

STUDY HABITS AND STRESS AMONG HIGH SCHOOL STUDENTS

Thesis submitted in

Partial fulfilment of the

Degree of Master of Science (M.sc)

BY

PRAGATI SHUKLA

20PHD015

Supervisor

S. RAJKUMARI

ASSISTANT PROFESSOR

DEPARTMENT OF HUMAN DEVELOPMENT

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER

EDUCATION FOR WOMEN COIMBATORE – 641043, INDIA

MAY, 2022

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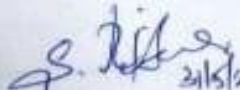
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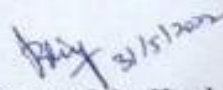
DEPARTMENT OF HUMAN DEVELOPMENT

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MAY, 2022


21/5/2022
Signature of the Supervisor


31/5/2022
**Signature of the Head
of the Department (i/o)**

DECLARATION

I, PRAGATI SHUKLA hereby declare that the matter embodied in the thesis titled "Study Habits and Stress among High School Students" the result of investigation carried out by me under the Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

Pragati Shukla

Signature of the candidate

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“Gratitude is not only greatest of virtues, but the parent of all others”

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Introduction

INTRODUCTION

Study habits are the behaviours used when preparing for tests or learning academic material. Study habit is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Study habits can be described as effective or ineffective depending upon whether or not they serve the students well.

According to Good's dictionary of education, Study habits are defined as those techniques such as summarizing, note taking, outlining or locating materials which learners employ to assist themselves in the efficient learning of the materials which is at hand. The term "Study habits" implies a sort of more or less permanent method of studying. "Study habits are the tendency of students to study when the opportunities are given.

Study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students.

Good study skills can increase your confidence, competence, and self-esteem. They can also reduce anxiety about tests and deadlines. By developing effective study skills, you may be able to cut down on the

Numbers of hours spend studying, leaving more time for other things in your life.

Study habits are usually defined as students' ability to manage time and other resource to complete an academic task successfully. 'Study habit' is the amount and kind of studying routines which the student is used during regular period of study occurred in a conducive environment. Crede & Kuneel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment. Study habits are commonly referred to as regular patterns in approaching study tasks. These patterns are made up of a combination of one or more individual tactics or techniques such as note taking (Wade, Trathen & Schraw 1990). When these techniques aroused deliberately in particular study situations, they are called study strategies. A study strategy and in turn study habit, is a direct sequence of activities applied by the learner to a set of information rather than a single random event (Kail & bisanz, 1982). Study habits typically denotes degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is conducive to studying.

Study habits is how one studies. That is, the habits which students form during their school years. Study habits help students make their studies easier to understand and make their learning experience comfortable and enjoyable. Study habit is one of the greatest students or learning factors that hugely influences students' academic achievements.

Study habits and improving one's study habits is the key to better studying. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find himself working more efficiently and experiencing lesser stress in the process.

Effective study habits create a more efficient academic environment. Planning your study schedule as a student in advance and faithfully sticking to it saves time. When students have good study habits, they tend to be less stressed. Students who are anxious on exam day are typically the procrastinators who come unprepared. Study habit through planning helps students prepare for what is ahead, and accomplish their academic goals. Thus, lack of study habits clearly puts students at a disadvantage, and is one of the main reasons students need remedial classes, fall behind in coursework and drop out of school. Developing good study habits drastically lowers students' risk of academic struggles, and failure to complete a college degree. Students who tend to perform high across most of their subjects can be considered to have good study habits by being actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete. study habits that are crucial to all students' success. Study habits are commonly known as the usual behavior or habitual practices by a person in order to study and learn effectively. Study habits help students make their studies easier to understand and make their learning experience comfortable and enjoyable. Having good study habits are important for a student because it will help them to improve their academic learning and skills. Some students may have ineffective and inefficient study habits which may cause them learning problems and get frustrated. The success or failure of a student depends upon numerous factors such as his ability, intelligence and study habits. Among these, study habits are of utmost importance in deciding the success of any individual. Husain (2000) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly

active behavior over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time to studying.

Study habits were also noted to affect performance of students. In the study in Nigeria, study habits' subscales of teacher consultation was the most influential while time allocation was the least influential to students' academic performance. This is supported by the Skills-deficit Model where it is believed that students with ineffective study habits have higher levels of test anxiety and poor performance in test (Numan & Hasan, 2017). Moreover, it has been argued that effective study habits are highly essential in order to avoid academic failure and ensure success in academic performance (Gettinger & Seibert, 2002). These highlights the effect of ineffective study habits towards academic performance of students.

Study habit is the pattern of behavior taken by students that serves as the vehicle for learning (Crede & Kuncel, 2008). The students' study habits is a great factor in attaining excellent academic performance; however, teachers perceive students nowadays to have poor study habits (Descargar & Cardona, 2016). Similar results were also found in the study of Mendezabal (2013) where students were not found to have favorable study habits.

Study habits or strategies students utilize to learn include coming to class on time, and paying attention, taking good notes, completing homework on time, and reading the study material in advance. Students need to develop strong study habits as suggested by Nonis and Hudson (2010). The quantity of time spent studying has an effect on the performance but this influence is moderated by the study habits students use.

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps you avoid danger or meet a deadline.

Stress is what you feel when you are worried or uncomfortable about something. This worry in your mind can make your body feel bad. You may feel angry, frustrated, scared, or afraid — which can give you a stomach-ache or a headache. Stress is a response to pressure or threat. Under stress we may feel tense, nervous, or on edge. The stress response is physical, too. Stress triggers a surge of a hormone called adrenaline that temporarily affects the nervous system.

Factors: -

1. Fear of failure

Kids who've struggled in school might come to high school with a history of setbacks. Past failures can make the demands of high school feel even greater.

2. Tougher academics and more responsibilities

The academic demands increase with every year of high school. Even if kids made great strides in middle school, they know the work will get more challenging. At the same time, they have to speak up more for what they need, or self-advocate.

3. Social pressures

Social situations can also be a source of stress for teens. They might feel pressure to fit in, to be popular, and to have a lot of friends — whether these are real friends or not. And as teens get more independent, they may find themselves in new and even risky situations where they need to make tough choices.

4. Uncertainty about the future

In high school, kids have to start thinking about what kind of career they want to pursue. They also have to choose a path: college, work, vocational training. Kids with IEPs will go through a formal process to plan that transition. But that alone may not lessen the stress.

5. Concerns about college

Just thinking about college can be stressful for kids who learn and think differently. But the process of getting in has its own stressors. These include college entrance exams, filling out applications, and choosing a school.

High school can bring a whole new level of stress for kids who learn and think differently. More work and thoughts of life after high school can loom large for teens.

Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons. The reaction is based on your perception of an event or situation. If you view a situation negatively, you will likely feel distressed—overwhelmed, oppressed, or out of control.

Stress is a normal universal human experience and a routine part of human lives. It is a normal reaction to difficult situations or an uncertain environment, but becomes a problem when environmental demands exceed a person's adaptive capacity to cope. These environmental demands are seen as a threat to the well-being of a person when they are not certain about their physical, emotional, and psychological ability to deal with the events. Stress is the physical reaction of the human body that prepares an individual to meet life's threatening situations.

Stress may be viewed as an individual's reaction to any change that requires an adjustment or response, which can be physical, mental, or emotional. Stress and its manifestations such as anxiety, depression, and burnout syndrome are commonly found in professionals. University curriculum-based academic activities create more stress compared to primary education. The reason may be that in university education, students are going through a transitional phase from adolescence to adulthood. Over these academic years, they try hard to adapt to university life and overcome challenges. In addition to this, they are trying to become financially and emotionally independent (not dependent on their families).

Today, many situations or events that do not require a physical response trigger stress response, including intellectual, social and recreational ones. These external situations or events are called stressors. Stress is not pressure from the outside but the way human beings react to what are going on around them. School systems cram students with a tremendous amount of homework, which they usually have to complete spending their evenings, weekends and most of the vacations. Unable to find enough time of their own, students often lose interest in studies and under perform. They often feel stress by being asked to do too much in too little a time. Teenage depression or growing up tensions adds to the academic pressures. If unable to adapt to the transition and change, students often carry enormous amount of anxiety, negative personal traits and suffer from massive attention problems. When 'effortless' learning does not take place, these students lose confidence, motivation and interest, and they create more stress.

Stress is generally defined as the body's nonspecific response or reaction to demands made on it, or to disturbing events in the environment (Rosenham and Seligman, 1989; Selye, 1974). It is a process by which we perceive and cope with environmental threats and challenges (Myers and Health, 2005). Personal and environmental events that cause stress are known as stressors (Lazarus, 1990). Therefore, stress is simply defined as emotional

disturbances or changes caused by stressors. Stress which promotes and facilitates learning is called good stress. An optimal level of stress can enhance learning ability (Kaplan and Saddock, 2000). On the other hand, stress which inhibits and suppresses learning is called bad stress. The bad stress must be prevented and avoided (Linn and Zeppa, 1984). It is noteworthy that the same stressors may be perceived differently by different students, depending on their cultural background, personality traits, experience and coping skills (Kaufman, et al., 1996). Stress can also be defined as, any change in the body's equilibrium. Any negative stress is also known as distress. Distress occurs when while performing a task or throughout a day to day activity tension builds up, there is no longer any fun in it and there seems to be no relief. This may lead to poor decision making. The general characteristics of the person in distress are, over-aroused, tense, unable to relax, touchy, easily upset, irritable, easily startled, nervy, jumpy, fidgety and intolerant of interruption or delay. As mentioned earlier, excessive stress results in increased prevalence of psychological problems like depression, anxiety, substance abuse and suicide ideation (Bansal and Bhave, 2006; Arria, et al., 2009).

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Examination stress is the feeling of anxiety or apprehension over one's performance in the exams. It can lead to students being unable to perform to the best of their abilities in exams. Academic stress is the major source of stress among adolescents and it may lead to low self-esteem. Many psychological problems such as depression and suicide occur as a result of low self-esteem (Nikitha, et al, 2014).

