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Research Paper

Academic stress and self efficacy in relation to study habits among adolescents

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ABSTRACT

Human beings are known as the creature of habits which is one of the prominent attributes of character. The term study habit has been used to mean various methods, activities and practices adopted by the adolescence in their schools and studies. Adolescence is the most important period of human life. Every teacher and parent must know about the nature and changes emerging in transition period from childhood to adulthood. They must also know the various problems fraught with developmental characteristics to deal effectively with problems of adolescents. It is also necessary for them to be familiar with casual factor of the problems of adolescents. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society. Today's children are in enigma. Their growth and development are modulated, moderated and determined, disillusioned, disturbed and damped. They are in a real predicament. If these external forces are in tune with their in-built skills and aspirations their growth becomes natural and exciting otherwise it can cause havocs. In a developing country like India, we cannot afford to waste out precious resources, in the name of academic stress. Something needs to be done to save the students from its oppressive grip so as to enable them to function in a congenial environment and deliver the best of their potentialities.

Keywords: *Academic stress, Self-Efficacy, Study habit, Adolescents*

Following are some reviews of related literature for the proposed study:

Studies related to academic stress

Abraham and Tyagi (2013) conducted a study to explore the relationship between academic stress and emotional intelligence of undergraduate students. The data was collected from 300 students studying in Degree colleges affiliated to M.D. University situated in Faridabad district of Haryana. The results revealed that (a) Significant relationship exists between academic stress and emotional intelligence of undergraduate students (b) there is no significant contribution of emotional intelligence in predicting academic stress of undergraduate students.

Khan and Kausar (2013) explored the effect of academic stress on students' performance and the impact of demographic variables like gender, age and educational level. The results

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showed significant effect of academic stress on student's performance. There was a non-significant difference between male and female university students on scores on the Perceived Stress Scale (PSS). A significant difference between junior and senior students was found on the PSS. Academic stress was found to be higher in younger students than older students. There was a non-significant difference on PSS scores among students when stress was measured at the beginning and at the end of the semester.

Deb and Walsh (2010) conducted a cross sectional study on anxiety among high school students in Kolkata and revealed that adolescents from the middle socio- economic group were more anxious than adolescents from both high and low socio- economic groups and also adolescent children of working mothers were found to be more prone to anxiety.

Vamadevappa (2009) in a study revealed that there is a positive and significant relationship between parental involvement and academic stress among the higher secondary students. Good parental involvement leads to higher academic stress. And the stress of girls is less than the boys among the higher parental involvement group.

Studies related to study habit

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.

Aruna (2008) from a study concluded that stress of X class students had significant influence on their study habits. But there was no significant difference between the study habits of boys and girls and their level of stress. The study behaviour of the students was significantly related to their academic stress and adjustment.

Bhatnagar (2007) observed 600 tenth class students of Delhi and found a positive and significant correlation between the academic stress factors and the academic achievement. He also found a significant negative correlation between study habits and academic stress.

Sharma (2007) in a study on achievement of rural girls found that poor study habits were highly associated with higher stress. The level of stress also leads to the academic success.

Studies Related to Self-Efficacy

Linenbrink and Pintrich (2003) conducted a study on the role played by self-efficacy beliefs in student learning and involvement in the classroom and had shown that academic self-efficacy is significantly associated with cognitive engagement, persistence, analytical thinking, academic commitment, achievement, strategy use, students' learning, and susceptibility to negative emotions.

Pajares and Miller (2001) investigated that students who have a developed sense of self-efficacy are well equipped to edify themselves when they have to rely on their own initiative. In nutshell, self-confident individuals perceive situations and extend solutions to any problem they may come across. Individuals who consider them efficacious will persist on hopeless tasks and consider their belief system as the source of their strength.

Silver, Smith, & Greene (2001) conducted a study on "strategies self- efficacy instrument on community college students" and suggested that achievement in community college students was significantly and positively related to Self- efficacy.

