



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(1): 385-387
www.allresearchjournal.com
Received: 22-11-2016
Accepted: 23-12-2016

Dr. Khushwant Kaur
Assistant Professor, SDS
College of Education for
Women, Lopon, Punjab,
India

Study habits of adolescents in relation to gender and locale

Dr. Khushwant Kaur

Abstract

The Study was intended to find the difference between mean scores of Study Habits of adolescents of Ludhiana Distt. Sample of the study consisted of 100 male and 100 female and further categorized into 100 rural and 100 urban adolescents of distt. Ludhiana (Punjab). Study Habit Inventory by Sri. Mukhopadhyay M (2002) was used to collect the data. The results of the study showed that there was significant difference exist between Study Habits of male and female adolescents of rural and urban area of Ludhiana Distt.

Keywords: Study habits, rural and urban adolescents, male and female adolescents

Introduction

The Education is an activity or process, which modifies the behavior of a person from instinctive to human behavior (Taneja, 2003) ^[9]. This definition reveals the innate truth that education aims at discovering aptitudes as well as to progressively prepare man for social activity. Study habit of the student to a large extent culminates into shaping an individual destiny. The general belief is that students who exercise good study habits are likely to excel than those with poor study habits.

According Good's dictionary of Education (1973) "Study habit is the tendency of pupil to study when opportunity is given, it is the pupil's way of studying that means if the study is systematic or unsystematic, efficient or inefficient."

Thus study habits are the sum total of all habits, determine purpose enforced practice that individual has in order to learn. These true indicators of individuality of a person.

Types of Study Habits

There are four different types of study habits, which are: listening learners, visual learners and touch/experience learners.

1) Listening Learners: Listening learners would do best hearing a professor give a lecture and study by repeating things to themselves to retain information, as well as discussing or teaching the material to others. Since these learners are prone to sounds, they also might study best in quiet places so no background noises will interrupt their thoughts.

2) Visual Learners: Seeing learners, like the name implies, learn by seeing the same material, again and again. These techniques are very helpful for seeing learners, because re-reading and reviewing information is one of the best ways for them to study.

3) Experience/touch learners: The one who learn best by doing, are the touch/experience learners.

4) Location: Location too, plays a big role in helping students study. There is no wrong or right place, and it is up to a person's personal preferences, which locations work best for them.

Correspondence
Dr. Khushwant Kaur
Assistant Professor, SDS
College of Education for
Women, Lopon, Punjab,
India

Objectives and hypotheses

Objectives of the study are

- 1) To study the significant difference in the mean scores of Study Habits of urban and rural adolescents.
 - (a) To study the significant difference in the mean scores of Study Habits of urban and rural male adolescents.
 - (b) To study the significant difference in the mean scores of Study Habits of urban and rural female adolescents.
- 2) To study the significant difference in the mean scores of Study Habits of male and female adolescents.
 - (a) To study the significant difference in the mean scores of Study Habits of urban male and female adolescents.
 - (b) To study the significant difference in the mean scores of Study Habits of rural male and female adolescents.

Hypotheses of the study are

- 1) There will be significant difference in the mean scores of Study Habits of urban and rural adolescents.
 - (a) There will be significant difference in the mean scores of Study Habits of urban and rural male adolescents.
 - (b) There will be significant difference in the mean scores of Study Habits of urban and rural female adolescents.
- 2) There will be significant difference in the mean scores of Study Habits of male and female adolescents.
 - (a) There will be significant difference in the mean scores of Study Habits of urban male and female adolescents.
 - (b) There will be significant difference in the mean scores of Study Habits of rural male and female adolescents.

Method and Procedure

Method

The present study was descriptive survey, which was conducted on a adolescents of school of Ludhiana district

the investigator classified the sample into two categories of rural and urban student by randomly selecting the adolescents from schools. The students were further categorized into male and female students.

Sample

The present study was conducted on adolescents from schools falling in Ludhiana district for the study, a sample of 200 adolescents was drawn from schools in such a way that sample equally represented rural and urban and male and female adolescents.

Tools

The following tool was employed in the present study:

- Study Habit Inventory by Sri. Mukhopadhyay M (2002).

Delimitations of the Study

Following will be the delimitations of the study: -

- The present study will be a delimited to 200 adolescents of Ludhiana district.
- The study will be delimited to 100 rural and 100 urban adolescents of Ludhiana district.
- It will further be delimited to 100 adolescents each of male and female.

Analysis and Discussion

Verification of Hypotheses

Results related with various hypotheses are presented below

H1: There will be significant difference in the mean scores of study habits of urban and rural adolescents

Table 1: Shows the mean scores of Study Habits of urban and rural adolescents.

Group	N	Mean	S.D.	SE _D	t-Value	Level of Significance
Urban	100	177	30.4	4.00	4.4	Significant
Rural	100	159.4	26.07			

Table shows the t-ratio of Study Habits of Urban and Rural adolescents of Ludhiana District is 4.4. The tabulated value are 1.98 and 2.63 at 0.05 level and 0.01 level are lesser than calculated value. Hence, there is significant difference in the mean scores of Study Habits of urban and rural adolescents. Hence Hypothesis (1) Stating, "There will be significant

difference in the mean scores of study habits of urban and rural adolescents," is accepted.

H 1(a): There will be significant difference in the mean scores of Study Habits of urban and rural male adolescents.