Auerbach and Grambling (1998) regard stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being. However, stress is perceived in different ways and may mean different thing to different individuals. It is perceived as events or situations that cause individuals to feel tension, pressure, or negative emotions including anxiety and anger. Moreover, other people define stress as the response to existing situations, which includes physiological changes (increased heart rate, and muscle tension), emotional and behavioural changes (Bernstein, et al 2008). Stress is always regarded as a psychological process that involves an individual's personal interpretation and response to any threatening event. It is important to note that stress can have both positive and negative effects on people. It means that stress may be a normal, adaptive reaction to threat. Its role is to signal

and prepare individuals to take defensive action. Take for instance, fear of things that present realistic threats motivates individuals to deal with them or avoid them. Most psychologists assert that moderate stress motivates individuals to achieve and fuels creativity, although stress may hinder individuals from performance on difficult tasks (Auerbach & Grambling 1998). Auerbach and Grambling (1998) argue that stress can lead to serious problems if it is not managed effectively. Moreover, when a person is exposed to chronic stress, she or he is likely to experience both physical illness (including heart disease), and mental illness (e.g., anxiety disorders). The field of Health Psychology focuses in part, on how stress affects bodily functioning and on how people can use stress management techniques to prevent or minimize disease (Grambling and Auerbach 1998). Stress can be imposed on an individual by unusual physical conditions such as excessive heat or cold, illness, deprivation of oxygen, or exposure to strong light. Standing at attention a long time, climbing a mountain, or continuous immersion in water can also place strong demands for adaptation on the individual.

Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance (Lazarus & Cohen, 1977). However, they differ from the degree of severity and duration of stress; what is stressful for an individual may not be a stressor for another. For example, missing some lectures may be stressful for the higher secondary students, but may not be stressful for another student depending on his or her degree of expectations. Taking his final exam or sitting in rush hour traffic is not equivalent to being attacked by an angry lion, where high arousal could facilitate fighting or fleeing. Catastrophic events, major life changes, and daily hassles are regarded as major categories of stressors that create demands to which people must adjust. Auerbach and Grambling (1998) view catastrophes as an unexpected life-threatening calamity or disaster that cause individuals to be unable to cope with it. For instance, wars, floods, hurricanes, fires, earthquakes, sexual assaults and tornadoes are common catastrophes. Major life changes (e.g., losing a job, divorce, illness, death of a spouse or family member, and imprisonment) can be regarded as stressful situations for every adult. Most stress people experience in their everyday lives is caused by daily hassles. Daily hassles can also be viewed as the irritations, pressures, and annoyances that might not be significant stressors by themselves but whose cumulative effects can be significant. This can be related to individuals' jobs, every day living circumstances and personal relationships (Bernstein et al., 2008)

Williams maintains that we must attend to the social, physical, and psychological needs of teenagers to prevent the possible negative effects of adolescent stress on health and academic performance. The adolescents go through a period of physical, physiological psychological and social change due to puberty, moreover, school going adolescents are expected to adapt to these changes and improve their academic performance to meet the targets set by the parents and teachers. The long hours of schooling, with less scope for; play, sports, recreation, socialization, hobbies and travel, is causing more stress among school children. Stress is a state of mental or emotional strain and anxiety caused by the actions of others, situations and tasks which demand a performance beyond a person's capability.

It has been argued that an individual can have possibly anxious thoughts, difficulty to concentrate or remember because of being stressed. Stress can lead also to change in people's behaviours, such as nail biting, heavy breathing, teeth clenching and hand wringing. When people are stressed, they may feel cold hands and feet, butterflies in stomach, and sometimes-increased heart rate, which all are regarded as common physiological effects of stress, which can be connected to emotion of anxiety (Auerbach & Gramling, 1998). Physical and psychological responses to stress generally occur together, principally when stressors become more intense. However, one category of stress responses can influence other responses. For instance, mild chest pain may lead to the psychological stress response of worrying about getting a heart attack. Physical responses can be when a person escapes from a terrible accident or some other frightening events, he or she will experience rapid breathing, increased heart beating, sweating, and even shaking little later. These reactions are part of a general pattern known as the fight-or-flight syndrome. The psychological responses to stress can appear as changes in emotions, thoughts (cognition), and behaviours (Bernstein et al., 2008).

Stress does not affect all people equally, but stress can lead to illness and negative experiences. Coping with stress is therefore an important factor, it affects whether and how people search for medical care and social support and how they believe the advice of the professionals (Passer & Smith 2007). The transactional model of Stress and coping (Lazarus & Cohen, 1977), is an approach for evaluating the coping processes of stressful situations. Stressful situations are viewed as the transactions between an individual and the environment. However, the external stressors play an important role in these transactions. Two important types of appraisal characterize these transactions: appraisal of the stressor by the person, and appraisal of the stressor in terms of social and cultural resources available to

the person. The first appraisal known also as primary appraisal is resulting from a person examining or appraising the potential threat when facing a stressor. The primary appraisal is described as an individual evaluation of major effects of an event, as stressful, positive, controllable, and challenging or irrelevant. The second appraisal is the assessment of the available resources and options available to a person in order to cope with the actual stressor. It is an appropriate action taking by a person to find a solution (Cohen, 1984)

The definition of academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education. There is studying, homework, tests, labs, reading, and quizzes. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities. Academic stress is especially hard on school students who are often living away from home for the first time. Teachers expect work to be completed on time. Students may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work. Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon (Keinan & Perlberg 1986). Keinan and Perlberg (1986) argue that the feelings of frustration, anxiety, and depression are among the potential consequences of high degree of stress. Mckean et al. (2000) maintain that stressors alone do not produce anxiety, depression or tensions. Instead, the interaction between stressors and the person's perception and the reaction to these stressors cause stress.

Environmental stress occurs as a result of environmental stimuli or demands apprehended by a person that are exceeding his or her ability to deal with them (Shirom, 1986). Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996).

Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Abouserie,

1994). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Murphy & Archer, 1996). The pressure to perform well in the examination or test and time allocated makes academic environment very stressful (Erkutlu & Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003)

Hence, the present investigation was planned with the following objective:

Primary Objectives:

- To assess the study habits and level of stress among the High school students.
- To assess the association between study habit and stress among the samples.

Secondary Objectives:

- To determine the factors influencing socio – demographic variable on study habit and stress.

Scope of the study: -

The short-term effects of a stress on students and study habits include unfinished tasks, forgotten responsibilities. Long-term effects are seen more in the physical symptoms such as depressions, over thinking attitude develop and mental problem aeries day by day. The excessive stress leads to, mental health damage, and other health problems. Hence it is vital to find out the level of stress and there study habits among high school students.

RATIONALE OF THE STUDY.

The present era is well known as the age of stress and anxiety. Stress is affecting almost each and every individual irrespective of age, class, sex, race, caste, religion etc. Some individual may experience more stress while others may not.

Student's life is full of uncertainly, anxiety and pressure. While, a certain amount of stress motivates them to get things done or to be successful, undergoing too much of stress can affect one cognitively, educationally as well as socially and emotionally. This can also affect

their study habits as they may not be able to concentrate for a long period of time and can hinder their academic performance.

When students experience distress, they tend to feel overwhelmed and their life become out of control with too much pressure fear, panic, and concern about how terrible they are feeling.

Hence, the present study “Study Habit and Stress among High School Students” tries to associate both the study habits and stress.

Methodology

METHODOLOGY

The methodology adopted for “Study Habit and Stress among High School Students”, consisted of following steps:

- A. Selection of the Area
- B. Selection of the Samples
- C. Selection of the Tools
- D. Administration of the Scale
- E. Conduct of the Study
- F. Statically analysis and interpretation

A. SELECTION OF THE AREA

The selection of the area for the present study will be Coimbatore, Tamil Nadu. The study will be conducted in online mode (Google forms). The random sampling technique was adopted for the conduct of the study. The target group of this study is high school students studying 9th standard to 12th standard the study has focused on the study habit and stress level high school students in the age group of 13-19 years.

B. SELECTION OF THE SAMPLE

The term sampling means the selection of a part of a group or an entirely with the sole aim of collecting complete information is used to determine the feature of the entire population, is known as a sampling.

A finite part of the population or a subset of a set of sampling units, selected by some process usually by deliberate selection with the object of investigating the properties of the parent population or set is called a sample.

The sample was selected schools and a sampling method where a statistical population of the subset has equal probability of being chosen. All the students have an equal and independent chance of being selected.

For conduct of the current study 103 High School Students were selected from the age group of and 13-19 years.

Ethical clearance: -

As a matter of ethics the students were informed about the research through a simple written consent form. The sample was thus allowed to make a voluntary participation in the study. The application form explaining the design and the protocols used in the research study was also subjected to Institutional Human Ethical Committees (IHEC) and was approved for the same with the approval member.

C. SELECTION OF TOOLS

During research process any instrument used to collect information consistent with the objectives of the study is known as research tool or research instrument. The success of any research work is largely dependent upon the tools which are used by the investigator for data collection. The tools selected for the present study are explained below.

A simple random sampling technique was used to select the respondents. In order to gather valid data from the respondents (secondary school students), a close ended standardised questionnaire was used for the purpose of the study. The respondents were visited in their respective schools. The questionnaires used for the study is as follows:

1. Socio-demographic profile questionnaire

A simple questionnaire to acquire the general and personal information from the selected students. The tool consists of few questions which questions are regarding their age, gender, educational qualification, religion, area of residence. Etc.,

2. Student's Stress Scale by Dr. Zaki Akhtar

The standardised questionnaire provided with point scaling system i.e., the questionnaire came along with five options which indicated the intensity of the occurrence dealt with in question. These options are scored from one to five starting from never so that a large sum shown is the higher occurrence of the stressor. The preliminary form of the questionnaire had a total of 51 items ranging from Always, Often, Sometimes, Rarely, and Never. By doing item analysis 51 items were found to be of good discrimination value.

3. Study habits and attitudes Scale by Dr.C.P.Mathur

This is meant to measure the Study Habit and Attitude of students. The test is suitable for use with both the sexes. In this test we use two questionnaires. First test is based on interpretation of the study techniques, habits and attitude (Excellent, Very Good, Good, Satisfactory, Poor, Very Poor, and Extremely Poor) and contains 60 items. A high score on this test indicates high order of correct study habit and proper attitudes, which a low score shows poor study techniques. This test contains 60 items seeking responses in 'Yes' doubtful and 'No'.

D. ADMINISTRATION OF THE SCALE

A Google form is a tool that lets collecting data from users via a personalized survey. The information is then collected and automatically associated with a spreadsheet. The spreadsheet is populated with the survey. The forms service has undertaken several updates over the years. New features includes , but are not restricted to, menu search, the shuffle of questions for randomized order, limiting responses to once per person, shorter URLs, custom themes, automatically generating answer suggestions when creating forms, and an "Upload file" option for users answering questions that require them to share content or files from their computer or Google drive.

