



ACADEMIC STRESS OF ADOLESCENTS IN RELATION TO STUDY HABITS

Jasvir Kaur*

Assistant Professor

GHG Khalsa College of Education, Gurusar Sadhar, Punjab, India

Navkiran Kaur**

M.Ed Student, GHG Khalsa College of Education, Gurusar Sadhar, Punjab, India

Abstract

The study was conducted to investigate the significance of relationship between academic stress and study habits. The sample of the present study was 200 adolescents. Out of these, 100 were rural adolescents (50 males and 50 females) and 100 were urban adolescents (50 males and 50 females) from Ludhiana district. Bisht Battery of Stress Scales (revised in 2005) by Bisht and Study Habit Inventory (2011) by M.Mukhopadhyay and D.N Sansanwal were used as tools for data collection. The results of the study showed that there exists a significant relationship between the two variables of the study.

INTRODUCTION

Life is really about change. Every day each person faces some kind of challenge big or small. Just deciding what to wear to work or school can be a challenge for some people, while others find the drive to workplace or school the most challenging part of the day. There are decisions to be made and changes that will require adopting plans already made. STRESS is the term used to describe the physical, emotional, cognitive and behavioral responses to events that are appraised as threatening or challenging. There are many different types of stress that students face in schools. Most of these are centered on academic issues. Academic stress among adolescents has been a topic of interest for many years. Adolescent's experiences high stress due to various stressors. When stress is perceived negatively or becomes excessive, it can affect both health and academic performance.

ACADEMIC STRESS

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face

many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic related to the achievement of an academic goal. Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety.

According to Oxford Dictionary of Psychology (2001) : Stress is psychological or physical strain on tension generated by physical, emotional, social, economic or occupational circumstances, events or experiences that are difficult to manage or endure.

According to New Penguin Encyclopedia (2003) Stress arises when certain external circumstances (Stressors) lead to stereotyped non-specific behaviors from a person .Stressors may be physical or psychological but their effect varies from person to person. The stress response physiologically consists of cortical desynchronization and release of stress hormones behavioral symptoms include attention selectivity, memory loss and autonomic activity e.g. sweating.

Causes of Academic Stress

Academic pressure is a significant source of stress for much school students (Hashim, 2003; Olpin, 1997; Tyrrell, 1992). Identified sources of academic-related stress have included fear of falling behind with coursework, finding the motivation to study, time pressures, financial worries, and concern about academic ability (Tyrrell, 1992). Additionally, students report stress over struggling to meet academic standards, time management worries, and concerns over grades (Olpin, 1997). Additionally, these sources may exist easily throughout the span of college student's academic careers and may result in school student's experiencing a great deal of stress during their school career. If prevention efforts are to be developed to assist students in dealing with and avoiding academic-related stress, a greater understanding of the relationship among school students' use of coping strategies, social support, experiences of being parented, and academic-related stress needs to be gained. Causes of stress on students include both positive and negative stress, but we will focus here on the negative causes of stress on students.

Academics: Alphabetically first among the causes of stress on students is academic pressure. Simply tackling more difficult assignments can demand stress management techniques. It might be wise for teachers to introduce students to this stress with an assignment such as a "Causes of Stress on Students Essay". Requiring students to interview older students and educators, as well as research the Internet on the subject, could help them prepare for the stresses of academic challenges.

Dating: Student life throughout high school and college is filled with thinking about dating, dating, trying to date, failing to date, and being dumped. The mating game is filled with estruses, but it also involves distress, and is among the greatest causes of stress on students.

Environment: The school environment itself can be a cause of stress on students. Students moving into secondary education find it challenging to constantly move around to classes. Those matriculating to tertiary education are challenged with leaving home and establishing a new life in new setting. Both can cause stress on students.

Extra Co-curricular: Colleges pressure high school students to engage in extracurricular activities such as choirs, clubs, sports, band, or volunteer work. The presence of these on a student application can go far toward acceptance. Hence in college, extracurricular activities still cause stress on students, once their presence on a job application is also an asset.

Peers: Like dating, peer relationships can provide estruses or distress. As peers apply pressure in regard to dress, behavior, choice of friends or sic, and many other areas of life, that pressure can become a huge presence of stress on students.

Parental Pressure: Finally, students at either level experience stress from parental pressures. Parents want their children to succeed in school. They want to see good grades, but they also want to see success in life's other areas. In their attempts to guide their children, parents can become one of the major causes of stress on students. It is wise for parents and others who work with students to take time to recognize the stresses students face. If they then provide stress management techniques, they will do much to relieve and encourage their students.

