

“Effect of study habits on the Academic stress Levels of B.Ed. Students”

Bablu Singh¹

Dr. Yatender Pal²

¹Research Scholar, Manglaytan University Aligarh

^{2*}Asso. Professor Manglayatan University Aligarh

Abstract

Study habits show the high and low affective and directional methods of studying. the study habit of individual student cover all the studying behaviour and academic stresses. In this shows the reading method, note taking style, styles of examination preparation. What type write in the examinations. In the study researcher make a self-made tool for analysis. population of 512 B.Ed. students were select through simple random sampling technique. And data find that the significance of correlation between the study habit and academic achievement of male bed students is 0.50 and female Bed. Students 0.47. it may be concluded that study habits of Bed. Students were positively related to academic stresses. Overall it may be concluded that male and female B. ed. students had significant relationship.

INTRODUCTION

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids, and direct experience. This will help you learn the content easily and remember. It for a long time, students should collect notes on the subject in the classroom, opportunities should utilized time management must be done. This will help the students to better academic achievement.

Academic achievement influence the student's concept by telling him how other judges him and how rates himself in relation to others. They also affect the amount of time and energy he can spend on social activities and this will how sociable he becomes. Symonas (1960) indicated many ways in which Academic Achievement influenced. He reports that marks earned in the examination make a tremendous difference to a student. Marks influence his estimate of himself, serve as a sign to him that he was liked or disliked, and determined whether he has to remain with classmates or instead to become (what he considers) an outcast and forced to join a group of strange students in another class marks indicate success or failure and they determine promotion, indicate the probability of future success and influence his parent's attitude toward him. Marks help to determine whether a student thought of himself as successful, smart or as successful, smart or as a failure, an outcast, stupid or a nitwit.

THE CONCEPT OF ACADEMIC STRESS.

Allport has been described the concept as the concept is something of which we are immediately aware. we think of it as the warm, central private region of our life. as such it plays a crucial part in our consciousness in our personality and in our organism. Thus it is some kind of core in our being. primarily it is justifiable to specify the term academic and achievement before discussing the academic stress so it is essential to define first. academic then achievement and in last academic stress as follows. Academic Encyclopedia of Webster (1970) explained that academic is an adjective which means heaving to do with school or college, theoretical rather than practical.

Academic Achievement “high” or “low” takes into consideration mainly socio and economic status of the family. in most democratic societies it has been observed that families differ from one another not only in terms of culture but also in life style, dwelling materialistic possession, occupation and education. Different families thus belong to different strata-from high to low. Individuals belonging to high socio -economic status are known as “high” Academic Achievement.

THE CONCEPT OF STUDY HABITS

Concept of study habit play an important role in student's life. Having good habits will lead very effective life while bad ones may lead to failure. Habits make a disciplined life, habits are extremely useful and it would be impossible to run on lives without them. Habits make a routine activities in a student life and make a free up minds to capable of concentrating on higher level activities. Even from educational point of view, study habits play's an important role for students to achieve better and higher goal.

OBJECTIVES OF THE STUDY

The following objectives were formulated to pursue in the present study:

1. To access & compare various types of Academic stress of B.Ed. students.
2. To measure & compare the various types of Academic stress of B.Ed. students in relation to high & low study Habits,

5.0 HYPOTHESIS OF THE STUDY

The Hypothesis are formulated according to the above objectives of the study as follows,

1. There is no significant difference among the mean score of various type of Academic stress of B.Ed. Students.
2. There is no significant difference between the various types of Academic Achievement of B.Ed. Students in relation to high and low study Habits,

6.0 DELIMITATIONS OF THE STUDY

The present study was delimited in terms of the following:

1. This study is limited to independent variables namely, Study Habits, Study Involvement, and learning Styles, and some selected social variables.
2. This study is limited to sample size of 512 B.Ed. Students of CCS University Meerut.
3. The present study is covered the students of B.Ed. class only.

SIGNIFICANCE OF THE STUDY

The present research will be significant for B.Ed. Students or teacher educators for help them their students and guide them to achieve good study habits. This type of study habits motivate to teachers to plan their students to encourage students to develop regularity in their study habits..

REVIEW OF THE RELATED LITERATURE

A summary of the recognized authorities and of previous research provides evidence that the researcher is acquainted with what is already known and what is still unknown and untested. Some selected review are as;

Pandey Laxmi and Pal B.K. (2023) The aim of the study relationship between various learning styles and study habits and their impact on academic success. Objective of the study to compare the study habits of male and female and learning styles of adolescent students. 200 students selected randomly from govt and private schools. study habit inventory by Mukhopadhyay and D.N. sansanwal method was used. the mean of boys 18.94 s d 3.61 and female mean 21.04 s d 4.24 and d f of both 198 t value=2.08 respectively so that there is no significant differences in study habit of boys and girls. This shows boys have good study habit then the girl's students.