PRINCIPLE AND MECHANICS OF SCORING

The Student stress inventory scale is a five-point scale viz., 'Always, Often, Sometime, Rarely, Never'. The scale can be scored easily with reference to the scores obtained for each item separately. Each item has four alternative answers. The value marks given for each choice are: -

For Positive Questions: - Always-5, Often-4, Sometime-3, Rarely-2, Never-1

For Negative Questions: - Always-1, Often-2, Sometime-3, Rarely-4, Never-5

Student study habits and attitudes is a three-point scale viz., 'Yes, Sometimes, No'. The scale can be scored easily with reference to the score obtained for each item separately. Each item has three alternative answers. The value marks given for each choice are depend upon question means in this questionnaire we use "TSHA" stencil and there is 60 items seeking responses in 'Yes', 'Sometimes' and 'No'.

Reponses are obtained on a separate answer sheet and the test booklet can be used over and again.

So, we have to do our calculation according to this format in this format wherever showed tick sign we have to give 1 marks only for Yes and No and for sometimes 0 marks.

E. CONDUCT OF THE STUDY: -

The study was conducted in phase with the prime objective of assessing study habit and stress among high school students. The phase of study as follows:

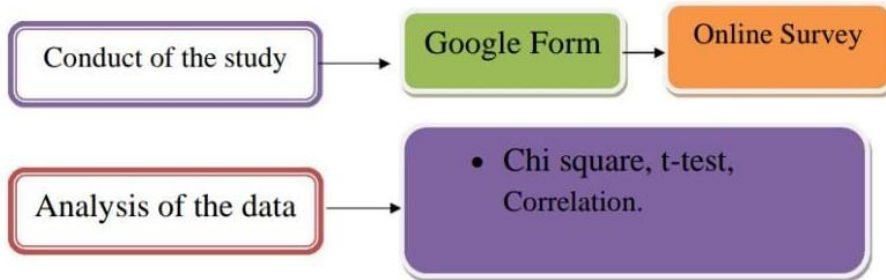
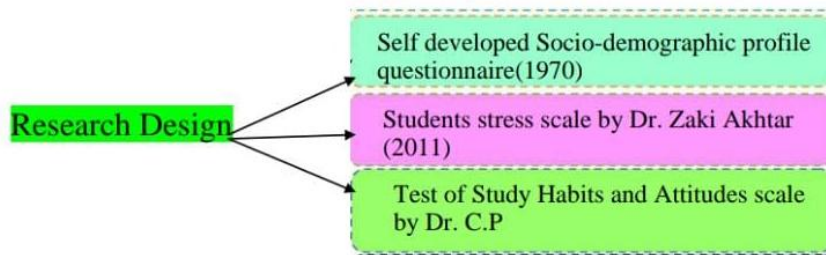
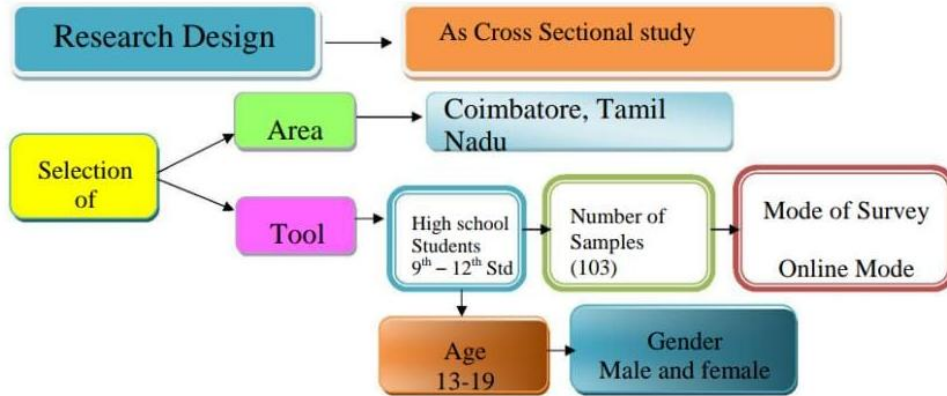
PHASE- DATA COLLECTION

Google forms were made with the question of stress and study habit attitude assessment questionnaires. Google forms were sent to 103 people from different schools were asked to fill the forms. The consent was also taken from the people to use their data in the study with the help of questions through Google form.

F. STATISTICAL ANALYSIS AND INTERPRETATION

The data thus collected were checked for its ambiguity and were consolidated and tabulated. After the transcription of data is over, they are summarized and arranged in compact form for further analysis. Frequency, Percentage, and chi square, t- test and correlation were used to derive the results.

METHODOLOGY



Reviews of Literature

Review of Literature

Review of related literature presents the comprehensive development of the problem background. It indicates what has already been studied by others which has a bearing upon the present study. The review of related literature stresses two aspects. The first is the consideration of the subject matter and the second is related to methodology and design. The review chapter is devoted to the development of the problem statement or the object of inquiry. The review is utilized to retain a direct relevancy to the study in hand.

Need for Review: -

Review of related literature provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problem. It helps in invoking comparative data useful in the interpretation of results. The researcher has made a careful review of literature pertaining to the problem in order to provide a background for the development of the study. In this chapter the studies made in India and abroad related to the study are discussed.

Importance of Review of Related Literature:-

Review of literature related to the problem is essential in order to determine three things:

- 1) Whether already existing studies are similar to what the problem we to undertake.
- 2) Whether existing research provides guidance or sheds further light on the problem
- 3) Whether existing research provides a point of departure or a platform upon which the new research can be built.

Thanseera. MK, et al (2021) conducted a study on “Academic stress and study habit among college students,” In the present study, study Habits refers to comprehension, concentration, task Orientation, study sets, interaction, drilling, supports, recording, language etc. as the actors of Study Habits as mentioned by Mukhopadhyaya and Sansanwal (2011) in their Study Habit Inventory. The study was conducted to find out the relationship between academic stress and Study habits among college students. The sample of the present Study was 40 college students out of which 8 were boys and 32 were girls. Bisht Battery of Stress Scales (revised in 2005) by Bisht Study Habit Inventory (2011) by M.Mukhopadhyay and D.N Sansanwal Were used as tools for data collection. The results of the Study shows that

there is no significant relationship between academic stress and study habits among college students.

Sinmileoluwa, et al (2020), studied about “Implications of Stress and Study Habits on Academic Outcome of Undergraduate Nursing Students in Selected Universities in South-West, Nigeria,” This study determined the implications of stress and study habit on the academic outcome of undergraduate nursing students. Findings from the study show that nursing students (who are the future nurses), face considerable levels of physical, psychological and mental stress during the course of their training, which in turn affects their academic performance. There is also no significant association between studying habits and academic outcome of the undergraduate nursing students (p . Value > 0.005). It is therefore important to identify stressors among such students and equip them with and/or provide appropriate coping mechanisms that can help the students adjust to stressful situations, and in turn emerge as excellent health care professionals.

Dr. Andrews P. Maquiling (2019), conducted a study on “Students’ Academic Stress and Study Habits: Basis for Academic Intervention, “survey study determines the academic stress and habits of students from different universities in the Kingdom of Bahrain during the academic year 2017-2018, the findings of which were the bases of academic intervention. The results showed that the level of academic stress among the respondents with regards to sex, college enrolled, marital status, and employment status is all interpreted “oftentimes”. The study skills and habits of the respondents have been displaying fairly good in study skills and habits though not as always. The level of academic stress when classified as to sex, marital status, and employment status is statistically not significant. The level of academic stress experience by the respondents varies as to what college they enrolled. There is no difference on the level of study skills and habits of the respondents regardless of the aforementioned categories. There is a difference on the level of study habits and skills when the respondents are classified as to college enrolled. There is a negative linear relationship between the academic stress and study skills and habits. Hence, if the academic stress is low there is a tendency that the study skills and habits is high.

The impact of stress on students in secondary school and higher education Michaela C. Pascoe (2019) published online Students in secondary and tertiary education settings face a wide range of ongoing stressors related to academic demands. Previous research indicates that academic-related stress can reduce academic achievement, decrease motivation and

increase the risk of school dropout. The longer-term impacts, which include reduced likelihood of sustainable employment, cost Governments billions of dollars each year. This narrative review presents the most recent research concerning the impact of academic-related stress, including discussion of the impact on students' learning capacity and academic performance, mental health problems, such as depression and anxiety, sleep disturbances and substance use.

Reddy et al. (2018) in their study concludes that stream wise difference in stress does exist in students. It is important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. To identify the main reason of stress is the key to deal with it. Professionals can develop tailor made strategies to deal with stress. The integrated well-being of the students is important not only for the individual but for the institute as well.

Subramani and Kadiravan (2017) revealed the link between academic stress and mental health among students. He endorsed that academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the student's way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform constructively in the academic forums. They also propounded that student from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio-economic background and lack of exposure. This is one of the reasons for the escalation of stress.

Ebele Uju F. Olofu Paul A.(2017) conducted a study on "Study habit and its impact on secondary school students" Study habits is how one studies. That is, the habits which students form during their school years. Without good study habits, a student cannot succeed. Thus, this study investigated the impact of study habits on secondary school students' academic performance in the Federal Capital Territory, Abuja. The study was guided by one null hypothesis. The study adopted a descriptive survey research design as its

plan. The sample of the study constituted of 1050 senior secondary school students drawn from the Federal Capital Territory, Abuja. The instrument used for data collection was questionnaire. Chi-square was used for data analysis. The finding of the study revealed that there is significant relationship between study habits and students' academic performance. It was recommended that teachers and school guidance counselors should collaboratively guide students on how to develop good study habits; thereby enhancing their academic success.

Bahrami et al (2011) found a significant and negative relationship between studying and depression. In term of gender, Drozd, Robinson and Saarnio (1994) found that depressive symptoms lower academic performance in both males and females, but females are more likely to exhibit those symptoms. In contrast, Kumaravelan and Selvaraju (2015) found that there is no significant difference in mental health between male and female students. Some studies that were found were specifically on test anxiety and academic stress, rather than general depression, anxiety and stress. For instance, a study by Lawrence (2014) revealed that there was no significant relationship between study habits and test anxiety of higher secondary students. However, Kaur and Kaur (2016) found that there is a significant relationship between academic stress and study habits suggesting that academic stress might affect study habits and vice versa. An adequate amount of stress is beneficial as Sohail (2013) stated that an optimal level of stress enhances learning while excess of stress can cause health problems. To summarize, a systematic and good study habit is known to be beneficial to mental health. It can suppress the symptoms of depression, anxiety and stress among individuals.

