

## **STUDY HABITS IN RELATION TO MENTAL HEALTH OF ADOLESCENTS OF DISTRICT UNA (H. P.): A DISCRIPTIVE SURVEY**

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### **ABSTRACT**

*Education is an act or process of imparting or acquiring general knowledge and developing the powers of reasoning, judgment and also preparing oneself or other intellectually for mature life. It develops all the traits of personality, specially his main trait called mental health for developing his mind to adjust in different environments. It modifies the behavior of a person from 'instinctive behavior' to 'human behavior'.*

*Adolescents are most important assets of a country because they are tomorrow's human potential required for the country's development. It is there for necessary that adolescents of today should be healthy i.e., both physically as well as mentally. Without good mental health, adolescents and their future is nothing and aimless. They are living in the era of a competition and some get victory and some defeated. Defeat brings frustration which further leads to stress. Adolescence period is already known as period of stress and strain. This may lead towards destruction. So, to achieve success and satisfaction in life, good mental health is necessary. Study habits are the sure outcome of full concentration. Especially, adolescents suffer with lack of concentration due to various changes. So in this present study, researcher studied the effect of Mental Health on adolescents of District Kangra (H.P.) in relation to their study habits, which may be helpful in improving study habits in adolescents by improving mental health.*

**Key Words:** Study Habits, Mental Health and Adolescents.

### **INTRODUCTION**

The present society is filled with competition, urbanization, population explosion, unemployment with uncertain future. This also together resulted in

increasing strain of adjustment to the accelerated and more materialistic style of life. The lack of adjustment is on the increase and an average. Individual finds it difficult to keep pace with the changing society. The turmoil in the mind affects the



mental health of an individual. It is a way of developing effective responsibilities to live a balanced life. Mental Health is the person's overall emotional and psychological condition.

Study Habits are the sum total of all the habits which are used by the individual in order to learn. Study Habits help in raising scholastic achievements. A poor habit of study is one of the important causes of educational backwardness. Attempts are made to achieve higher attainments by improving the quality of instruction, instructional material, and educational environment and so on. Good Mental Health is very important to achieve scholastic goals, besides good mental health, good study habits are also very important in education. Good mental health is the keynote to success in education and study habits help it. There may be a relationship between individual's mental health and study habits.

## STUDY HABITS

Human beings are known as the creatures of habits. It is rightly said that character is a bundle of habits. The word 'Study Habits' comprises of two words, which are study and habits.

**STUDY:** Study is application of mind for acquisition of knowledge. When someone concentrates on a particular subject to know and understand, he/ she studies. Study is the application of mind in books or similar material for the purpose of learning

what is not known. It is to be eager, diligent, a state of absorbed and contemplation.

- **Educational Dictionary by C.V. Good (1959)**, "Study is application of the mind to a problem or subject. It is an investigation of a particular subject or the published findings of such an investigation."

**HABITS:** Habit refers to the habitude, practice and custom, a routine way of responding or acting.

- **Burt (1957)** defines habits as an accomplished form of behavior in which things are done quickly, accurately and automatically with little voluntary attention.

Habits signify a way of acting or thinking frequently enough leading to unconscious behavior. Habits are sometimes compulsory. Habits spontaneously converted in memory.

## STUDY HABITS

Study habits can be defined as, "The sum total of all the habits, determined purposes and enforced practices that the individual has in order to learn".

- **C. V. Good (1959)** Study Habit is, "a tendency of pupil to study when the opportunities are given, the pupil way of studying whether systematic or unsystematic, efficient or inefficient etc."

Study habits can be good ones or bad ones. Good study habits include being organized keeping good notes, reading text-books, listening in class and working every day. Bad study habits include skipping class, not doing work, watching TV or playing video games instead of studying. How much does one wants to earn, depends upon the labor one chooses by one's study habits.

### **FACTORS INVOLVED IN EFFECTIVE STUDY HABITS**

**1. Motivation:** Most students do not apply their mind seriously to study even though they know that they ought to do so. The student should understand what should be studied; why and how, only the teacher/ parents can help him/ her to motivate.

