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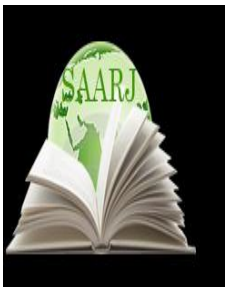

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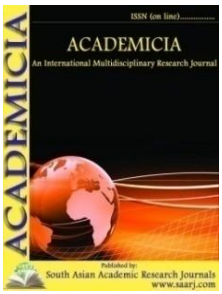

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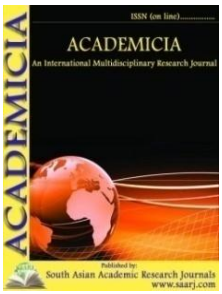

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"RELATIONSHIP OF ACADEMIC STRESS ON MENTAL HEALTH AND STUDY HABIT AMONG B.COM STUDENTS IN CHRIST COLLEGE IRINJALAKUDA"

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ABSTRACT

Stress is highly individualistic in nature. In small quantities, stress is good; it can motivate and help students to become more productive. However, too much stress, or a strong response to stress can be harmful. How we perceive a stress provoking event and how we react to it determines its impact on our health. There are strong chances for this stress to break a person, both, internally and externally, also on mind and body and so. It is wise to adapt the best and possible ways to handle it, at the right time. Here an attempt is made to study the "Relationship of academic stress on mental health and study habit among B.Com Students in Christ College Irinjalakuda". The competition for grades, the need to perform, peer relationships, fear of failure, career choice, and many other aspects of the college environments are real life challenges that manifest as mental stress. Many researchers have found that there is a direct relationship between stress and academic performance of college students. This study would help the students to discover the various stressors affecting their academics and personal life.

KEYWORDS: *Stress, academic stress, mental health and study habit.*

1.1 INTRODUCTION

Stress is a term that almost everybody from all walks of life knows and uses, yet understanding and assessing stress is a complex task. It is often loosely used to refer to any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed. Stress is often described as a feeling of being overloaded, wound-up tight, tense and worried. We all experience stress at times. It can sometimes help to motivate us to get a task finished, or perform well. But stress can also be harmful if we become over-stressed and it interferes with our ability to get on with our normal life for too long. College life can be very stressful in one way or the other. Generally, we idealize the college experience and remember it as that idyllic time when we had few worries or responsibilities. To students currently attending college, however, the process is often stressful and frustrating. The competition for grades, the need to perform, peer relationships, fear of failure, career choice, and many other aspects of the college environments are real life challenges that manifest as mental stress.

1.2 SCOPE AND SIGNIFICANCE OF THE STUDY

Keeping in view of the objectives, the present study undertakes to examine the stress in terms of the causes of stress. An effective stress management practices would always result in good academic performance of students, friendly relations with all, achieving a good career growth.This research is carried out to promote a better understanding of stress faced by students from final year B.Com in Christ College Irinjalakuda. This study sought to analyse how much stress college students perceive that they are experiencing and what are the most common sources of stress within this group. It also analysed the methods college students use to relax and with what frequency. Finally, it looked at the effectiveness of chosen methods of relaxation to reduce perceived stress levels. Many researchers have found that there is a direct relationship between stress and academic performance of college students. This study would help the students to discover the various stressors affecting their academics and personal life. It helps the teachers determining the stressors affecting their students and to guide the students in reducing the stress level so that they are more shaped and ready to face the challenges confidently.

1.3 OBJECTIVES OF THE STUDY

The main objective of the study is to study the "Relationship of academic stress on mental health and study habit among B.Com Students".
Specific objectives are as follows:
1.3.1To analyse the academic stress among final year B.Com students.
1.3.2 To examine the study habits of male and female students.
1.3.3 To examine the mental health of B.com students.
1.3.4 To examine relationship between academic stress, study habits and mental health among final year B.Com students.

1.4 HYPOTHESES OF THE STUDY

1.4.1 There is an association between gender and study habits of students in B.Com Aided batch.
1.4.2 There is an association between gender and study habits of students inB.Com Self A batch.
1.4.3 There is an association between gender and study habits of students in B.ComSelf B batch.

