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RESEARCH ARTICLE

STUDY HABITS AND MENTAL HEALTH IN RELATION TO THEIR EXAMINATION STRESS OF VELLORE HIGHER SECONDARY STUDENTS: A GENDER WISE ANALYSIS

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Abstract

In 21st century learning student's use educational technologies to apply knowledge to new situations, analyze information, collaborate, solve problems, and make decisions, utilizing emerging technologies to provide expanded learning opportunities is critical to the success of future generations. Improved options and choice for students will help improve student completion and achievement. This article deals with the study habits and mental health in relation to their examination stress of Vellore higher secondary students, the investigator adopted survey method of research. The data were collected using Study Habits Inventory was developed and standardized by D. Gopal Rao (1985), Mental Health Inventory was evolved and standardized by Droved and Augustine (1990), and examination stress scale developed and validated by the investigator. The sample consists of 1010 higher secondary students, 183 from Vellore Corporation, 509 from Government and 318 from Government aided schools and the investigator has followed the Stratified Random sampling procedure for the selection of the respondents for the study. Mean, standard deviation, 't' and 'r' were used for analyzing the data. The findings revealed that the study habits and mental health in relation to their Examination stress of Vellore higher secondary students were significantly correlated.

INTRODUCTION

Study habit is a central factor in learning. The educability of a man depends largely on his ability to form and reform habits. Thus education and habits have a one-to-one correspondence between them. Study habits are not simple reactions that are carried out by the organism. Study habits play an important role in one's life. To-day educators and parents of them are concerned with the elimination of bad habits, more than the formation of good habits. If the students have a good habit automatically they have a good mental health. Mental health means the balanced and integrated development of personality. It is a science that deals with human welfare that pervades all fields of human relationships. It is the balanced and integrated development of personality. It is a science that deals with human welfare that pervades all fields of human relationships. Those who have a physical or psychological stress it can produce mental or physiological reactions that may lead to illness. Mild stress may be beneficial in cognitive tasks and performance while consistently high stress may lead to anxiety and depression, which are definable neuropsychiatric disease entities. Strong parental involvement in a child's education and school environment are essential to the success of the child and the school. Such parental involvement is an ongoing, comprehensive, and purposeful and relentless process design to ensure parents 'connection to the schools' culture, purpose and organization. Yet meaningful parental

involvement has traditionally eluded schools. It is typically limited to Parent-Teacher associations, and even then, teachers decry parents' inconsistent attendance or continued absence. Even in those schools where Parental involvement is considered strong, only some parents are involved, or they are invited to the school by the teachers or administrators. Dedicated parental involvement exists only where there is a system in place to include all parents in the life and development of the school.

SIGNIFICANCE OF THE STUDY

The higher secondary education underwent a revolutionary change with the emphasis on academic as well as vocational streams. A good number of orientation courses in the different aspects of higher secondary education were organized both at state and district levels with a view to introduce new methodology of teaching and enrichment of the content of the subjects of study. Necessary infrastructure facilities were also provided to schools. It is a well established fact, based on various researches that there is a positive correlation between study habits and academic success of students at all levels. High academic performance is attributed to students' effective study habits. There is a need for planning effective study habit program in every school.

In the present context, higher secondary education is a vital link between school education and collegiate education. The curriculum of higher secondary education has been updated and it is very rich and comprehensive. As a matter of fact, it serves as a solid foundation for the future academic and technical higher education. Hence it is indispensible that students at higher secondary stage should be provided with are necessary guidance and counseling so that their future will be happy and healthy and free from strain and stress and frustration. Therefore, the students at higher secondary stage should be healthy mentally and physically to cope up with life situations. They should be free from the stress caused by examinations, which is possible only if they develop proper study habits and get the encouragement of their parents for the development of their all-round and wholesome personality. Hence the present study has an attempt to investigate the study habits and mental health in relation to their examination stress of vellore higher secondary students in general.

OBJECTIVE

1. To find out the level of Study habits and mental health in relation to their Examination stress of Vellore higher secondary students

NULL HYPOTHESES

1. There is no significant difference between male and female higher secondary students in their study habits
2. There is no significant difference between male and female higher secondary hr.sec students in their mental health.
3. There is no significant difference between male and female higher secondary students in their examination stress.
4. There is no significant relationship of Study habits and mental health in relation to their Examination stress of Vellore higher secondary students

METHODOLOGY IN BRIEF

A normative survey method was adopted to find out the difference and relationship between Study habits and mental health in relation to their Examination stress of Vellore higher secondary students with respect to gender. The data were collected using Study habits Inventory was developed and standardized by D. Gopal Rao (1985), Mental Health Inventory was evolved and standardized by Droved and Augustine (1990), and examination stress scale developed and validated by the investigator. The sample consists of 1010 higher secondary school students, 183 from Vellore Corporation, 509 from Government and 318 from Government aided schools and the investigator has followed the Stratified Random Sampling procedure for the selection of the respondents for the study. The investigator has used mean, standard deviation, 't' and 'r' to test the null hypotheses formulated. The procedures of the study are here in terms of the steps followed for completion of the study.

OBJECTIVE

To find out the level of Study habits and mental health in relation to their Examination stress of Vellore higher secondary students

LEVEL OF STUDY HABITS OF THE STUDENTS IN THE SAMPLE

Level	Number of Students	Percentage
Low	167	16.5
Moderate	638	63.2
High	205	20.3
Total	**1010**	**100**

The above table shows the level of Study habits of higher secondary students in the sample. It is clear from the table that 638 (63.2%) of students fall under the moderate level, while 205 (20.3%) are at high level and 167 (16.5%) belong to the low level.

