

An investigation into the study habits of adolescents residing in rural and urban areas of Jammu district

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ABSTRACT

The present research was conducted to assess and compare the study habits of adolescents residing in rural and urban areas of Jammu district. 120 adolescents *i.e.* 60 adolescents from rural and urban setting (30 girls and 30 boys each) were selected randomly from west zone of Jammu. The tools used for the study were an interview schedule and study habit inventory (SHI). The data was analyzed both qualitatively and quantitatively by using mean, standard deviation and t-test. The results of the study enables to examine the study habits of adolescents like mode of study, time duration, and way of study, difficult subjects and organization of thoughts during exams. Majority of adolescents were in the age group of 17-18 years, belonged to nuclear family, opted arts stream and preferred to study all alone. Mean scores of adolescent girls in rural and urban areas were higher than the boys. There was a significant difference between adolescent girls and boys in the study areas: comprehension, supports, recording and language. The results further revealed that the mean scores of urban adolescents were higher than rural adolescents and there existed significant difference between rural and urban adolescents in the study areas like task orientation, drilling and supports.

KEY WORDS : Study habits, Adolescents, Study habit inventory

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INTRODUCTION

Habits play an important role in proper development of the child. Some children are intelligent yet they do not score as they wish. In such a situation how does a child study? What are his habits? It is necessary to know it. It is of great importance for students to recognize the use of productive study and learning ways in school life achievement. Now a days, it has become an important issue which should be accentuated particularly to get students adapt good study habits.

Admitting self-study skills being an important factor of learning process, student's competences on studying habits come into prominence. It is also believed that getting those habits will definitely affect achievement in school and post school life. Reading is considered as a skill area of the general curriculum. Generally, students who have reading deficiencies find difficulties in areas which require the use of vocabulary, comprehension and analytical skills with mathematics, these skills are crucial in understanding concepts and solving problems. Study habits are learning tendencies that enable students work privately (Nneji,

2002).

The most successful students balance social activities with good study habits and agree that a weekly schedule work is best and provides flexibility necessary to make adjustments according to assignments. Some poor study habits are such as not completing assignments, missing classes, not spending sufficient time on study and avoid reviewing the study material. Choosing a study place is very important; many students often with good intentions make the mistake of choosing their bed as their special studying place. Unfortunately, these students find that their study time turned into their nap time. An accepting and warm approach will encourage students to participate and to be more engaged in their learning activities. In addition, teachers and parents affect students with their attitude and behaviour. Some studies found gender differences on study habits. Males were superior to the females on study skills. All too often, students perform poorly in school simply because they lack good habits. In many cases students don't fully understand the study material. If their studying skills do not improve, these students will continue to test poorly and not perform to their fullest potential.

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Study habits help students master their areas of specialization (Azikiwe, 1998). The importance of study skills for student's achievement in school and in life, most of the teachers don't know exactly what effective skills are. They also emphasize the importance of teachers getting students to adopt study skills (Gettinger and Seibert, 2002). Certain basic easy to learn strategies such as use of time, taking notes and taking tests can prove useful for making weak students efficient learners (Simmons, 2002).

It is also felt that boys are better than girls in study habits, rural students spent more time in studying than urban students and the students of higher caste have good study habits. All these conclusion lack adequate scientific evidence either to accept or to reject a variety of such statements are to be answered with empirical evidence. Thus, the present study focused on the study habits of both girls and boys in different ecological setting and also made a comparison between these. It is hypothesized that (a) there would be a difference between the study habits of adolescent girls and boys, (b) there would be a difference between the study habits of rural and urban adolescents.

METHODS

A sample of 120 adolescents (60 from rural area, *i.e.* 30 girls and 30 boys and 60 from urban area *i.e.* 30 girls and 30 boys), studying in grade XII were selected randomly from Higher Secondary Schools of Jammu. The tools used were an interview schedule and study habit inventory. The data was analyzed quantitatively and qualitatively by using mean, standard deviation and t-test.

OBSERVATIONS AND ANALYSIS

Majority of adolescents were in the age group of 17-18 years. Majority of respondents belonged to the nuclear family. 48 per cent of the adolescents were studying in arts stream and 13 per cent of adolescents were studying in the medical stream where as 39 per cent were in non-medical stream. An equal percentage of adolescent girls and boys' *i.e.* 80 per cent from rural areas and (83%) girls and (87%) boys of urban areas preferred to study alone because they feel disturbed in presence of others while studying and rest of the adolescents preferred to study with friends because it gave them an opportunity to discuss various topics with each other.

Views of respondents on the most difficult subject:

Majority of adolescent boys of rural area (43%) found languages as the most difficult subjects where as maximum of the girls from rural (57%) and urban (40%) area found Maths as the most difficult subject; on the other hand, in

urban areas, (37%) boys and (43%) girls find Science as the most difficult subject.

Respondents view regarding balancing study and social life:

Majority of adolescent girls and boys in rural areas had trouble in balancing study time and social life and very few were able to balance their social and study life. On the other hand, maximum of adolescent boys and girls of urban area were able to balance their social and study life.

