



ACADEMIC STRESS IN RELATION TO STUDY HABIT IN HIGHER SECONDARY SCHOOL STUDENTS OF SCHEDULED CASTES

Psychology

Pramod Kumar Verma

Research Scholar, Psychology, Govt. M.L.B Girls College Bhopal

Dr. A.K.S Kushwaha

Professor, Psychology, Govt. M.L.B Girls College Bhopal

ABSTRACT

The present study aims to find out relationship of academic stress with study habit among higher secondary students of scheduled castes. In the present study It is been found that academic stress has negative relationship with study habit among higher secondary students. Understanding the relationship between academic stress and study habit will be helpful for the families of the students, school counsellors and government sector to work on the improvement of the students in schools.

KEYWORDS

Academic stress, Study Habit, scheduled castes

INTRODUCTION:-

Academic stress

Academic stress is defined as the body's response to academic-related demands that exceed students' adaptive abilities. SE Wilks (2008). According to students, the most significant sources of academic stress are taking and studying for exams, competing for grades, and having a lot of material to learn in a short amount of time. Students report experiencing academic stress at regular intervals throughout the semester. Stress is caused by studies, homework, reading comprehension tests, concentration, and other academic competitions. Students are stressed out as a result of the disparity between their social and academic performance, as well as time management for extracurricular activities (Ramadan and Ahmed, (2015). As a result, the definition of achievement motivation is seeking to increase or maintain one's own capacities in all activities where a level of excellence is believed to apply and where the execution of such activities can thus either succeed or fail. Heckhausen, (1967). Stress is a modern phenomenon that affects not only adults but also children and teenagers. Children are stressed in school due to a variety of factors, including the negative consequences of failure. Future life, excessive schoolwork, fierce rivalry, and so on. Academic stress is becoming increasingly common among teenagers (Garcia, 1986). Academic stress has been identified as a troubling ailment in higher education institutions that reduces student and faculty or staff output. Kadapatti and Vijayalaxmi (2012) Academic stress can have an effect on one's personality. Self-control, on the other hand, influences how someone reacts to stress. Students who have more self-control are better able to deal with stressful situations (Galla & Wood, 2015). Stress can have both positive and negative effects. Oduwaiye and co. Stress, which can lead to worry and anxiety, can occur in everyday life. Our world is stressful, but stress is accepted as a normal part of life. (Subramani and Kadiravan 2017).

Study Habit

Methods are strategies and procedures that aid in learning. Some people may spend their entire lives learning without really truly understanding how they learn and how they might improve it because learning is frequently seen as a personal process. Students generally become aware of the need for better study habits when their current study habits are hindering them, don't fit their personalities, or dramatically increase their exam anxiety. Adam Robinson, (1993) "*No one bothered to teach you the most important academic skill: how to learn. Your teachers (and perhaps you) assumed that the ability to learn in a school setting was a natural gift -- either you were born with the knack or you weren't. This belief is entirely wrong. Learning is a natural ability, but learning in school is another matter. If school were structured in a way that better conformed to how you learn naturally, you wouldn't need me or anyone else telling you how to learn.*" According to Asikhia (2010), poor performance of secondary school students in examinations impedes the achievement of secondary school education goals in Nigeria. Poor test and examination performance is caused by students' poor and defective study habits. Previous research in this area indicates that the majority of undergraduate students are unaware of good study habits. They study

in the traditional way, such as memorising without understanding practical application. Lee (2021). The most important predictor of academic performance is study habits, and global research has revealed that study habits affect academic performance Kyauta et al (2017). In this regard, medical students must organise and learn a large amount of information that requires knowledge and the application of study skills Kamoru U, and Ramon OG (2017). Eva et al (2016) Evidence suggests that learners who lack adequate knowledge of study strategies do not achieve effective and stable learning, and thus do not achieve an appropriate level of academic achievement Arora (2016). students with higher academic achievement make greater use of these skills than students with lower academic achievement Rezaie (2017). Bolling (2000), good study habits through planning help students prepare for what is ahead and achieve their academic goals. Thus, a lack of study habits clearly disadvantages students and is one of the primary reasons students require remedial classes, fall behind in coursework, and drop out of school. Developing good study habits reduces students' chances of academic failure and dropping out of college. As a result, Bolling (2000) contends that students who perform well in the majority of their subjects can be considered to have good study habits because they are actively involved in their own learning process, plan continuously, and carefully monitor their progress.

