Chapter – I

Theoretical Orientation of The Problem

Examination stress is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during examination, test anxiety can actually impair learning and hurt test performance. A little bit of nervousness can actually be helpful, making one feel mentally alert and ready to tackle the challenges presented in an examination. Excessive fear, on the other hand, can make it difficult to concentrate and one might struggle to recall things that you have studied. Examination stress is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best. It seems that people experience stress according to their level of intelligence, personality and achievement motivation and other traits. In the name of modernization, rapid social change, technical innovations, competitions and information technology explosion have proved to be both boon and bane for people. Sanyal (2004) explained that the revolution in the information and communication technology and phenomenon of globalization had an impact on the way human kind would prepare themselves to face the new
challenges for thriving. While the search for excellence became a universal quest, some people found themselves unable to cope with the challenges and crises of the time, which caused a state of void in them. Premji (2004) opined the difference between success and failure will be talent, educated talent in the globalized world. Everyone wants to achieve the standard of excellence with or without his or her traits of personality, level of intelligence and other abilities. Pahuja (2004) expressed that every individual is endowed with certain cognitive abilities, which make him a rational emotional intelligent. Each of us has specific characteristics for making adjustments. Bakshi (2001) opined that in youngsters, the new situations have seen to be followed by varying degrees of emotional tension. The continuous pressures from outside tend to upset the state of balance which affect the abilities, interests, attitudes and other aspects of human behaviour. When youngsters use the emotional intelligencer capacities optimally, but expectations of parents and teachers keep on increasing, the individual comes under stress. Some of the most common frustrations that lead to self-devaluation and failure in youngsters which are difficult to cope with are maddening competition, higher expectations in the light of increased standard of excellence, social support systems, value conflicts and time pressures for everything, leading to psychological stress.
During the past decade or so the scenario in our country has changed so much that increased stress has not only brought down the efficiency but as a result of exposure to west-oriented unethical free media effects, tend to provide a futile ground for various kinds of deviances, drug abuse and alcoholism among adolescents. Keeping all this in mind, handling stress of pupils/adolescents seems to be the most important task of educators and teachers.

Stress is an inevitable part of our life. It serves a useful purpose in life by stimulating effort, inventiveness and high standards but when it increases beyond optimum level it adversely affects the coping mechanisms and hampers growth. Rao (1983) traced the origin of stress in Indian thought. Selye (1976) stated that stress is the non-specific response to any demand. Any condition that places special demand upon a person tends to cause stress. Stress, according to Spielberger (1982) is the external force that acts on. Stress is an internal state which can be caused by physical demands on an individual, the body or by environmental and social situations which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping. McGrath (1976) prefers to define stress in terms of a set of conditions as having stress in it. Stress involves an interaction of person with environmental demands from the person. When these demands are not fulfilled, individual faces disequilibrium. New demands are imposed by
rapid change in the education system; these, in turn, cause stress. Previous studies have suggested that the degree of stress experienced by students is affected by characteristics of education, teachers and the students themselves. Joost (2007) identified student and teacher characteristics that determine the stress experienced by students in Dutch secondary education. Students' cognitive ability levels were assessed by means of a cross-curricular skills test. Their level of fear of failure was assessed by means of an achievement motivation questionnaire. Student stress was categorized as experienced study workload and perception of lack of teacher guidance. The findings indicated that fear of failure was associated with experienced workload as well as perception of lack of teacher guidance; cognitive ability was associated only with workload. Teaching style, as reported by teachers, was not associated with student stress. Only teachers' age was associated with student stress. The older the teacher, the more students experienced heavy workload and perceived strong lack of teacher guidance. Pestonjee (1999) noted that it is natural and healthy to maintain optimal levels of stress. When stress is left unchecked and unmanaged, it creates problems in performance and affects the health, well-being and emotional intelligence of an organism. Dandapani (2004) expressed stress as a force exerted on a system that deforms, destroys or alters the structure of that system. The resulting change is termed strain.
In biological and human sciences it refers to a state of mind. When our capacity to deal with a problematic situation is inadequate we feel tense and experience stress. Everyone is endowed with a capacity to put up with stress, which is known as frustration-tolerance or stress-tolerance. When the limit is crossed we get upset. Prolonged exposure to great stress and continued incapacity to cope with it can be injurious to mental and physical health. So it is a kind of silent-killer.

Stress is the physiological state that prepares the organism for action. Stress is an inevitable part of our life. As Bhatia (1999) studied stress management in the work place and found various consequences and sources of stress and some strategies to its management. There can be individual as well as organizational variables which can be the source of stress. Organizational strategies include putting the employees under moderate degree of workload, role demands and task demands, right organizational culture, and by avoiding role ambiguity, role conflicts, interpersonal conflicts and cellular phones stress. The employees should be given help to solve the emotional intelligencer personal problems and life traumas in the organizations. Progressive muscle relaxation, time management and role management techniques and support group should be maintained. The employees should be helped to cope with stress through existing and new career development programmes, promotion policies and routine career development.
programmes. This in return can lead to high job satisfaction, low tension, anxiety and irritability.

Our bodies are under stress even when we are sleeping. There are demands on our heart to keep beating, on our brain to produce dreams and on our other systems of the body to keep us in a balanced state. If a person feels no stress for a coming situation he may not be motivated to work. On the other hand, if an individual comes under too much of stress, it may cause confusion, disturbed thinking, distorted perception and other such symptoms that would result in poor performance. We not only feel negative stress but an intensely pleasant occasion may also be stressful. Pramod et al. (1988) revealed that undesirable events of life more strongly related to various stress-dependent variables than life’s events purpose. Total life stress, positive life stress and negative life stress have been found to have negative correlation with life satisfaction. The ability to cope with stress depends upon the interplay of various factors, viz., constitutional, natural resources, cognitive and personological factors. Generally, any force when applied to a system causes some significant modification in its form, usually with the connotation that the modification is a deformation or a distortion. The term is used with respect to physical, psychological and social forces and pressures. Stress in this sense is a cause; it is the antecedent of some effect.
Cullain (2000) observed the effects of social stories on anxiety levels and excessive behavioural expressions of elementary school-aged children with autism. The purpose of this study was to measure impact of the behavioural and social skill intervention technique of social stories on excessive behavioural expressions and on the levels of anxiety of five elementary children with autism who were included in regular education K-5 classrooms. This single subject ABA design study measured the effectiveness of the social story intervention to help children with autism reduce their level of anxiety and their excessive behaviours. The data revealed a decrease in frequency of all excessive behaviours and a decrease in anxiety levels of the children. Singh (2011) explored the relationship of anxiety and achievement in relation to their study habits. The results indicated that those students who have average anxiety level showed better study habits than the students who have high and low anxiety levels.

Manral (2000) found positive and significant relationship between aesthetic and ethical stress among students and revealed that ethical stress is significantly related to existential anxiety among students. He also found that the aesthetic and ethical stress is significantly related to conflict anxiety, respectively, between the male and female students. A state of psychological tension is produced by kinds of forces or pressures alluded to. Stress in this sense is an effect. Kamal and Jain (1988) studied the perceived emotional
intelligence stress as a function of family support and found that the joint
family provides more social support and hence lesser stress and mental
illness as compared to single family. In other words, social support acts as a
moderator or buffer in stress-health relationship. The results also support
that joint family system in India is still perceived emotional intelligence as a
condition of social support and hence provides a cultural based media of
reducing stress.

Psycho-social stress forms an inseparable part of life, and upto a
degree may be essential for adequate personality development. Leith (1972)
studied the relationship between personality and two conditions of stress.
The investigator found that stress tended to induce higher scores at all age
levels than relaxed conditions. The interaction between treatments,
introversion and anxiety has been verified in the two analyses so far carried
out. Introverts and anxious subjects have been held to be more susceptible to
arousal than extroverts and non-anxious. However, if these stresses become
severe they may affect the psychic equilibrium and produce maladaptive
patterns of behaviour. Stress has altered the way as to how human being lead
their emotional lives. Srivastava (1985) investigated the moderating effect of
n-achievement on role stress-job anxiety relationship and found that role
conflict and role ambiguity are positively correlated with job anxiety and
negatively correlated with n-Achievement.

[22]
Stress cannot always said to be debilitating. Some of the greatest decisions that have changed the course of human history have been taken under the most stressful situations. Sometimes, human beings accept the challenges during hardships. Singh and Sinha (1986) found significant relationship between emotional intelligence, perception of time urgency and challenge in work. The results of the study showed that the perception of time-urgency and challenge in work was negatively related to emotional intelligence. The pattern of relationship showed that persons high in emotional intelligence, time urgency and challenge in work may not give very desirable inputs for the maintenance of good organizational climate as they lack cordial relationship with co-workers, commitment towards organization and also they may not feel comfortable due to paucity of the job and the emotional intelligence.