Effects of stress on students' physical and mental health and academic success **Nilani L. Shankar (2016)** Stress affect students in multiple ways. This article provides a conceptual overview of the direct (e.g., psychoneuroimmunology, endocrine) and indirect (health behavior) pathways through which stress affects physical health, the psychological effects of stress on mental health, and the cognitive effects of stress (e.g., attention, concentration) on academic success. We review relevant literature highlighting these links and suggest directions for future research and interventions.

Kaur, Navkiran Kaur (2015), studied the topic "Study of Academic Stress and Study Habits among Adolescents with Respect to Locale and Gender, the study was conducted to investigate the significant difference between academic stress and study habits among adolescents with respect to gender and locale. The results of the study showed that there

exists significant mean difference of academic stress of male and female adolescents in regard to their locale at both the levels of significance. There exists no significant mean difference in academic stress of male and female adolescents at both levels of significance. It is further observed that mean scores of study habits among female adolescents are more than the mean scores of male adolescents. Mean scores of study habits of adolescents of rural area are more than the mean scores of adolescents of urban area.

Asiah Omar et al 2015) implying that there is bidirectional relationship between these variables. Besides that, it was revealed that a certain amount of expenditure was needed for stress release, but a high one did not relieve stress (Hama, 2001). Most literatures indicated the propensity for females to be emerged in compulsive buying is much higher than males (Hu & Jasper, 2004; Ergin, 2010; Ramprabha, 2017). It is because compared to men which shop for motives and satisfaction, women are said to find happiness and pleasure during shopping (Sharma & Uniyal, 2017). On top of that, older female respondents are showed to more likely engaging in emotion-focused consumption coping behaviours whereas older men would engage in problem-focused consumption coping behaviours (Mathur, Moschis & Lee, 1999; Bani-Rshaid & Alghraibeh, 2017). The predominance of women has been confirmed but two general population surveys found no significant differences between genders (Koran et al., 2006; Mueller et al., 2010)

Kaur (2014) acknowledged that mental health of teenagers gets affected due to the academic stress. Girls with academic stress were found to have poor mental health as compared to the boys. This was accounted on the study that parents at times put pressure and strain on students that leads to deteriorated mental health. Bataineh (2013) in his study measured the academic stressors experienced by students at university. The result of the analyses showed that there is an unreasonable academic overload, not enough time to study due to the vast course content being covered, high family expectations and low motivation levels are some of the reasons for the stress. Fear of failure is also the prime reason for stress. There was no significant difference found amongst the students from different of specializations.

Bilge et al (2014) conducted a study on “Factors Affecting Burnout and School Engagement among High School Students: Study Habits, Self- Efficacy Beliefs, and Academic Success” The research methods included the Personal Information Form comprising items about students' demographic characteristics, the Maslach Burnout Inventory-Student Form, the Utrecht School Engagement Scale, the Study Habits Inventory, and the Scale for Self-

Efficacy Expectations among Adolescents. The data were analyzed with multivariate analysis of variance. The results suggested that students with low self-efficacy beliefs had higher burnout levels. In addition, students with inadequate study skills and those with low self-efficacy beliefs were at higher risk of losing their beliefs. Another finding was that students with high academic success also had high self-efficacy. Unexpectedly, students with inadequate study skills and low self-efficacy beliefs were found to have high self-efficacy. Students with adequate study skills and high self-efficacy beliefs also had high school engagement levels. The study findings were discussed in relation to the literature and interpreted. Based on the interpretations, recommendations were made to school counselors and researchers.

Khan and Kausar (2013) concluded that stress definitely impacts the academic performance in a negative way though no significant difference was found as per the gender. The difference was evident between junior and senior students. Stress, for sure, affects the ability to study efficiently and managing the time. Studying regularly is important, this helps reduce the academic pressure and helps them fulfill their goals.

Rajasekar (2013). Impact of academic stress among the management students of AMET university – An analysis. The study examined the impact of academic stress among the management students. Stress management encompasses techniques to equip a person with effective coping mechanisms for dealing with psychological stress. Students have different expectations, goals and values that they want to fulfill, which is only possible if they are integrated with that of the institution. The objective of the study is to find out the present level of stress, sources of stress and stress management techniques that would be useful for management students. The study takes into account various criteria like physical, psychological, individual, demographical and environmental factors of stress among the management students. The sample comprises of 100 students of AMET Business School, AMET University in Chennai. Data was collected through structured questionnaire by using convenient sampling method.

Busari (2012) found that stress was leading to depression among secondary school students and is linked with effect on academic achievement. Introduction to preventive measures, teaching life skills and other therapeutic techniques should be taken in to serious consideration. Nandamuri and Gowthami (2011) studied the stress among students of professional studies and claimed that curriculum and instructions parameters were most

responsible for stress with 86 percent, followed by 63 percent for placement related issues, assessment and team work issues accounted for 41 percent and 24 percent respectively. The study further identified various micro issues responsible for stress, and listed twelve sub issues related to curriculum and instruction. Once the sub issues of each parameter are identified, it provided improved vision to the academic administrators for initiating efforts to reduce the gravity of academic stress.

Kumar et al., (2011) concluded that as stress level differs among the genders and therefore the methods cannot be the same for boys and girls, which should be based on the factors causing stress rather than any other basis and the parents and teachers associations in the schools can play a lead role. Kadapatti and Vijayalaxmi (2012) noted that students should have the aspiration/expectation about their study, not beyond their capacities and abilities and students need also proper counseling while selecting their courses at intermediate level. The parents should also consider the child's interest and aptitude and not impose on selecting the courses. The family environment should be congenial and the learning process should be made pleasurable and parents should avoid making it as a stressful event for adolescents. Author concludes that supportive and stimulating atmosphere is very necessary for the student to progress in their academic life and for reaching their aim or goal. Kumari and Gartia (2012) noted a positive correlation between stress and academic achievement and are not mediated by gender. Sinha (2013) noted that adolescent can easily cope with their academic stress by using stress relief techniques, managing work, taking help from friends and counselors. Parents can also help their adolescents in overcoming academic stress by being supportive, paying attention to their wards' needs, having realistic expectations and teaching children to overcome obstacles and so on. Waghachavare et.al (2013) suggested that steps should be taken to incorporate stress management education in curriculum, while Bartwal and Singh (2014) suggested that in order to make adolescents stress free, there is a need to adopt better methods of teaching-learning. Dixit and Singh (2015) suggested that the teacher should understand the child psychology and should not over expect from the child..

Shaunessy et al., 2006; Suldo, Shaunessy et al (2008) Stress and academic achievement the empirical research conducted in college preparatory environments has mixed findings. A study of students in the elite college-preparatory International Baccalaureate (IB) Program found that while students report higher levels of stress, they do not appear to experience impairments in academic functioning that have co-occurred with high stress in other high school populations, such as at-risk youth or ethnic minority students. Other researchers have

noted that in addition to the normal stress of developmental changes that accompany the adolescent period, students must also cope with the stress of heavy academic workloads, extracurricular and athletic engagements, and pressure from an increasingly competitive college application process.

Kaplan et al., (2005) supported the hypothesis that early adolescent school-related stress both independently and in interaction with high academic expectations negatively affected academic performance. Hussain et al., (2008) observed that magnitude of academic stress was significantly higher among the public schools students whereas government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school, whereas Singh and Upadhyay (2008) observed that first year students experienced higher degree of academic stress in comparison of third year students and at the same time female students perceived more academic stress in comparison of their male counterpart. However, Agarwal (2011) found no significant difference between academic stress of male and female adolescents. Baviskar et.al (2013) noted that uncertainty regarding future, past academic performance, low self esteem may be all contributing to higher levels of depression, anxiety and stress. Jayanthi et.al (2014) observed that parent and teachers expectations were the main sources of academic stress among the adolescents, while adolescent girls had higher academic stress than boys. Joshi (2014) noted that second year students felt more stress in school factors than Ist year students. Rabbani et.al(2014) mentioned that there is a significant and negative relationship between parental attachment and stress, while Parbhu (2015) observed that students whose parent's education is as literate level, academic stress is higher than their counter part. Razia (2016) observed that adolescents of private schools have more academic stress than their counterparts in government schools

Results and Discussion

RESULTS AND DISCUSSION

The results obtained on analysis of data of the present study on “Study Habit and Stress among High School Students” are presented and discussed under the following headings:

A. Socio demographic profile of the respondents.

B. Level of stress among high school students.

C. Level of study habits among high school students.

D. Association of Selected Socio – Demographic variables on study habits among high school students.

E. Association of Selected Socio – Demographic variable on stress levels among high school students.

F. Influence of selected socio demographic variables on study habit among high school students

G. Correlation between study habits and stress.

A. Socio demographic profile of the respondents

Collecting and analyzing the background information of the selected respondents is an important task in every research. General information of the respondents comprises their age, gender and area of residence which is categorized and findings were discussed under the following subhead.

1. Background information of the selected respondents

The socio demographic background provides the basic demographic variables needed to conduct any research. Table 1 explains age, gender, family type, birth order, and class of studying, type of school, board of education, parent’s occupation and parent’s educational qualification.

SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This section deals with the Socio-demographic profile of the respondents among high school students.

Table I- Socio-demographic profile of the Respondents

Variable	Classification	Frequency	Percentage
Age (in years)	13 – 16	29	28.2
	17 – 19	74	71.8
Gender	Male	58	28.3
	Female	45	22.3
Family type	Joint	41	39.8
	Nuclear	62	60.2
Class of study	9 th and 10 th	60	58.4
	11 th and 12 th	43	41.7
Board of education	State	58	56.3
	C.B.S.E	45	43.7
Type of school	Co-education	54	52.4
	Only Boys	35	34.0
	Only Girls	14	13.6
Father's Education	Matriculation	18	17.5
	Graduation	85	82.5
Father's Occupation	Employed	68	66.0
	Self employed	35	34.0
Mother's Education	Matriculation	23	22.3
	Graduation	80	77.7
Mother's Occupation	Employed	40	38.8
	Housewife	63	61.2

	Total	103	100
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Table I shows the general background information of the selected respondents. The respondents are found to be in the age of 13 to 16 and 17 to 19 years age in each category and each of them represents 28.2% and 71.8% respectively of the total sample.

