



## RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMIC STRESS OF B.ED TRAINEES

K. Dhanalakshmi<sup>1</sup> & K. V. S. N. Murty,<sup>2</sup> Ph. D.

<sup>1</sup>Ph. D. Research Scholar

<sup>2</sup>Research Guide, Faculty of Education, SCSVMV University.

### Abstract

A study was carried out on 300 B. Ed trainees to find out the effect of study habits and academic stress of B. Ed trainees. Study Habits inventory developed by Prabhakar and Academic stress scale by Abha Rani Bisht was used to assess the study habits and academic stress of B. Ed trainees. Results revealed that there is significant impact of study habits and academic stress of B. Ed trainees.

**Keywords:** Study Habits, Academic Stress, B. Ed Trainees



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### 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.

### Study Habits

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 behaviour 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, neighbours etc., and poor study habits 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 behaviour pattern that enable the student to acquire how to study. A good study habit has actually developed a behaviour pattern which enables him to sit down and began working on his assignment with a minimum fuss and maximum concentration.

### **Stress**

Stress is nothing new to the modern generation. The word stress derives from Latin word ‘stringere’ meaning to draw tight and was used in the 17th century to describe hardship or affection. Stress is like Janus, the Roman god who had two faces looking in opposite directions. Stress is the term often used to describe distress, fatigue and feelings of not being able to cope. It refers both to the circumstances that place physical or psychological demands on an individual and to the emotional reactions experiences in these situations.

### **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.

Many students enter school excited about being in college. When registering, they try to sign up for classes they like and that meet their graduation and financial aid requirements. Once classes start, students map out assignment due dates and do their best to keep up with the work. In practice, however, doing quality work and turning it on time is a challenge that can easily lead to stress, especially when unforeseen events occur.

### **Statement of the Problem**

The problem for the study is titled as follows "Relationship between Study Habits and Academic Stress of B.Ed Trainees".

### **Objectives of the Study**

The following objectives have been set in the present study;

1. To find out the significant difference between male and female B.Ed Trainees in their Study Habits and Academic Stress.
2. To find out the significant difference between rural and urban B.Ed Trainees in their Study Habits and Academic Stress.
3. To find out the significant difference among type of institution B.Ed Trainees in their Study Habits and Academic Stress.

### **Hypotheses of the Study**

The following objectives have been set in the present study;

1. There is no significant difference between male and female B.Ed Trainees in their Study Habits and Academic Stress.
2. There is no significant difference between rural and urban B.Ed Trainees in their Study Habits and Academic Stress.
3. There is no significant difference among type of institution B.Ed Trainees in their Study Habits and Academic Stress.

### **Methods of the Study**

The investigator has adopted the normative survey method of research to find out the relationship between study habits and academic stress of B.Ed trainees studying at the college level.

### **Description of Tools**

To test the hypotheses framed, the following tools have been used;

- ❖ Study Habits inventory developed by Prabhakar.
- ❖ Academic Stress scale by Abha Rani Bisht.

### **Pilot Study**

A pilot study was carried out to know suitability of the time required to administer the test of Study Habits and Academic Stress and to establish the reliability and validity of the tools. So students were selected for the pilot study. The tools were given based on data reliability and validity of the Study Habits questionnaire and Academic Stress questionnaire were calculated for the present study.

### **Establishing Reliability and Validity of the Tools**

- ❖ **Reliability of Study Habits Scale**

In order to establish the reliability of the study habits scale, the split half method was used. The reliability of study habits scale was found to be 0.69. Hence study habits scale is considered as a reliable tool.

❖ **Validity of Study Habits Scale**

The index of validity which is the square root of reliability was found to be 0.77. Hence study habits scale selection for the study was considered to have high validity.

❖ **Reliability of Academic Stress Scale**

In order to establish the reliability of the academic stress scale, the split half method was used. The reliability of academic stress scale was found to be 0.75. Hence academic stress scale is considered as a reliable tool.

❖ **Validity of Academic Stress Scale**

The index of validity which is the square root of reliability was found to be 0.83. Hence academic stress scale selection for the study was considered to have high validity.

**Sample**

The sample of the study was selected in the following manner. A representative sample of B.Ed trainees is collected from six colleges. 300 B.Ed trainees were taken for the study, 100 students were drawn from Government College, 100 from Government Aided and the remaining 100 from Private College. The teacher trainees studying in B.Ed course in the Coimbatore district in Tamil Nadu were chosen as the sample.

**Statistical Techniques**

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data. In the present study the following statistical measures were used:

- ❖ Mean, Standard Deviation, t-test and F-test distribution.

**Major Findings**

Analysis of the data reveals the following findings;

- ❖ Gender shows significant difference on Study Habits and Academic Stress of the B.Ed Trainees.
- ❖ Locality of Institution shows significant difference on the Study Habits and Academic Stress of the B.Ed Trainees.
- ❖ Types of Institution show significant difference on Study Habits and Academic Stress among B.Ed Trainees.

### **Educational Implications**

The findings of the present investigation are important for the improvement in the quality of education, Study habit is auto nominally, learned behaviour pattern that enable the student to acquire how to study. A good study habit has actually developed a behaviour 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 following are some of the major recommendations to improve the relationship between study habits and academic stress of B.Ed trainees. Educators and administrators should bring about awareness among B.Ed trainees to give more importance to study habits and academic stress.

### **Suggestions for Further Study**

1. The study confines only to B.Ed trainees. This can also be extended to TTI Students and secondary school teachers.
2. The sample size is restricted to 500 B.Ed trainees in the present study. Further study can be done by including more number of students.
3. The study can be conducted among Arts, Science and engineering college students also.
4. The present study covers only Coimbatore, similar study may also be extended to other areas.

### **Conclusion**

The purpose of the present investigation was to relationship between study habits and academic stress of B.Ed trainees. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

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