**2. Vocabulary:** One's words are keys for one's thinking. Most students however have poor vocabulary. They do not know the precise meaning of words. They are supposed to know obviously, it results in the poor comprehension of what they read in the text books and hear in the lectures.

**I) Attend to New Words:** When a student encounters new words, he/ she should not ignore them. It is likely that he/ she would be confronted with them again and again.

**II) Recite New Words:** The words one comes across for the first time, would become a part of one's

vocabulary. If one writes them down in a note book and review them later on looks at them repeatedly at intervals to make sure that one does not forget them.

**III) Dissect the Words:** The story of the root of a word is the story of its origin. Consider the words like telegraphy, phonography and photography. The suffix 'graph' means to 'write'. Therefore, telegraph means 'For Writing'; phonograph means 'Light Writing'. In the light of this one will now really know the word monograph if only one takes trouble to find out the meaning of the prefix 'mono' which is one. Therefore, monograph means something writing on one subjected only- may be a treatise.

**3. Schedule:** A schedule ensures right things at the right time. The schedule should not be made very tight. There should be reasonable time left for eating, sleeping and leisure. Work out how much time is required for each subject. One is likely to accomplish more if one's study periods are of short duration i.e., of about one hour or so and there is invariably a short rest period between two successive study periods.

**4. Place for Study:** No matter how good the schedule is, it will all come to nothing if one does not have quite place to study. One should study in the same place all the time, which is

peaceful, well ventilated with suitable temperature.

**5. Survey:** The survey affords a sort of self-orientation in respect of the task to be undertaken. If a book is to be studied, start surveying it by reading the preface. Then go over to the contents and afterwards glance through every leaf of the book and finally read the summaries of the chapters. If a chapter is to be studied from a book, read all the headings while came across in the chapter.

**6. Question:** The usefulness of this step lies in the fact that the questions catch one's attention and make study a purposeful and meaningful activity. While taking an overview of the material to be learnt, write down the questions to be answered. These questions will have to be answered one by one at a later stage. If no questions are framed in advance; reading would become mechanical and wasteful.

**7. Reading:** Reading is basically the understanding of words and the association between them. The students should try to read with an intention to answer the question you have prepared at the time of question stage. Take down the important terms, key words, phrases, quotations and read everything i.e., one should not ignore graphs, tables, illustrations, examples, foot notes, explanations, references etc. Do not

ignore even pictures, diagrams and appendices.

These steps can help to improve reading skills:

- a. Evaluate the reading habits and provide the right atmosphere.
- b. Use eyes efficiently and continue to broaden you vocabulary.
- c. Adapt good speed and practice on a regular basis.
- d. Enrich the life with good books

**8. Recitation:** It is a method of learning. Each one of us has done recitations at the primary stage of education while learning our multiplication tables. It ensures easy and instantaneous recall and recognition in future of what was recited. Therefore, stop periodically, say after each paragraph or section of a chapter and try to recall what was read. It keeps a check on forgetting. If one reads and does not recite one would not remember at the end of the reading session more than 50 percent of what was read. One would not remember more than 25 to 35 percent is slow because there is very little left to forget. At the end of two weeks one would remember not more than 10 percent of what was read.

## MENTAL HEALTH

Mental Health is the most important trait of personality. It includes what we

mean by personality, temperament, behavior and character. Mental Health may be defined as 'Behavioural Characteristics' of personality. Like physical health, mental health is also an aspect of the totality of an individual. It is a combined outcome of five types of health i.e., physical, social, emotional and spiritual health.

- **K. A. Minninger (1967):** "Mental Health in the broader sense suggests degree of happiness and satisfaction under condition that warrant such a state of mind and capacity for making personal and social relationship".

## AREAS OF MENTAL HEALTH

The following are the areas of mental health:

1. **Emotional Stability:** It refers to experiencing subjective stable feelings, which have positive and negative values for the individuals.
2. **Overall Adjustment:** It refers to individual's achieving an overall harmonious balance between the demand of various aspects of environment such as home, health, social, emotional and school on the one hand and cognition on the other.
3. **Autonomy:** It refers to a state of independence and self determination in thinking.
4. **Security-Insecurity:** It refers to the high or low sense of safety, confidence and freedom from fear,



apprehension or anxiety particularly with respect to fulfilling the person's present and future needs.