Many of the greatest inventions and some of the finest works of art and literature have been produced in adverse situations. It is now well documented that both chronic and acute stressors can have adverse effects on a range of psychological and physiological outcomes. It is widely agreed that activation of the hypothalamic pituitary adrenal axis and the autonomic nervous system during periods of transient or acute stress may be adaptive (Segerstrom and Miller, 2004) and that chronic activation can result in maladaptive outcomes such as impaired immunity (Kiecolt- Glaser et al., [23])
1995; Vedhara et al., 1999), increased vulnerability to new diseases (Reiche et al., 2005) and more rapid progression of existing conditions (Leserman et al., 2000). These findings have been observed in numerous highly stressed populations, such as students undergoing academic assessment and spousal caregivers, yet it remains unclear how episodes of chronic stress impact on physiological and neuro-endocrine responses during other acutely stressful challenges.

Recent studies exploring how responses to experimental laboratory stressors are affected by other naturally occurring stressful experiences, suggest that responsiveness is altered by the presence/absence of ‘background stress’ (Fleming et al., 1987; Matthews et al., 1997; Gump and Matthews, 1999). For example, notable variations in cardiovascular response following a reaction time task were reported (Gump et al., 2005). Similarly, cardiovascular responses to laboratory stress tasks were reported in children and adolescents in ongoing and frequent background stressors (Matthews et al., 1997) and a prospective study of the children identified that blood pressure reactivity and cardiac output during the laboratory stressors predicted subsequent rises in resting blood pressure levels three years later (Matthews et al., 2003). In contrast, middle-aged participants reporting higher chronic stress have been shown to exhibit lower systolic blood pressure, epinephrine and nor epinephrine secretion following laboratory
tasks (Matthews et al., 2001). Males exhibited higher diastolic blood pressure responses during the tasks and higher systolic blood pressure, diastolic blood pressure and epinephrine responses during recovery, which is consistent with previously reported gender disparity in cardiovascular and neuro-endocrine responses to acute stress tasks (Stoney et al., 1988; Girdler et al., 1990; Kirschbaum et al., 1992; Dixon et al., 2004). Singh (2012) defined stress as a physical or psychological stimulus that can produce mental or physiological reactions that may lead to illness. Mild stress may be beneficial in cognitive tasks and performance while persistently high stress may lead to anxiety and depression, which are definable neuropsychiatric disease entities. Stress response is characterized by an increase in corticosteroid release. There are considerable individual differences in this response. Some individuals show persistent, large cortisol increases in response to stress while others show little or no such response. High versus low cortisol responders may actually represent two different groups, which may differ with respect to level of emotional intelligence, stress and personality traits. Orpen and Welch (1989) explored relationship between stress and work attitudes among Australian nurses. Lata and Kamal (2001) explored the relationship between and interests in music of college students and found that level of anxiety decreases with the exposure to music. So
when we develop certain good interests in our students we can reduce stress among our students.

1.1 EXAMINATION STRESS

Stress is the force behind much learning. Students under the pressure of a final examination may be motivated to pick up the book, burn the midnight oil and cram. As a result, they may find that not only has he to pass the test, but also learn a bit of the subject while his more carefree classmate, not stressed enough to study, may find his academic career prematurely terminated as a result of flunking the examinations. Deosthalee (2000) found significant effect of gender and educational maturity on stress and revealed higher the level of education one achieves, lower the level of stress he/she may have experienced. The results showed that the age has no effect on stress. Vassend (1988) investigated the effects of examination stress on self-reported physical symptoms and sensations. Testing was undertaken six weeks prior to a final examination (phase I), immediately after the written part of the examination was over (phase II), and 12–14 days afterwards, but before an oral examination (phase III). The results showed that examination stress was associated with an increase in state anxiety and self-reported physical symptoms with the exception of heart-complaints which showed a gradual decline over the three experimental phases. In phase III, all symptom measures showed a reduction below baseline levels and below the control
group's levels. Correlation analyses revealed that symptom scores were associated with variables reflecting psychological vulnerability i.e. stress and neuroticism and dysphoric affect, especially anxiety.

Kapil and Alpana (2011) examined the impact of stress management techniques of adolescent’s performance level. Results showed that girls preferred social support technique more as compared to positive attitude technique for improving the emotional intelligence, academic performance, whereas boys preferred positive attitude technique more than social support technique. According to Spielberger & Vagg. (1995) the test anxiety construct is considered as a situation-specific trait accounting for individual differences in the extent to which people find examinations threatening. Within this general conceptualisation there is a focus on fear of failure emphasising how performance is judged or evaluation anxiety i.e., emphasising how test anxiety can be located with other, so called, subclinical anxieties including sports performance, public speaking, and so forth. These emphasise a social dimension where the performance is judged by others. Zeidner (1998) outlined components of test anxiety as cognitive means the negative thoughts and depreciating self-statements that occur during examination.

Struthers et al. (2000) examined the influence of examination stress on grade and measured students’ perceptions of worry. According to Denscombe
(2000) it is possible to conceptualise examinations as stressful by virtue of their own properties or functions without having to refer to perceived worry and arousal. Putwain (2008) indicated how stress is also used as an umbrella term for any negative affect associated with examinations: time pressure, the exhaustion of having to sit multiple of examinations in a single day, having to prepare for exams while still completing coursework and the interference on relationships and social activities. The test anxiety construct is too narrow to capture these features of examination stress, but at the same time, owing to its lack of specificity, this broad notion of examination stress is not always helpful.

The examination stress leads some people to the view that students should be doing more coursework because they find it less stressful. But this fails to take into account that coursework has its own forms of stress that some students find as stressful as examinations: managing projects involving different elements without any prior experience; having to stay up late to meet deadlines and managing workload; having to work on several coursework projects simultaneously while doing other school work, preparing for exams, and so forth. Denscombe (2000) suggested that examinations are stressful for this group of student for different reasons consequences such as markers of self esteem, judgements from others, and fear appeals by teachers.
In many ways, stress can force students to learn something that would ultimately add to the emotional intelligence personal growth and satisfaction. But when stress increases so much that the stressed individual finds it difficult to maintain an inner poise, it distort the performance, distracts the attention and when the final moment of examination comes there is a cloudiness of consciousness. All this in turn effect-students’ motivation. The greatest challenge in educational setup before the teaching community seems to be to check and keep the examination stress under control so that it does not become a stumbling block in the performance of students. However, this prominent issue has received little attention of researchers. Ayishaki (1987) explored negative relationship between examination anxiety and predictors of secondary school biology achievement. Whereas examination anxiety and achievement motivation are negatively and significantly correlated. It can be concluded that examination anxiety and achievement motivation will be acting as predictors of secondary school biology achievement only to a low extent. Sahu and Mishra (1995) explored gender differences in relationship between stress experienced in various areas of life and coping styles and found that men exhibited a significant positive relationship of acceptance with work related and society related stress. Further, a significant positive relationship was observed between society-related stress to withhold and negative
relationship between work-related stress and problem focused coping. On the other hand, in females, a significant positive relationship was observed between family-stress and acceptance and between society-related stress and self-blame. Deshmukh (2000) explored relationship among anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students with high and low self-concept. The findings of the study indicated the inverse relationship between self-concept and anxiety. The reason for this may be that the individuals with high self-concept feel that they can face the problems of life and a person with high self-concept hold high achievement motivation in order to advance himself in all possible walks of life. Ellakkakumar and Elankathirselvan (2000) studied test anxiety of higher secondary students and their achievement in physics. The results revealed that the test anxiety was higher for the girls than that of the boys and the mean score of achievement in Physics was higher for the girls than that of the boys. Hingar et al. (2001) revealed that the major stresses experienced by females are inter-role distance. Whereas LaGoy (2001) studied the gender regime and its impact on students’ academic performance at a coeducational catholic high school and explored the relationship between gender and academic performance at a mid-sized coeducational Catholic high school. Rejecting the idea that sex-category itself could effectively account for differences in students’ academic
performance but conceding that sex-category did play a role, the research looked into the ways that the school’s gender styles – shaped student behaviours and experiences. Ling (2001) studied that stress associated with gaining admission to first-choice colleges has increased dramatically during the past decade in Taiwan and has become a process charged with anxiety and explored the impact of college entrance exams upon well-being and emotional intelligence of students based upon the assumption that the matriculation examination for university-level admission is a significant stressor among high school students in the republic of China. Among the more important results, at time one, confident students reflected more positive moods in coping with examination stress, whereas at time, two confident students also reflected positive moods in the absence of distress, in contrast to students with less confidence who experienced greater degrees of distress, with respect to social functioning, results indicated that at time one, only friends and integration of school activities were significantly related to positive moods, whereas only schools reflected a negative relationship to distressed moods. Family relationship did not exercise an important role at this stage. In addition, self-confidence had no significant relationship to either family or friends, but was significantly related to schools. This finding indicated that highly self-confident students were more likely to participate in school projects or activities, and that greater social integration school
resulted in higher self-confidence. However, self-confidence, social functioning, and mood did not affect examination grades of students. The failure to predict actual exam performances indicated that other variables such as academic ability were more important than preparatory coping responses or effective social functioning.