Amount of time spent by adolescents for study during exams:

High majority of adolescent boys (60%) in rural areas spent enough time for study during exams and had no trouble in recalling the information for exams where as 57 per cent girls did not get enough time to study. In comparison adolescent boys (87%) and girls (70%) from urban area did not get enough time for study and had trouble while recalling the information for exams.

View of respondents on the way of studying:

Majority of adolescent girls of both urban (60%) and rural (63%) areas studied in an organized way whereas adolescent boys (70%) of rural areas studied in an unorganized way as compared to the adolescent boys of urban area (67%) who studied in an organized way. Majority of the adolescent boys and girls in both the settings studied on weekends because they could spend sufficient time on study to revise their study material and prepared themselves for class test.

Table 1 reveals the mean scores of girls in the area of comprehension, concentration, drilling, supports and recording which were higher than boys whereas mean scores of boys in the area of task orientation, interaction and language were higher than girls. A comparison of rural adolescent girls and boys indicated that the 't' scores were significant in the area of comprehension, recording and language at 0.05 level of significance.

The Table 2 indicates that the mean scores of adolescents girls were superior than boys in the study areas of comprehension, concentration, task orientation, drilling, recording whereas boys scored more in the study areas of interaction, supports and language. The table also reveal that the 't' - scores were highly significant in the areas of language, recording, comprehension and supports in the urban adolescent girls and boys at 0.05 level of significance. Results were consistent with the study of Patel (2007) where differences in gender and caste with respect to the study habits of adolescents were found.

Area	Rural adolescents girls		Rural adolescents boys		‘t’
	Mean	±S.D.	Mean	±S.D.	
Comprehension	30.53	±5.67	27.3	±.64	2.01*
Concentration	21.06	±6.62	19.6	±3.76	1.04
Task orientation	17.6	±5.97	18.1	± 4.66	0.34
Interaction	6.8	±2.33	7.03	±4. 49	0.23
Drilling	8.33	±2.53	7.53	±2.56	1.19
Supports	13.1	±7.34	11.7	±5.34	0.84
Recording	5.73	±1.73	4.83	±1.87	1.93*
Language	3.43	±2.01	4.4	±1.90	1.85*

* indicates significance of value at P=0.05

The results also indicated that girls as compared to boys were more capable of concentrating easily, establish a mental set for studying a particular content, and practice a particular learning again and again, study different types of books other than textbooks and record class notes. On the other hand, rural boys indicated that one should have orientation and behaviour towards accomplishment of the tasks in a pre-decided time framework, interact with teachers, and friends if they didn't understand while studying and also paid attention to the language capability. Similar results were indicated for adolescents of urban area except that they oriented towards the accomplishment of tasks in a pre-decided framework. Urban boys scored

very high than rural boys in the area of supports. This means that they had a habit of studying different types of books other than textbooks/magazines.

Table 3 revealed the mean score of adolescents in two different ecological settings. The mean scores of urban adolescents were higher than rural adolescents in the following study areas : concentration, task orientation, interaction, supports, recording and language. Table further reveals that on comparing the values of adolescents in rural and urban areas ‘t’-scores showed highly significant differences in the area of the study like task orientation, drilling and supports. There were insignificant differences in comprehension, concentration, interaction,

Area	Rural adolescent girls		Rural adolescent boys		‘t’
	Mean	±S.D.	Mean	±S.D.	
Comprehension	29.73	±4.37	27.96	±3.63	1.66*
Concentration	23.8	±3.67	22.16	±7.12	1.08
Task orientation	23.13	±3.17	22.3	±3.07	1.006
Interaction	6.9	±2.06	7.2	±1.63	0.62
Drilling	6.66	±1.32	6.23	±2.68	0.78
Supports	21.96	±7.06	25	±7.79	1.58*
Recording	5.66	±0.97	5.06	±1.32	1.97*
Language	3.56	± 1.06	4.4	±1.32	2.7*

* indicates significance of value at P=0.05

Area	Rural adolescent girls		Rural adolescent boys		‘t’
	Mean	±S.D.	Mean	±S.D.	
Comprehension	28.91	±6.39	28.85	±4.12	0.061
Concentration	20.36	±5.43	22.98	± 5.34	1.34
Task orientation	17.88	±5.36	22.71	±3.34	7.54*
Interaction	6.9	±3.57	7.05	±1.76	0.27
Drilling	7.93	±2.43	6.45	±1.4	4.08*
Supports	12.4	±6.46	23.45	±7.38	8.72*
Recording	5.28	±1.86	5.36	±1.18	0.28
Language	3.96	±1.98	3.98	±1.33	0.065

* indicates significance of value at P=0.05

recording and language. The results depicted that the urban adolescents were significantly superior to rural adolescents on study habits.

Conclusion:

It is concluded that both the hypothesis were accepted as:

– There was a significant difference between the study habits of adolescent girls and boys, on some of the study areas: comprehension, supports, recording and language.

– Among rural and urban adolescents significant difference in task orientation, drilling and supports was found.

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