Significance of the study

Academic Stress and Academic Self-efficacy is essential in mobilizing the potentialities of the Adolescents to work more efficiently. But increased amount of Academic Stress for a prolonged period will have deleterious effects on the Study Habits and Academic Achievement of the Adolescents. Teachers can understand that Academic Stress has a positive impact on a student's academic achievement and Academic Stress does not always correlate academic achievement negatively. Parents can be made aware of the fact that few related areas of eustress are essential for the better performance of their children. Parents can get to know the level of stress of their children and treat them accordingly. The management of the problem of academic stress requires a study of all dimensions and implications in detail and the plan strategies for prevention of the problem initially at the school level and further manages at the individual level or in a group setting. We need to have school psychologists to handle usual psychological and academic problems in the school. As a preventive measure, the student must undergo stress management programmes especially during the vulnerable periods. They should be made dynamic, having better stress tolerance, problem solving abilities, proper self- 162 evaluation and goal setting. High quality education is essential in developing human potential and maintaining mental health is also equally important. If the educational endeavors are to succeed in deriving optimal benefit from the input, the Academic Self-efficacy of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescents who have emotional and social problems cannot fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of schooling gets spoiled. They become a problem to themselves as well as to the home, school and community. So understanding of Personality problems and adjustment problems of Introvert and Extrovert adolescents is needed to help them to solve their problems. Academic Stress and Self-efficacy beliefs are key constructs that effects Study habits, and Academic achievement of Adolescents. The present study is an attempt in this direction. The study is novel in the area and will be helpful in determining stress level and self-efficacy beliefs of adolescents.

Operational definitions of the terms used

Adolescent

Chronologically, adolescence comes roughly in between the years from 13 to early 19. The onset of adolescence may vary from culture to culture depending upon the socio-economic conditions of the country. Students between age group 13–16 are considered appropriate for the present study.

Study habits

Study Habits pertain to the study techniques in relation to attitude towards teachers, school and home environment, attitude towards education, mental conflicts, concentration, home assignment, self-confidence and examination.

Academic stress

Academic Stress is mental distress with respect to some anticipated frustration associated with academic failure or an awareness of possibility of such failure.

Self-efficacy

Self-efficacy is a person's beliefs or conviction that they can successfully achieve at a designated level on an academic task or attain a specific academic goal.

Aim & objective

The following objectives are formulated for the present study: -

1. To study the relationship between academic stress and study habit among secondary students.
2. To study the relationship between self-efficacy and study habit among secondary students.
3. To study the difference between male and female students at Secondary school level on their study habit.
4. To study the difference between male and female students at Secondary school level on their academic stress.
5. To study the difference between male and female students at Secondary school level on their self-efficacy.

METHODOLOGY

Research Method

Evaluative research technique of Descriptive Research design will be employed. **Population** Students of Private Secondary Schools in Dehradun will constitute the population of the study.

Sample & Sampling techniques

For the present study, 100 students (50 male and 50 female) will constitute the sample. Simple inclusion purposive technique will be adopted to draw the sample.

Tool used for data collection

1. Scale for Assessing Academic Stress (SAAS)

The Scale developed by Sinha, Sharma and Nepal (2001) has been used to measure Academic stress among adolescents. A 30-item self-report measure is designed to assess all probable main pointers of academic stress in terms of their existence or nonexistence. The SAAS measures five independent factors that are five components of academic stress indicating expression of academic stress through various channels: cognitive, affective, physical, social, interpersonal and motivational. All the items under each of the five factors have fairly high loading ranging from 0.60 to 0.85. The subject has to select one out of two alternative responses ‘yes’ and ‘no’ for each item of the scale.

Reliability

The test- re-test reliability of SAAS over the period of one month is 0.88 and split-half reliability is 0.75 indicating adequate reliability of the scale. Internal consistency of the scale is also adequate being in a range of 0.30 and 0.81. When the pattern of distribution of SAAS scores of all the subjects as analyzed, the mean score was 5.06 with standard deviation of 2.78.

