Research Paper Psychology

Effect of Study Habits, Mental Health And Academic Stress on Academic Achievement Among Teacher Trainees

K. Vasanta Rao Research Scholar, Dept. of Psychology, S.V. University, TIRUPATI - 517 502.

S. Viswanatha Reddy Faculty, Dept. of Psychology, S.V. University, TIRUPATI - 517 502.

ABSTRACT

A study was carried out on 400 teacher trainees to find out the effect of study habits, mental health and academic stress on academic achievement among teacher trainees. Mental Health Status inventory developed by Reddy, Study Habits inventory developed by Prabhakar and Scale for Assessing Academic Stress developed by Sinha, Sharma and Mahendra was used to assess the mental health, study habits and academic stress of the teacher trainees. Results revealed that there is significant impact of mental health on study habits and academic stress of prospective teachers.

KEYWORDS

INTRODUCTION

Education is a dynamic process. It has continued to evolve diversify and extend its reach since the dawn of human history. Every country develops its own system of education to express and promote its unique socio cultural identity as well as to meet the challenges of the times. Human being is a precious natural resource. He needs to be cherished, nurtured and developed with tenderness and care. Throughout history, education has been playing vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man power for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self reliance. In essence, education is to be looked upon as a unique investment in the present and the future.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. This desire for high level of achievement puts a lot of pressure on students, teachers and schools and in general on the educational system itself. In the present educational system, success is measured by academic performance or how well a student meets standards set out by the local government and the institution itself. As career competition grows ever-fiercer in the working world, the importance of students doing well has caught the attention of parents, legislators and government departments alike. In the past, academic performance was often measured more by teachers' observations and today's summation, or numerical, method of determining "how well a student is performing" is a fairly recent intervention.

The world is rapidly changing and the modern society expects everyone to be a higher achiever. Academic achievement is one of the determinants of success in the life. It has been considered as a vital factor in life and is the most important goal of education. The term ***academic*** has been derived from the term ***'academy'*** which means a school where special types of instructions are imparted. Theoretically, achievement has two aspects; ***absolute*** and ***relative***. In absolute terms, the marks or grades earned by a pupil or assigned to him by the teacher on the basis of his written or oral of the absolute achievement. ***Achievement*** encompasses student's ability- performance; it is multidimen-sional; it is intricately related to human growth and cognitive, emotional, social and physical development. ***Academic achievement*** refers to knowledge and skills gained from experience and achieved level of expertise or performance in a specific domain. Academic achievement of an individual is an outcome of his mental and physical potential, besides the experiences he has gained in the process of exploration and learning. Academic achievement is considered as a key to judge one's potentialities and capacities. Achievement in education implies one's knowledge, understanding and skills in a specified subject or group of subjects. It is also believed as the progress made by students, after a particular period of training imparted by teachers in the school, college and training colleges. Academic achievement is the core of the entire educational growth. It is the outcome of the instruction provided to children in schools which is determined by the grades or marks secured by the students in the examination. It generally indicates the learning outcomes of the pupil which requires a series of planned and organized experiences. It is the outcome of the instruction provided to the students in educational institute which is determined by the grades or marks secured by the students in the examination. Academic achievement is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child. It plays a very significant role in the attainment of the harmonious development of the child. Academic achievement is considered as a key to judge one's total potentialities and capacities. The terms "*academic achievement*", "*academic performance*" and "*scholastic achievement*" are interchangeable. Performance refers to some method of expressing a student's scholastic standing. It indicates a grade for a course, an average for a group of courses in the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. The scholastic achievement represents the outcome of a complex variety of factors and cannot be traced to the existence of only one personal attribute.

Kohli (1977) defined academic achievement as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations. The definition explains that scholastic achievement, knowledge attained or skills developed in the school subjects appear in the form of marks assigned by teacher. It generally refers to the scholastic achievement of the student at the end of an education programme. Halawah (2006) stated that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher's ratings, class tests and examinations held by the academic in-

stitutions or by the educational boards.