Managing Stress:

HEALTHY COPING STRATEGIES:

- Time managements: Across the country agree that time management is a major hurdle for college students. So, fore mostly students should find a balance between course work, major projects, studying and socializing.
- Goals setting: If the goals are realistic, one will have something concrete to work towards and the light at the end of the tunnel can be seen. So, students should make sure that the goals are realistic.
- Priorities: This is another stress management technique that when done correctly will be a help, not a hindrance to stress management, setting priorities helps to keep one on schedule.
- Space to be alone: Everyone needs a few minutes alone, whether to think without interruption or just enjoy the quite.
- Talking about it: Managing your stress can be little less daunting if you have someone to talk it over with.
- A dairy of journals: This may not appeal to everyone and may seems like more work than it's worth to other, but for those who enjoy writing.

- Money management: How to budget your money, spend wisely and pay your bills on time is important on two counts. Firstly it is necessary for your survival and secondly good money management can lower your stress level.
- Laughter: “Laughter is the best medicine”. It’s true, laughter is one of the best stress busters.
- Have a good cry: Big boys and girls do not cry. But a good cry during periods of stress can be a healthy way to bring relief to your anxiety and it might prevent headaches.

STUDY HABITS

Study habits are the sum total of all the habits, determined proposes and enforced practices that the individual has in order to learn. Thus, the study habits of learner means the ability to schedule his time, the plan of his study, the habit of concentration note-taking, mental review, over-learning distributed learning and so on.

In totality study habits means, “the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient etc.” study habit is a corn firmed way of studying and preparing lesson to achieve learning objectives and to get success in future, educational and career plans.

John Locke (1940) has rightly remarked, “Study habit is one of the most important skill that a person can have and if the individual or child has poor study habits he cannot do well in future.”

Garrett (1962) “Habit is a name given to behavior so often repeated as to be automatic”.

Study habit is confirmed way of studying and preparing lesson to achieve learning objectives and to get success in future educational and career plans. Study habits cover nine areas:

1. Comprehensive
2. Concentration
3. Task orientation
4. Study sets
5. Interaction
6. Drilling
7. Supports
8. Recording
9. Language

Factors Affecting Study Habits

There are many factors which may influence the study habit formation like effective studying, reading, observing, attitude toward teachers, school and home environment, mental conflicts, concentration, home assignments, self-confidence, examination system, adequate lightning, proper adjustment etc.

- Comprehension

There are certain specific behaviors with respect to a student’s study behavior which are geared to better comprehension. For example, before reading a lesson intensively the student may try to

catch on what the lesson is about. By doing so he may actually try to relate the materials learned in one subject with these learned in another so that he may subsume the new learning with the previous knowledge.

- Concentration

Concentration is a very important predictor of effective study habits. Some students are capable of concentrating easily and for long time, some others take time to concentrate, but once they concentrate, they can continue for long time, while still some others find it difficult to concentrate at all. Some may read only when they are in a mood to do so. Others may require stimulation through tea, coffee, smoking etc. for concentration.

- Task orientation

If a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. For example, some students study different subjects according to the fixed routine-daily, weekly or monthly. Certain fix the time target for completing certain academic tasks.

- Sets

By study sets we mean the physical and situational characteristics which a student adopts for study. For example, some students read only in the nights, some students learn more when they read lying on the bed, whereas some others may as well sleep if they read lying on the bed.

OBJECTIVES OF THE STUDY

- To study the relationship between academic stress and study habits among adolescents of Ludhiana district.
- To study the relationship between academic stress and study habits among male adolescents.
- To study the relationship between academic stress and study habits among female adolescents.
- To study the relationship between academic stress and study habits among urban adolescents.
- To study the relationship between academic stress and study habits among rural adolescents.

DELIMITATION OF THE STUDY

- Study is delimited to 200 adolescents of Ludhiana district.
- It is restricted to 100 male and 100 female adolescents.
- The study is further restricted to 100 urban and 100 rural adolescents of Ludhiana district.

HYPOTHESES

- There exists no significant relationship between academic stress and study habits among male adolescents.
- There exists no significant relationship between academic stress and study habits among female adolescents.
- There exists no significant relationship between academic stress and study habits among urban adolescents.

- There exists no significant relationship between academic stress and study habits among rural adolescents.

SAMPLE OF THE PRESENT STUDY

The random sampling technique was employed in the present study due to heterogeneous characteristics of the population according to the purpose of study. The criteria of randomization in the sample are met when every individual in the population has the same chance of being chosen for the sample and when selection of one individual or thing has no influence on the choice of another. The sample of the present study was collected from 200 adolescents. Out of these, 100 was rural adolescents (50 males and 50 females) and 100 was urban adolescents (50 males and 50 females) from Ludhiana district.

TOOLS USED

- Bisht Battery of Stress Scales (revised 2005) by Bisht.
- Study Habit Inventory(2011) by M.Mukhopadhyay and D.N Sansanwal.