Glancing at the given data for gender, male and female students were represented in the 28.3% and 22.3% in category.

Tracing at the family type more than half of the respondent's that is 60.2% are from joint family and 39.8% are from nuclear family,

Among the 103 respondents, 58.4% respondents are in 9th and 10th class and 41.7% respondents are from 11th and 12th class.

Form type of school, there are three categories i.e., girls, boys and co-education. In total 103 respondents, respondents from girl's school represents 13.6%, boy's school 34.% and respondents from coeducation represents 52.4%

Among the 103, 43.7% respondents studying in C.B.S.E, 56.3% respondents study in state board school.

There are two categories in father education i.e., matriculation and graduation. Father's completed matriculations constitute 17.5% and father's completed graduation is 82.5%.

With regards to the father's occupation, Self employed father's are 34% and employed are 66%.

There are two categories in mother education i.e., matriculation, graduate. In matriculation presentation is 22.3% and in graduation 77.7% respectively.

In the categories of mother's occupation there is employed and housewife respectively. In mother's occupation it was found that 38.8% employed and 61.2% house wife.

B. Level of Stress among high school students.

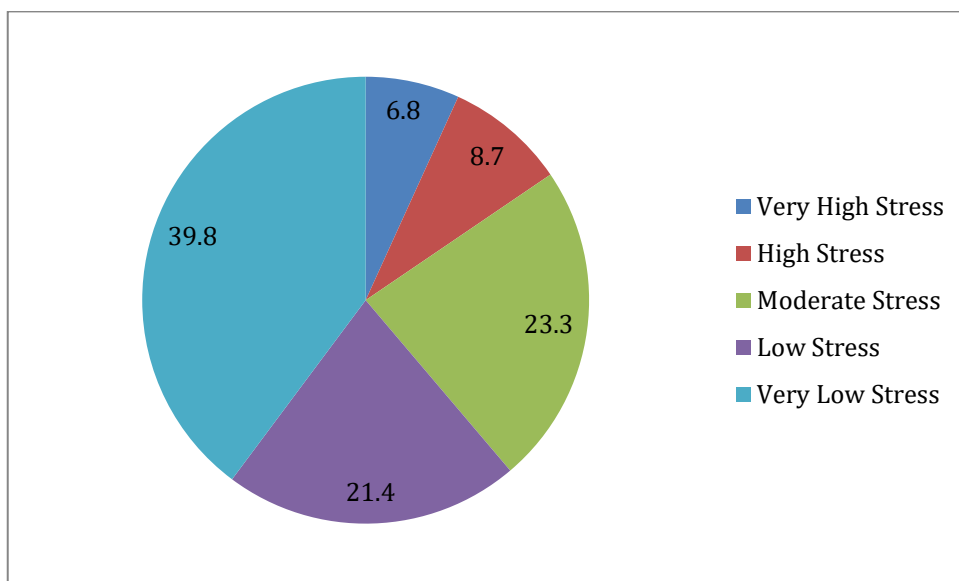
This section deals with the Level of domains of stress among high school students.

Table II-Level of Stress among high school student

S.No	Level of Student Stress	Frequency	Percentage
1.	Very High Stress	7	6.8
2.	High Stress	9	8.7
3	Moderate Stress	24	23.3
4.	Low Stress	22	21.4
5.	Very Low Stress	41	39.8
	Total	103	100

Glancing at the table, it could be inferred that from the total of 103 respondents 41 of them constituting (39.8%) are in very low stress level, 24 (23.3%) of the respondents are in moderate stress level, 22 (21.4%) are in low stress level 9 (8.7%) are in high stress level and 7 (6.8%) are in very high stress level.

Figure 1: - Level of stress among high school students.



C. Level of Study habit among high school students.

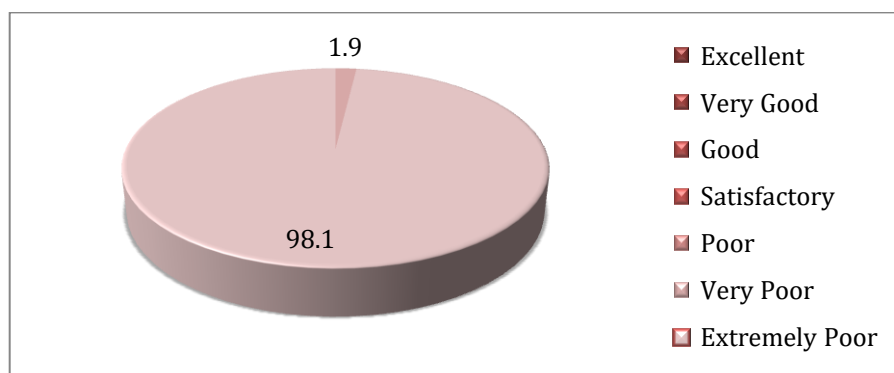
This section deals with the Level of study habit among high school students

Table III-Level of Study habit among high school students

S.No	Level of Study Habit	Frequency	Percentage
1.	Excellent	0	0
2.	Very Good	0	0
3.	Good	0	0
4.	Satisfactory	0	0
5.	Poor	0	0
6.	Very Poor	2	1.9
7.	Extremely Poor	101	98.1
	Total	103	100

Glancing at the table, it could be inferred that from the total 103 respondents 101 of them constituting (98.1%) are in extremely poor study habits and 2 (1.9%) are in very poor study habits.

Figure 2:- Level of study habit among high school students.



D. Association of Selected Socio – Demographic variables on study habit among high school students.

Table IV- Demographic variables on study habit among high school students

Variable	Category	Excellent	Good	Satisfactory	Poor	Extremely Poor	Very Poor	Chi square	Df	P (value)
Age(in years)	13 – 16	0(0%)	0(0%)	0(0%)	0(0%)	29(100%)	0(0%)	.810	1	.368 ^{NS}
	17 – 19	0(0%)	0(0%)	0(0%)	0(0%)	71(97.3%)	2(2.7%)			
Gender	Male	0(0%)	0(0%)	0(0%)	0(0%)	57(100%)	0(0%)	2.584	1	.108 ^{NS}
	Female	0(0%)	0(0%)	0(0%)	0(0%)	43(95.6%)	2(4.4%)			
Family type	Joint	0(0%)	0(0%)	0(0%)	0(0%)	41(100%)	0(0%)	1.371	1	.242 ^{NS}
	Nuclear	0(0%)	0(0%)	0(0%)	0(0%)	59(96.7%)	2(3.3%)			
Class of study	9 th -10 th	0(0%)	0(0%)	0(0%)	0(0%)	58(98.3%)	1(1.7%)	.051	1	.821 ^{NS}
	11 th – 12 th	0(0%)	0(0%)	0(0%)	0(0%)	42(97.7%)	1(2.3%)			
Type of school	Co-education	0(0%)	0(0%)	0(0%)	0(0%)	52(98.3%)	1(1.9%)	.428	2	.807 ^{NS}
	Only Boys	0(0%)	0(0%)	0(0%)	0(0%)	34(97.1%)	1(2.9%)			
	Only Girls	0(0%)	0(0%)	0(0%)	0(0%)	14(100%)	0(0%)			
Board of education	State	0(0%)	0(0%)	0(0%)	0(0%)	56(96.6%)	2(3.4%)	1.54	1	.213 ^{NS}
	C.B.S.E	0(0%)	0(0%)	0(0%)	0(0%)	44(100%)	0(0%)			
Father's Education	Matriculation	0(0%)	0(0%)	0(0%)	0(0%)	18(100%)	0(0%)	.437	1	.509 ^{NS}
	Graduation	0(0%)	0(0%)	0(0%)	0(0%)	82(97.7%)	2(2.4%)			
Father's Occupation	Employed	0(0%)	0(0%)	0(0%)	0(0%)	66(98.5%)	1(1.5%)	.223	1	.637 ^{NS}
	Self-employed	0(0%)	0(0%)	0(0%)	0(0%)	34(97.1%)	1(2.9%)			
Mother's Education	Matriculation	0(0%)	0(0%)	0(0%)	0(0%)	22(95.7%)	1(4.3%)	.880	1	.348 ^{NS}
	Graduation	0(0%)	0(0%)	0(0%)	0(0%)	78(98.7%)	1(1.3%)			
Mother's Occupation	Employed	0(0%)	0(0%)	0(0%)	0(0%)	39(97.5%)	1(2.5%)	100	1	.752 ^{NS}
	Housewife	0(0%)	0(0%)	0(0%)	0(0%)	61(98.4%)	1(1.6%)			

NS – Not significant

Table IV showed the result of the association between age, gender, family type, class of study, Type of school, board of education, father's education, father's occupation, mother's education, mother's occupation and study habits. Looking at the table in the variable age, it could be inferred that age is not significantly associated with study habits. Even though there is no significance, all the samples in the age group of 13–16 years exhibit extremely poor study habits. In the age group of 17–19 years, 97.3% are in extremely poor study habits and 2.7% are in very poor study habits.

In terms of gender, it is deduced that gender has no significance with study habits. All of the male respondents have extremely poor study habits; while 95.6% of the female respondents have extremely poor study habits and 4.4% have very poor study habits.

In family type, it could be deduced that the family type is not significant with study habits. All of the respondents in the sample have extremely poor study habits, with 96.7% of nuclear family members having extremely poor study habits and 3.3% of them having very poor study habits.

Glancing at the type of class, it is seen that it has no significant effect on study habits. 98.3% of 9th and 10th class have extremely poor study habits and 1.7% of them are with very poor study habits. In class 11th and 12th, 97.7% are having extremely poor study habits and 2.3% are in very poor habits.

With regards to the type of school, there are three types: co-education, boys school, and girls school. Among co-education students, 98.3% are having extremely poor study habits; and 1.9% is in very poor study habits. Among the students of boys school, 97.1% are in extremely poor study habits, 2.9% are in very poor study habits, and 100% are in extremely poor study habits.

The board of study is not significant with study habits. It is seen that all the students of C.B.S.E boards have extremely poor study habits and students from state board, (96.6%) are in extremely poor study habits and 3.4% are in very poor study habits.