Suman et al. (2007) investigated the level of achievement motive, anxiety and power motive among scheduled caste. The results revealed that there is no significant difference between achievement motive and anxiety of the subjects. But there was a significant difference in power motive of the subjects. McFadden (2001) explored changes in anxiety, attitudes, and achievement of college algebra students using brain-compatible teaching techniques. No gender differences were observed in anxiety, attitude or final grades in comparing the methods; however, females had significantly higher grades than males in both groups. Examination is an event to which reactions of the students are varied, some seem to be overwhelmed by the threat of perceptions, others take it as a challenge and spend more and more energy sources to face them effectively. Mae (1996) investigated the relationship among school and examination related stressors, anxiety, emotional distress and coping strategies and indicated that a substantial proportion of candidates were experiencing high levels of distress and anxiety. Particularly at risk were those students who were by nature prone to
experiencing anxiety. The interactions between sex and year with ethnic background were particularly interesting. In this regard, students who were male and had an English speaking background, were least likely to experience distress than others in the context of the examination. The results also suggested a number of other influential variable which were associated with raised distress. These included lower socio-economic status, self-confidence, academic and verbal self-concepts and perceived emotional intelligence ability to cope. The results suggested that they have implications associated with the general well-being emotional intelligence of senior students of higher school certificate examination, and particularly for those students who are at risk of distress.

Asthana (2007) assessed alienation among college students of Varanasi and found the significant relationship between their intelligence and personality. The findings indicated that introvert students were more alienated. To handle and direct the potential resources of student community, we have to account for the issue of examination stress among school children. When students accept the challenge with healthy spirit and work hard under examination pressure then stress becomes positive and helps them to achieve the emotional intelligencer goal. Austin et al. (2010) explored the associations among emotional intelligence, coping, personality and examination related stress in Canadian undergraduate students. Stress was measured at the start
of the semester and again in the pre-examination period. Higher levels of stress were associated with lower scores on components of emotional intelligence and higher scores on emotion-focused coping and neuroticism. A scale-level factor analysis of the emotional intelligence and coping subscales produced three composite factors, which each had high loadings from at least one emotional intelligence and one coping subscale. The associations of the emotion regulation factor and the task focus factor with personality, stress and subjective well being emotional intelligence were examined using structural equation modeling. The results showed that these factors mediated the effect of personality on stress, subjective well being and emotional intelligence.

Ajwani and Sharma (2004) explored relationship between test anxiety and academic achievement among college students and confirmed that high academic achiever would show greater anxiety in testing situation as compared to low academic achievers. When any one develops positive mental attitude towards the demands of the situation then stress may accelerate the power of one’s work. The identification of the reason or the situation which is causing stress, helps to prepare oneself to face it in the best possible way.

1.2 CAUSES OF EXAMINATION STRESS
Examination stress is a particular type of stress which is felt by almost every person in life but the causes for such a feeling can be numerous under different situations and in different environments. The extent to feel such a stress can also vary from individual to individual. Loft et al. (2007) examined examination stress among students. Whereas Tiwari (2008) conducted a study on examination stress among school students. The findings indicated that the boys and the girls both have same view that the board examinations cause restlessness and anxiety of tough subjects, lack of confidence, memory problems such as fear of forgetting which leads to feeling of stress of examination during the recreation time or non-participation in sports etc. Both boys and girls felt stress from friends by the constant talk about examination, preparation of examinations. The boys and girls both feel board examination stress due to over expectation of teachers, method of teaching, continuous test, aggressive behavior of teachers and less opportunities for co-curricular activities irrespective of gender. The parents’ expectation of good result is equal on both girls and boys irrespective of gender. The data depicted that the parents restriction on recreation time, habit of comparing with others, instruction for non-participating in cultural and social function cause equal board examination stress among the boys and girls. The boys management technique used for reducing stress is
insignificantly different from their counterparts either it is regarding use of coffee / tea or yoga or managing their study by timetable or spending some relaxed time by watching movies and reading magazine or by meditation / worship of god.

Vassend (2008) investigated the effects of examination stress on students. The researcher found that examination stress was associated with an increase in state anxiety and self-reported physical symptoms with the exception of heart-complaints which showed a gradual decline over the three experimental phases. In phase three, all symptom measures showed a reduction below baseline levels and below the control group's levels. Correlation analyses revealed that symptom scores were associated with reflecting examination stress and neuroticism. Shih (2012) examined that how Taiwanese junior high school students’ perfectionistic tendencies and achievement goals were related to their academic burnout versus work engagement, and to determine differences in the indicators of burnout versus engagement among students with different subtypes of perfectionism. It was found that perfectionism along with achievement goals emerged as statistically significant predictors of Taiwanese students’ burnout and work engagement.

When students’ aspirations are too high to reach but his abilities, interests, attitudes and capacities do not match with it, one may feel stress. An
individual may excel in limited areas but sometimes when one wants to excel in every walk of life without considering one’s own capabilities or under estimating own self may suffer from stress. When students do not plan their studies in the beginning of the academic year and do not set their aims of life, they may face difficulties before commencement of the examination, hence causing stress.

Stark (2001) studied student voices/perspectives on a changing school environment assessments and tests. Survey outcomes indicated that almost two-thirds of students agreed or strongly agreed that school has become more difficult each year. When asked to identify the source of school stress, over one-half of students identified themselves as the primary source of stress. A number of students also see their parents as another primary source of stress. Less than half of the students indicated they were worried about their future. Additionally, almost 90% of students indicated they felt ownership of their learning. Many students perceive examination as a threatening event. Their attitude towards examination is negative and instead of working hard and developing confidence in themselves, they develop fear and remain tensed due to one or the other reason which may lead to stress during examination.

Those having carefree attitude towards studies find themselves overtired in the end. Those who adopt right ways of study might be able to cope with
pressures but those who choose wrong methods of study become victims of examination stress. Wrong dietary habits causes stress as Mathew and Baby (1998) explored the relationship between personality and stress of drinking habits of adults and found that the subjects high on anxiety-neuroticism had an elevated desire to drink in stress, convivial and boring situations. Events indicated the difference between alcoholics and non-alcoholics is significant. It can be concluded that alcoholics experience more stress when compared to normals.

Apparently, men who are life-long abstainers experience fewer life events and perceived less stress than moderate drinkers. The result also pointed out that there seems to be no effect of the period of drinking on the dimensions of personality, extraversion, introversion and neuroticism. Despite the prolonged intake of alcohol the personality factors and the stress associated with life change events remain unchanged. Singh and Prajapati (1999) revealed a significant negative correlation between ego strength and alcoholism and a positive relationship between occupational stress and alcoholism. Most of the time students fail to understand the prevailing situation. They lack insight to sort out their problems due to which they get stressed. Their unawareness of the situation tends to mount their stress. When physical health of students is poor, it may result in lack of concentration in studies, lack of reading capacity and adoption of poor
methods of learning, which may lead to stress. Agarwal and Khokhar (1999) compared frustration and anxiety in diabetics and normals and found that diabetics are more frustrated and anxious than non-diabetics persons; female diabetics are more frustrated than males, also old male diabetics are more anxious and frustrated than younger diabetics. The student who suffers from poor mental health, cannot concentrate on studies, develops poor study habits and cannot devote much time towards academic activities, hence feels tension. Baroun et al. (1999) compared mental health and stress among 200 subjects and found mental health, subjective assessment of health, and self-esteem at work were poorer for self-paced repetitive workers than the non-repetitive workers. Since psychophysical activity is heightened near the examinations, and the body system needs proper relaxation, this is not done in proper way, it would cause more stress. Triveni and Vijayalaxmi (1999) found impact of yoga practice on neuroticism, anxiety and depression. They revealed that those who were practicing yoga regularly had significantly lower level of neuroticism and stress than that of non-practitioners. Das and Rai (2004) explored relationship between religious beliefs, leisure time activities and stress. They revealed that some people may feel low stress due to religious beliefs and engagement in social welfare and self supporting activities in their leisure time.
Mrinal (2003) explored coping resources as mediator of stress among students and its outcomes has been investigated among 200 students, 100 males and 100 females were administered. The researcher revealed that males have significantly greater physical resources than females. The females have significantly lower emotional coping resources in comparison to androgynous males as well as females. In terms of socio economic status, high socio economic status males have greater overall coping resources.

When parents’ expectations are unrealistic and do not match with the child’s capabilities, children get stressed. Sometimes when the attitude of parents differs from the attitude of their children, both feel stressed. The children feel examination stress differently. They may have symptoms of examination stress as lack of sleep, loss of appetite, feeling of restlessness, anxiety, depression, irritability and fear of forgetting.

As it is clear from the above mentioned literature, researchers found out effect of examination stress on physical, physiological and on other systems also but very few studies measured the effect of examination stress in relation to personality or intelligence or achievement motivation. So investigator attempts to see this relationship.