OPERATIONAL DEFINITIONS:

Academic Stress: According to Bisht (2005) academic stress reflects subject's perception as well as his way of coping with academic events; it reflects subjective feelings of distress or interpersonal perceptual responses; at it consists of the components of (a) Frustration (b) conflicts (c) pressure and (d) anxiety. Scores of Bisht Battery of stress scale will be taken as academic stress in the present study

Study Habits: Study Habits implies a sort of more or less permanent mode or method of studying. In the present study, Study Habits refers to comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording, language etc. as the factors of Study Habits as mentioned by Mukhopadhyaya and Sansanwal (2011) in their Study Habit Inventory. Here the scores obtained by the student in this inventory are taken as his Study Habits in the present study.

ANALYSIS AND INTERPRETATION OF RESULT

Table 1.

Coefficient Of Correlation between Mean Scores of Academic Stress and Study Habits among Male Adolescents of Ludhiana District.

GROUP	N	VARIABLE	r	LEVEL OF SIGNIFICANCE
Male	100	Academic stress/ Study habits	-0.2024	Significance at both levels.

Table 1. shows that coefficient of correlation between mean scores of academic stress and study habits among male adolescents is -0.2024 which is significant at both levels i.e. 0.05 and 0.01. This indicates that there is a significant relationship among male adolescents of Ludhiana district. The negative value of the r indicates that better the study habits, lesser will be the academic stress. Hence hypotheses stating that "There is no significant relationship between mean scores of academic stress and study habits among male adolescents of Ludhiana district" stands rejected.

Table 2.

Coefficient of Correlations in the Mean Scores of Academic Stress and Study Habits Among Female Adolescents of Ludhiana District.

GROUP	N	VARIABLE	r	LEVEL OF SIGNIFICANCE
Female	100	Academic stress/ Study habits	0.5843	Highly Significant.

Table 2. shows that coefficient of correlation in the mean scores of academic stress and study habits is 0.5843. The values in the table indicates that coefficient of correlation in the mean scores of academic stress and study habits among female adolescents is 0.5843 which is highly significant at both levels. This indicates that there is positive relationship between academic stress and study habits among female adolescents. This academic stress may be positive stress i.e eustress which may result in better study habits. Hence hypothesis 2 stating that “There is no significant relationship in the mean scores of academic stress and study habits among female adolescents Ludhiana district” stands rejected.

Table 3.

Coefficient of Correlation in the Mean Scores of Academic Stress And Study Habits among Adolescents of Rural Area

GROUP	N	VARIABLE	r	LEVEL OF SIGNIFICANCE
Rural Significant	100	Academic stress / Study habits	-0.1431	Non

Table 3 shows that coefficient of correlation in the mean scores of academic stress and study habits is -0.1431. which is non-significant at both levels. This indicates that there is no significant relationship among rural adolescents. The negative value of the r indicates that better the study habits, lesser will be the academic stress. Hence hypotheses 3 stating that there is no significant relationship between mean scores of academic stress and study habits among rural adolescents of Ludhiana district stand accepted.

Table 4.

Coefficient Of Correlation in Mean Scores of Academic Stress and Study Habits among Adolescents of Urban Area

GROUP	N	VARIABLE	r	LEVEL OF SIGNIFICANCE
Urban`	100	Academic stress / Study habits	-0.2072	Significant

Table 4 shows that coefficient of correlation in the mean scores of academic stress and study habits is -0.2072 which is significant at both levels. This indicates that there is significant relationship among urban adolescents. The negative value of the r indicates that better the study habits, lesser will be the academic stress. Hence hypotheses 4 stating that there is no significant relationship between academic stress and study habits among urban adolescents of Ludhiana district stands rejected.

EDUCATIONAL IMPLICATIONS

This study is conducted to reveal the effect of academic stress among adolescents in relation to their study habits. Mean scores related to academic stress and study habits are calculated and it is found that adolescents of urban area feel more academic stress. Teacher can help in improvement of academic stress. Family, friends and educators can play important role to reduce academic stress among adolescents. There is significant difference in the mean scores of study habits among adolescents in relation to their gender and locale. Parents can be guided to help in maintaining good study habits which helps to reduce academic stress among adolescents. The present study will help the teacher in evaluating the behaviour of students in the light of their mental health, emotions and to maintain relation between study habits and to reduce academic stress and their children is a matter of concern in today's world. This study has practical implications also. It will give clues to understand the behaviour of adolescents. Thus it can play a pivotal role in nourishing of harmonious, personality of the individual.

References

- Bisht, A.R. (1957). Bisht battery of stress scales, Agra: National Psychological Corporation, Kacheri Ghat.
- Best, W. John (1983) 'Research in Education' Prentice Hall of India Private Limited, New Delhi-110001, Page 55-82.
- C, G. C. (2009). "Stress among college students and its management" *Miracle of teaching*, 8(1), 19-23
- Dr. Mangal, S. K. (2012). *Advanced Educational Psychology*, Tadon Publication, Ludhiana.
- Sohail, N. (2013). Stress and academic performance among medical students". *Journal of the college of physician and surgeons Pakistan*, 23(1), 67-71. Retrieved from <http://www.jcsp.pk/archieve>.