Tracing the father's education, there is no significant relationship related to study habits. Respondents whose father's are graduated have extremely poor study habits, with (97.7%) having extremely poor study habits and 2.4% having very poor study habits.

While looking at the father's occupation there is no significant association with study habits, 98.5% employed are in extremely poor study habits and 1.5% of the respondents are in very poor study habits, while 97.1% children of self-employed father's are in extremely poor, and 2.9% are in very poor study habits.

In mother's education there is no significance related to study habits, children of mother's have matriculation level of education 95.7% are with extremely poor study habits, 4.3% are with very poor study habits and 98.7% children of mother's with graduation are in extremely poor study habits and 1.3% in very poor study habits.

While looking at the mother's occupation, there is no significance in relation to study habits, 2.5% children of employed mothers are with extremely poor in study habits and 2.5% are with very poor study habits, and among children of housewife mother's 98.4% are in extremely poor study habits and 1.6% are with very poor study habits.

E. Association of Selected Socio – Demographic variable on stress among high school students.

Table V- Demographic variables on stress levels among high school students

Variable	Category	Very High Stress	High Stress	Moderate Stress	Low Stress	Very Low Stress	Chi square	Df	P (value)
Age(in years)	13 -16	2(6.9%)	3(10.3%)	10(34.5%)	5(17.2%)	9(31.0%)	3.386	4	.495 NS
	17 – 19	5(6.8%)	6(8.1%)	14(18.9%)	17(23.0%)	32(43.2%)			
Gender	Male	5(8.6%)	8(13.8%)	18(31.0%)	13(22.4%)	14(24.1%)	16.197	4	0.03*
	Female	2(4.4%)	1(2.2%)	6(13.3%)	9(20.0%)	27(60.0%)			
Family type	Nuclear	3(7.3%)	4(9.8%)	8(19.5%)	8(19.5%)	18(43.9%)	.924	4	.921 NS
	Joint	4(6.5%)	5(8.1%)	16(25.8%)	14(22.6%)	23(37.1%)			
Type of school	Co – Education	6(11.1%)	5(9.3%)	12(22.2%)	16(29.6%)	15(27.8%)	17.276	8	0.27 ^{NS}
	Only Boys	0(0.0%)	3(8.6%)	8(22.9%)	2(5.7%)	22(62.9%)			
	Only Girls	1(7.1%)	1(1.7%)	4(28.6%)	4(28.6%)	4(28.6%)			
Class of studying	9 th and 10 th	6(10.0%)	2(3.3%)	15(25.0%)	12(20.0%)	25(41.7%)	7.402	4	.116NS
	11 th and 12 th	1(2.3%)	7(16.3%)	9(20.0%)	10(23.3%)	16(37.2%)			
Board of education	State	5(8.6%)	6(10.3%)	8(13.8%)	10(17.2%)	29(50.0%)	10.713	4	.030*
	C.B.S.E	2(4.4%)	3(6.7%)	16(35.6%)	12(26.7%)	12(26.7%)			
Father's Education	Matriculation	2(11.1%)	3(16.7%)	5(27.8%)	1(5.6%)	7(38.9%)	4.910	4	.291NS
	Graduation	5(5.9%)	6(7.1%)	19(22.4%)	21(24.7%)	34(40.0%)			
Father's Occupation	Employed	5(7.4%)	5(7.4%)	18(26.5%)	12(17.6%)	28(41.2%)	2.779	4	.595 NS
	Self-employed	2(5.7%)	4(11.4%)	6(17.1%)	10(28.6%)	13(37.1%)			
Mother's Education	Matriculation	3(13.0%)	1(4.3%)	6(26.1%)	6(26.1%)	7(30.4%)	3.416	4	.491 NS
	Graduation	4(5.0%)	8(10.0%)	18(22.5%)	16(20.0%)	34(42.5%)			
Mother's Occupation	Employed	2(5.0%)	5(12.5%)	9(22.5%)	7(17.5%)	17(42.5%)	1.963	4	.743 NS
	Housewife	5(7.9%)	4(6.3%)	15(23.8%)	15(23.8%)	24(38.1%)			

*-significant at 5%, NS – Not significant

From the Table V, it is inferred that age is not significantly associated with stress levels. Even though there is no significance in 13-16 years respondents 34.5% of the respondents are in moderate stress level, 31.0% are in very low level of stress, 17.2% are in low level of stress, 10.3% are in moderate level of stress, 6.9% are in very high level of stress. In 17-19 years respondents 43.2% are with very low stress level, 23% are in low level of stress 18.9% are in moderate level of stress, 8.1% are in high stress level of stress and 6.8% are in very high level of stress.

With regard to gender it is inferred that there is 5% statistical significance with stress of the respondents. In male respondents 31% are in moderate level of stress, 24.1% are in very low level of stress, 22.4% are in low level of stress, 13.8% are in high level of stress, 8.6% are in very high level of stress. In female respondents 60% are in very low level of stress, 20% are in low level of stress, 13.3% are in moderate level of stress, 4.4% are in very high level of stress, 2.2% are in high level of stress.

In family type, it is inferred that the family type is not significant with stress levels. In nuclear family respondents 43.9% are in very low level of stress, 19.5% are in moderate level of stress, 19.5% are in low level of stress, 9.8% are in high level of stress, 7.3% are in very high level of stress. In joint family respondents 37.1% are in very low level of stress, 25.8% are in moderate level of stress, 22.6% are in low level of stress, 8.1% are in high level of stress, 6.5% are in very high level of stress.

Glancing at the type of school, there is no significant effects on stress level of are respondents. In co-education school respondents 29.6% are in low level of stress, 27.8% are in very low level of stress, 22.2% are in moderate level of stress, 11.1% are in very high level of stress, 9.3% are in high level of stress. In only boy's school respondents 62.9% are in very low level of stress, 22.9% are in moderate level of stress, 8.6% are in high level of stress, 5.7% are in low level of stress, 0.0% are in very high level of stress. In only girl's school respondents 28.6% are in very low level of stress, 28.6% are in moderate level of stress, 28.6% are in low level of stress, 7.1% are in very high level of stress, 1.7% are in high level of stress.

Glancing at the class of study, it is seen that it has no significant effect on stress level of the respondents. In class 9th and 10th respondents 41.7% are in very low level of stress, 25% are in moderate level of stress, 20.0% are in low level of stress, 10% are in very high level of stress, 3.3% are in high level of stress. In class 11th and 12th respondents 37.2% are in very

low level of stress, 23.3% are in low level of stress, 20.0% are in moderate level of stress, 16.3% are in high level of stress, 2.3% are in very high level of stress.

In the board of education there is 5% significance with stress level of the respondents. In State board respondents 50% are in very low level of stress, 17.2% are in low level of stress, 13.8% are in moderate level of stress, 10.3% are in high level of stress, 8.6% are in very high level of stress. In C.B.S.E board respondents 35.6% are in moderate level of stress, 26.7% are in low level of stress, 26.7% are in very low level of stress, 6.7% are in high level of stress, 4.4% are in very high level of stress.

Tracing the fathers education, there is no significant relationships with stress level of the respondents. In matriculation respondents 38.9% are in very low level of stress, 27.8% are in moderate level of stress, 16.7% are in high level of stress, 11.1% are in very high level of stress, 5.6% are in low level of stress. In graduation respondents 40% very low level of stress, 24.7% low level of stress, 22.4% moderate level of stress. 7.1% high level of stress, 5.9% very high level of stress.

While looking at the father's occupation is no significant relationship with stress level of the respondents. In employed respondents 41.2% are in very low level of stress, 26.5% are in moderate level of stress, 17.6% are in low level of stress, 7.4% are in high level of stress, 7.4% are in very high level of stress. In self employed respondents 37.1% very low level of stress, 28.6% low level of stress, 17.1% moderate level of stress. 11.4% high level of stress, 5.7% very high level of stress.

The mother's education there is no significant relationship with stress level of the respondents. In matriculation respondents 30.4% are in very low level of stress, 26.1% are in moderate level of stress, 26.1% are in low level of stress, 13% are in very high level of stress, 4.3% are in high level of stress. In graduation respondents 42.5% very low level of stress, 22.5% moderate level of stress, 20% low level of stress. 10% high level of stress, 5% very high level of stress.

While looking at the mother's occupation is no significant relationship with stress level of the respondents. In employed respondents 42.5% are in very low level of stress, 22.5% are in moderate level of stress, 17.5% are in low level of stress, 12.5% are in high level of stress, 5% are in very high level of stress. In housewife respondents 38.1% very low level of stress,

23.8% low level of stress, 23.8% moderate level of stress.7.9% very high level of stress, 6.3% high level of stress.

F. Difference of selected socio demographic variables on study habit among high school students.

Table VI: - Differences of selected socio demographic variables on study habit among high school students

Variable	Category	Number	Mean±Standard deviation	t – value	P (value)
Age(in years)	13 – 16	29	17.03 ± 4.724	-578(df=101)	.092 ^{NS}
	17 – 19	74	17.84 ± 6.863		
Gender	Male	58	17.41 ± 5.792	-359(df=101)	.416 ^{NS}
	Female	45	17.87 ± 7.005		
Family type	Nuclear	41	18.63 ± 4.598	-1.340(df=101)	.144 ^{NS}
	Joint	62	16.94 ± 7.197		
Class of studying	9 th and 10 th	60	17.10 ± 7.607	-970(df=101)	.407 ^{NS}
	11 th and 12 th	43	18.33 ± 7.903		
Board of education	State	58	18.36 ± 5.836	1.374(df=101)	.300 ^{NS}
	C.B.S.C	45	16.64 ± 6.843		
Fathers Education	Matriculation	18	15.67 ± 8.117	-1.445(df=101)	.123 ^{NS}
	Graduation	85	18.02 ± 5.849		
Fathers Occupation	Employed	68	17.49 ± 6.569	-281(df=101)	.508 ^{NS}
	Self employed	35	17.86 ± 5.897		
Mothers Education	Matriculation	23	17.22 ± 7.645	-338(df=101)	.116 ^{NS}
	Graduation	80	17.73 ± 5.938		
Mothers Occupation	Employed	40	17.65 ± 7.008	049(df=101)	.380 ^{NS}
	Housewife	63	17.59 ± 5.904		

NS – Not significant

From the above table VI, the results of age ($p = .092$) clearly shows that there were no significant differences between the age and study habit among high school. However, the mean score shows that 17-19 years 17.84 ± 6.863 have slightly higher mean score than 13-16 years 17.03 ± 4.724 showing that 17-19 years high school students have extremely poor study habits.