1.3 INTELLIGENCE
Intelligence is one of the most elusive concepts. Looked at in one way everyone knows what intelligence is, looked at in another way, no one does. Implicit theories of intelligence differ from explicit theories and western perspective of intelligence differ from eastern perspective. Conceptions of intelligence among different cultures also tend to differ in emphasizing different characteristics. However, a perusal of earlier and new definitions of the concept reveals that common themes running in earlier definitions of intelligence appear to be with respect to ability to adopt to the environment and ability to learn. Pahuja (2004) noted that an individual is said to be intelligent in proportion as he is successful in meeting general life situations.

Analysis of modern conception of intelligence points to these interpretable factors, viz. verbal intelligence, problem solving ability and practical intelligence. Gardner (1993) believes that we can learn about intelligence only by studying the cognitive process people use when they are solving important problems. Gupta (1971), Dhariwal and Sharma (1974) and Seddon (1975) explored significant relationship between intelligence and academic achievement of students. Borich and Tombari (1997) viewed that intelligence can be significantly improved by education. Many people have been taking intelligence as identical to what the intelligence tests measure. The traditional approach to intelligence and its assessment was initiated by psychologists such as Binet and Spearman at the beginning of the twentieth
century. Jensen (1998) agrees with Spearman that the outcome of applying factor analysis to indicators of performance of individuals at mental feats is to identify a common factor that can be regarded as a kind of core intelligence. Herrnstein and Murray (1996) claimed that intelligence is a largely fixed and unchangeable quality. Consequently, they believe to increase intelligence in people with low mental abilities are unlikely to be successful. These authors are concerned about the possible future burgeoning of an underclass made up of people whose restricted abilities make them ill-equipped for success in a complex modern society. Gould (1997) was severely critical of much early research into intelligence, arguing that the belief that intelligence is largely fixed is ill-founded. He identified numerous defects in the research studies and many abuses of mental testing. He demonstrates that researchers’ biases and prejudices, particularly in relation to racial differences, have contaminated a number of investigations. Gardner (1993) argued that the concept of a single general intelligence is not helpful. He claimed that it makes better sense to regard individuals as possessing a number of relatively separate levels of intelligence. These relate to various spheres of activity, including language, spatial control and awareness, social competence, science and mathematics, and music. He believes that whose insights have strong implications for education. He urges that children should be encouraged to excel at tasks
based upon those varieties of intelligence with which they are innately most strongly endowed.

Maccann et al. (2011) found the relationship between performance measures of emotional intelligence, coping styles and academic achievement. Two studies were designed to redress this imbalance. In each of these studies, both intelligence and coping styles were significantly related to academic achievement. In first study 159 community college students completed the emotional intelligence test and problem focused, emotionally focused and avoidant coping scales. Collectively, the coping variables significantly mediated the relationship between emotional intelligence and grade point average for emotion perception, emotional facilitation of thought and emotion management. Problem focused coping was the only single significant mediator, mediating the relationship between emotional management and grade point average. In second study 293 middle school students completed the situational test of emotional management for youths and scales measuring the same three coping strategies. In this study, the coping variables again significantly mediated the relationship between emotion management and grade point average. Once again, problem-focused coping was a significant mediator. Collectively, these results suggest that better educational outcomes might be achieved by targeting skills relating to emotional management and problem-focused coping. Lekhi and Gurinder
(1995) found positive and significant relationship between intelligence and academic achievement of school students. Whereas Aswal (2001) explored significant and positive relationship between intelligence and achievement in maths of college students. Sternberg (1985) accounts for the fact that people differ not only in their overall level of intelligence but in the kinds of mental challenges at which they are most likely to succeed. He considers that the extent to which a person can act intelligently depends to a considerable degree upon the knowledge that individual has acquired, as a consequence of that person’s experiences. Singh (1987) investigated that students with high intelligence level have better study habits and use their mind for good planning. So they feel less stress for academics.

Ceci (1996) points to evidence demonstrating that intelligence levels are far from emotional intelligence the fixed or unchanging quantities that the traditional approach assumes them to be. The performance at tasks that depend on mental skills can be strongly affected by the particular context in which a task is presented. The findings indicated that the apparently superior thinking and reasoning displayed by people in advanced nations compared with primitive men and women may be largely a product of differences between societies and in the cultural knowledge they instill. Howe (1997) regarded the concept of intelligence as one that is useful for describing the differences between people in their accomplishments, but less helpful for
accounting for how those differences arise. The common belief that the presence of a distinct quality of intelligence is what makes people intelligent, arguing that the actual reasons for some people are more emotionally intelligent than others, are numerous and complex.

The extent to which intelligence test scores act as predictors of future success of individuals’ future success is rarely sufficient to justify their use as practical selection devices. Dhaka and Rippen (2011) compared the gender difference in IQ of adolescents. The sample comprised of 200 students from Ludhiana and Bikaner city. The findings suggest that male students have higher level of intelligence than female students.

Sharma and Shukla (1997) compared intelligence and academic achievement of students of different schools and found higher achievement of students not only develop their intelligence but upon other factors of school also. Nash (1990) raised fundamental queries about intelligence, and even takes issue with the rarely challenged assumption that a psychological construct such as intelligence is actually measurable. He points out that true measurement is only possible in conjunction with variables that, unlike intelligence, have been clearly and unambiguously defined. Mackintosh (1998) provided a thoughtful and balanced survey of the contrasting views and perspectives on intelligence. Dash et al. (1999) explored significant relationship between intelligence level and achievement of different group of
readers. The high intelligent readers can be high achievers as they demonstrate superior performance and all the cognitive measures as compared to their classmates.

Sternberg (1985) felt that there is a need to view this inherent potential in terms of the context in which it occurs, the point of view which in no way is mutually exclusive with differential and cognitive approaches. From this point of view intelligence needs to be dealt with as mental activity directed toward purposive adaptation to, selection and shaping of, real-world environments relevant to one’s life. All individuals try to adapt to environments in which they find themselves. Adaptation implies trying to achieve a good fitness between oneself and one’s environment. Such a fit is obtainable in greater or lesser degree. If the fitness is below the satisfactory level then adaptation will be viewed as maladaptive. To tackle the hazards of a given situation an individual might use environmental shaping to increase the level of fitness between oneself and one’s environment. Now, what is required for adaptation, selection and shaping may differ across people, as well as across environment. As Swaroop et al. (2001) explored positive significant relationship between perceptual ability and stimulating environment of boys and girls. Whereas Khadi et al. (2003) revealed negative significant and relationship between psychomotor development of
children and their home environment and positive relationship between intelligence of mother and mental development of children.

Kaur et al. (2004) found positive and significant relationship between intelligence and scientific attitude of students. High intelligent students showed less stress due to their positive attitude. If looked upon intelligence in this way, studying in terms of behaviour in the real-world environment is of great importance. Examination is one such case of real-life situation. Behaviour of students with regard to examination can not be taken as continuation of general behaviour in other situations. Perceptions and reactions of different students would be different in this regard. Similar would be the case as for strategies to deal with and cope with are concerned. Saklofske et al. (2006) explored the associations amongst personality, coping, locus of control, emotional intelligence and health behaviour of Canadian students. Consistent associations with health behaviours were found for conscientiousness, with the correlation pattern for other measures being more variable. Emotional intelligence, coping and health locus of control scales were inter-correlated, and a scale-level factor analysis suggested the extraction of a super ordinate coping factor. This was found to mediate the relationship between personality and both taking regular exercise and healthy diet strategy. These findings suggest that associations
between coping and emotional intelligence, and the ways in which emotional intelligence can act as a coping resource, should be investigated further.

Austin et al. (2010) explored the associations among emotional intelligence, coping, personality and examination related stress in Canadian undergraduate students. Stress was measured at the start of the semester and again in the pre examination period. Higher levels of stress were associated with lower scores on emotional intelligence components, and higher scores on emotion-focused coping and neuroticism. A scale-level factor analysis of the emotional intelligence and coping subscales produced three composite factors, which each had high loadings from at least one emotional intelligence and one coping subscale. The associations of the emotion regulation factor and the task focus factor with personality, stress and subjective well being, emotional intelligence were examined using structural equation modeling. The results showed that these factors mediated the effect of personality on stress, subjective well being and emotional intelligence.

Similarly, it has been postulated that the teachers who are familiar with the dynamics of behaviour, intelligence and other psychosocial variables facilitate learning of their students without stress. At lower levels of stress, vigilance and alertness are increased and performance is often facilitated. Reaction is quicker and more certain, perceptions are more discriminating, learning and memory are more effective. At more intense levels, precise
motor skills are impaired, learning is slower and intellectual problem-solving is less effective. Since very few studies have been conducted in this context, that too with inconclusive findings, it is important to analyze the relationship of intelligence with examination stress, its evocation as well as its handling so as to devise some helping mechanisms for student community in this regard.