LEVEL OF MENTAL HEALTH OF THE STUDENTS IN THE SAMPLE

Level	Number of Students	Percentage
Low	261	25.8
Moderate	463	45.8
High	286	28.4
Total	**1010**	**100**

The table depicts the levels of mental health of higher secondary students in the sample. It is evident from the table that 463 (45.8%) of the students come under the moderate level, whereas 261(25.8%) are at low level and 286 (28.4%) belong to the high level.

LEVEL OF EXAMINATION STRESS OF THE STUDENTS IN THE SAMPLE

Level	Number of Students	Percentage
Low	256	25.3
Moderate	411	40.7
High	343	34.0
Total	**1010**	**100**

The foregoing table shows the levels of Examination stress of higher secondary students in the sample. It is clear from the table that 411(40.70%) of the students fall under the moderate level, 343(34.0%) and 256 (25.3%) come the high and low levels respectively.

NULL HYPOTHESIS

1. There is no significant difference between male and female higher secondary students in their study habits

DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR STUDY HABITS

Gender	N	Mean	SD	SEM	't' value	Level of significance
Male	510	92.25	27.11	1.200	0.122	NS
Female	500	92.46	27.86	1.246		

't' value = 1.96 at 0.05 level

The above table shows the't' value and the level of no significance of difference between gender and Study habits of higher secondary students in the sample. The Mean and SD of male students are 92.25 and 27.11 and that of the female students are 92.46 and 27.86 respectively. The't' value is 0.122 which is not significant.

NULL HYPOTHESIS

2. There is no significant difference between male and female hr.sec students in their mental health.

DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR MENTAL HEALTH

Gender	N	Mean	SD	SEM	't' value	Level of significance
Male	510	23.71	8.38	0.371	0.107	NS
Female	500	23.76	8.24	0.368		

't' value =1.96 at 0.05 level

The foregoing table shows the't' value and the level of significance of difference of difference between gender and mental health of higher secondary students in the sample. The Mean and SD of Male students are 23.71 and 8.38 and that of female students are 23.76 and 8.24. The't' value is 0.107 which is not significant.

NULL HYPOTHESIS

3. There is no significant difference between male and female hr.sec students in their examination stress.

DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR EXAMINATION STRESS

Gender	N	Mean	SD	SEM	't' value	Level of significance
Male	500	66.76	21.10	0.934	2.154	S (0.05)
Female	510	63.85	21.86	0.977		

't' value =1.96 at 0.05 level

The above table indicates the‘t’ value and the level of significance of difference between gender and Examination stress of the higher secondary students in the sample. The Mean and SD of Male students are 66.76 and 21.10 whereas those Female students are 63.85 and 21.86 respectively. The‘t’ value is 2.154 which is significant at 0.05 level.

NULL HYPOTHESIS

4. There is no significant relationship of Study habits and mental health in relation to their Examination stress of Vellore higher secondary students

CORRELATION BETWEEN THE PSYCHOLOGICAL VARIABLES CHOSEN FOR THE STUDY

Category	N	‘r’ Value	L.S	Correlation
Study habits Vs Mental health	1010	0.133	S (0.01)	Positive
Study habits Vs Examination Stress	1010	-0.043	NS	Negative
Mental health Vs Examination Stress	1010	0.046	NS	Positive

The table shows the correlation between the different Psychological variables used in the research, with ‘r’ value, level of significance and whether Positive or Negative. The correlation between Study habits and mental health of students in the sample is both positive and high. The correlation co-efficient is found to be 0.133 which is significant at 0.01 level. Therefore, the hypothesis formulated earlier, namely. “There is a Positive and high correlation between Study habits and Mental health of students” is accepted as it is valid.

The correlation between Study habits and Examination stress of students in the sample is both Negative and low. The correlation co-efficient is found to be -0.043 which is not significant. Therefore, the hypothesis stated in the previous chapter, namely, “There is a Positive and high correlation between Study habits and Examination stress of students” is rejected as it is not valid.

The correlation between mental health and Examination stress of students in the sample is Positive but low. The correlation co-efficient is found to be 0.046 which is not significant. Therefore, the hypothesis formulated in previous chapter, namely, “There is a Positive and high correlation between Mental health and Examination stress of the students” is accepted only partially.

FINDINGS

Results obtained were discussed in the light of the objectives and hypotheses framed. The null hypotheses tested for significance in the result section have been interpreted in terms of rejection and acceptances depending upon the results.

- Study habits, mental health and examination stress are moderately distributed.
- Gender wise analysis exhibit the significant difference in their examination stress, but there is no significant difference in their study habits and mental health of higher secondary students.
- Positively correlated the variables of study habits, mental health and examination stress and reject the null hypothesis.

CONCLUSION

The study has highlighted that the Study habits, mental health and Examination stress of higher secondary students are at moderate level. Hence all possible effective measures should be taken to raise their levels. The study also revealed that parents spend more time with their children and give guidance and encouragement to the extent possible. There should be a healthy cordial relationship between parents and teachers in order to help and encourage the students in their regular study habits and in the maintenance of good mental health. An intellectual atmosphere should be created and prevail at home by the presence of healthy books, journals and magazines suitable for the age, ability and aptitude of children. Reading interest is closely correlated to the study habits. A peaceful, moral art religious atmosphere at home will enhance and enrich the mental health of students. Parents’ example is very necessary in this regard. Emotional balance, moral life and a healthy positive’ attitude to life of parents will prove to be a boon in this regard.

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