1.4.4 There is an association between gender and study habits of students in B.ComSelf B batch.
1.4.5 There is a significant linear relationship between academic stress, study habit and mental health.

1.5 RESEARCH METHODOLOGY

1.5.1 RESEARCH DESIGN

This study is both descriptive and analytical in nature. It includes surveys and fact finding enquiries of different kind.

1.5.2 SAMPLE DESIGN

POPULATION

The population for the present study has been defined as the final year B.com students of department of commerce, Christ College, Irinjalakuda.

1.5.3 SAMPLING FRAME

To study the whole population in order to arrive at conclusion would be impractical. So it was considered inevitable to draw a representative sample. The sampling method used in this study is proportionate stratified random sampling. Under this method all the students are divided on the basis of gender from both aided and unaided section then grouped into 5 strata's on the basis of their levels of learning. Within each stratum a proportionate random sampling method is used for selecting the respondents.

The following index is used for identifying the different level of learners: Index: $\frac{Q+I}{2}$

$$Q = \frac{\text{Marks secured in the subject in qualifying examination x 100}}{\text{Maximum marks of the subject inthe qualifying examination}}$$

$$I = \frac{\text{Marks secured in the subject in first internal examination of the semester x 100}}{\text{Maximum marks of the subject first internal examination}}$$

90% and above – Highly Advanced Learners, Between 75% and 90 %: Advanced learners, Between 60% and 75%: Average learners, Between 50 % and 60%: Slow learners, Less than 50%: Very slow learners.

1.5.4 SAMPLE SIZE

TABLE 1.1
SAMPLE SIZE

Final Year B.Com Aided				**Final Year B.Com Unaided**									**Total**
Gender	**Male**	**Female**	**Total**	**Male**			**Female**			**Total**			
				A	B	C	A	B	C	**A**	**B**	**C**	
Highly Advanced Learners	4	7	**11**	-	-	-	-	1	-	-	**1**	-	**12**
Advanced learners	8	5	**13**	1	1	4	4	4	6	**5**	**5**	**10**	**33**
Average learners	1	1	**2**	5	7	4	8	6	7	**13**	**13**	**11**	**39**
Slow learners	-	-	-	4	3	5	1	2	-	**5**	**5**	**5**	**15**
Very slow learners.	-	-	-	3	2	-	-	-	-	**3**	**2**	-	**5**
Total	**13**	**13**	**26**	**13**	**13**	**13**	**13**	**13**	**13**	**26**	**26**	**26**	**104**

The total students in Aided and Unaided Sections are 57 and 168 respectively. A sample size of 100 students were planned for the study due to lack of time, so at first, 25 students from each class were selected, and for convenience of dividing each strata (class) into two (male & female), the sample size was adjusted to 26. And thus from each strata 26 students were selected out of which 13 are boys and 13 are girls. And the total sample size ended up at 104.

1.6 DATA COLLECTION

1.6.1PRIMARY DATA: Survey method is used to collect the data from respondents the help of structured questionnaire and personal interview.

1.7 TOOLS USED FOR ANALYSIS

Appropriate statistical tools are used for analysis such as simple statistical tool i.e., percentage analysis and inferential analysis is done through chi-square test.

PART 2

DATA ANALYSIS AND INTERPRETATION

2.1 This section deals with data analysis and interpretation.

TABLE 2.1 CLASSIFICATION OF STUDENTS ON THE BASIS OF ACADEMIC PERFORMANCE.

Performance Level	**No. of respondents**	**Percentage**
Highly Advanced Learners	12	11.6%
Advanced Learners	33	31.7%
Average Learners	39	37.5%
Slow Learners.	15	14.4%
Very Slow Learners	5	4.8%
Total	**104**	**100%**

Source: survey data

It is clear from the table 2.1 that majority of the respondents belongs to the category of 'Advanced Learners' (31.7%) and 'Average Learners' (37.5%). 11.6% of the respondents are in the category of 'Highly Advanced Learners'. 14.4% of the respondents belongs to the category of 'Slow Learners' and 4.8% of them belongs to the category of 'Very Slow Learners'.