1.4 PERSONALITY

Personality is the whole integrated pattern of behaviour which distinguished one person from another as uniquely as fingerprints and as distinctively as photographs. It consists not of incidental, emotionally neutral features but the most important things we can say about a person. Everyone has a unique personality. Allport (1964) defined personality as dynamic organization with in the individual of those psycho-physical system that determines one’s unique adjustment to its environment. A person whose basic orientation is towards external world is known as extrovert. Such persons are outgoing, sociable, rather impulsive and require constant stimulations from the environment. On the otherside a person who may be described at the other continuum of the bipolar scale, as hesitant, reflective, withdrawn and reserved etc., is known as introvert. Most of the people have various degrees of the two above types combined, called an ambivert. One may have the characteristics of both introversion and extraversion and all the
qualities have their virtues if used in a balanced and mature way at appropriate place.

Pahuja (2004) expressed that our personality is a unique organization of so many things that belong to our self. The construct of personality may be conceived as a psychic system of structures and functions. It is not a mixture of unrelated traits and miscellaneous behaviours but a tightly knit organization of stable structures and coordinated functions. Given the continuity in one’s constitutional equipment and a narrow bend of experiences for learning behavioural alternatives, this system develops an integrated pattern of characteristics and inclinations that are deeply rooted and can not be easily eradicated, and pervade every fact of life. This system is what the term personality implies. For each of us this configuration representing an interlocking of various psychological processes would determine the disposition, i.e. how one would react to, behave and handle a given situation in normal as well as in times of crisis. Here it would reflect one’s dynamic pattern of adaptive competences. It implies that the same environmental stimuli tend to evoke different reaction tendencies in people. The examination represents one such typical psychological situation, which is taken by each and every student differently in some evoking a competitive and healthy zeal, while in others, making them defensive, avoiding or frightened.
There has been evidence in research literature about factors that effect in shaping the personality. Keeping in view the implications of personality in academic performance of an individual, it is all the more important to investigate the implications of personality factor with regard to examination stress. Pervin (1989) suggested that personality is that which represents those characteristics of the person or of people that generally accounts for consistent patterns of behaviour. Block et al. (1979) accepted that personality refers to more or less stable internal factors that make behaviour of a person consistent from one time to another and different from behaviour of other people that they would manifest in comparable situations. Alam and Tondon (1989) explored the effect of personality rigidity on academic performance of students and revealed that personality rigidity has detrimental effect on academic performance, male students show significantly superior academic performance than the female students and concluded that personality rigidity and sex are important predictors of academic achievement. Maria and Gefferth (1995) analyzed the sociocultural, environmental, and family-connected factors and the motivational and personality traits responsible for the decrease of intellectual potential in some children. Acharya (1996) explored the relationship between personality and hypertension of adults and revealed personality differences between essential hypertensive and normotensives on
introversion-extraversion and neuroticism in Indian culture indicating that essential hypertensive were more neurotic and introverted than controls. Females essential hypertensive were more neurotic and introverted when compared to male essential hypertensive.

The personality of an individual is assessed by the effectiveness with which he or she is able to elicit positive reactions from a variety of persons under different circumstances. Hall et al. (1998) described personality as the particular empirical concepts that are a part of the theory of personality employed by the observer. Personality consists concretely of a set of scores or descriptive terms that describe the individual being studied in terms of the variables or dimensions that occupy a central position within that particular theory. Therefore, we can say personality of an individual includes one’s traits, sentiments, aptitudes, emotions, attitudes, moods, perceptions, interests, desires, ambitions and manners. Personality dimensions and educational achievement have significant relationship. Gupta (1971) found significant relationship among neuroticism, extraversion, intelligence and educational attainment of college students. Lopes et al. (2003) explored links between emotional intelligence, measured as a set of abilities, and personality traits, as well as the contribution of both to the perceived quality of one's interpersonal relationships. Both emotional intelligence and personality traits were associated with concurrent self-reports of satisfaction
with social relationships. Individuals scoring highly on the managing emotions subscale of the emotional intelligence test were more likely to report positive relations with others, as well as perceived parental support and less likely to report negative interactions with close friends. These associations remained statistically significant even controlling for significant Big Five personality traits and verbal intelligence. Dorothy (1971) stated that the purpose of the study was to gain empirical knowledge about the relationships between personality traits, level of acculturation and achievement among Mexican American children as a base to determine appropriate strategies to improve school adjustment. The findings were that scores on the personality and achievement measures increased with acculturation; acculturation group differences on locus of control and achievement motivation were obscured by sex differences; an active coping style is related to high achievement in school for males more so than females. Global satisfaction with one's relationships was associated with extraversion, neuroticism, and the ability to manage one's emotions. Srivastava and Madhu (2007) examined the personality factors among primary school children of Varanasi in relation to their cognitive style and found significant difference in field independent and field dependent school students.
Saklofske et al. (2006) explored the associations amongst personality, coping, health locus of control, emotional intelligence and health behaviours of Canadian students. Consistent associations with health behaviours were found for conscientiousness, with the correlation pattern for other measures being more variable. Emotional intelligence, coping and health locus of control scales were inter-correlated, and a scale-level factor analysis suggested the extraction of a super ordinate coping factor. This was found to mediate the relationship between personality and both taking regular exercise and healthy diet strategy. These findings suggest that associations between coping and emotional intelligence, and the ways in which emotional intelligence can act as a coping resource, should be investigated further. Leith (1972) studied the relationship between personality and two conditions of stress and found that stress tended to induce higher scores at all age levels than relaxed conditions. The interaction between treatments, introversion and anxiety has been verified in the two analyses so far carried out. Introverts and anxious subjects have been held to be more susceptible to arousal than extroverts and non-anxious. Any reaction of an individual to intrapsychic and social stimuli would largely be determined by one’s personality. Hence, this variable would be taken into consideration while investigating the phenomenon of examination stress among school children.
Social development is an important aspect of personality development. Chan and Zhang (2012) explored that temperament and personality have been presumed to affect achievement goals based on the hierarchical model of achievement motivation. This research investigated the relationships of temperament dimensions and the Big Five personality traits to achievement goals based on the achievement goal framework among 775 Chinese students. Six of the nine temperament dimensions i.e. activity level-general, flexibility-rigidity and task orientation significantly predicted mastery-approach, mastery-avoidance, performance-approach and performance-avoidance goals. Neuroticism, extroversion and conscientiousness significantly predicted all the above-mentioned four achievement goals; openness and agreeableness significantly predicted the mastery-orientated and performance-oriented achievement goals, respectively. Compared with temperament, personality was the stronger predictor for achievement goals. For a balanced development of personality, one must be able to expose oneself to the social realities of life. Interaction with people around us may give pain or pleasure but it certainly adds to our personality development if taken from a healthy frame of mind. Devi and Mayuri (1999) studied personality development of students and revealed that in general rural young girls performed better on dimensions like competition, enthusiasm,
excitability and tension, where as boys performed better on sensitivity and leadership dimensions. It is interesting to note from the results that age and class of study were significantly and positively related to adaptability, academic performance and boldness only. Socio-economic status of the respondents had relationship only with general ability and social warmth and mother’s education was positively related to children’s creative abilities. In general majority of the selected personal social variables were not found to be significantly related either positively or negatively with various personality dimensions studied. D’Souza et al. (1999) explored that shyness is positively and significantly related with neuroticism scores. Sociability is an art which should be cultivated to grow into effective personality. Some people are more social than others. The whole essence of social development as a part of personality improvement means we are social by nature. One’s emotions, empathy, co-operation, competition, group cohesiveness, are liked by others and it should be the outcome of a healthy personality development. Personality plays a pivotal role in students’ experience of school, playing out its role in the relationships individuals share with peers and teachers, influencing classroom behavior, and contributing to academic achievement. Braden (1995) distinguished three educational applications of personality research. The first is studying the impact of normal variation in personality on outcomes such as motivation, social orientation, and learning. The second
application is the study of abnormality and exceptionality. Educators need
diagnostic tools for identifying individuals requiring special treatment
because of dysfunctional personality, and also for recognition of the
unusually gifted. The third application is facilitating educators’ management
of personality variation.

Everyone has a unique personality. Allport (1964) defined personality
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various degrees of the two above types combined, called an ambivert. One
may have the characteristics of both introversion and extraversion and all the
qualities have their virtues if used in a balanced and mature way at
appropriate place. According to Zeidner et al. (1998) academic performance
depends on the information-processing routines that directly control learning
and comprehension of classroom material, such as focused attention,
working memory, and long term memory retrieval, processes that may be
biased by personality factors, such as dispositional test anxiety. In sum,
students do much more than study, even in the classroom. They manage their learning goals, attempt to cope with academic and interpersonal difficulties, reflect on their own successes and failures, and are motivated to respond disparately to life events and stressors. Personality factors impinge, in varying degrees, on these mental activities that control the student’s well-being, social adjustment and academic attainment.