5. **Self Concept:** It refers to the sum total of the person's attitude and knowledge towards oneself and evaluating of his achievements.
6. **Intelligence:** It refers to general mental ability which helps the person in thinking rationally and behaving purposefully in the environment.

## ADOLESCENCE

Adolescence is the most important period of human life. It is period between the childhood and adulthood. The word 'Adolescence' has been derived from a Latin word which mean 'to grow up'. So, the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of child's physical, mental, social and emotional life. It is defined in the Dictionary as the period of life from puberty to maturity. For the biologist 'Adolescence' is a period of rapid growth. Adolescence is also a social phenomenon. The sociologist may describe adolescence as a period when society has ceased to regard the young individual as a child, but has not yet accorded him full adulthood status.

**Mathur (1959),** "Adolescence is that period which begins at the end of the

childhood and the ends at the beginning of adulthood.”

- **Oxford Advanced Dictionary (2001)**, “Adolescence means a young person who is developing from child into an adult adolescent between ages of thirteen to eighteen years.”

It is very difficult to point out the exact range of the adolescence period in terms of chronological years. Achieving puberty and becoming mature cannot be tied to a universal span or period. Therefore, the range of adolescence, not only differs from country to country, but varies from community to community and from individual to individual. Generally girls become mature at earlier age than boys. It is generally known between the periods of 13 years to 21 years of age. Thus the following table shows year wise distribution of various stages of adolescence period:

Pre – Adolescence	-	10-12 years
Early Adolescence	-	13-16 years
Late – Adolescence	-	17-21 years

The above classification of the range for the adolescence period is not rigid, because of wide individual differences. The adolescence is the peak point of human life; he just left his childhood, but not achieved adulthood yet. Here he/ she are confused about himself. He/ she are not much matured. It is period of positive attainment of growth and maturation. Adolescence is



the period of transition. The incidents of this period greatly affect the whole personality of an adolescent. That is why it is called most crucial period. So parents, teachers and educationist should help the adolescents in the satisfaction of their needs for their proper development of mental health.

### JUSTIFICATION OF THE STUDY

Adolescents are most important assets of a country because they are tomorrow's human potential required for the country's development. It is therefore necessary that adolescents of today should be healthy i.e., both physically as well as mentally. They are living in the era of modernization, westernization, privatization and globalization, which gives them a competition to be successful and be satisfied in life. In competition some get victory and some defeated. Defeat brings frustration which further leads to stress. Adolescence period is already known as period of stress and strain. They may not show good performance in study and also in life. This may lead towards destruction. So, to achieve success and satisfaction in life, good mental health is necessary. Study habits are the sure outcome of full concentration. For achieving that concentration, good mental health is needed. Especially, adolescents suffer with lack of concentration due to various changes. So in this present study, researcher wants to see the effect of Mental Health on adolescents of District Una (H.P.) in relation to their study habits, which may be helpful in improving study habits in adolescents by improving mental health.

## **DELIMITATIONS OF THE STUDY**

1. The study will be conducted only on the sample of 200 adolescents studying in 9<sup>th</sup> to +2 class respectively, which will be equally divided into 100 males and 100 females from HPSEB (Himachal

Pradesh School Education Board) as well as CBSE (Central Board Secondary Education) affiliated schools respectively.

2. The study will be delimited to schools of District Una (Himachal Pradesh).

## **OBJECTIVES OF THE STUDY**

An objective is an aim or a goal intended to be attained. It is believed to be attainable. They are used for certain specific purposes. The study will concluded with the following objectives in the view:

1. To find the difference between study habits of male and female adolescents.
2. To find the difference between mental health of male and female adolescents.
3. To find the difference between study habits of adolescents studying in HPSEB affiliated schools and CBSE affiliated schools.
4. To find the difference between mental health of adolescents studying in HPSEB affiliated schools and CBSE affiliated schools.