Objectives Of The Study:-

The present study aims to find out the relationship between academic stress and study habits

Among scheduled caste students of higher secondary schools of CBSE board and MP boards

Hypotheses:-

There is no significant relationship between academic stress and study habit among scheduled caste students of higher secondary schools of M.P. Board and CBSE boards

METHODOLOGY:-

The correlation method was used in the current study to investigate the relationship between two variables, namely academic stress and study habit.

Sample

Purposive sampling was used to select 320 scheduled caste students from the Bhopal District of Madhya Pradesh for this study.

Tools used:-

Academic stress scale:-

Dr. Poorva Jain and Mrs. Neelam Dikshit developed the scale in (2016) The test is made up of 28 statements. It is based on a five-point Likert scale, with answers ranging from strongly agree to strongly disagree.

Study Habit Inventory:-

This scale is developed by Dr. B. V. Patel. It consist of 45 statements with five options such as Always, Often, Sometimes, Hardly and Never. The scoring procedure of the inventory is different for each

statement. The following table indicates the scoring procedure of the inventory.

RESULT AND DISCUSSION:-

Table 1.1 correlation matrix of the independent variables, namely, Academic Stress with dependent Variable Study Habits (Home Environment & Planning Reading and Note Taking, Planning of Subjects, Habits of concentration, Preparation for Examination, General Habits & Attitudes, School Environment)

Variables	Y1	X1	X2	X3	X4	X5	X6	X7
Y1	1							
X1	-.187**	1						
X2	-.038	.545**	1					
X3	-.186**	.366**	.478**	1				
X4	-.161**	.231**	.151**	.308**	1			
X5	-.030	-.052	.005	.047	.155**	1		
X6	-.005	.434**	.539**	.235**	.216**	.088	1	
X7	-.067	.341**	.651**	.484**	.228**	-.127*	.590**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Y₁ = Academic Stress, X₁ = Home Environment & Planning X₂ = Reading and Note Taking, X₃ = Planning of Subjects, X₄ = Habits of concentration, X₅ = Preparation for Examination, X₆ = General Habits & Attitudes, X₇ = School Environment

Result table shows Academic stress (Y1) had a negative correlation with the home environment(X1) (r =-.187). which is significant at 0.01 level. Academic stress (Y1) shows negative correlation on reading and notes taking (X2) (r= -.038). further academic stress(Y1) shows negative correlation with planning of subjects (X3)(r =.186) which is significant at 0.01 level. Result table also shows academic stress(Y1) have a negative correlation with study habits of concentration(X4) (r =.161) .further there was negative correlation between academic stress(Y1) and preparation for exams(X5) (r =.030), General habits and attitude(X6) (r =.005), School environment (X7) (r =.067). our results revealed that academic stress is negatively correlated with all the study habits of the students. Our results are concurrent with the study of Rani, U., & Sharma, D.R. (2018). The above results of the Study shows that there is negative relationship between academic stress and study habits which is supported by study of Thanseera (2021). Further our results are supported by various previous studies by Kashif *et al* (2021). Jafari (2019). Andrews P. (2019), Iqbal *et al* (2021).

CONCLUSION

It is concluded that study habits are negatively related to academic stress. It means that if students' study habits are poor, academic stress will increase, and vice versa. Academic stress has a negative correlation with study habits among all students of higher secondary level of M.P. Board and CBSE Board, which means that if academic stress increases, students' performance will suffer. As a result, the current study's findings will assist students' families in better understanding their children. The study will also be useful for school administrations, school counsellors, and various non-governmental organizations (NGOs) working to improve the lives of students in various schools.