2.2 STRESS INDEX USING RENSIS LIKERT SCALE

Likert scale is a psychological measurement device that is used to gauge attitudes, values, and opinions. It functions by having a person complete a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements. The Likert scale is named after its creator, Rensis Likert, who developed it in 1932. In survey research, Likert scales are the most commonly used type of scale.

2.2 INDEX OF 10 VARIABLES OF ASS

Range	Aided		Self A		Self B		Self C		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B+G
10 - 20	3	1	7	0	2	0	1	1	13	2	15
20 - 30	9	6	5	11	8	9	9	11	31	37	68
30 - 40	1	6	1	2	2	3	3	1	7	12	19
40 - 50	0	0	0	0	1	1	0	0	1	1	2
Total	13	13	13	13	13	13	13	13	52	52	104

Source: *Survey* ASS: *Academic Stress Scale*

Score range 10 - 20: Compared to girls (2) boys (13) are more in this range. They seems to have no stress at all. **Score range 20 – 30:** In this range boys (31) and girls (37) are more or less equal**.** And they total to 68, which means that slight stress is experienced by majority of students. **Score range 30 – 40:** Compared to boys (7) girls (12) are more in this range. They seems to experience moderate stress.**Score range 40 – 50:** Both boys and girls experience high academic stress equally, but the percentage of such students who experience high stress is few.

TABLE 2.3 INDEX OF 10 VARIABLES OF SHS

Range	Aided		Self A		Self B		Self C		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B+G
10 - 20	8	8	11	7	8	4	10	5	37	24	61
20 - 30	5	5	2	6	5	9	3	8	15	28	43
Total	13	13	13	13	13	13	13	13	52	52	104

Source: *Survey* SHS: *Study Habit Scale*

Score range 10 - 20: Compared to girls (24) boys (37) are more in this range. They seems to get into studies rarely.**Score range 20 – 30:** In this range 15 boys and 28 girls are there. or less equal**.** This range also proves that study habits are more for girls.

TABLE 2.4 INDEX OF 10 VARIABLES OF MHS

Range	Aided		Self A		Self B		Self C		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	B+G
10 - 20	1	1	7	0	3	0	4	3	15	4	19
20 - 30	12	11	6	11	8	10	9	10	35	42	77
30 - 40	0	1	0	2	2	3	0	0	2	6	8
Total	13	13	13	13	13	13	13	13	52	52	104

Source: Survey ***MHS: Mental Health Scale***

Score range 10 - 20: Compared to girls (4) boys (15) are more in this range. They seems to have no mental weakness. **Score range 20 – 30:** In this range there are 35 boys and 42 girls. This

shows that both boys and girls sometimes feel mental health problems, and among them girls are more frequent to such difficulties. **Score range 30 – 40:** Compared to boys (2) girls (6) are more in this range. They seems to mostly experience mental health problems.

Chi-Square Test: The Chi-Square Test of Independence determines whether there is an association between categorical variables (i.e., whether the variables are independent or related).

H_1: THERE IS AN ASSOCIATION BETWEEN GENDER AND STUDY HABIT OF STUDENTS IN B.COM AIDED BATCH

TABLE 2.5

Gender * Study Habit * Frequency Cross Tabulation					
Count					
Frequency			Study Habit		Total
			30-40	20-30	
Total	**Gender**	**Boys**	**5**	**5**	**10**
		Girls	**8**	**8**	**16**
	Total		**13**	**13**	**26**

Gender * Study Habit of students in B.Com aided Batch Cross tabulation is given in the table 2.5.1. It shows that out of 10 boys, 5 of them falls under '30-40' study habit scale and the remaining 5 under the '20-30' category. In the case of girls out of 16, 8 of them are in '30-40' study habit scale while others (8) under the '20-30' scale.

In order to examine the statistical significance of this result, the researcher use chi-square test statistic. It is given below table 2.5 (a) The value of Pearson Chi-Square is 0.000 and associated significance value is 1.0 which is greater than 0.05.Therefore null hypothesis is accepted. It means that there is no association between gender and study habit scale of students of B.com Aided batch.