Rebeck Lalrinpuui et. al. (2023) aim of this study, to find the learning styles of college students. with an objective to find out the learning styles of bed students of institute of advanced studies in education. (IASE). Descriptive survey method was used to select for data collection and simple percentage method use for data analyzing. Population used regular bed student of IASE Aizawl Mizoram. 110 B.Ed. students select as the population (50 male and 60 female) investigator used o'brien learning channel of learning style. Finding from data interpretation show the kinesthetic learning style most common for bed students of IASE. this result show the bed students have good experiential and they learn best by direct involvement.

Shivani and Chandan Yogesh (2023) researcher study on to empty on AR application on the academic achievement of senior school students on the base augmented reality application has a significant positive effect with academic success of science students of class 9 and X groups used the equality and randomly divide in control and experimental group of 48 students and apply self 42 constructed science based achievement test apply on both groups and find academic achievement experimental group data as. N=14 mean=.728 and Sd=2.16 and control group data as. N= 14 mean 2.00 and Sd=2.48 and positive value=2.16 and find the significant levels is 0.005 levels. after conclusion of result justified augmented reality application helps students increase academic achievement.

L. Nonglait Welbirthstone and B. Latthima Gareet explore a study with the purpose was to check the study habit of student-teachers in relation to his academic achievement. The main objective of this study to find out the significant relation in the male and female student-teacher academic achievement. Descriptive research design methodology used in study and population 300 student teachers drawn for this study. As Tool study habit inventory made by Mukhopadhyay and Sansanwal used. the study habit mean=165.91 sd=22.12 academic achievement mean =829.19 sd=78.16 and df=134 r value -0.283 data show no relationship between study habit and academic achievement of male and female student teachers. Jhoselle Tus Francis Rayo et. Al. (2020) investigated the relationship between senior high school students study habits and academic success and the level of performance of class 11 students and significant relationship between study habit and academic performance. Researcher used the descriptive correlation method and used palasame and sharma inventory for data collection. total 216 students used for analysis. And data find that the mean between 0.73 to 1.49 respectively. This is average level and academic performance mean between .91 to 1.26 this is a average and result showed the study habits and performance is average and success to the students improve the study habits.

HYPOTHESIS EVALUATION FOR SOCIAL VARIABLES

H2; 2 There is significant difference between the various types of Academic Achievement of B.Ed. Students in relation to high and low study Habits,

H0 There is no significant difference between the various types of Academic Achievement of B.Ed. Students in relation to high and low study Habits.

S.N.	Dimensions	High Study Habits			Low Study Habits			t-value	Result
		N	M	SD	N	M	SD		
1.	Educational Psychology	291	15.48	1.34	221	13.83	1.31	13.95	Sig
2.	Technology of Teaching	291	14.64	1.81	221	11.91	1.62	17.87	Sig
3.	Teaching Methodology	291	16.57	1.53	221	14.94	1.49	12.14	Sig
4.	Theory of Education	291	12.95	1.62	221	11.25	1.36	12.91	Sig
5.	Problem of Education	291	11.70	1.59	221	10.38	1.41	10.00	Sig
Overall		291	71.34	3.83	221	62.31	2.96	30.10	Sig