REFERENCES

- Arora R. (2016) Academic achievement of adolescents in relation to study habits. *Int J Indian Psychol.*;3(9):48–54.
- Asikhia OA (2010). Students and teachers' perception of the causes of poor academic performance in Ogun State Secondary Schools Nigeria: Implications for counseling for national development. *Eur J. Soc. Sci.* 13(2):229-242.
- Bolling S (2000). The Advantages & Disadvantages of Study Habits for College Students. *New Jessy: Prentice Hall Inc*
- Collins, S.C, Kneale P.E. (2000).Study Skills for Psychology Students: *A Practical Guide.* Hodder Arnold. ISBN: 9780340762189
- De Escobar VM (2011). Good Study Habits and Academic Achievement walk hand in hand.
- Eva KW, Bordage G, Campbell C.(2016)Towards a program of assessment for health professionals: from training into practice. *Adv Health Sci Educ.* 21(4):897–913.
- Galla B. & Wood, J. (2015). Trait self-control predicts adolescents' exposure and reactivity to daily stressful events *Journal of personality.* 83(1),69-83.
- Garcia, D. M. (1986) "The transactional model of stress and coping, its application to young adolescents", Ph.D. Thesis. *University of Denver*, p. 228
- Hashemian M, Hashemian A. (2014) Investigating study habits of library and information sciences students of Isfahan University and Isfahan University of medical sciences. *Iran J Med Educ.*;14(9):751–757.
- Heckhausen, H. (1967). The anatomy of achimenes motivation. *New York: Academic Press.*

- Intervention. *International Journal of Innovative Science and Research Technology.* 4(3).
- Iqbal, S., Akram, M., Mushtaq I., (2021) Relationship between Stress and Educational Performance of University Students: A Correlational Research Study Review of Education, *Administration and Law (REAL)* 4, (4) 805–811
- Jafari H, Aghaei A, Khatony (2019) .A Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. *Adv Med Educ Pract.* 15;10:637-643
- Kadapatti M. G. & Vijayalaxmi, A. H. M. (2012). Stressors of academic stress-a study of preuniversity students. *Indian journal of science Resources.* 3(1), 171-175.
- Kashif, Fatima F; Tahira M; Faiza S (2021), Relationship between academic stress, study habits and academic achievement of undergraduate students of universities. *Gomal University Journal of Research.* 37 (230), 208-222.
- Kyauta AMA, Shariff YA, Garba HS. (2017)The role of guidance and counseling service on academic performance among students of umar suleiman college of education, Gashua, Yobe State, Nigeria. *KIU J Humanities.* 2(2):59–66.
- Lee PT. (2010).View of Asian students' perceptions of their own study habits. <https://so01.tci-thaijo.org/index.php/hbds/article/view/171667/123275>.
- Ramadan, E., & Ahmed, H. (2015). The Effect of Health Education Program on Depression, Anxiety and Stress among Female Nursing Students at Benha university. *IOSR J Nurs Health sci.* 4(3), 49-56.
- Rani, U., & Sharma, D.R. (2018). ACADEMIC STRESS AND TIME MANAGEMENT SKILLS ACORRELATED STUDY.
- Rezaie Looyeh H, Seyed Fazelpour SF, Reza Masoule S, Chehrzad MM, Kazem Nejad Leili E. (2017) The relationship between the study habits and the academic performance of medical sciences students. *J Holistic Nurs Midwifery.*;27(2):65–73.
- Subramani, C., & Kadhavan, S. (2017). Academic stress and mental health among high school students. *Indian Journal of Applied research.* 7(5),404-406.
- Thanseera A., Nasla, K., Thomas, S (2021). Academic stress and study habit among college students. *International Journal of Multidisciplinary Research* 7(3)
- Wilks SE. (2008). Resilience amid academic stress: the moderating impact of social support among social work students. *Adv Soc Work.* 9(2):106–125.