

Stress and its Implication on Students Study Habit in Nigeria Tertiary Institutions: Librarians' Perspective

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The effect of stress has been a major concern to all humanity as it affects the wellbeing of individual in all aspect of life. This paper discuss stress and its implication on students study habit in Nigeria Tertiary Institutions. Effort of researchers have seen stress as a term used in describing the attitude of an individual to cope with a changed situation physically, mentally, socially, psychologically, emotionally, etc. Concepts of Study Habit among students as influenced by stress in Nigeria Tertiary Institutions are apparently discussed as engaging activities that requires commitment in achieving academic excellence. Sign of Stress Observable on Students are also identified to include; feeling of unreality, weakness, or dizziness, frequent need to urinate inability to concentrate, flight of thoughts, and general disorientation and impulsive behavior, emotional instability. Emphasis was also made in discussing the effect of stress on Students Study Habit in four phases which include; physical, emotional and behavioral effects. This paper was concluded stressing that student should take things easy and not being over emotional towards their relation with their colleagues and not to be over ambition in meeting predetermined objectives.

Keywords: Library, Stress, Students' study habits, Nigeria Tertiary Institutions

Introduction

The rate at which stress has eaten into the study habit of student in tertiary institution is very alarming. The literature of researchers like Kin (2010) reflects that stress is a major factor affecting people lives, is intimately tied with mental health, and is very possibly linked with many problems of physical health. This is evident in the works of several stress researchers (e.g., Lazarus, 2017; Bours & Holg, 2007; Madukwe, 2018). The interest in stress has also caught the attention of the popular press, elucidating that stress is a concern to the public as well as in academia (Eniola & Adebisi, 2005). Stress in psychology is a demand, threat or other event that requires an individual to cope with a changed situation. Stresses are unavoidable part of life. They range in severity from relatively mild forms, such as traffic jam, a family argument, to severe ones such as the death of spouse or the fear of dying from a particular ailment. People's responses to stress vary widely depending on their cultural and family background, their personal experiences and their mood at the time, and on other stresses present at the same time. Most people can cope satisfactorily with the everyday stresses of living. However, when problems escalate faster than they can be solved, a person's adaptive

capacity may be overloaded and chronic illness, anxiety or depression may result (Ellos, 2001). Stress is usually thought of in negative terms. Although highly stressful situations have negative or dysfunctional consequences, it is thought to be caused by something bad, which could be upsetting to one. For example, a university student is placed on academic probation, loss a of loved one or a loved one is seriously ill, or an employee getting a reprimand from his boss. This is a form of *distress*.

Study habit are systematic ways students go about their studies to achieve excellent academic performance (Eremie, 2017). Study habit could be poor or good depending on the level of commitment and resilient shown toward academic pursuit. Poor study habit is the major cause of poor academic performance among students as revealed by several researchers like; (Nuthana & Yenagi, 2009; Iyamu & Aluede, 2014)). Akume (2008) revealed that many students fail to perform well in their academics not because they do not possess the mental ability to do so but because they fail to use the most effective study methods. Becoming sound academically begins with imbibing good study habits. Effective study habit is needed by students to perform maximally in academics. Students are rather looking for easy ways of improving their academic performance by

cheating during exams or influencing their scores through unscrupulous means. If students can sit down to study effectively, their performances can be improved. Good study habits contribute to high academic performance while poor study habits lead to poor academic performance. Several research findings have revealed that poor study habit is the bane of poor academic performance among students (Dimkpa, 2018, Eremie 2017, Iyanu and Aluede 2014, Awabil, Kolo, Bello and Oligba, 2013 & Acido, 2010). Poor study habit has been a great a great concern to parents, teachers, and all education stakeholders, they have been looking for a lasting solution that will imbibe in students' good study habit for improved academic performance.

Concept of Study Habit among students as influenced by stress in Nigeria Tertiary Institutions

Iyamu and Aluede (2014) noted that good study habits do not only help students to be academically oriented. It also enhances students' academic achievement. This is the reason why counselling is needed to effectively help students to acquire good study habit that will enable them to acquire knowledge, retain and produce them when needed. Nulthana and Yenagi (2009) see study habit as a pre-requisite for academic success. Students' academic performance is a central issue in education; it is used as a criterion to judge an individual overall potentialities and capabilities; they are regularly measured by examination results. Students who have trouble in school subjects lack good study habits. A lot of students spend quality time in unprofitable ventures instead of engaging in their studies, they are often distracted by activities such as viewing television, being on the internet, partying, chatting on phone, procrastinating, lack ability to organize learning materials, enjoying music and so on. They wait until the eleventh hour to start an assignment or cram to write a test or an exam. Students with poor study habit are easily distracted and lack motivation to study. They exhibit the following characteristics: Studying without a study plan, waiting to study at the last hour, failing to ask teachers for clarification when lessons are not clear, not having up to date note. Etc. Iyamu and

Aluede (2014) examined societal values and poor study habits as predisposing factors in senior secondary school students' involvement in examination crime in Edo State. The population consists of all the students in senior secondary 2 and 3 in public secondary schools in Edo State. A stratified sampling technique was employed to select 1,000 students in ss1 and ss2 in public schools in the state. The study revealed that study habits and societal values have been found to be a significant influence on students' attitude towards examination crime. This is an indication that a lot of students indulge in unprofitable task at the expense of their study. Eniola and Adebisi (2005) conducted an experimental study among (48) forty-eight visually impaired students in Federal College of Education (special) Oyo. The study revealed that the students are been affected with social problem; thereby affecting their studying habit.