TABLE 2.5 (A) CHI-SQUARE TESTS

Frequency		Value	D.F.	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Total	Pearson Chi-Square	.000[a]	1	1.000		
	Continuity Correction[b]	.000	1	1.000		
	Likelihood Ratio	.000	1	1.000		
	Fisher's Exact Test				1.000	.656
	Linear-by-Linear Association	.000	1	1.000		
	N of Valid Cases	26				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.00.						
b. Computed only for a 2x2 table						

Source:*SPSS output*

H_1: THERE IS AN ASSOCIATION BETWEEN GENDER AND STUDY HABIT OF STUDENTS IN B.COM SELF A BATCH

TABLE 2.6

Gender * Study Habit * Frequency Cross Tabulation					
Count					
Frequency			Study Habit scale		Total
			30-40	20-30	
Total	Gender	Boys	**2**	**6**	**8**
		Girls	**11**	**7**	**18**
	Total		**13**	**13**	**26**

Gender * Study Habit of students in B.Com Self A Batch Cross tabulation is given in the table 2.6. It shows that out of 8 boys, 2 of them falls under '30-40' study habit scale and the remaining 8 under the '20-30' category. In the case of girls out of 18, 11 of them are in 30-40 study habit scale while others (7) under the '20-30' scale.In order to examine the statistical significance of this result, the researcher use chi-square test statistic. It is given below table 2.6 (a). The value of Pearson Chi-Square is 2.889 and associated significance value is 0.089 which is greater than 0.05.Therefore null hypothesis is accepted. It means that there is no association between gender and study habit scale of students of B.com Self A batch.

TABLE 2.6(A) CHI-SQUARE TESTS						
Frequency		Value	D.F.	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Total	Pearson Chi-Square	2.889[a]	1	.089		
	Continuity Correction[b]	1.625	1	.202		
	Likelihood Ratio	2.989	1	.084		
	Fisher's Exact Test				.202	.101
	Linear-by-Linear Association	2.778	1	.096		
	N of Valid Cases	26				
a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.00.						
b. Computed only for a 2x2 table						

Source: *SPSS output*

H_1: THERE IS AN ASSOCIATION BETWEEN GENDER AND STUDY HABIT OF STUDENTS IN B.COM SELF B BATCH

Table .2.7 Gender * Study Habit * Frequency Cross Tabulation					
Total	**Gender**	**Boys**	**5**	**4**	**9**
		Girls	**8**	**9**	**17**
	Total		**13**	**13**	**26**

Gender * Study Habit of students in B.Com Self B Batch Cross tabulation is given in the table 2.7. It shows that out of 9 boys, 5 of them falls under '30-40' study habit scale and the remaining 4 under the '20-30' category. In the case of girls out of 17, 8 of them are in 30-40 study habit scale while others (9) under the '20-30' scale.

In order to examine the statistical significance of this result, the researcher use chi-square test statistic. It is given below table 2.7(a) The value of Pearson Chi-Square is 0.170 and associated significance value is 0.680 which is greater than 0.05.Therefore null hypothesis is accepted. It means that there is no association between gender and study habit scale of students of B.com Self B batch.

TABLE 2.7 (A) CHI-SQUARE TESTS

Frequency		Value	D.F.	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Total	Pearson Chi-Square	.170[a]	1	.680		
	Continuity Correction[b]	.000	1	1.000		
	Likelihood Ratio	.170	1	.680		
	Fisher's Exact Test				1.000	.500
	Linear-by-Linear Association	.163	1	.686		
	N of Valid Cases	26				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.50.

b. Computed only for a 2x2 table

Source: *SPSS output*

H_1: THERE IS AN ASSOCIATION BETWEEN GENDER AND STUDY HABIT OF STUDENTS IN B.COM SELF C BATCH

Table 2.8
Gender * Study Habit * Frequency Cross Tabulation

Total	**Gender**	**Boys**	**3**	**8**	**11**
		Girls	**10**	**5**	**15**
	Total		**13**	**13**	**26**

Gender * Study Habit of students in B.Com Self C Batch Cross tabulation is given in the table 2.8. It shows that out of 11 boys, 3 of them falls under '30-40' study habit scale and the remaining 8 under the '20-30' category. In the case of girls out of 15, 10 of them are in 30-40 study habit scale while others (5) under the '20-30' scale.

