A Retrospective Exploratory Study of the Study Habit (SH), Learning Stress (LS) and Academic Performance (AP) of School Students Studying in 9th, 10th, 11th and 12th Standard in Selected School of Ramnagar, Uttarakhand

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Abstract: _Background & Objective: Teaching and learning activities are the fundamental activities that have been going on in all the civilizations of the world. The outcome of teaching learning activities leads to conferring academic qualification based on which, a status of a person is determined. There is always an unexplained gap between the learning activity and the academic performance of the students. The present study assessed the study habit of the 9th,10th,11th and 12th students, to determine the students stress related to learning, to describe the academic performance of the students, to examine the correlation between the students – Study habit and academic performance, Learning stress and academic performance, Study habit and learning stress. A quantitative approach and a retrospective exploratory design was used for the study, 30 students from each class were selected for the study with a total of 120 students. The data was collected using a self administered questionnaire of 30 items. The present study result shows that The spearman's correlation was computed to assess the relationship between the study habit and academic performance, study habit and learning stress and leaning stress and academic performance. The results showed that there was positive correlation between study habit and academic performance, in case of 9th (r= 0.061) and the 12th class (r= 0.125). Similarly, the correlation between study habit and learning stress showed a strong positive relationship for all the classes. In consonance with the correlation between the study habit and academic performance, the relationship between learning stress and academic performance showed that there was, positive correlation for the 9th class (r=0.165) and the 12th class (r=0..114). In case of 10th class (r= -0.112) and 11th class (r= -0.405) there was negative correlation._

Keywords: Academic Performance, Barriers to study, Learning Stress, Learning Difficulty, Study Habit

1. Introduction

Education is an activity or process, which intends to modify the behavior of a person from instinctive to human behavior. This maxim of education reveals the innate truth that education aims at discovering aptitudes as well as to progressively prepare man for social activity. The study habit and academic achievement of a student to a large extent culminates into shaping the individual's destiny. [1]

Teaching and learning activities are the fundamental activities that have been going on in all the civilizations of the world. The outcome of teaching learning activities leads to conferring academic qualification based on which, a status of a person is determined. There is always an unexplained gap between the learning activity and the academic performance of the students. Similarly, the students undergo stress during the learning which may adversely affect the academic performance, hence a research study was undertaken to explore. The relationship between study habit (learning habit), learning stress and academic performance. Data on these three variables was collected from the students of 9th, 10th, 11th & 12th classes in the selected school RamnagarNainital district, Uttarakhand.

The fear factor is the reason why students suffer from anxiety, depression, and the following consequences. And the fear not only comes from the school but also from parents, who go to extreme levels to push their children into getting better grades. The best time of the life that students are supposed to enjoy and cherish is the time they are pushed to extreme levels which can be overwhelming for many. [2]

Academic achievement is one of the determinants of success in the life. 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. A study was conducted by N Veena, ShastriShailaja (2016) "stress and academic performance". The objectives of study were to determine the differences between high and low academic performing students, sources of stress and to determine the differences in the sources of stress between boys and girls. The findings of study showed that majority of the student's perceived education as more stressful. [3]

Objectives
The objectives of the study were:
1) To assess the study habit of the 9th,10th,11th and 12th students.
2) To determine the students stress related to learning.

3) To describe the academic performance of the students.
4) To examine the correlation between the students –
    a) Study habit and academic performance.
    b) Learning stress and academic performance.
    c) Study habit and learning stress.

2. Method and Material

A quantitative approach and a retrospective exploratory design was used for the study.

30 students from each class were selected for the study with a total of 120 students. The data was collected using a self administered questionnaire of 30 items. Which had the item relating to study habit and learning stress. The data on academic performance was collected from school records of the find result of the previous year end examination to assess the academic performance.

The study was conducted in the beginning of academic year and therefore the student had to recollect their experiences of study habit and learning stress of the previous class . which means ,the student of the 9th class had to recollect their experience when they were in 8th class and those in the 10th class had recollect their experience when they were in 9th class and fill in their responses to the questionnaire. The same was also applicable to the students of 10th and 11th class.The computed score relating to study habit and learning stress were categorized into 3 levels such as low score, moderate score and high score.

The findings showed that maximum number of students were in the high score category of study habit. The percentage of students ranged between 11(36.7%) and 18(60%). In the low score category the distribution of students ranged between 3 (10%), 10 (33.3%). This finding was also consistent with the distribution of students, in the categories of learning stress score .maximum number of students were in high score category of learning stress, which ranged between 17 (56.7%), to 23(76.7%). The findings on academic performance showed that the students of the 9th class 17 (56.7%) , and students of the 12th class 11(36.7%) were in first division of academic performance. In contrast to this, smallest number of students of the 11th class 2(6.7%) and 10th class 3 (10%) were in first division. In the pass category, maximum number of students were from 11th class 21 (70%) and from10^{th} class 18 (60%).

The spearman's correlation was computed to assess the relationship between the study habit and academic performance, study habit and learning stress and leaning stress and academic performance.