1. There will be no significant difference between study habits of male and female adolescents.
2. There will be no significant difference between mental health of male and female adolescents.
3. There will be no significant difference between study habits of adolescents studying in HPSEB affiliated school and CBSE affiliated schools.
4. There will be no significant different between mental health of adolescents studying in HPSEB affiliated schools and CBSE affiliated schools of District Kangra (H.P.)

## **HYPOTHESES OF THE STUDY**

Hypotheses are the tentative solution or intelligence guess about the problem. Hypotheses for the present study are as follows:

## **REVIEW OF RELATED LITERATURE**

The review of related literature serves a variety of background functions preparatory to the actual collection of data. The investigator presented some of the findings of research in field of study habits and mental health.

### **Studies Related to Study Habits**

Christian (1983) in his study, "Study habits as a foundations need achievement (a-ach)", found that boys and girls do not differ significantly with regard to study habits.

Dyal, K. (2002) conducted a study on "The Impact of Family Environment on Study Habits" and concluded that study habits are positively and significantly related with various dimensions of family environment and the total family environment.

Bhutti (2003) in "A comparative study of selected cognitive vs. non-cognitive factors as predicators of the first semester academic success at a Public Two-year community College" and found that study habits affect the academic achievement of students.

## **STUDIES RELATION TO MENTAL HEALTH**

Archana (2003) conducted a study on "The effects of Academic Stress on Mental Health of Adolescents" and found a significant relationship between mental health and academic stress. It means academic stress effects the mental health status of adolescents.

Kalainathi, D. H. (2008) conducted a study on "Mental Health and Academic Achievement among Adolescents". The result revealed that low mental health ultimately results in low academic achievement and vice-versa.

## **METHOD AND PROCEDURE**



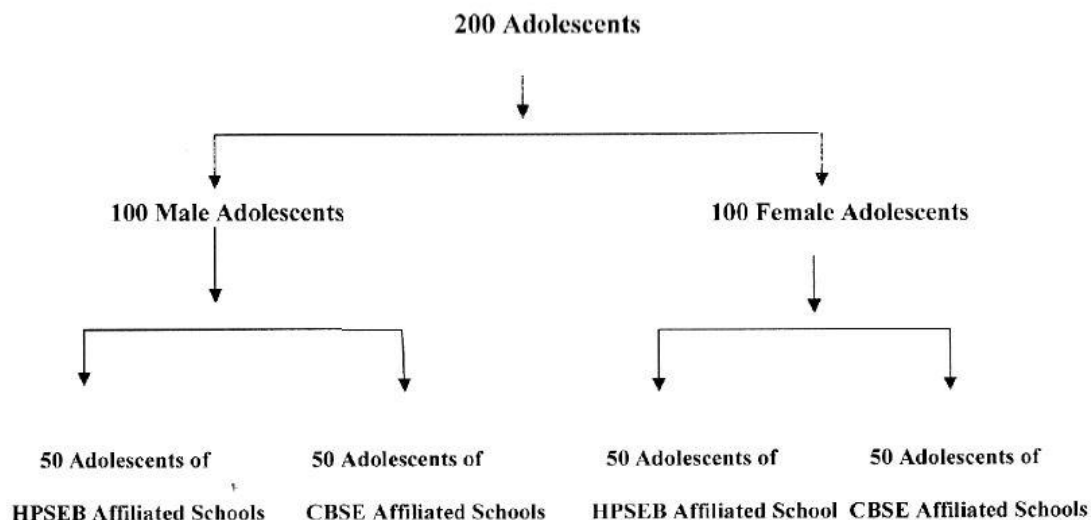
Methodology makes the most important contribution towards the enrichment of any study. In the present investigation the descriptive study method was employed to collect data. Descriptive Research is a method of research which concerns itself with the present beliefs, processes, relationships or trends. Descriptive method is used in the present study to collect the data to find out the relationship of mental health and study habits of adolescents of District Una (H. P.).

## **SAMPLING**

A sample is a miniature population. Keeping in view the limited resource of time, money and test material, the sample has been picked up from school of District Una (H.P.) for the present investigation. The sample for the study is carried out on 200 adolescents out of whom 100 are male adolescents and 100 female adolescents, which are further divided into adolescents studying in HPSEB affiliated as well as CBSE affiliated school of District Una (H. P.).