In order to examine the statistical significance of this result, the researcher use chi-square test statistic. It is given below table 2.8 (a). The value of Pearson Chi-Square is 3.939 and associated significance value is 0.047 which is less than 0.05.Therefore null hypothesis is rejected and H1 is accepted. It means that there is association between gender and study habit scale of students of B.com Self C batch.

TABLE 2.8(A) CHI-SQUARE TESTS

Frequency		Value	D.F.	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Total	Pearson Chi-Square	3.939[a]	1	.047		
	Continuity Correction[b]	2.521	1	.112		
	Likelihood Ratio	4.057	1	.044		

	Fisher's Exact Test				.111	.055
	Linear-by-Linear Association	3.788	1	.052		
	N of Valid Cases	26				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.50.						
b. Computed only for a 2x2 table						

Source:*SPSS output*

H_1: There is significant linear relationship between academic stress, study habit and mental health The Correlation coefficient hypothesis tested to know whether there is linear relationship exists between two or more variables.

TABLE 2.9 CORRELATIONS

		ASS	SHS	MHS
ASS	Pearson Correlation	1	.520	.982**
	Sig. (2-tailed)		.369	.003
	N	5	5	5
SHS	Pearson Correlation	.520	1	.611
	Sig. (2-tailed)	.369		.274
	N	5	5	5
MHS	Pearson Correlation	.982**	.611	1
	Sig. (2-tailed)	.003	.274	
	N	5	5	5
**. Correlation is significant at the 0.01 level (2-tailed).				

Source:*SPSS output*

ASS: *Academic Stress Scale,* SHS: *Study Habit Scale,* MHS: *Mental Health Scale*

SPSS output result reveals that the academic stress and study habits are positively correlated at 0.520 while the mental health shows a linear positive correlation. The correlation coefficient is 0.982 and is statistically significant at 0.01 levels.

Part 3

FINDINGS, SUGGESTIONS AND CONCLUSION

3.1 FINDINGS

1 Out of the total sample (104), 50% of the respondents are male (52) and 50% of the respondents are female (52).

2 Out of the total sample 25% of the respondents are from aided batch and the remaining 75% are from unaided batch.

3 Out of the total sample 11.6% (12) are highly advanced learners, 31.7% (33) are advanced learners, 37.5% (39) are average learners, 14.4% (15) are slow learners and 4.8% (5) are very slow learners.

4 Most of the students (38.5%) feel slight stress due to lack of concentration during study hours.

5 Students who feel slight stress and moderate stress due to poor interest in some subjects are in same percentage (36.5%).

6 Moderate amount of stress is felt by most of the students (38.5%) due to difficulty in remembering all that is studied.
7 Majority of students feel moderate stress (26%) due to worrying about the examination.
8 Most of the students (33.7%) feel slight stress due to slow in getting along with the class.
9 Results show that most of the students (26%) feel high stress due to worrying about the results of examinations.
10 About 35.6% of students feel slight amount of stress due to not knowing how to prepare for examinations.

3.2 SUGGESTIONS

1 Practice good sleeping habits to ensure that you are well-rested. Sleep deprivation can cause many physical and mental problems and can increase stress.
2 Family members should try to understand their interests, specialties and abilities so as to avoid having too high expectations of them and causing them additional stress.
3 Family support is helpful for students faced with stress, no matter how they are adaptable to stress. While college students take advantage of family support.
4 Exercise regularly that Physical activity can help to burn off the energy generated by stress.
5 Examinations conducted in the college should be in time. Give a time gap between two exams for studying.

3.3 CONCLUSION

Stress is an inevitable part of today s fast life. In this age of globalization everywhere we feel competition due to this people take any risk in order to win. Especially Stress in academic institutions can have both positive and negative consequences if not well managed. Academic institutions have different work settings compared to non-academic and therefore one would expect the differences in symptoms, causes, and consequences of stress. By identifying the sub issues of each component of stress among college students, College stressors have wide varieties, from academic work to uncertainty about the future, from difficulties in interpersonal relationships to dating problems, from self-doubt to family issues, and the list goes on.

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APPENDICES

ACADEMIC STRESS SCALE

If you feel **No Stress** give '**1**' mark, for **Slight Stress** give **'2**' marks, for **Moderate Stress** give **'3'** marks, for **High Stress** give **'4'** marks, and for **Extreme Stress** give **'5'** marks.