Table 2: The mean scores of Study Habits of urban and rural male adolescents.

Group	N	Mean	S.D.	SE _D	t-Value	Level of Significance
Urban Male	50	172.8	26.9	5.5	2.5	At 0.05 level – Significant
Rural Male	50	159	28.07			At 0.01 level – Non-Significant

Table shows the t ratio of Study Habits of urban and rural male adolescents is 2.5. The tabulated values are 2.01 and 2.68 at 0.05 levels and 0.01. So, there is significant difference in the mean scores of Study Habits of urban male and rural male adolescents at level of 0.05 and non significant difference level of 0.01. Hence, Hypothesis 1(a)

stating, "There will be significant difference in the mean scores of Study Habits of urban and rural male adolescents", is accepted at 0.05 and rejected at 0.01 level.

H 1(b): There will be significant difference in the mean scores of Study Habits of urban and rural female adolescents

Table 3: The mean scores of Study Habits of urban and rural female adolescents.

Group	N	Mean	S.D.	SE _D	t-Value	Level of Significance
Urban Female	50	181.5	34	5.66	5.1	Significant
Rural Female	50	152.6	21.16			

Table shows the t-ratio of Study Habits of urban and rural female adolescents is 5.1. The tabulated values are 2.01 and 2.68 at 0.05 level and 0.01 level are less than calculated value. Hence, there is significant difference in the mean scores of Study Habits of urban female and rural female adolescents. Hence, Hypothesis 1(b) stating, "There will be

significant difference in the mean scores of Study Habits of urban and rural female adolescents", is accepted.

H 2: There will be significant difference in the mean scores of Study Habits of male and female adolescents.

Table 4: The mean scores of Study Habits of urban and rural male and urban and rural female adolescents.

Group	N	Mean	S.D.	SE _D	t-Value	Level of Significance
Male	100	165.2	28.35	4.24	0.85	Non-Significant
Female	100	168.8	31.62			

Table 4.5 shows the t-ratio of Study Habits of urban and rural male and urban and rural female adolescents is 0.85. The tabulated values are 1.98 and 2.63 at 0.05 levels and 0.01 level are greater than calculated value. Hence, there is non-significant difference in the mean scores of Study Habits of 100 urban male and female and 100 rural male and female adolescents. Hence, Hypothesis (2) stating, "There

will be significant difference in the mean scores of Study Habits of male and female adolescents", is rejected.

H 2(a): There will be significant difference in the mean scores of Study Habits of urban male and female adolescents

Table 5: The mean scores of Study Habits of urban male and urban female adolescents.

Group	N	Mean	S.D.	SE _D	t-Value	Level of Significance
Urban Male	50	172.8	26.9	6.13	1.42	Non-Significant
Urban Female	50	181.5	34			

Table shows the t-ratio of Study Habits of urban male and urban female adolescents is 1.42. The tabulated values are 2.01 and 2.68 at 0.05 level and 0.01 level are greater than calculated value. Hence, there is non-significant difference in the mean scores of Study Habits of 50 urban male and 50 urban female adolescents. Hence, Hypothesis 2(a) stating,

"There will be significant difference in the mean scores of Study Habits of urban male and female adolescents", is rejected.

H 2(b): There will be significant difference in the mean scores of Study Habits of rural male and female adolescents.

Table 6: The mean scores of Study Habits of rural male and rural female adolescents.

Group	N	Mean	S.D.	SE _D	t-Value	Level of Significance
Rural Male	50	159	28.07	4.97	1.28	Non-Significant
Rural Female	50	152.6	21.16			

Table shows the t-ratio of rural male and rural female adolescents is 1.28. The tabulated value are 2.01 and 2.68 at 0.05 level and 0.01 level are greater than calculated value. Hence, there is non-significant difference in the mean scores of Study Habits of 50 rural male and 50 rural female adolescents. Hence, Hypothesis 2(b) stating, "There will be significant difference in the mean scores of Study Habits of rural male and female adolescents", is rejected.

Conclusions

On the basis of analysis and interpretation conclusions are given below:

- Significant difference is found in the mean score of Study Habits of urban and rural adolescents.
- Mean scores of Study Habits are in favor of urban male than rural male adolescents.
- Mean score of Study Habits are in favor of urban female than rural female adolescents.
- Female adolescents have more Study Habits than male adolescents.
- Rural male adolescents have more Study Habits than rural female adolescents.

References

1. Isangedighi AJ. A comparison of study habits among the underachieving, the achieving and over-achieving junior secondary one students. West African J. Educ. Res. 1997; 1:114-119.
2. Good Carter V. Dictionary of Education (Second Edition). New York: McGraw-Hill Book Co, 1959.
3. Mukhopadhyay M. Study Habit Inventory (S.H.I.), 1992.
4. Rana S, Kausar R. Comparison of Study Habits and Academic Performance of Pakistani British and White British Students. Pakistan J. Social and Clinical Psychol. 2011; 9:21-26.
5. Sawar M, Bashir M, Khan NM, Kahn SM. Study-orientation of High and Low Academic achievers at Secondary level in Pakistan. <http://www.academicjournals.org/ERR>, April. Educ. Res. Rev. 2009; 4(4):204-207.
6. Sharma SR. Management of School Organizations. New Delhi: Shri Sai Printographers, 2005.
7. Taneja VR. Socio-Philosophical Approach to Education. New Delhi: Atlantic Publishers and distributors, 2003.