Validity

The correlation coefficient of the SAAS is .54 with Academic Anxiety Scale for Children which are statistically significant at .05 level. All the items under each dimension were found to have fairly high factor loading ranging from 0.60 to 0.85 indicating high strength of items in measuring these dimensions. Because of these characteristics, SAAS has adequate content validity.

Scoring of the scale

All yes responses are given 1 point each and summed-up to get a total stress score. High scores on the scale indicate high Academic Stress's index was calculated, which indicated high validity on account of being 0.93.

Interpretation

Table-1: norms of SAAS across grades and gender

Grades	Mean (Males)	Mean (Females)
VIII	**3.80**	**4.75**
IX	**5.12**	**4.86**
X	**5.75**	**5.03**
XI	**5.52**	**4.96**
XII	**5.63**	**4.85**

The stress level vary according to the grades, lower grades having chances of more stress and higher grades having chances of more stress. Similarly, gender also accounted for difference in normal academic stress levels across the grades.

2. Self-Efficacy Scale (General Self-Efficacy Scale (GSE) By Ralf Schwarzer and Matthias Jerusalem, 1993).

This scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaption after experiencing all kinds of stressful life events. This is the belief that one can perform a novel or difficult task or cope with adversity in various domains of human functioning. Self-efficacy facilitates goal setting, effort investments, persistence in face of barriers and recovery from setbacks. It can be regarded as positive resistance resource factor. There are ten items in this scale. Each item refers to successful coping and implies an internal stable attribution of success.

The statements given in the test describe how you might think about in your daily life. Circle the number that best corresponds to how often you did what is described in the statement.
1-Not at all true, 2-Hardly true, 3-Moderately true, 4-Exactly true

The scale is usually self-administered, as part of a more comprehensive questionnaire. It requires 10 minutes on average.

Responses are made on a four-point scale; sum up the responses of all 10 items to yield the final composite score with a range from 10 to 40.

To adapt this scale in Indian setting, it was administered on group of 45Indian 12thgrade students to ascertain the reliability of the tool. The scale was administered on two occasions of interval of one month. The test-retest reliability coefficient was found to be 0.76, which was quite high. Hence, the scale was considered reliable for specified sample.

3. Palsane and Sharma Study Habit Inventory (PSSHI) (1989).

The study Habit inventory constructed and standardized by Palsane and Sharma (1989) was administered with the purpose to assess the study habits of adolescents. The scale has 45 items which is broken up into 8 areas such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health. There are 34 positive items and 11 negative items.

Validity

The inventory, besides having high face validity, has high validity coefficients with external criterion (similar type of study habits inventories) and the highest value being 0.83.

Reliability

The reliability of the inventory is .88 by test-retest method and .56 by split-half method.

Scoring

The positive items have a response choice, given as always or mostly, sometimes and never which carries the scores as 2, 1 & 0. Whereas the negative items have a response choice, given as similar to the positive items but the scoring is done as 0, 1, & 2. The total score is the summation of all the positive and negative items score. The minimum score obtained can be 0 and the maximum can be 90.

Procedure of data collection

To ensure better response, co-operation, genuine interest and personal contact, the investigator will go personally to each school. Principals of these schools will be contacted and their help will be sought for the administration of the tools and collection of data and dates will be fixed for the collection of data. The investigator will try his best to build a report with all respondents. All the set of tests will be given to each student and the instructions will be given to the students so that they can finish up their tests at right time and without facing any problem.

RESULT

1. There is a significant negative relationship between Academic Stress and Study Habits of Adolescents.
2. There is a significant positive relationship between Self-efficacy and Study Habits of Adolescents.
3. There is a significant negative relationship between male and female students at secondary school on their study habit.
4. There is a significant negative relationship between male and female students at secondary school level on their academic stress.
5. There is a significant negative relationship between male and female students at Secondary school level on their self-efficacy.