Concept of Stress as it affects study habit of students in Nigeria Tertiary Institutions

Hans Selye introduced the term stress into health psychology language in 1926. Although the term "stress" is now a household word. Selye actually preferred the use of descriptive term "strin" to denote his concept, since it suggests structural changes whereas stress emphasized external factors. To him, "stress" consist of the "sum total of all nonspecific changes within an organism caused by function or damage or simply the rate of wear and tear in the body". He defined stress as the non-specific response of the body to any demand. He insisted that the stress response was non-specific in that it produced a general consistent set of reactions within the body and could be caused by several environmental "stressors". The non-specific nature lies in the fact that any number of stressors can produce the same general, non-individualized body response as a defence (Abayomi, 2009).

Olumo (2011) have defined stress as a state of an organism in which his general wellbeing is threatened, and he must devote all his energies to its protection. Similarly, Lazarus (2017) suggested that stress occurs when there are demands on the person, which tax or exceed his adjustive resources. These definitions imply that the individual facing such a demand will

remain distressed unless and until he does something to neutralize the situation or problem. Either in the form of an injury or loss, or threat, or a challenge he must deal with it in some way. In some cases, if nothing is done, the individual will die. Stress, whether based on distorted perception or not, may lead to maladaptive behaviour or psychological impairment. What the individual does to master the situation is commonly referred to as coping. Ellos (2001) defined stress as reactions to the environment in which there are:

- The threat of a net loss of resources
- The net loss of resources
- Lack of resources gain following the investment of resources of gain is envisaged as sufficient for producing stress.

Park & Folkman (2008) defined stress to be non-specific responses of human organisms to demand on him regards of his perceived threat. While defining stress as the period between arousal and return to normalcy of biochemical and physiological response occurring in the body, Lazarus (2017) divided stress into four:

- ✓ Normal Stress
- ✓ Acute Stress
- ✓ Chronic Stress
- ✓ Crisis Stress

Sign of Stress Observable on Students Study Habit in Nigeria Tertiary Institutions

Madukwe (2018) identified several self-observable signs of stress as:

- Feeling of unreality, weakness, or dizziness
- Frequent need to urinate
- Inability to concentrate, flight of thoughts, and general disorientation.
- Impulsive behaviour, emotional instability
- Migraine headaches
- Premenstrual or missed menstrual cycles
- Nightmares
- Increased use of legally prescribed drug
- Pain in the neck or lower back
- Alcohol and drug addiction
- Loss of, or excessive appetite
- Avoiding classes
- Increased smoking, coffee drinking, etc.

Effect of Stress on Students Study Habit in Nigeria Tertiary Institutions

Abayomi (2009) classified the effect of stress into three major categories:

- ✓ Physiological or physical effects
- ✓ Emotional effects
- ✓ Behavioral effects

Physical: it entails excessive worry about something, frequent illness, physical exhaustion, reliance on self-medication, including overuse of drugstore remedies (like Panadol, and Asprin), ailments-headache insomnia, appetite changes, weight gain or loss, indigestion, nausea, nervous, diarrhoea, constipation, sexual problems.

Emotional: Entails sadness, lack of pleasure in usually desired activities, apprehensiveness, tension, arousal, off balance easily, fuzzy, snappy defensive attitudes argumentative, angry, and reactive, lacking concentration, distractible, preoccupied, unable to focus or be creative, push others away, suspicious, unwillingness to do something.

Behavioral: negligence of responsibilities and work, avoiding relationships, expression of personal feelings, unwilling to share, seclusion, additions, maniac, poor judgment, self-destructive behaviours, poor work habit, sedentary lifestyle, debt, petty crime, anger, and violent relationships.

Conclusion

This paper conclusively stressed that stress is unavoidable as individuals put in so much effort to achieve desired objectives. It is notable to be part of life and it will continue to be part of life as people come together to share feelings and aspirations. It is also obvious to state here that even when an individual has a good study habit, he is prone to have emotional problem or financial problems which apparently result to stress. Therefore, stress can only be managed and control depending on the extent of its outcome. Students are expected to take things easy and not being over emotional towards their relationship with colleagues and not to be over ambition in meeting predetermined objectives.

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