The results of gender ($p = .416$) shows that there were no significant with study habits among high school students. However, not significant, the mean score of the female respondent shows that a female respondent (17.87 ± 7.005) have slightly higher mean score then male respondents (17.41 ± 5.792).

In the results of family type ($p = .144$) shows that there is no significance with study habit. Among high school students nuclear family respondents (18.63 ± 4.598) have higher mean score then joint family respondent (16.94 ± 7.197) showing that nuclear family have higher score in extremely poor study habits.

The result of classes of studying ($p = .407$) shows that there is no significance with study habit among high school students. The mean score shows that 11th and 12th class students have higher score 18.33 ± 7.903 then 9th and 10th respondent is 17.10 ± 7.607 , showing that 11-12th class have higher scored in extremely poor study habits.

The result of board of education ($p = .300$) shows that there is no significance with study habits. The mean score shows that state board students 18.36 ± 5.836 have higher scores then C.B.S.E respondents 16.64 ± 6.849 showing that state board have higher score in extremely poor study habits.

Tracing at the father's education, the result show ($p = .123$) that there is no significance with study habit. The mean score shows children whose father's are graduates 18.02 ± 5.849 have higher score than to children of father's have matriculation level of education 15.67 ± 8.117 have higher mean score then matriculation respondents showing that graduation have higher scored in extremely poor study habits.

While looking at the fathers occupation, the result show ($p = .508$) shows that there is no significance the mean score shows employed get higher score comparison to self employed (17.86 ± 5.897) have higher mean score then employed respondents 17.49 ± 6.569 showing that employed have higher scored in extremely poor study habits.

In the mothers education, the result show ($p=.116$) shows that there is no significance the mean score shows graduation is slightly higher score comparison to matriculation 17.73 ± 5.938 have higher mean score then matriculation respondents 17.22 ± 7.645 showing that graduation have high score in extremely poor study habits.

With regards to the mothers occupation, the result show ($p=.380$) shows that there is no significance the mean score shows employed get higher score comparison to housewife 17.59 ± 5.904 have higher mean score then housewife respondent 17.65 ± 7.008 showing that employed have high score in extremely poor study habits.

The result of the present study is supported by a study conducted by Dr. Neeta Sinha (2020) entitled “A Study of Academic Achievement in Relation to Study Habits at Secondary Level”, which showed that the t-test analysis is not significant to social demographic variables, which suggest that there is no significance between study habit and level of stress.

Another study supporting the present study is a study done by C. Arundhathi Bai and Dr. Y. Chakradhara Singh (2019) entitled “A Study On Study Habits Of Higher Secondary School Students At Belonia” , which showed that t-test analysis is not significant to social demographic variables, which suggest that there is no significance between study habit and level of stress.

G. Correlation between study habits and stress levels.

Table VIII Correlations between study habits and stress level

Variable	Correlation	Study Habits	Stress Level
Study Habits	Correlation	1	-.790**
	Sig...		.000
Stress Level	Correlation		1
	Sig...	.000	

** .correlation is significant at the 1% level

Table VIII the correlation coefficient value of (-.038) revealed that there is a significant negative correlation between study habits and stress among high school students. It means that it is negative correlation exists between study habits and stress. As their study habits increase, they are able to overcome their stress level.

The result of present study is supported by Dr. Andrews P. Maquiling (2019) entitled “Students’ Academic Stress and Study Habits: Basis for Academic Intervention”, which showed that there is a negative linear relationship between the academic stress and study habits. Hence, if the academic stress is low there is a tendency that the study skills and habits are high.

Summary and Conclusion

SUMMARY AND CONCLUSION

The current study was meant to find out the “Study Habits and Stress among High School Students”. A sample size of 103 high school students was selected for the conduct of the study. Stress is affecting almost each and every individual irrespective of age, class, sex, race, caste, religion etc. Some individual may experience more stress while others may not.

Student’s life is full of uncertainty, anxiety and pressure. While, a certain amount of stress motivates them to get things done or to be successful, undergoing too much of stress can affect one cognitively, educationally as well as socially and emotionally. This can also affect their study habits as they may not be able to concentrate for a long period of time and can hinder their academic performance. Stress may be caused due to more work load and failure in academics. This stress brings out changes in attitudes towards study habits.

A. 1.Socio demographic profile of the respondents

- Among the selected respondents, majority of them were found in the age group of 17-19years with the percentage of (71.8%) and rest 28.2% are in 13-16 years.
- With reference to gender, 28.3% male and 22.3% female are in the selected sample.
- With regards to the type of family, more than half of the respondent’s that is 39.8% are from nuclear family, 60.2% are from joint family.
- Total numbers of 103 respondents, 58.4% respondents are in 9th and 10th class, 41.7% respondents are from 11th and 12th class.
- Type of school there are three categories that are girls, boys and co-education. In total 103 respondents, respondents from girl’s represents 13.6%, boy’s school are 34% and respondents from coeducation represents 52.4%
- With regards to the board education, 43.7% study in C.B.S.E and 56.3% respondents study in state board.
- In Father’s education, there is two categories matriculation and graduation. Children of father’s with matriculation level is 17.5% and children of father’s with graduation is 82.5%
- With regards to the father’s occupation, children of Self employed father are 34% and employed is 66%.

- In Mother's education there is two categories matriculation, graduate. Children of mother's with matriculation level are 22.3% and Children of mother's with graduation is 77.7%.
- With regards of mother's occupation, children of employed mother's is 38.8% and children of house wife mother's are 61.2%.

B. Level of Stress among high school students.

- The most of the respondents were in very low stress (39.8%)
- 23.3% of the respondents are in moderate stress level.
- 21.4% of the respondents are in low stress level.
- 8.7% of the respondents are in high stress level.
- 6.8% of the respondents are in very high stress level.

C. Level of Study habits among high school students.

- Most of the respondents 98.1% are in extremely poor study habits.
- Only 1.9% of the respondents are with in very poor study habits.
- None of the respondents have excellent, very good, good, satisfactory or poor study habits.

D. Association of Selected Socio – Demographic variables on study habits among high school students.

- Age does not have statistical significance with study habit, but the mean rank shows all the 13-16 years respondents have extremely poor study habits. And in 17-19 years respondents 97.3% have extremely poor study habits and 2.7% of the respondents have very poor study habits.
- Gender does not have statistical significance with study habit, but the mean rank shows the female respondents have 95.6% extremely poor study habits and 4.4% very poor study habits. And in male respondents 100% have extremely poor study habits.
- Family type does not have statistical significance with study habit, but the mean rank shows the nuclear family respondents have 96.7% extremely poor study habits and 3.3% very poor study habits. And in joint family respondents 100% have extremely poor study habits.

- Class of studying does not have statistical significance with study habit, but the mean rank shows the 11th and 12 respondents have 97.7% extremely poor study habits and 2.3% very poor study habits. And in 9th and 10 respondents 98.3% have extremely poor study habits and 1.7% of the respondents have very poor study habits.
- Type of school does not have statistical significance with study habit, but the mean rank shows the co-education respondents have 98.3% extremely poor study habits and 1.9% very poor study habits, respondents from only boys school have 97.1% extremely poor study habits and 2.9% very poor study habits. And in respondents from only girls school, 100% of them have extremely poor study habits.
- Board of education does not have statistical significance with study habit, but the mean rank shows the students from state board have 96.6% extremely poor study habits and 3.4% very poor study habits. And in C.B.S.E respondents 100% have extremely poor study habits.
- Father's education does not have statistical significance with study habit, but the mean rank shows that 97.7% the children of graduated father's have extremely poor study habits and 2.4% have very poor study habits. And in children of father's completed matriculation level of education, all of them have extremely poor study habits.
- Father's occupation does not have statistical significance with study habit, but the mean rank shows that 97.1% children of self employed father's have extremely poor study habits and 2.9% very poor study habits. And children of employed father's, 98.5% have extremely poor study habits and 1.5% of the respondents have very poor study habits.
- Mother's education does not have statistical significance with study habit, but the mean rank shows that 95.7% children of mother's completed matriculation level of study have extremely poor study habits and 4.3% very poor study habits. And in children of graduated mother's, 98.7% have extremely poor study habits and 1.3% of the respondents have very poor study habits.
- Mother's occupation does not have statistical significance with study habit, but the mean rank shows that 97.5% children of employed mother's have extremely poor study habits and 2.5% very poor in study habits. And in children of housewife mother's, 98.4% have extremely poor study habits and 1.6% of the respondents have very poor study habits.

E. Association of Selected Socio – Demographic variable on stress among high school students.

- Age does not have statistical significance with stress level, but the mean rank shows 13-16 years respondents have 34.5% moderate stress level and 31.0% have very low stress level. And in 17-19 years respondents 43.2% have very low stress level and 23% have low stress level.
- Gender does not statistical significance with stress level, but the mean rank shows the female respondents have 60% very low stress level and 20% low stress level. And in male respondents 31% have moderate stress level and 24.1% have very low stress level.
- Family type does not statistical significance with study habit, but the mean rank shows the nuclear family respondents have 43.9% very low stress level and 19.5% have moderate and low stress level. And in joint family respondents 37.1% have very low stress level and 25.8% moderate stress level.
- Type of school does not statistical significance with study habit, but the mean rank shows the students from co-education school have 29.6% low stress level and 27.8% have very low stress level, respondents from only boys school have 62.9% very low stress level and 22.9% have moderate level of stress. And in respondents from only girls' school (28.6%) have very low stress level and 7.1 % have very high stress level.
- Class of studying does not statistical significance with study habit, but the mean rank shows that most of them are in moderate stress level.
- Board of education does not have statistical significance with stress level, but the mean rank shows the C.B.S.E respondents have 35.6% moderate stress level and 26.7% have very low stress level. And in state respondents 50% have very low stress level and 17.2% have low stress level.
- Father's education does not statistical significance with stress level, but the mean rank shows that most of them are in moderate stress level.
- Father's occupation does not statistical significance with stress level, but the mean rank shows most of them in very low stress level and moderate stress level.

- Mother's education does not statistical significance with stress level, but the mean rank shows the children of mother's completed matriculation level of education have 30.4% very low stress level and 26.1% have moderate stress level. And in children of graduated mother's 42.5% have very low stress level and 22.5% have moderate stress level.
- Mother's occupation does not statistical significance with stress level, but the mean rank shows the most of the respondents have very low stress level and moderate stress level.