DISCUSSION

The following conclusions may be drawn on the basis of finding of the present study:

From the findings it may be concluded that the good and bad study habits of male, female and male-female taken altogether are positively correlated to Academic Self-efficacy. Also, present study found a significant difference between good and bad study habits of male, female and the whole sample of adolescents on Academic Self-efficacy. The present study is also supported by (Lee, 2002), who found that study habit as related to academic self-efficacy. Students who have studied well and have planned their study have the confidence to face their academics and eventually perform well. (Charmers, 2001) in a study also found that self-efficacy was related to both academic performance and study habit.

The study revealed that the both male and female adolescents experience similar academic stress irrespective of their gender. It can be concluded that modern time students have taken stress particularly academic stress as an accomplice of life style. There are high academic demands from schools which in turn accumulate stress in students mind. The result is also

supported by (Bartwal and Raj, 2014) in their study that male and female students experienced same amount of academic stress. Similarly, (Bhosale, 2014); (Omonyi and Ogunsanmi, 2012) found no significant difference between male and female on academic stress. However, the levels of stress have also been found to differ for male and female students.

Various study revealed that there is no significant difference on academic self-efficacy of male and female adolescents. (Tenaw and Markos, 2013) reported in a study that both males and females have no significant difference in self-efficacy. (Lent et al., 2005) and (Vogt, Hocevar, & Hagedorn, 2007) have reported that male students have significantly higher self-efficacy than females. On the other hand, there are studies which did not find significant male and female students' differences in self-efficacy. For example, (Vuong, Brown-Welty, and Tracz, 2010) have examined the effects of self-efficacy on academic success of first-generation college sophomore students and did not find significant effect of self-efficacy on male and female students. Similarly, a study conducted in higher education institutions by (Clutts, 2010) indicated nonsignificant male and female students' differences in academic self-efficacy.

The present study revealed that there is a significant negative relationship between Study Habits of male, female and male-female taken together on Academic Stress The study also indicates that there is a significant difference between good and bad study habits of male and female adolescents so far as Academic Stress is concerned. A similar trend is depicted when male and females are taken together. The present study's findings agreed with previous findings of (Aruna, 2008) from a study concluded that stress of X class students had significant influence on their study habits. But, there was no significant difference between the study habits of boys and girls and their level of stress. (Sharma, 2007) in a study on achievement of rural girls found that poor study habits were highly associated with higher stress.

The study also documented that there is significant negative relationship between personality of male, female and male-female taken together on Academic Stress of adolescents. The study also revealed that there is a significant negative relationship between academic achievement of male, female and male-female taken together on academic stress. Also, there is significant difference between high achiever and low achiever male, female and male-female taken together on academic stress. (Bector, 1995) conducted a comparative study of government and public-school children of 9th grade in Chandigarh and reported significant negative correlation between stress and academic achievement. (Malik & Balda, 2006) also found a negative correlation between stress and academic achievement. (Pritchard and Wilson, 2003) reported a correlation between higher stress levels and lower GPA.

CONCLUSION

Students in Secondary school or adolescence are in their second decade of life which is marked by the onset of puberty. Academic Stress is being experienced by all the adolescents irrespective of their gender. If the level of academic stress reduces, the mental wellbeing among adolescents will increase.

Students with high self-efficacy and educational aspirations score academically better as all the three variables namely self-efficacy, educational aspirations and academic achievement are positively correlated with each other.

The results of this study indicate that self-efficacy beliefs are an important variable that contributes to the development of good study habits, better personality and high academic achievement.

Students having good study habits have a stronger sense of self efficacy than students having bad study habits. Our finding shows that there is a positive relationship between study habits and academic self-efficacy, therefore it should be instilled in the minds of the young learners that if they have the confidence in their capabilities, they will surely acquire the ability to manage study related tasks well.

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Conflict of Interest

The author declared no conflict of interest.

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