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Assessment of Adolescent Habits amongst Students of SDAU (Gujarat)

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ABSTRACT

Students' habits play a very important role in bringing about the better academic achievement. As a student, learning good habits is crucial to achieving a good academic life. Developing good habits plays an important role in fostering personal and professional growth. A habit s a routine of behavior that is repeated regularly and tends to occur subconsciously[1,2,3,4]. "A habit, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience." Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. The process by which new behaviors become automatic is habit formation. Old habits are hard to break and new habits are hard to form because the behavioral patterns we repeat are imprinted in our neural pathways, but it is possible to form new habits through repetition. The present study aims at finding level of Adolescent habits in girls and boys of UG students of Sardarkrushinagar Dantiwada Agricultural University. The study was conducted in the Different colleges of SDAU campus of Banaskantha District (Gujarat). Stratified random sampling technique was used for selection of sample. 160 respondents' inclusive 80 girls and 80 boys were randomly selected from all the colleges of SDAU campus. Statistical analysis was done by computing frequencies, percentages, co-relation coefficient, Standard deviation and z-test. One standardized "Adolescent's Habits Scale" developed by *Vijaya Lakshmi and Shruti Narain*[5] and Self-Made tool for Background profile of the respondents was used to conduct the present study. Results revealed that significant difference in the mean scores of Adolescent's Habits of Graduate students. The difference between Girls and boys is considered to be statistically significant. Boys' students had significantly better than the girl's students. Thus, the present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance have better Educational habits which is essential for their survival in this competitive world.

Keywords : Study habits, Extracurricular habits, Technology use and experimentation

INTRODUCTION

A habit (or wont) is a routine of behavior that is repeated regularly and tends to occur subconsciously. Developing good study habits is crucial for academic success, as well as for personal and professional growth[6]. Study habits are in fact the gateway to success and differ from person to person[7]. Study skills and habits and their relationship with students' academic achievement have been studied and different results have been reported[8,9,10]. "A habit, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience." Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. The process by which new behaviors become automatic is habit formation. Old habits are hard to break and new habits are hard to form because the behavioral patterns we repeat are imprinted in our neural

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pathways, but it is possible to form new habits through repetition. Although, teachers and parents do desire that students invest time in studies and show good progress, they are hardly made aware of the requirements of higher education in terms of their role to carry out self-study. Students' habits play a very important role in bringing about the better academic achievement. The study could bring to light the importance of study habits which are the major contributors of academic achievement. The primary aim of this study was to examine the level of adolescent habits among Graduate students. Adolescent habits consist of four dimensions: Study habits, Extracurricular Habits, Technology Use and Experimentation behavior among students perusing undergraduate degree.

Objectives:

1. To study personal, socio-economic and communicational characteristics of SDAU students
2. To assess Adolescent Habits among girls and boys of SDAU students
3. To find association between personal, socio-economic, communicational characteristics and Adolescent Habits among SDAU students.

METHODOLOGY

The present study aims at finding level of Adolescent habits in girls and boys of UG students of Sardarkrushinagar Dantiwada Agricultural University. The study was conducted in the Different colleges of SDAU campus of Banaskantha District (Gujarat).

Personal and socio-economic and communicational characteristics of the respondents such as Gender, Family types, family size, Parents' Occupation, Parents' education etc**.** were taken as Independent variables and Adolescent Habits as Dependent variable.

Stratified random sampling technique was used for selection of sample. 160 respondents' inclusive 80 girls and 80 boys were randomly selected from all the colleges of SDAU campus. Statistical analysis was done by computing frequencies, percentages, co-relation coefficient, Standard deviation and z-test.

Tool description:

One standardized "Adolescent's Habits Scale" developed by *Vijaya Lakshmi and Shruti Narain* and Self Made tool for Background profile of the respondents was used to conduct the present study. In the present study standardized Adolescent's Habits scale has been used. The scale had 38 statements, which broken up into Four (4) dimensions of scale, such as Study Habits, Extracurricular Habits, Technology Use and Experimentation Behaviour. In this scale 28 statements are in positively keyed and 10 statements are negatively keyed. This is 5 point scale consist of Five options and the scale can be scored Always-5, Almost Always -4, Sometimes-3, Almost never – 2 and Never-1 were given for positive statements and for negative statements were scored as reversed. The sum of all the responses would be the total Adolescent's Habits scale score of the individual.