## **DESIGN OF THE STUDY**

The objective of the present study is to explore the study habits in relation to mental health of adolescents. There is one dependent variable namely study habits and one independent variable namely mental health. Male and female studying in HPSEB affiliated as well CBSE affiliated schools are used as classificatory variables.



## TOOLS

According to J. W. Best, “Like the tools in carpenter’s box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data gathering device has both merits and demerits”. The following tools were used for the present study:

1. **Study Habits Inventory (PSSHI)** by **Palsane and Sharma.**
2. **Mental Health Inventory (MHI)** by **Dr. Jagdish and Dr. A.K. Srivastava.**

## STATISTICAL TECHNIQUES USED

Statistics is a mathematical technique or process of gathering, describing, organizing, analyzing and interpreting numerical data. To build a meaning picture for interpretation of data and testing the hypotheses, the investigator has sought the help of statistical techniques. Mean and Standard Deviation were used to analyze and interpret the data. For significance

between means and relationship, t-ratio and correlation analysis were employed.

1. **Mean:** Mean is the average value. Mean was calculated with the formula.

$$M = \frac{\sum X}{N}$$

2. **Standard Deviation (S.D.):** Standard Deviation is the only measure of dispersion which has algebraic treatment. It is the most stable measure of variability. It can be denoted as  $\sigma$  or S.D. was calculated with the formula.

$$S.D = \sqrt{\frac{\sum d^2}{N}}$$



**3. Standard Error Difference (S.E<sub>D</sub>):** It can denote as S.E<sub>D</sub> and it is important for calculation of t-value for the difference in sample means. It was calculated with the formula.

$$S.E.D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

**4. Critical Ration (t-value):** Critical Ratio has been used to test the significance of difference between various statistics to test the Hypothesis. The significant difference can be explained at various levels of confidence. The investigation

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

**ANALYSIS AND INTERPRETATION**

Through textual discussion, statistical techniques and tabular graphic devices, the data are critically analyzed and reported. Tables and figures are used to clarify, significant relationships. How much valid, reliable and adequate data may be? These do not serve any

under consideration has been at .05 level of confidence and at .01 level of confidence. Critical Ratio was calculated with formula.

$$C.R = \frac{\bar{X}_1 - \bar{X}_2}{\sigma_D}$$

**5. Pearson’s Product Moment Coefficient of Correlation:** The term correlation indicates the relationship between two such variables in which with changes in the values of one variable the values of the other also change. It can be represented by symbol ‘r’ and calculate as:

worthwhile purpose unless, they are carefully edited systematically, classified and tabulated, scientifically analyzed, intellectually interpreted and rationally concluded.

**TESTING THE HYPOTHESES**

The results have been discussed in the light of hypotheses of the study on the one hand and the previous research finding on the other.

**HYPOTHESES-1**

“There will be no significant difference between Study Habits of Male and Female Adolescents”.

