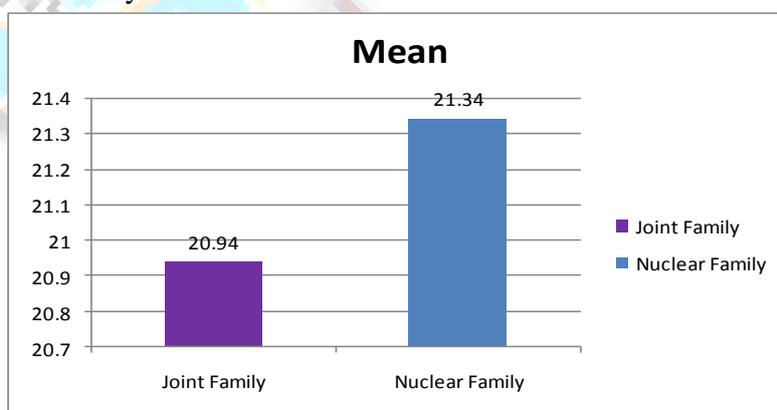


Figure-no 4.5

**5. RESULT AND DISCUSSION:**

Ho1. "There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family".

In the area of occupational stress, significant difference was not found between women teachers belonging to joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of occupational stress.

Ho2. "There is no significant difference in mean score of role over load the women teacher on occupational stress"

Significant difference was found between women teacher in relation to their role over load the women teacher on occupational stress. It means Nuclear family female teachers are found more occupational stress then Joint family female teachers.

Ho3. "There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress."

In the area of occupational stress, significant difference was not found between women teachers belonging to role ambiguity of the women teacher on occupational stress of joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of ambiguity of occupational stress.

Ho4. "There is no significant difference in mean score of role conflict of the women teacher on occupational stress"

In the area of role conflict of the women teacher on occupational stress, significant difference was not found between women teachers belonging to role ambiguity of the women teacher on occupational stress of joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of conflict of occupational stress.

Ho5. "There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress."

In the area of unreasonable, group and political pressure person of the women teacher on occupational stress. Significant difference was not found between women teachers belonging to unreasonable group and political pressure person of the women teacher of joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of occupational stress.

Ho6. "There is no significant difference in mean score of under participation of the women teacher on occupational stress."

Significant difference was found between women teacher in relation to their under participation of the women teacher on occupational stress. It means Nuclear family female teachers are found more under participation of the women teacher on occupational stress then Joint family female teachers.

## 6. FINDING AND CONCLUSION:

This study confined to study of occupational stress of women teacher at secondary level (joint and nuclear family).

Based on the analysis of data presented in the fore going pages the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

- Ho-1** There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family.
- Ho-2** There is significant difference in mean score of role over load the women teacher on occupational stress.
- Ho-3** There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress.
- Ho-4** There is no significant difference in mean score of role conflict of the women teacher on occupational stress.
- Ho-5** There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress.

According to my study, found that significant differences between occupational stress (dimensions) working teachers of Joint and Nuclear families- **Role over load, Under participation,** And not significant differences between occupational stress of working teachers of joint and nuclear family and dimensions of occupational stress differences between- **role ambiguity, role conflict, unreasonable group and political pressure.**

### 6.1 SUGGESTIONS:-

- The similar study may be conducted on the women teacher at primary or higher level.
- Study may be conducted on male teacher.
- Similar study may be conducted a comparison between teaching and clerical department.
- Study may be conducted on private and government teacher.
- A similar study can be conducted by taking teacher of Rural and Urban area.

## 6.2 EDUCATIONAL IMPLICATIONS:-

### Test preparation to reduce anxiety:

- **Approach the exam with confidence:** Use whatever strategies you can to personalize success: visualization, logic, talking to yourself, practice, teamwork, journaling, etc. View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done
- **Be prepared!** Learn your material thoroughly and organize what materials you will need for the test. Use a checklist
- **Choose a comfortable location for taking the test** with good lighting and minimal distractions
- **Allow yourself plenty of time**, especially to do things you need to do before the test and still get there a little early
- **Avoid thinking you need to cram just before**
- **Strive for a relaxed state of concentration**  
Avoid speaking with any fellow students who have not prepared, who express negativity, who will distract your preparation
- **A program of exercise** is said to sharpen the mind
- **Get a good night's sleep** the night before the exam
- **Do not go to the exam with an empty stomach**  
Fresh fruits and vegetables are often recommended to reduce stress.
- **Take a small snack, or some other nourishment**  
to help take your mind off your anxiety.  
Avoid high sugar content (candy) which may aggravate your condition.

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