

A STUDY OF IMPACT OF EXAMINATION STRESS ON ENVIRONMENTAL ATTITUDE OF UNDERGRADUATE AND POST GRADUATE STUDENTS

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Abstract

The present study is an attempt to study of Impact of Examination Stress on Environmental Attitude of Undergraduate and Post graduate Students and find out whether students belonging to different grade differ from one another on examination stress and environmental attitude. The sample for study consisted of 160 undergraduate and postgraduate class students. Examination Stress Scale' and 'Environmental Attitude Scale' prepared by K. S. Misra have been used for the collection of data. t-test and Product Moment Coefficients of Correlation have been computed for analysis of the data. Finding of the study revealed that whether the students studying in undergraduate and postgraduate level, hardly makes any difference in their environmental attitude and there is no significant relationship between environmental attitude and examination stress among undergraduate and postgraduate class students.

Key words: *Examination Stress and Environmental Attitude*

Environmental education is need of the day. Environmental education will make us aware about the environmental problems that are looming over our heads and will equip us with knowledge to overcome these problems. Environmental education will sensitize them towards their environment and develop in them necessary skills and attitudes to work together and individuality for better human-nature relationship. In 1970, the International Union for Conservation of Nature and Natural Resources (IUCN) called an international working meeting of its 'Commission on Education' to discuss and work out environmental education curriculum for schools. The central theme was to evolve an educational process through which an understanding of the connections between human beings, his culture and his bio physical environment is achieved. Supreme Court of Judicature of

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India has directed the University Grants Commission, New Delhi to implement a compulsory course on environmental studies for undergraduate courses of all branches of higher education.

Denscombe (2000) suggested that examinations are stressful for different reasons. Examination stress is a physiological condition in which people experience extreme stress, anxiety, and discomfort during or before taking an examination. Examination stress is a feeling of distress or agitation and refers to the emotional reactions that some people have to examinations. Examination stress can be caused by lifestyle issues, which includes inadequate rest, poor nutrition and lack of efficient planning of the available time. If students do not schedule the available time, they will not be able to cover the syllabus content at time resulting in stress. Even if they complete reading of full content and no time is left for revision, students may get confused of one content with other resulting in a situation where the student feels as if he knows nothing or forgotten everything.

The present study has been undertaken to compare the awareness of students of undergraduate and postgraduate level. This has to examine whether students differing with respect to their grade level differ in their attitude towards environment and is there any relationship exists between environmental attitude and examination stress.

Objective:

Objectives of the present study are as follows-

1. To compare environmental attitude of undergraduate and postgraduate students.
2. To find out relationship between examination stress and environmental attitude.

Hypotheses:

The following hypotheses have been tested-

1. There is no significant difference in environmental attitude of undergraduate and postgraduate students.
2. There is no significant relationship between examination stress and environmental attitude.

Research Design:

To achieve the objectives of the study correlational survey and causal-comparative methods of research were used.

Sample: A sample comprised of 80 undergraduate and 80 postgraduate students of arts faculty of Allahabad University. Multistage random sampling method has been employed for the present study.

Tool used: '*Examination Stress Scale*' and '*Environmental Attitude Inventory*' constructed by K. S. Misra have been used for the collection of data.

Statistics used: Product Moment Coefficients of Correlation and t-ratio were computed for the analysis of data.

Results and Discussion:

Table 1

Mean, S. D. and t-ratio showing the difference in environmental attitude among undergraduate and postgraduate students

Groups	N	M	S.D.	t-ratio
Undergraduate	80	23.24	5.65	0.48
Postgraduate	80	23.63	5.70	

Table 1 shows that the value of t-ratio (= 0.48) is not significant at 0.05 level. This means that students of undergraduate and postgraduate class do not differ from one another on environmental attitude. Thus, it can be inferred that whether the students studying in undergraduate and postgraduate level, hardly makes any difference in their environmental attitude.

Table 2

Correlation between environmental attitude and examination stress among undergraduate and postgraduate students

Grade Level	N	Correlation
Undergraduate	80	0.84
Postgraduate	80	0.171

Table 2 shows that the value of coefficient of correlation between environmental attitude and examination stress among undergraduate (= 0.84) and postgraduate (= 0.171) class students is not significant at 0.05 level. This means that there is no significant relationship between environmental attitude and examination stress among undergraduate and postgraduate class students.

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