**Table No. 1**

**Showing details of Male and Female Adolescents on the Variable Study Habits**

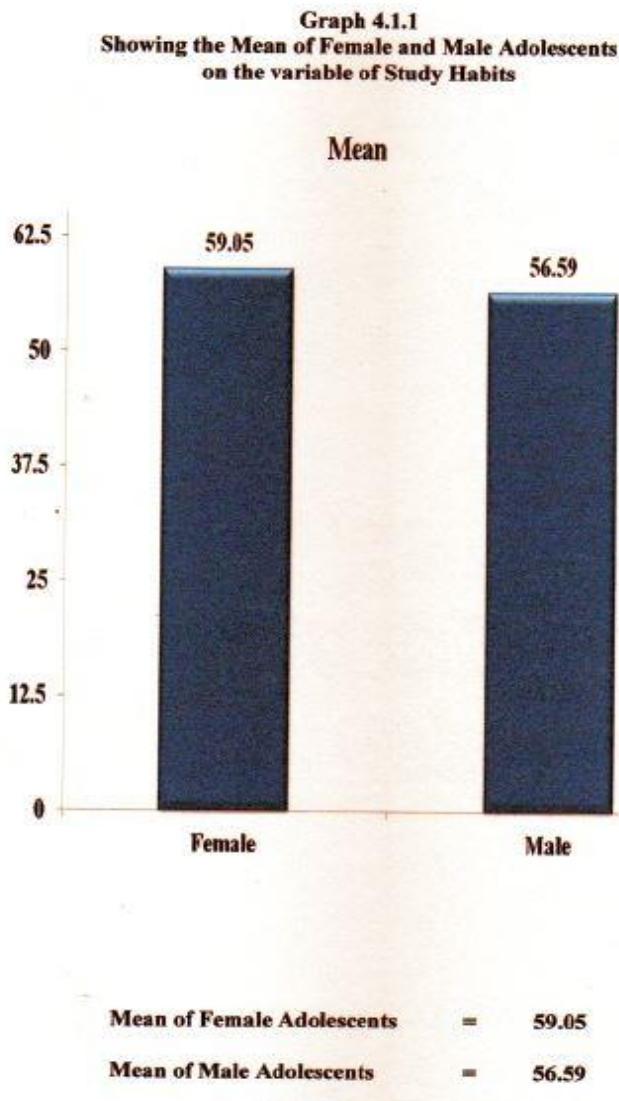
Category	N	X	σ	S. Ed.	t- ratio	Remarks
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Female	100	59.05	13.59	1.82	1.35	Not Significant
Male	100	56.59	12.16			

From the table it is clear that the mean of female adolescents is 59.05 and mean of male adolescents is 56.59. Standard Deviation of female adolescents is 13.59 and of male adolescents are 12.16. T-ratio is 1.35, which is not significant at 0.05 level of confidence.

Hence the hypothesis, “There will no significant difference between Study Habits of Male and Female Adolescents” is accepted.

So there is no significant difference between study habits of male and female adolescents.



**HYPOTHESES-2**

“There will be no significant difference between Mental Health of Male and Female Adolescents”.

**Table No. 2**

**Showing details of Male and Female Adolescents on the Variable Mental Health**

Category	N	X	$\sigma$	S. Ed.	t- ratio	Remarks
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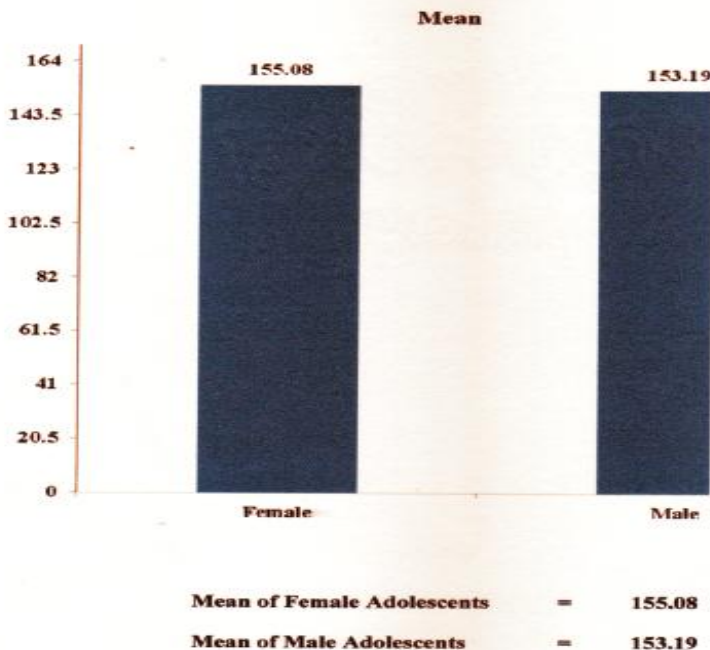
Female	100	155.08	22.17	2.92	0.65	Not Significant
Male	100	153.19	19.03			

From the table it is clear that the mean of female adolescents is 155.08 and male adolescents are 153.19. Standard Deviation of female adolescents is 22.17 and of male adolescents are 19.03. t- ratio is 0.65, which is not significant at 0.05 level of confidence.