It is the emerging need of present time to analyse the relationship between personality and stress. Dandapani (2004) expressed the present time as the age of anxiety. Knowledge-explosion, competitions, insecurity, increasing pressures, demands of modernization lead to stress. Everyone combat these stressful events according to his/her personality. Arya (2000) studied effect of personality patterns on achievement of students. Also Joshi (2000) explored the relationship between personality dimensions and academic achievement of students. Whereas Nirmala (1999) studied the interactive effect of personality on task performance of female students. Students need occasion to be baffled, intrigued, perplexed while exploring knowledge and information so as to experience the ecstasy of self-discovery in these stressful conditions. Brown (2000) argues that personality is one of the affective factors that are equally important for explaining differential success among second language learners. While extroversion is associated with risk-taking, introversion is subsumed under the concept of self-esteem.
In addition, Galvan and Fukada (1998) explained that students were unable to participate in class because they were not used to a student-centered class setting. According to Myers (1962), extroverts tend to prefer learning situations that afford interaction, while introverts tend to prefer small groups. A study conducted by Galvan and Fukada (1998) found that students who were outgoing participated more than introverts. The study also determined that participants who self-reported as having passive personalities were least likely to initiate a question or volunteer an answer to a teacher’s question. Additionally, knowledge of personal preferences can help teachers and administrators understand and predict student performance so they can restructure the situation to facilitate more student participation.

According to Barrett and Connot (1986) introvert students are least involved in school activities and have lower academic achievement. As Carskadon (1978) stated that extroverts generally produce more action with fewer thoughts whereas introverts produce numerous thoughts with little action.

Khadi et al. (2000) studied personality traits of rural boys and girls. The research revealed that the boys and girls of 10-13 years, unlike 8-10 and 13-18 years group were high on guilt proneness, individualism and tension, while they were in the low range of morality, self control and social warmth. Significant differences between boys and girls were found in all the three groups of age in nearly fifty percent of the personality traits. The association
of the personality traits among children of 10-13 and 13-18 years age group was quite similar. However a differential pattern was observed in the association of personality traits among boys and girls over three age groups. Lata and Kamal (2001) explored different affects of music on stress and personality traits. They revealed that the anxiety reduction is significantly correlated to introversion. It implies that more a person has introvert personality factor, more he will be benefited by the exposure to music in getting relieved from anxiety. Asthana (2007) assessed alienation among college students of Varanasi and found the significant relationship between their personality and intelligence. The findings indicated that introvert students were more alienated.

Ling (2001) explored the relationship between personality traits of positive mood with examination stress and revealed that examination for university-level admission is a significant stressor among high school students in the republic of china. Among the more important results, at time one confident students reflected more positive moods in coping with examination stress, whereas at time two confident students also reflected positive moods in the absence of distress, in contrast to students with less confidence who experienced greater degrees of distress with respect to social functioning, results indicated that at time one only friends and integration of school activities were significantly related to positive moods, whereas schools
reflected a negative relationship to distressed moods. Family relationship did not exercise an important role at this stage. In addition, self-confidence had no significant relationship to either family or friends, but was significantly related to schools. These findings indicated that highly self-confident students were more likely to participate in school projects or activities, and that greater social integration school resulted in higher self-confidence. However, self-confidence, social functioning, and mood did not affect student examination grades. The failure to predict actual exam performances indicated that other variables such as academic ability were more important than preparatory coping responses or effective social functioning. Competitive, obsessive and aggressive characters remains always in a hurry in the institution, at home or in a restaurant, while others that have different personality traits are easy-going, related, ready to take time off to do little, feel stress differently.

Yadav and Mayuri (2001) found contribution of personality factors to high academic achievement of rural government school children and concluded that factors which helped in high achievement were comprehension, concentration, task orientation, recording, systematic and regular study habits, high self control, high morality, high achievement motivation, low general anxiety, internal orientation. Gawali and Janbandhu (2002) studied prolonged deprivation and personality of adults. It was found that deprived
male adults were more reserved, easily affected by feelings, shy, trusting, group dependent and tense. Non-deprived male adults were outgoing, emotionally stable, assertive, self-sufficient and relaxed. Among the females affected by feelings, sober, shy, tendermined and group dependent characteristics were more prominent, in both the deprived as well non-deprived strength of association measured between personality characteristics and degree of deprivation revealed that some characteristics were strongly and negatively related to degree of deprivation; a few on the other hand showed positive relationships. The other relationships were either moderate or poor.

Kaufman et al. (2008) studied that non-cognitive factors represent a chance to learn more about how to help students succeed in early college experiences. This study examined personality and motivation as predictors of first-quarter grade point average of undergraduates at a Hispanic serving institution. The results provide support for the importance of high levels of conscientiousness, intrinsic motivation, and low levels of extrinsic motivation in first-quarter school success. Clark et al. (2010) explored the relationships between personality and academic motivation of college students. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences; although these trends varied
depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic; depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. The results suggest that students with different personality characteristics have different reasons for pursuing college degrees and different academic priorities.

Komarraju et al. (2009) studied the personality and academic motivation of the college students. A correlation analysis revealed an interesting pattern of significant relationships. Further, regression analyses indicated that conscientiousness and openness explained 17% of the variance in intrinsic motivation; conscientiousness and extraversion explained 13% of the variance in extrinsic motivation; and conscientiousness and agreeableness explained 11% of the variance in motivation. Further, four personality traits (conscientiousness, openness, neuroticism, and agreeableness) explained 14% of the variance in grade point average and intrinsic motivation to accomplish things explained 5% of the variance in grade point average. Finally, conscientiousness emerged as a partial mediator of the relationship between intrinsic motivation to accomplish and grade point average. These results are interpreted within the context of what educators could do to encourage and nurture student motivation and achievement. Kilic and Ebrot (2009)
investigated significance of personality and motivation to determine whether trust is a significant predictor of course achievement in college math courses. The conscientiousness factor correlated significantly with students' final math grades, explaining 6% unique variance in students' grades. Students' trust in their math instructor also correlated significantly with their final math grades, contributing another 6% unique variance to the prediction of students' grades. Students' task value, self-efficacy beliefs, test anxiety, and effort regulation were all significantly correlated with their final math grades, and when these were added in the final prediction model, the significant effects of the conscientiousness factor and student trust on students' grades became non-significant. This showed that students' motivated strategies for learning completely mediated the relationship between students' conscientiousness factor, trust, and their final math grades. The final prediction model explained 48% of the variance in students' grades, in which the significant predictors after controlling for students' gender, math course group, and math class size were students' self-efficacy beliefs, test anxiety, and effort regulation in their math course.

Akhani et al. (2003) explored the personality characteristics and moral judgement of high school students and to examine the strength of association between moral education and moral judgement, moral education and sex differences and moral education and personality characteristics. Mehrotra
(2004) studied difference in personality profile of male and female candidates as revealed by thematic apperception test responses. The results indicated that girls were better equipped with qualities like organizing ability, power of expression, social adaptability, sense of responsibility and determination. Whereas boys were found to be high in effective intelligence, self-confidence and courage.

Laidra et al. (2006) studied personality traits as predictors of academic achievement of school students. Onoyase and Anna (2009) investigated the relationship between personality types and career choice of secondary school students in Nigeria. They found significant relationships between the artistic, social, enterprising and investigative personality types on one hand and career choice on the other. Naz et al. (2011) found that negative reinforcement had multidimensional impacts upon academic performance and personality development of students. Many researchers studied personality in relation to behaviour, achievement and study habits of students. Some of them paid attention towards the study of examination stress in relation to personality dimensions of students.

1.5 ACHIEVEMENT MOTIVATION

Most of us develop a strong urge to assert ourselves to achieve, to get recognition in some shape or form. This has been called motive to achieve or
mastery motive. When a person expects that his performance will be evaluated in relation to some standard of excellence, such behaviour is achievement-oriented. McClelland et al. (1953) indicated after the extensive investigation on achievement motive, that there would be a highly positive and significant correlation between achievement motive and actual achievement. Panda and Jena (2000) defined achievement motivation as an urge to improve or as a psychological factor which provides internal impetus to excellence. Desmukh (2000) considered the positive aspect of achievement motivation as to have a sense of attainment, self-actualization or self-fulfilment. McClelland (1961) had reported the characteristics of a person with a high need-achievement, moderate risk taking, energetic, innovative and action-oriented.

The term achievement motivation has been defined by various psychologists as the tendency to maintain and increase the proficiency of an individual in specific area of work. It is an urge to improve. It implies dissatisfaction with the present state of affairs. Singh (2011) compared the academic achievement motivation of adolescent from aided and non-aided school. Results showed that there is significant difference in academic achievement motivation between aided and non-aided high school boys, there is significant difference in academic achievement motivation between aided and non-aided high school girls and there is no significant difference
in academic achievement motivation between aided and non-aided high school pupils.

Achievement oriented person is the one who sincerely tries to improve the conditions of life for himself. Reber and Emily (2001) explained achievement motivation as a socially characterized need with two critical components, a set of internalized standards that represent personal achievement or fulfillment and a theoretical emerging or motivating condition that impels the person towards attempts to meet these standards. McClelland et al. (1953) after the emotional intelligencer extensive investigation on the achievement motive had indicated that there is a low positive but significant correlation between need achievement and actual achievement. This must be so because a very high need achievement may mean a mere fantasy to achieve, rather than the ability to achieve.