The results showed that there was positive correlation between study habit and academic performance, in case of 9^{th}(r= 0.061) and the 12th class (r= 0.125). Similarly, the correlation between study habit and learning stress showed a strong positive relationship for all the classes. In consonance with the correlation between the study habit and academic performance, the relationship between learning stress and academic performance showed that there was, positive correlation for the 9th class (r=0.165) and the 12th

class (r=0..114). In case of 10th class (r= -0.112) and 11th class (r= -0.405) there was negative correlation.

3. Results

The components of study habit such as core study habit, exam preparation, regularity in studying and barriers to study were computed for the relationship with learning stress. The spearman's correlation between the components of study habit and learning stress showed that for all the classes there was, strong positive correlation and specifically the components, 'barriers to study' showed high degree of positive correlation with learning stress. Based on the finding of the correlation between these variables, it was deduced that the reason for weak positive correlation between study habit and academic performance, in case of 9th and 12th class, and weak negative correlation in case of 10th and 11th class was that, the learning stress was the variable adversely affecting academic performance. The same findings also was applicable to 'barrier to study' and academic performance .Barrier to study was contributing to learning stress. Another important factor associated with learning stress was, 'learning difficulty'. There was strong negative correlation between learning difficulty and learning stress.

The study concluded that learning stress, barriers to study and learning difficulty adversely affect academic performance.

4. Discussion

The purpose of the study was to assess study habits, learning stress and academic performance and to examine the correlation between these three variables.

Regarding the study habits the findings showed that in all the classes of 9th , 10th, 11th and 12th, maximum number of students in the category of high score ranged between 15(50%) – 18 (60%) except for the 12th class 11 (36.7%).

Regarding learning stress score also the number of students in the category of high learning stress score were maximum in number which ranged between 17(56.7%) – 23 (76.7%) . A significant difference in score between the classes was that in 12th class the number of students were the largest 23 (76.7%).

The compatibility in the distribution large number of students for all classes in high score category regarding study habit and learning stress was not prevalent in case of academic performance. As shown in table number4, the number of students, in Pass Division of academic performance were maximum in 10th class 18(60%) and 11th class 21 (70%). In contrast to this maximum number of students of 9^{th}class 17(56.7 %) and 12th class 11 (36.7%) were in First Division .

The spearmencorrelation coefficient value (table number8) showed a strong positive correlation between Study habit and learning stress for 9th , 10th, 11th and 12th classes.

In contrast to this , regarding **Study habit and academic performance** the spearmen correlation value (table number6) showed that , there was weak positive correlation between the two variables in case of 9th and 10th classes and weak negative correlation in case 10th and 11th classes.

The correlation between learning stress and academic performance for all classes also shows that, (Table number7) showed that , there was weak positive correlation B/W the two variables in case of 9th and 12th classes and weak negative correlation in case 10th and 11th classes.

The conceptual framework developed at the initial stage of research process showed the interlinking of the study variables. The findings had been able to establish the links to a certain extent.

5. Conclusion

This study attempted to explore the relationship between study habit, learning stress and academic performance. There was strong positive correlation between study habit and learning stress, learning stress and barriers to study. The findings showed that the study habit and academic performance had weak positive correlation in 9th and 12th classes. But negative correlation in case of 10th and 11th classes. The same findings also was prevalent for learning stress and academic performance. The study concluded that**,** students who were in high score category of study habit ,also had high score in learning stress. Students who were in high score category of barriers to study , were also in high score category of learning stress .Comparison of the score of these 3 variables showed that the determinant of high learning stress in the present study was barriers to study. The learning stress has an influence on academic performance in spite of good study habit and that is due to learning difficulties .The learning difficulties was found to have direct impact on academic performance because, difficulty in learning is a fundamental component of learning stress. High learning stress can reduce the impact of good study habit on academic performance.

6. Implication

- The study findings showed that an important component of learning stress was the barriers experienced by students during the study and due to this academic performance was low. The students need help in overcoming the barriers which arise from one's own practices.
- Nursing education can apply the, findings to reduce learning stress in clinical learning.
- Nurse educators can make use of the finding and promote learning facilities by under taking of explorative studies in learning stress.
- Lastly there is extended and intensive nursing research in the area of study habits, learning stress ,and academic performance ,to develop better teaching ,and better practice in nursing and effective teaching material .This study can be used as reference material for future investigations.

- Nurse educators can focus on learning difficulties of the students and take steps to reduce them, so that the students can perform better.

7. Limitations

The study was confined to small number of students participating in to the study and the samples were chosen from only one school. Hence the study finding cannot be generalized.

8. Recommendation

- The study can be replicated on a large sample of the intermediate schools students at several schools to generalize the study.
- Similar studies can be conducted in the field of nursing education
- Studies involving learning stress and learning style can be undertaken.
- Large scale studies using standardized tools on study habit, learning stress and academic performance can be made.
- A study can be done on factors affecting class room learning.
- More study details on learning stress and coping strategies adopted by students can be conducted.
- A longitudinal study could carried out to determine the study habits, learning stress and formative evaluation.
- Study can be conducted factors on determinants the study habit and learning stress.

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