S. No.	How much stress do you feel due to:	Marks
1.	Lack of concentration during study hours.	
2.	Poor interest in some subjects.	
3.	Difficulty in remembering all that is studied.	
4.	Worrying about the examinations.	
5.	Slow in getting along with the class.	
6.	Worry about results after examinations.	
7.	Not knowing how to prepare for exams.	
8.	Eleventh hour preparation for exams.	
9.	Conflict with friends/classmates/teachers.	
10.	Boring/tedious teaching style by the teacher.	

STUDY HABITS SCALE

In this part, state your habits with regard to each item by giving **marks**. Marks are to be given based on three alternatives viz. **rarely** (**1** mark), **Sometimes** (**2** marks) and **Often** (**3** marks), in the bracket which you feel most nearly describes the truth of the statement in your own case now.

1	I have to re-read my books several times to grasp its content	
2	I pronounce the words to myself as I read.	
3	I use to make notes, while studying.	
4	I have a tendency to day-dream when trying to study.	
5	It takes me some time to get settled and 'warmed up' for the task of study.	
6	Social Media affect my studies.	
7	I always plan to study, but most of the time I cannot study.	
8	I study with others rather than myself.	
9	I try to summarize and systematize the facts learned; and then associating them with previously learned materials and facts.	
10	I try to learn each point as I read it, rather than to go on in time and then coming back later to clear up the doubtful points.	

MENTAL HEALTH SCALE

You have got four alternatives to respond each of the statements, viz. **Never** (**1** mark), **Sometimes** (**2** marks), **Mostly** (**3** marks) and **Always** (**4** marks), which most suitably indicate the frequency of your feelings.

1	I am not able to take quick decision at any situation.	
2	I use to worry even for silly matters for a long time.	

3	I do my duty well even in adverse circumstances	
4	I used to be lost in the world of imagination.	
5	I am much worried about my responsibilities	
6	I am anxious about my future.	
7	I make definite plans for my future.	
8	I feel that my relations with others are not satisfactory	
9	My friends/relatives remain ready to help me.	
10	My relation with others affects my mental condition	

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Dear

DR.JOSHEENA JOSE

I am very pleased to inform you that your research paper titled **"RELATIONSHIP OF ACADEMIC STRESS ON MENTAL HEALTH AND STUDY HABIT AMONG B.COM STUDENTS IN CHRIST COLLEGE IRINJALAKUDA"** has been published in **ACADEMICIA: An International Multidisciplinary Research Journal (ISSN:2249-7137) (Impact Factor: SJIF =5.099) Vol. 7, Issue- 6, (June, 2017).**

The scholarly paper provided invaluable insights on the topic. It gives me immense pleasure in conveying to your good self that our Editorial Board has highly appreciated your esteemed piece of work.

We look forward to receive your other articles/research work for publication in the ensuing issues of our journal and hope to make our association everlasting.

Thanking you once again

With Best Regards

Dr. BCM Patnaik

Managing & Publishing Editor

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(A Double Blind Refereed & Reviewed International Journal)
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2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
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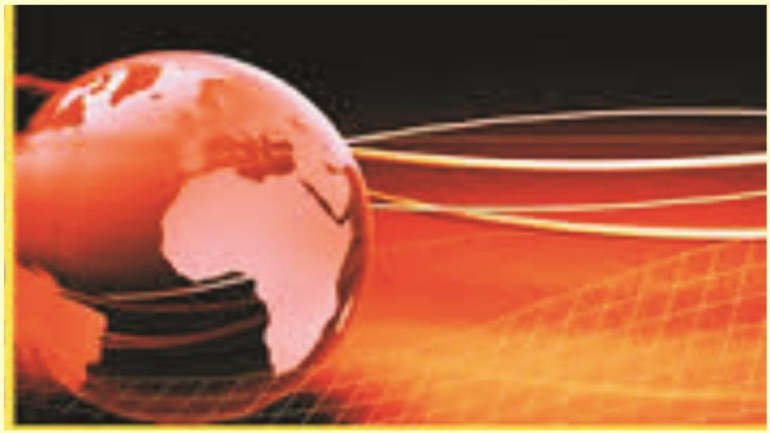

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