RESULTS AND DISCUSSION

Table 1 depicts the percentages of the respondents according to personal, socio-economic, and communicational characteristics. It shows that 6.25% of the respondents are post graduate and above, and approximately 28.75% belonging to the general caste category. According to the findings, 81.25% of the respondents are part of a joint family, and 36.25% have 4-5 members. According to the data, 26.25% of the respondents have family income ranging from 4.17 to 6 lakhs per annum, and around 56.25% of the respondents are involved in farming and allied activities as occupations. Furthermore, the findings represent that 60.62% of respondents have a medium-level mass media exposure.

Table 2 depicts the frequency and percentage of the Adolescent's Habits level of the respondents. It depicts that 25.00% girls and boys 15.00% from poor Level. This means that these respondents are psychologically weak and are quite instable in controlling their Adolescent's Habits. Girls 53.75% and Boys 57.50% are in average Level. They maintain equilibrium between habit and facts of life. Whereas Girls 21.25% and Boys 27.50% of them belonged to high Level of Adolescent's Habits. Girls and Boys show a clear difference in the levels of Adolescent's Habits they experience.

Further, Z-test was used for test of significance. The computed Z-value was found significant as shown in Table 3. The result revealed that there was significant difference between the 'Adolescent's Habits' of girl and boy respondents.

Table 4 depicts the frequency and percentage of the Study Habits among respondents. It depicts that 10.00% girls and boys 06.25% from poor Level. Girls 58.75% and Boys 56.25% are in average Level. This

Table 1 : Distribution of respondents according to personal, socio-economic and communicational characteristics

Variables	Respondents (N=160)	
Personal characteristics	Frequency	Percentage
Gender		
Girls	80	50
Boys	80	50
Socio-economic characteristics		
Caste Category		
General	46	28.75
Socially and Educationally Backward Classes (SEBC)	100	62.50
Scheduled Caste (SC)/ Scheduled Tribe (ST)	14	08.75
Type of Family		
Joint family	130	81.25
Nuclear family	30	18.75
Family Size		
Small Family(≤3 members)	8	4.75
Medium Family(4-5 members)	58	36.25
Large Family (≥6 members)	24	15.00
Family Annual Income (Rs. in Lakh)		
Low (0.48-2.32)	78	48.75
Medium (2.33-4.16)	40	25.00
High (4.17-6.00)	42	26.25
Parents' Occupation		
Farming + Allied Activities	90	56.25
Government Job	14	08.75
Private Job	34	21.25
Business	22	13.75
Parents' Education		
Illiterate	19	11.87
Primary	46	28.75
Secondary/middle	32	20.00
Higher Secondary	41	25.63
Under Graduate	12	07.50
Post Graduate and Above	10	06.25
Mass Media Exposure		
2.00-6.00 (Low level)	50	31.25
7.00-10.00 (Medium level)	97	60.62
11.00-15.00 (High level)	13	08.13

means that these respondents know very well that how much time do they spend in studying, what patterns are followed, etc. Whereas Girls 31.25% and Boys 37.50% of them belonged to high Level of Study Habits among respondents. Adolescence is a time of academic pursuits. This means that these respondents are Doing well in academics depends largely on their study habits. Girls and Boys show a clear difference in the levels of Study Habits among respondents they experience.

Table 5 depicts the frequency and percentage of the Extracurriclar Habits among respondents. It depicts that 18.75% girls and boys 15.00% from poor Level. Girls 50.00% and Boys 48.75% are in average Level. Whereas Girls 31.25% and Boys 36.25% of them belonged to high Level of Extracurriclar Habits among respondents. Girls and Boys show a clear difference in the levels of Extracurriclar Habits among respondents they experience. The extracurricular habits of adolescents may be of different types like writing, publication, debate, games, sports, etc. They take up any of these activities as per their interest.