Academic achievement has been playing an important role since formal education decides the level of learning among different students in different subjects of all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this differs also vary from person to person. Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously in the school/college/professional college, great emphasis is placed on achievement right from the beginning of formal education. The educational institute has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The educational institute performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out venues for advancement primarily in terms of achievement.

Over the past few decades, psychologists, educationalists, social workers, school counselors and health professionals as well as educationalists have started giving proper attention to study the factors influence the achievement of the pupils. Study habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise; the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits. Learners learning character is characterized by their study habits. Study habits serve as the vehicle of learning. Generally students take over the study habits from their parents, brothers, sisters and others like friends, neighbors etc., and poor study habits create anxiety and stress in the students. Good study habits make them to give a good performance and promotes sound mind. Classroom teachers should teach students, good study habits and self-management skills together with appropriate self-attribution strategies as their success depends on hard work, proper study habits, utility of the effective time, etc. According to Dictionary of Education (2007), "study habit indicate settled tendency of practice and thought to acquire knowledge and information from the book." Study habit is auto nominally, learned behavior pattern that enable the student to acquire how to study. A good study habit has actually developed a behavior pattern which enables him to sit down and began working on his assignment with a minimum fuss and maximum concentration. Academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehension of such failure or even an awareness of the possibility of such failure. It is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. Stress and tension have become a part and parcel of today's life. The 20th century has been branded as the age of 'stress and anxiety'. Stressful circumstances are encountered everyday and at every stage of human development. Stress is involved in every day's life. Even the primitive people lived with great stress as they had lived with animals in dense forests. Now-a-days advancement in science and technology, these threatening stressful situations might have probably changed now. But even with the present level of progress and advancement, the present day individual is a victim of stress for different reasons. Thus stress cannot be avoided totally in any society. One has to learn to live with it and manage it cope with and if possible to overcome it. Stress influences everyone including children, adolescents, teacher trainees and other professional and non professional students, if even students at one time or the other. It states that academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehension of such failure or even an awareness of the possibility of such failure. It is the product of a combination of academic related demands that exceed the adaptive resources available to an individual.

An adolescent personality continues to develop during the college years. It is a period of transition from dependency to independency. He/she still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases his capacity to make desirable adjustments and to find security and satisfaction. Success of college education depends upon large measures on how each young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social and emotional developments as a result of college experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. In the field of psychology, education and allied sciences; a number of studies have shown that mental health, study habits and academic stress is not only influenced on psychological aspects and it influences on academic aspects the teacher trainees. (Bisht, 1980; Astilla and Watkins, 1986; Hari Krishan, 1992; Singh, 1999; Thathong, 2002; Begum and Phukan, 2005; Nyarko Sampson, 2006; Vyas, 2006; Shannon et al 2008; Gowdhaman and Bala Murugan, 2009; Sahaya Mary and Manorama Samuel, 2011; Fauzia Khurshid, 2012; Aravind Chaudhari, 2013; Raja Shekar, 2013 and Moshahid, 2014). The present study is an attempt to find out the impact of study habits, academic stress and mental health on academic achievement of teacher trainees.

OBJECTIVES:

1. To examine the influence of Study Habits on Academic Achievement among Teacher Trainees.
2. To investigate the influence of Academic Stress on Academic Achievement among Teacher Trainees.
3. To enquire the effect of Mental Health on Academic Achievement among Teacher Trainees.

HYPOTHESES:

1. There would be significant impact of Study Habits on Academic Achievement of Teacher Trainees.
2. There would be significant impact of Academic Stress on Academic Achievement of Teacher Trainees.
3. There would be significant impact of Mental Health on Academic Achievement of Teacher Trainees.

SAMPLE:

The population of the present study comprised of 1200 B.Ed., teacher trainees and the colleges were selected randomly in and around Chittoor, Kurnool, Nellore, Prakasam, Kadapa, Guntur, Krishna and East Godavari districts of Andhra Pradesh. Purposive sampling technique was used. Subjects were divided into male and female teacher trainees from government and private colleges. Out of 1200 subjects 591 were male and 609 were female teacher trainees. From each category 600 teacher trainees from government and 600 from private colleges courses were taken into consideration. Psychological tools namely study habits, academic stress and mental health inventories were administered to subjects and finally 400 teacher trainee students were selected (based on the scores obtained by the subjects, the subjects are divided into high and low groups) for the present investigation and the particulars of the sample were shown in table-1.