Hence the hypotheses, “There will be no significant difference between Mental Health of Male and Female Adolescents” is accepted.

So there is no significant difference between mental health of male and female adolescents.

**Graph 4.1.2**  
**Showing Mean of Female and Male Adolescents**  
**on the variable of Mental Health**



**HYPOTHESES-3**

“There will be no significant difference between HPSEB affiliated Schools and CBSE affiliated Study Habits of Adolescents studying in Schools”.

**Table No. 2**

**Showing details of Male and Female Adolescents studying in HPSEB and CBSE Affiliated Schools on the variable Study Habits**

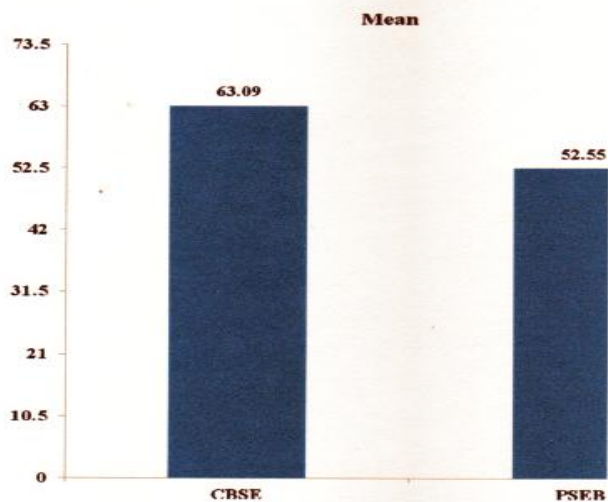
Category	N	X	$\sigma$	S. Ed.	t- ratio	Remarks
Female	100	155.08	22.17	2.92	0.65	Not Significant
Male	100	153.19	19.03			

From the table it is clear that the mean of adolescents studying in CBSE affiliated schools is 63.09 and mean of adolescents studying in HPSEB affiliated schools is 52.55. Standard Deviation of adolescents studying in CBSE affiliated schools is 13.52 and of adolescents studying in HPSEB affiliated schools is 9.86. t-ratio is 6.30, which is highly significant even at 0.05 level of confidence. Hence the hypothesis,

“There will be no significant difference between Study Habits of Adolescents studying in HPSEB affiliated Schools and CBSE affiliated Schools” is rejected.

So there is highly significant difference between study habits of adolescents studying in HPSEB affiliated schools and CBSE affiliated schools of District Kangra (H.P.).

**Graph 4.1.3**  
**Showing Mean of the Adolescents Studying in HPSEB and CBSE Affiliated Schools on the variable Study Habits**



Mean of the Adolescents studying in CBSE Affiliated Schools = 63.09

Mean of the Adolescents studying in HPSEB Affiliated Schools = 52.55

**HYPOTHESES-4**

HPSEB affiliated Schools and CBSE affiliated Schools”.

“There will no significant difference between Mental Health of Adolescents studying in

**Table No. 2**

**Showing details of Male and Female Adolescents studying in HPSEB and CBSE Affiliated Schools on the variable Mental Health**

Category	N	X	Σ	S. Ed.	t- ratio	Remarks
Female	100	164.17	23.42	2.56	7.85	Significant