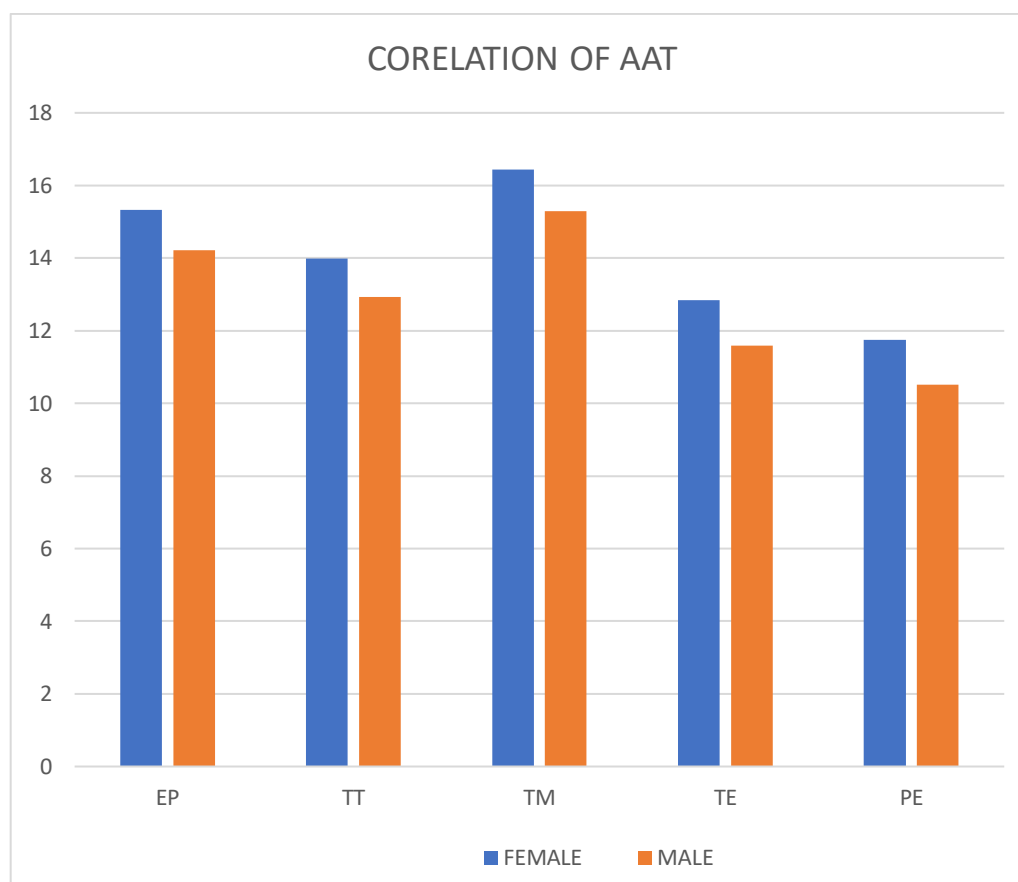
As is evident from above table 4.4 that the T-VALUE for all five components are significant along with overall Academic Achievement Test for both level of confidence $P=.05$ and $P=.01$ with D.F.= 510 due to having more value in comparison to concerned table VALUE.

H3; 3. There is significant difference between the various types of Academic Achievement of B.Ed. Students in relation to male and female,

H0; 3. There is no significant difference between the various types of Academic stress of B.Ed. Students in relation to male and female,

S.N.	dimensions	N	Female B.Ed. Students		Male B.Ed. Students		t-value	Result
			M	SD	M	SD		
1.	Educational Psychology	256	15.33	1.43	14.21	1.47	8.73	Sig
2.	Technology of Teaching	256	13.99	2.14	12.93	2.12	5.60	Sig
3.	Teaching Methodology	256	16.43	1.64	15.30	1.60	7.88	Sig
4.	Theory of Education	256	12.84	1.61	11.59	1.63	8.71	Sig
5.	Problem of Education	256	11.74	1.59	10.52	1.48	8.95	Sig
overall		256	70.32	4.97	64.56	4.79	13.36	sig

As is evident from below tables 5.7 that the T-VALUE for all five dimensions and overall Academic Achievement test is found to be significant for the level of confidence $P=.05$ with D.F. = 510 due to having more value in comparison to concerned table VALUE.



CONCLUSIONS

The present researcher reached certain conclusions related to already framed hypothesis against each objective of the study in the perceiving chapter. We may be expected our conclusions or main finding in the form of objectives and hypothesis of this study are given below;

1. Study revealed that dimension of academic achievement test were differing to each other and all dimensions influenced the academic achievement test.
2. Study revealed that high and low study habit students were differing to each other on all five dimensions of academic achievement test which exposes that these dimensions of the test are influenced by study habit variable of students of teacher's education institutes/college. study also covered by overall mean score that academic achievement of high and study habits students was observed highly favourable as compared to their counterparts low study habits student's.
3. Study revealed that high and study habits students were differing to each other on all five dimensions of academic achievement test which expose that these dimensions of the test are influenced by learning style variable of students of teacher's education institute/college. Study also discovered on the basis of overall mean score that academic achievement of high learning styles students was observed highly favourable as compared to their counterpart low learning styles students.

GENERALIZATIONS

1. Academic achievement of all five fields namely- (1) Educational Psychology (2) teaching of technology (3) Teaching Methodology (4) Theory of education (5) Problem of Education and influenced by (1) Study Habits, (2) Learning styles, (3) Study Involvement (4) sex (5) Stream, variables of students of teacher education school/institutions.
2. Academic achievement of only four fields namely- (1) Technology of Teaching (2) Teaching Methodology (3) Theory of Education, and (4) problem of Education are influenced by Locality variable of students of teacher education colleges/institutions.
3. Education are influenced by Nature of College/institutions variable of students of teacher education school/institutions.
4. Academic achievement of educational psychology and problem of education are not influence only by locality and nature of school/institution variable of students of teacher education school/institutions respectively.

5. B.Ed. Students of high level group of study habits were found due to the contribution of 4 dimensions out of seven dimensions viz. (1) reading and note taking, (2) planning of subject, (3) habit of concentration, and (4) general habits and attitudes study habits. These dimensions play a significant and effective role in improving the level of students.

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