Achievement motivation refers to the behaviour of an individual who strives to accomplish something, to do his best, to excel others in a performance. This involves competition with a particular standard of excellence, of performance that every characteristic of achievement motivation distinguishes it from other motives. The concept of achievement motivation was put forth by Murray, but it is through the hard labour of McClelland and his co-workers that this topic has assumed practical importance in education and other fields.
Murray explained achievement motivation as to accomplish something difficult, to master, manipulate or organise physical objects, human beings or ideas, rapidly and as independently as possible. Need is a hypothetical force which stands for a force in the brain region, a force which organizes perception, apperception, contain an action in such a way as to transform in a certain direction of an existing and unsatisfying situation. Lesser (1964) using the French test of insight as a measure of achievement motivation made two groups of female undergraduates on the basis of their preference for intellectual excellence, or social-domestic excellence. For the intellectual value orientation group, the need-achievement scores increased only under ego-involved conditions to both male and female picture. However, in relating need-achievement of performance at an intellectual task, female scoring is high on need-achievement. The amount of achievement imagery can be increased under certain arousal conditions, these thematic procedures can be used to obtain reliable and valid measure of individual difference in the level of need-achievement. Dorothy (1971) stated that the purpose of the study was to gain empirical knowledge about the relationships between personality traits, level of acculturation, and achievement among Mexican American children as a base to determine appropriate strategies to improve school adjustment. The findings were that scores on the personality and achievement measures increased with acculturation;
acculturation group differences on locus of control and achievement motivation were obscured by sex differences; an active coping style is related to high achievement in school for males more so than females. Rouse (2003) noted the significant impact of the academic environment on motivation among school students. Cuppens (1968) studied motivation and anxiety as determinants of school achievement of students and revealed that over achievers were more highly motivated and anxious than under achievers.

Everyone has an achievement motive to some extent, but some people are consistently more oriented towards achievement than others. Perhaps the most important aspect of a really strong achievement motive is that it makes its possessor very susceptible to appeal that he tries harder. Tripathi and Swarnkar (2008) found significant effect of achievement motivation on creative thinking of school students of Pratapgarh district of Uttar Pradesh. Gupta and Gupta (1970) found that achievement motivation and anxiety of students was negatively correlated. Boys unlike girls have higher achievement motivation and those belonging to the middle socio-economic status have higher achievement motivation than those who come emotionally intelligent from upper or lower socio-economic status group. So interaction of sex and socio-economic status is significant in producing differences in achievement motivation scores. Suman et al. (2007) investigated the level of
achievement motive, anxiety and power motive among scheduled caste. The results revealed that there is no significant difference between achievement motive and anxiety of the subjects. But there was a significant difference in power motive of the subjects.

Most people will put more effort into their work if they are challenged to do better or if some valid reason for exertion is pointed out to them, but the achievement oriented person is likely to outstrip all others in his zeal to improve his performance when he is challenged to do so. The stronger the achievement drive, the greater the probability that an individual will demand more of himself. Joan (1970) explored relationship of achievement motivation with neuroticism and school success. Girls tend to have more favourable school related attitudes, boys tend to have better academic self-image to be socially adjusted and to be less anxious in classroom situation. In all attitude areas brighter children tend to have more positive attitudes and tendency to have more favourable attitudes was found for middle class children in contrast to those from working class home.

Agarwal and Singh (2004) revealed that boys of co-educational institutions were found having more achievement motivation than the students of single sex institutions whereas girls were found having no impact of kind of institutions on the emotional intelligencer achievement motivation. But Kaur (2004) explored significant relationship between achievement motivation of
boys and girls. Achievement motivation is thus a learned motive to compete and strive for success. As almost any activity, from gardening to managing an industrial organization, can be viewed in terms of competition and success versus failure, the need to achieve influences behaviour in a large number of diverse situations, and because it is a learned motive, there are wide differences among individuals with respect to achievement.

Motivation for competence may be more concerned with pleasure at present time but the concerns of achievement motivation are with the future accomplishments. Both achievement motivation and motivation for competence are useful but effort is essential to accomplish both and learning probably comes faster to persons with high achievement motivation than to those with low achievement motivation. Chaudhary (1971) used the thematic apperception test for the assessment of achievement motivation and found girls have higher achievement motivation scores than boys in Punjab. Whereas Desai (1971) who also used the thematic apperception test for the assessment of achievement motivation and found that boys have higher n-achievement than girls in his study of Gujarati sample of secondary school students.

Achievement motivation is developing fast. Various areas in education and psychology are closely related to achievement motivation. Studies conducted by McClelland (1965), Chaudhary (1971) and Desai (1971) explored the
relationship between achievement motivation, sex, social class, intelligence and vocational aspirations. The importance of these studies is that these have paved way for other studies in the field of achievement motivation. Gokulnathan and Mehta (1972) compared achievement motivation in tribal and non-tribal Assamese secondary school adolescents and found girls to have higher need-achievement scores than boys. Krishna and Ansari (1973) studied need achievement and personality factors of students and revealed that high risk takers, high n-Ach group, high anxious, high neurotics, high extraverts and secure group preferred teaching, social welfare, business, administration service, agriculture, and judicial service; whereas teaching, business, agriculture and social welfare were preferred by low risk-takers, low n-Ach group, low anxious, low neurotics, low extraverts and insecure group. Achievement motivation is influenced by a number of diverse factors. Ahmed (1998) investigated achievement motivation differences among adolescent boys and girls of various ordinal birth positions. The investigator found that first-born adolescent whether a boy or a girl have scored higher than the middle or the youngest sibling in emotional intelligence. The eldest adolescent's higher motive to achieve may be due to parents paying more attention and having a higher expectation from him. Mathew and Kunhikrishanan (1995) found relationship between higher need for achievement and level of aspiration among students.

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There are two major views regarding the forces underlying achievement motivation. According to one view, which may be individualistic doctrine of motivation, the real sources of motivation lie within individuals themselves. Factors like intelligence, aptitude, anxiety, self concept, self confidence, optimism, aspiration level etc. pay a determining or decision-making role in the development of achievement motivation. Komaraju et al. (2009) explored the college students completed the five factor inventory and the academic motivation scale, and reported their college grade point average. A correlation analysis revealed an interesting pattern of significant relationships. Further, regression analyses indicated that conscientiousness and openness explained 17% of the variance in intrinsic motivation; conscientiousness and extraversion explained 13% of the variance in extrinsic motivation; and conscientiousness and agreeableness explained 11% of the variance in motivation. Further, four personality traits i.e. conscientiousness, openness, neuroticism, and agreeableness explained 14% of the variance in grade point average; and intrinsic motivation to accomplish things explained 5% of the variance in grade point average. Finally, conscientiousness emerged as a partial mediator of the relationship between intrinsic motivation to accomplish and grade point average. These results are
interpreted within the context of what educators could do to encourage and nurture student motivation and achievement.

Panda and Jeena (2000) investigated that children of service group were found to have significantly better achievement motivation as compared to their counter parts. Also, Krishnamurthy (2001) studied that the educational status of parents have caused significant difference in respect of their achievement in history, academic achievement motivation and attitude of students towards the study of history. There is significant and positive relationship between the achievement in history and their academic achievement motivation. The other real sources of motivation reside in the environmental forces to which the individual becomes exposed in his life. Factors like profession of parents, peculiarities of culture, the actual aims of the school, the school curriculum, urban and rural background etc. are such environmental forces. Srivastava (1974) revealed that the achievement motivation influenced academic achievement of students. Dhiri (1976) explored the relationship among achievement motivation and intelligence of school students. The investigator found a positive relationship between intelligence and achievement motivation. Deshmukh (2000) explored relationship among anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students with high and low self concept. The findings of the study indicated the inverse
relationship between self concept and anxiety. The reason for this may be that the individuals with high self concept feel that they can face the problems of life and a person with high self concept hold high achievement motivation in order to advance himself in all possible walks of life. Kaur (2004) compared achievement motivation of adolescents in relation to their gender and found achievement motivation of girls was greater than achievement motivation of boys.

 Achievement motivation is the tendency to achieve success the strength of which is the product of the motive to achieve success as a constant factor with two variable determinants; strength of the expectancy of success and incentive value of success. The students of our time get more facilities than the previous generation, but the achievement motivation which is the basis of progress in life is reduced to lower grade. Furthermore, the psychologists and educationists who are concerned with predicting the behaviour of the individual need information about their motivational and personological factors because these factors have positive effect on achievement motivation. Parvathi and Rao (1982) administered a problem solving test, need for achievement and expectancy of academic achievement tests on students of the Madras University. They could not found gender difference on variables of problem solving, social desirability, need for achievement and expectancy of academic achievement. It could therefore be considered
that in a co-education set up and in an urban population to which the present sample belongs boys and girls would not differ in problem solving behaviour, social desirability, need for achievement and expectancy of academic achievement. It could be seen that problem solving is positively significantly correlated with social desirability while it is not significantly correlated with need achievement and expectancy of academic achievement. It should therefore be presumed that problem solving is very much conditioned by need achievement positively and significantly related to expectancy of academic achievement. Kaur and Manju (2007) compared the level of achievement motivation, self confidence and assertiveness among adolescent girls of Jaipur district. Results revealed that the urban girls showed greater achievement motivation and assertiveness related responses whereas the rural girls showed greater self confidence related responses.