Male	100	144.10	10.27			
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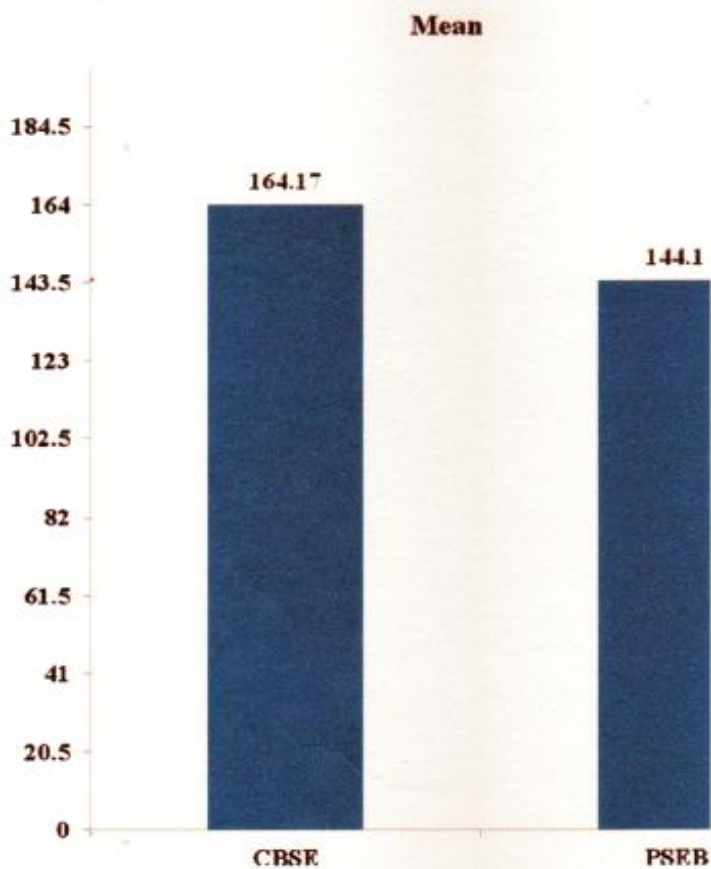
From the table it is clear that the mean of adolescents studying in CBSE affiliated schools is 167.17 and mean<sup>-</sup> of adolescents studying in HPSEB affiliated schools is 164.10. Standard Deviation of adolescents studying in CBSE affiliated schools is 23.42 and of adolescents studying in HPSEB affiliated schools is 10.27. t-ratio is 7.85, which is highly significant even at 0.05 level of confidence. Hence, the hypothesis,

“There will no significant difference between Mental Health of Adolescents studying in HPSEB affiliated Schools and CBSE affiliated Schools” is rejected.

So there is highly significant difference between mental health of adolescents studying in HPSEB affiliated schools and CBSE affiliated schools of District Kangra (H.P.)

**Graph 4.1.4**

**Showing Mean of the Adolescents Studying in HPSEB and CBSE Affiliated Schools on the variable Mental Health**



**Mean of the Adolescents studying in CBSE Affiliated Schools = 164.17**

**Mean of the Adolescents studying in HPSEB Affiliated Schools = 144.1**

## **EDUCATIONAL IMPLICATIONS**

1. The study will help teachers to understand the study habits and mental

health status of male and female adolescents.

2. The study will help teachers to know the difference between the study habits and mental health of adolescents studying in HPSEB affiliated and CBSE affiliated schools.
3. The study will help teaches to understand correlation between study habits and mental health of male and female adolescents.
4. The study will help teaches to understand the correlation between Study Habits and Mental Health of Adolescents of District Una (H.P.) studying in HPSEB and CBSE affiliated schools.

### **SUGGESTIONS FOR FURTHER RESEARCH**

This study was essentially very delimited and of a tentative character and the investigator included to suggest things for further research:

1. The present investigation is based on the based on the study of

### **CONCLUSION**

The future of any country depends on the quality of its young people, their aspirations, their ambitions, their character, especially their sound mental health. With all such efforts, the nation achieves excellence. The efforts to develop such qualities in young people start in their early childhood. Excellence in education is of prime important for parents, teacher etc. To

sample of 200 students of District Una (H.P.). The further study can be extended to the sample of more than 200 students.

2. Further researches may include students' more than one district or even at state level. There is a possibility that results may differ in respect of students of uncovered categories.
3. The study was conducted IX to XII class adolescents, the study can be extended to the students other than adolescents and students of other classes.
4. This study is conducted on two variables i.e. study habits and mental health. Further study may involve more variables namely personality, anxiety, academic achievement, self-concept, achievement motivation etc.
5. The study can be carried by taking sample from degree colleges or other professional colleges.

achieve excellence, the sound mind, sharp memory, keen observation etc. play very important role. But because of individual differences, so everyone has different abilities, potentialities, aspirations, personalities, I.Q. level, mental health etc. Everyone's performance is also different for the same task.

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