F. Influence of selected socio demographic variables on study habit among high school students

- Age does not have statistical significance with study habit, but the mean score shows all the 17-19 years respondents 17.84 ± 6.863 have higher score than 13-16 years respondents .
- Gender does not statistical significance with study habit, but the mean score shows all the female respondents higher score indicating extremely poor study habits.
- Family does not statistical significance with study habit, but the mean score shows all the nuclear family respondents have higher mean score.
- Class of studying does not statistical significance with study habit, but the mean score shows all the 11th and 12th respondents have extremely poor study habits. And in 9th and 10th respondents 17.10 ± 71.607 have extremely poor study habits.
- Board of education does not statistical significance with study habit, but the mean score shows all the students from state board school have higher mean score indicating extremely poor study habits.
- Fathers education does not statistical significance with study habit, but the mean score shows that children of graduated father's higher mean score.
- Fathers occupation does not statistical significance with study habit, but the mean score shows all the children of self employed father's have extremely poor study habits. And in children of employed father's 17.49 ± 6.569 have extremely poor study habits.

- Mothers education does not statistical significance with study habit, but there is a slight variation in the mean score mean score shows indicating extremely poor study habits in the respondents.
- Mothers occupation does not statistical significance with study habit, but the mean score shows slight variation.

G. Correlation between study habits and stress levels.

The correlation coefficient value of (-.790) revealed that there is a significant relationship at a (1%) level between study habits and stress among high school students. It means that it is negatively associated with study habits and stress. As their study habits increase, they are able to overcome their stress level.

RECOMMENDATION FOR FURTHER STUDY

- Further study can be given on intervention programme to the high school students who are having low level of stress and extremely poor in study habits.
- The study can be done on other variables like, area of living, income of family.

CONCLUSION

According to the findings of this study, there is a negative relationship between study habits and stress levels among high school students. The study discovered that the selected variables have a limited impact on high school pupils' study habits and stress levels.

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INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
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26th Februaury 2022

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To
Ms.Pragati Shukla
Department of Human Development
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Pragati Shukla,

Ref: Your proposal No. IHEC/21-22/HD-12 entitled "Study Habits and Stress among High School Students" submitted for approval of IHEC on 23.11.2021.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/21-22/HD-12 entitled "Study Habits and Stress among High School Students" submitted by you. The Approval number for the same is AUW/IHEC/HD-21-22/XPD-12.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary



APPENDIX

GENERAL BACKGROUND INFORMATION

Name of the Respondents:

Age:

Gender:

Family type:

Nuclear

Joint

Date of birth:

Birth Order:

1.

2.

3.

4.

5.

Class:

Type of school: Co-education / Only Boys / Only Girls

Board of Education: State / CBSE

Father's education:

Father's occupation:

Mother's education:

Mother's occupation:

APPENDIX I

2 | Reusable Booklet of T S H A

Sr. No.	STATEMENTS
1.	I do not keep attention seeking things like Radio, T. V., Film Magazines, Novels, Toys etc. in my study room.
2.	In my opinion teachers do not try to understand problems of students.
3.	Whenever I have any doubt in studies I ask my teachers for clarification without thinking what other students will think about me.
4.	I generally do my homework in the vacant period or extra time or in recess. In this I have more time to study at home.
5.	While studying in class, I write down the statements of the teachers without thinking.
6.	I can remember well the study material which I write and study than by reading only.
7.	I seek help of elders in doing my homework.
8.	Any type of noise does not disturb me in studying.
9.	Some days before examinations, I do not go to School/College and study at home.
10.	In my opinion writing answers in good handwriting fetch good marks.
11.	My vocabulary increases by looking into the dictionary.
12.	Untill and unless I do not repeat the answer of any question two or three times, I do not remember it.
13.	While studying in class I am lost in the dreams of the happy future, and it distracts my attention from the subject being taught.
14.	I like to do my homework before time of submission.
15.	In my opinion it is wastage of time to look into the suggestions given by the teacher in the checked homework.
16.	I can pass in examination with good marks if I am taught by teachers of my liking.
17.	I seldom get books issued from library.
18.	While studying my concentration is disturbed due to people coming and playing of Radio/T.V. and noise outside my studyroom.
19.	After contineously studying for some days, I do not have mood to study.
20.	While studying I note down unimportant subject matter as well which afterwards prove to be unwanted.

Sr. No.	STATEMENTS
21.	I prefer to be taught by that teacher who gives very less homework.
22.	I cramme poetry by singing it.
23.	I do my homework as soon as I reach home from School.
24.	At home even after I sit for studies I can concentrate in studies after long time.
25.	Before answering any question, I think over it twice or thrice.
26.	If I am playing, when it is time to attend class, I do not leave playing to go to class.
27.	I get lazy while studying.
28.	In my opinion every student must learn atleast one foreign language so that he can study the thoughts of thinkers of other countries.
29.	Even when I do not understand the subject matter, I feel hesitation in asking the teacher.
30.	Financial problems in the family is a hurdle in my concentrating in studies.
31.	Even though, in examination I write to the last second, I fail to attempt all the questions due to my slow speed of writing.
32.	My teachers help me whenever I contact them for removal of subject difficulties.
33.	While attempting objective type test, while marking yes or no, I am in conflict and fail to keep my opinion. So I cross the answers given first. But afterwards I find that my first given answers were correct.
34.	I study my notes to the last moment of entering into the examination hall.
35.	I like to study in noiseless seclusive room.
36.	I can not concentrate in study of any subject for more than an hour.
37.	I mostly find that due to not paying attention over small mistakes, I score less marks.
38.	I write my answer to any question keeping in view the thoughts of different thinkers.
39.	My teachers have always complaints of my wayward answers and bad handwriting.
40.	The joy of studying without pre-planning is not in the pre-planned studies. Therefore I never pre-plan my studies.

Sr. No.	STATEMENTS
41.	It is difficult for me to concentrate in studies when I do not get joy in studies.
42.	I complete the homework of each subject the same day.
43.	I so think that I should leave studies and take up some service or business so that I can help my family financially.
44.	If two students study jointly, then the study is better and there is joy in it.
45.	I mostly start answering without reading and understanding the question fully.
46.	I have to do many household works at home, therefore, I get less time to study at home.
47.	Games, social service, gossiping with friends, visiting cinema and club are hinderances in my studies.
48.	I never hesitate to express my view point which I think correct in the class.
49.	In the periods of some subjects which are not interesting, I am bored and I then draw pictures or write letter or lost in dreams.
50.	In my opinion higher studies are wastage of money, time and labour.
51.	When teacher is teaching in class, I do not take notes without thinking.
52.	The more written work I do, the more I remember.
53.	In my opinion knowledge does not increase by reading books only, but it is necessary to put the earned knowledge to practice.
54.	I complete my homework only when I have fear of punishment.
55.	To remember any subject matter by heart, I read it in loud sound and do this repeatedly In this way I can remember fast.
56.	I think that by not expressing thought clearly and systematically in examination is the reason of my securing low marks.
57.	I generally do not pay attention towards handwriting and neatness in classwork, homework and in examination.
58.	Before sitting for studies, I pre-decide the time limit, content to study and how much work to do.
59.	I study with objective to just pass in the examination only.
60.	Since I am left with no time, I can not revise my answers before handing over the answerbook in the examination.

APPENDIX II

2. Consumable Booklet of SSS-AZ

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Often	Sometimes	Rarely	Never	
1.	Do Traffic Jams in cities causes irritation to you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Does noise pollution near the house causes lack of concentration in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Does death of a very close person brings dismay to your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Does the routine maintenance of diet not create uneasiness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Does tension of completing a target in a short span of time causes stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Does a strained relationship with a friend/ teacher cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Does the scorching heat of May disturb efficiency in your work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Does getting stuck on the roads due to heavy rains make you tensed ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Does playing in a final match put you in a lot of pressure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Does any political tension in town such as Bandh or curfew cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Does the choice of whether to study arts or science or commerce brings in mental conflict in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Does the extremes in the climates cause discomfort in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Does restrictions led down by parents cause anger in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Does the failure in the examination not cause frustration in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Does the disturbances by naughty students in the class affect your concentration ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	Does shortage of finance create so much of stress in your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Does the ragging by the seniors in the institution not increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Does the sudden insult in any situation affect your mental peace ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Score

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Often	Sometimes	Rarely	Never	
19.	Does the rude/fill behaviour of your near and dear one's affect you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Does sudden proposal of marriage has a negative impact on your study ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Does the sudden discloser of your affair among the family members not affect your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
22.	Does the frequent conflict between your parents and talks of divorce not affect your concentration level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
23.	Does failure to get admission in your institution of choice affect your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Does the pressure of your household work increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Do you experience stress due to personal loss or illness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Does getting late during examination increase your tension ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Does the surprise checking of vehicles by cops create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Does not getting appropriate things at right time create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Does the feeling of inferiority create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Does the progress of your rival students create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Does the arrival of guests at the time of exams cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Does load shedding during examinations cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Does the change of school affect your performance ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Does the experience of chronic diseases such as asthma, cancer, T. B. etc. cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						Score	<input type="text"/>

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Sr. No.	STATEMENT	RESPONSE					Score
		Always	Often	Sometimes	Rarely	Never	
35.	Does the change in sleeping habits/insufficient sleep not cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
36.	Does the rivalry among siblings cause you stress ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	Does the betrayal by the girl friend/boy friend not cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
38.	Do you experience stress of facing examination without full preparation ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	Does the rude punishment by the teacher cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	Does separation of the best friend not cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
41.	Does strained relationship with an authority (hostel warden, teacher etc.) create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	Does parents favouring other siblings increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	Does indifferent behaviour of people towards you increase mental conflict in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	Does parents not trusting you at certain occasions create stress in your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	Does misunderstanding by people/friends create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	Does any family member/close friend being imprisoned not create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
47.	Does comparison between you and others make you feel inferior ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	Does without any fault of yours, if you are alleged create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
49.	Does the courses in classes not completed in time hamper your preparation ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50.	Does dishonour of your family/dear ones by others not increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
51.	Does any family member developing physical/mental illness create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Score

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Consumable Booklet of Students Stress Scale SSS-AZ. (English Version).