Achievement motivation is an acquired tendency of an individual which implies action to aspire, strive and achieve in competition with others. It implies need to accomplish something difficult to master, to overcome obstacles and attain a high standard, to rival and surpass others. The concept of achievement motivation refers to the motive to achieve some standard of accomplishment. Jindal and Panda (1982) investigated a correlational study of achievement motivation, anxiety, neuroticism and extraversion of school students in Orissa. They revealed positive relationship in girls between
neuroticism and anxiety but the relationship between anxiety and achievement motivation, extraversion and anxiety are negative but insignificant, whereas, the positive relationship between achievement motivation and extraversion was significant in case of boys.

It is generally assumed that more achievement motivation can be expected from upper-class students. There is a direct link between social status and achievement. Srivastava (1985) explored the relationship between need achievement and job anxiety and revealed role conflict and role ambiguity are positively correlated with job anxiety and negatively with need achievement. Gupta (1986) compared the achievement motivation of the most and the least confident male and female adolescents and revealed that girls are more motivated for achievement than boys. Both, most and the least confident students have the equal level of achievement motivation and there is no significant difference between the achievement motivation of least and most confident boys and girls. But the difference between the boys is nine times greater than difference between the girls. Similarly, it has been postulated that the teachers who are familiar with the dynamics of achievement know that pupils with low level of achievement motivation tend to under-utilize their intelligence and specific abilities whereas pupils with good achievement orientation succeed in exploiting all their assets intellectually for achieving the goals of learning they set for themselves.
Hota and Patel (1995) studied achievement motivation in relation to academic achievement of school students. Student responses to the pictures were recorded with much care according to original instructional manual and found that achievement motivation is positively and significantly related to academic achievement of students. Lekhi and Gurinder (1995) studied relationship between achievement motivation and academic achievement of school students. They found that achievement motivation was positively and significantly correlated with academic achievement. Also, there is significant difference between the academic achievement of students with high achievement motivation and low achievement motivation. Raymond (1993) assessed learning styles and learning strategies of 336 college students. Results suggest both innate predisposition and acquired skills affected learning.

Mehta and Kaur (1996) explored the relationship between achievement motivation and adjustment of female students. They found that girls with high achievement motivation were found to be significantly more adjusted educationally. While discussing the achievement motivation in educational sphere, the family-child relationship, the amount of parent interest, their involvement and attitudes in child’s success in life cannot be ignored. Generally, three types of parental attitudes i.e. acceptance, concentration and avoidance, are associated with the development of the personality of the
child and his achievement motivation. Reddy (1983) used thematic apperception test and self-confidence inventory to measure the level of self confidence and achievement motivation of students. The aggregate marks obtained by each of those students at their last university examinations were taken as a measure of their academic achievement. The results showed a positive linear relationship between self confidence and achievement motivation. Also that self-confidence is positively related to academic achievement. The correlation obtained between achievement motivation and academic achievement has been found to be significant. There is positive correlation in this case because both the measures vary in the same direction. The magnitude of the correlation indicates a small but significant linear relationship between need achievement and academic achievement.

From teachers' point of view, achievement motivation can be taken an active interest of pupils in the areas of learning. Ayishaki (1987) conducted a study on examination anxiety and achievement motivation as predictors of biology achievement of students from Kerala state. The findings of the study indicated that examination anxiety had a significant negative relationship with biology achievement; and achievement motivation has a significant positive relationship with biology achievement at the same level, examination anxiety and achievement motivation were negatively and significantly correlated. It can be concluded that examination anxiety and
achievement motivation acted as predictors of secondary school biology achievement only to a low extent. Sharma and Mehta (1988) investigated the effects of need for achievement upon psychological adjustment and academic achievement of higher secondary science students in Jaipur. The results of the study showed that the subjects having high need for achievement were found to have significantly higher psychological adjustment in comparison to subjects having low need for achievement. There was no significant effect of need for achievement upon social adjustment. The subjects having high need for achievement were found to have significantly higher academic achievement in comparison to subjects having low need for achievement. Patil et al. (1994) examined the influence of achievement motivation on gender role perception of adolescents. It is evident from the results that the adolescents who had high achievement motivation were more liberal in sex role perception. Those who had low achievement motivation were more conservative in sex role perception.

One of the major problems of every teacher is to make his pupils achievement oriented, so that they can make effective use of their intellectual aspects for achieving the academic progress for which they are potentially capable. If this does not happen they become tense, hence come under stress. So the striking need is to explore the relationship between achievement, motivation and stress. People with strong achievement motive
prefer task and skill rather than luck determining the outcome. They seek personal responsibility to have a future time perspective in estimating their chances for success. Regarding students' capacity to cope with stress of examination, it seems important to account for one’s level on the need for achievement. Numerous researches emphasised on relationship of achievement motivation with study habits, behaviour, stress, intelligence level and personality. But no one put emphasis towards study the affect of examination stress in relation to achievement motivation. So the researcher made an attempt to visualize the affect of examination stress in relation to achievement motivation of students.

1.6 SIGNIFICANCE OF THE PROBLEM

The psychologists and educationists have been focusing their research proposals in the area of stress. New demands are imposed by rapid change in the education system; these, in turn, cause stress. Previous studies have suggested that the degree of stress experienced by students is affected by characteristics of education, teachers and the students themselves. They remained mostly in the fields of occupational stress, stressful life events and stress due to some chronic diseases etc. But less attention has been paid to the issue of examination stress, realising the present day need in the area of education where focus is upon mobilizing and directing the inner potentialities of students to cope with difficulties and achieve better. Sahu
and Mishra (1995) explored gender differences in relationship between stress experienced in various areas of life i.e. work-related and society-related stress. For the above reason, the variable of examination stress has been selected for investigation, especially as it exists in relation to one’s cognitive functioning. The other variables selected for the present study are intelligence, personality and achievement motivation. Students react differently with the event of examination. It is yet to be explored whether more intelligent students take the examination as challenge and utilise their maximum energy to do the best. Personality has different traits and any particular trait may help the individuals to react in a specific way for the coming possibilities. Some students want to achieve the standard of excellence in every sphere of life but examination stress plays its role everywhere. It may vary with varying levels of intelligence, personality and achievement motivation. Hence the investigator took the present study to account for the issue of examination stress which has been stated as below:

*Examination Stress in Relation to Intelligence, Personality and Achievement Motivation Among School Children*

1.7 OPERATIONAL DEFINITIONS OF THE TERMS USED

**Examination Stress** : Examination stress is an interaction between the challenge of an examination and resistance opposed to it by an individual.
**Intelligence**: Intelligence in the capacity to think, reason and adjust to the new and changing conditions of life.

**Personality**: Personality is the sum total of all the characteristics which give uniqueness and consistency to the individuality of a person and distinguishes identifiably different from other persons.

**Achievement Motivation**: The tendency of an individual that implies actions to aspire, strive and achieve in the competition with others and with a standard set by himself is termed as achievement motivation.

1.8 OBJECTIVES OF THE STUDY

Keeping in view the significance of the study following objectives were framed:

- To study the examination stress among school children.
- To study the examination stress among school children in relation to their gender.
- To find out the influence of intelligence on the examination stress among school children.
- To study the influence of personality on the examination stress among school children.
- To explore the influence of achievement motivation on the examination stress among school children.
• To know the interactive affect of intelligence and personality on the examination stress among school children.

• To explore the interactive affect of personality and achievement motivation on the examination stress among school children.

• To find out the interactive affect of intelligence and achievement motivation on the examination stress among school children.

• To explore the interactive affect of intelligence, personality and achievement motivation on the examination stress among school children.

1.9 HYPOTHESES

Keeping in view the objectives of the study following hypotheses were formulated:

• There is no significant difference in the examination stress of male and female school children.

• No significant difference exists in the examination stress of school children having high and low intelligence.

• There is no significant difference in the examination stress of extroverts and introverts.

• Examination stress of school children varies with their level of achievement motivation.
• Levels of intelligence and personality have significant interactive effect on the examination stress of school children.

• Levels of personality and levels of achievement motivation have significant interactive effect on the examination stress of school children.

• Interaction of intelligence and achievement motivation have significant effect on the examination stress of school children.

• Levels of intelligence, personality and achievement motivation have significant interactive effect on the examination stress of school children.

1.10 DELIMITATION

The study was delimited to urban students of 10th class only.