Table-1: Distribution of the Sample

Study Habits	Academic Stress				Total
	Low		High		
	Mental Health		Mental Health		
	Poor	Good	Poor	Good	
Poor	55	48	53	44	200
Good	52	57	42	49	200

Total	107	105	95	93	400

Table- II: Means and SDs of Academic Achievement Scores(N=400).

Study Habits		Academic Stress			
		Low		High	
		Mental Health		Mental Health	
		Poor	Good	Poor	Good
Poor	Mean	54.10	52.22	46.12	51.96
	SD	9.55	7.99	10.47	9.50
Good	Mean	51.20	58.12	53.90	55.66
	SD	11.13	10.69	9.00	9.83

Low Academic Stress = 51.89 Poor Mental Health Status = 51.33

High Academic Stress = 53.91Good Mental Health Status = 54.49

Poor Study Habits = 51.10 Good Study Habits = 54.72

Table-II shows that the teacher trainees with good study habits, good mental health and low academic stress have secured the high score {Mean of (54.72+54.49+51.89/3) **53.70**} and the teacher trainees with poor study habits, poor mental health and high academic stress have obtained lower score {Mean of (51.10+51.33+53.91/3) **52.11**} on academic achievement. It would be seen from Table-II that the teacher trainees with good study habits have scored better (M= 54.72) than the teacher trainees with poor study habits (M= 51.10). Teacher trainees with good mental health have scored better (M= 54.49) than the teacher trainees with poor mental health (M= 51.33). Teacher trainees with low academic stress (M= 51.89) have scored better than the teacher trainees with high academic stress (M= 53.91). There are differences between the groups with regard to their achievement. However, in order to test whether there are any significant differences between the groups; the data were further subjected to three way analysis of variance and the results are presented in Table-III.

Table-III: Summary of ANOVA for Academic Achievement Scores (N=400).

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Academic Stress (A)	506.250	1	506.250	6.12 **
Mental Health (B)	846.810	1	846.810	10.25 **
Study Habits (C)	436.810	1	436.810	5.28 *
AXB	9.000	1	9.000	0.10 @
BXC	2079.360	1	2079.360	25.17 **
AXC	519.840	1	519.840	6.29 **
AXBXC	918.090	1	918.090	11.15 **
Within	32378.400	392	82.598	-
Corrected total	37694.560	399	-	-

**Significant at 0.01 level *Significant at 0.05 level @ Not Significant

It would be observed from table-III that the obtained 'F' values for academic stress (F= 6.12, > 0.01), mental health (F= 10.25 > 0.01) and study habits F=5.28 >0.05) of teacher trainees are found to be significant; suggested that there is significant impact of academic stress, mental health and study habits on academic achievement. Similarly, the same findings are observed in case of interaction among the variables {academic stress (A), mental health (B) and study habits (C)} are found to be significant. The interaction 'F' values for (AxB 0.10 @); (BxC 25.17 > 0.01); (AxC 6.29 > 0.01) and the interaction between (AxBxC 11.15 > 0.01). Hence the hypotheses1, 2 and 3 stated that there would be significant impact of academic stress, mental health and study habits on academic achievement of teacher trainees are accepted by the results unwarranted. The finding of the present study corroborated with the earlier findings of Hari Krishan, 1992; Singh, 1999; Thathong, 2002; Anice James and Marice, 2004; Vyas, 2006; Mahapatra, 2007; Gowdhaman and Bala Murugan, 2009; Fauzia Khurshid, 2012; Aravind Chaudhari, 2013; Raja Shekar, 2013; Moshahid, 2014 are supporting the present study.

CONCLUSION:

Academic stress, mental health and study habits are significantly related to academic achievement of teacher trainees. Teacher trainees with low academic stress, good mental health and good study habits are better in their academic achievement than the teacher trainees with high academic stress, poor mental health and poor study habits. There is significant interaction among the variables - academic stress, mental health and study habits with regard to academic achievement of teacher trainees.

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