Table 6 depicts the frequency and percentage of the Technology Use among respondents. It depicts that 26.25% girls and boys 21.25% from poor Level. Girls and Boys have same percentage in average Level. Whereas Girls 26.25% and Boys 31.25% of them belonged to high Level of Technology Use among respondents. Girls and Boys show a clear difference in the levels of Technology Use among respondents they experience. Today the adolescents are heavy users of technology. The innovations of mobile phones and internet have made the adolescents dependent on it. Texting, chatting, dialing, internet, social networking sites, etc. are inseparable habits of adolescents today.

Table 7 depicts the frequency and percentage of the Experimentation Behaviour among respondents. It depicts that 23.75% girls and boys 16.25% from poor Level. This means that these respondents are psychologically weak and are quite instable in experiment with new behaviours. Girls 56.25% and Boys 58.75%

Table 2 : Comparative percentage on Adolescent's Habits among Girl and Boys Respondents

		Girls (N=80)		Boys(N=80)		Over all (N=160)	
Level	Score	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
High	140-190	17	21.25	22	27.50	39	24.37
Average	89-139	43	53.75	46	57.50	89	55.63
Poor	38-88	20	25.00	12	15.00	32	20.00
		80	100	80	100	160	100

Table 3 : z-value of Adolescent's Habits among all respondents and difference between mean scores

Adolescent's Habits	Mean	Standard Deviation	SEM	SE(d)	z- value	Table value	Result
Girls (N=80)	118.99	29.97	3.35	2.060	2.640	1.98	*
Boys (N=80)	124.43	28.66	3.20				

* =significant at 5% level

Table: 4: Level of dimension Study Habits among respondents

I. Study Habits

		Girls (N=80)		Boys (N=80)		Over all (N=160)	
Category	Score	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
High	52-70	25	31.25	30	37.50	55	34.37
Average	33-51	47	58.75	45	56.25	92	57.50
Poor	14-32	8	10.00	5	06.25	13	08.13
		80	100	80	100	160	100

Table: 5: Level of dimension Extracurriclar Habits among respondents

II. Extracurriclar Habits

		Girls (N=80)		Boys (N=80)		Over all (N=160)	
Category	Score	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
High	23-30	25	31.25	29	36.25	54	33.75
Average	14-22	40	50.00	39	48.75	79	49.37
Poor	6.-13	15	18.75	12	15.00	27	16.88
		80	100	80	100	160	100

Table 6: Level of dimension Technology Use among respondents

III. Technology Use

		Girls (N=80)		Boys (N=80)		Over all (N=160)	
Category	Score	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
High	23-30	21	26.25	25	31.25	46	28.75
Average	14-22	38	47.50	38	47.50	76	47.50
Poor	6.-13	21	26.25	17	21.25	38	23.75
		80	100	80	100	160	100

Table 7: Level of dimension Experimentation Behaviour among respondents

IV. Experimentation Behaviour

		Girls (n=80)		Boys (n=80)		Over all (n=160)	
Category	Score	Frequency	Per cent	Frequency	Per cent	Frequency	Per cent
High	45-60	16	20.00	20	25.00	36	22.50
Average	28-44	45	56.25	47	58.75	92	57.50
Poor	12.-27	19	23.75	13	16.25	32	20.00
		80	100	80	100	160	100

are in average Level. They maintain equilibrium between Experimentation Behaviour and facts of life. Whereas Girls 20.00% and Boys 25.00% of them belonged to high Level of Experimentation Behaviour among respondents. Girls and Boys show a clear difference in the levels of Experimentation Behaviour among respondents they experience. Adolescence is a time of experimentation. All of the ways adolescents develop-cognitively, physically, socially, emotionally-prepare them to experiment with new behaviours as they transition from childhood to adulthood. They opt out for new things, experimenting with new products, trying out new behaviours which may be prohibited, exploring new places, etc. It may also include risky behaviour in adolescents like substance use especially drug use and alcoholism, accident prone behaviour like fast driving,

Table: 8: Ranking and comparison of Adolescent's Habits among Girls and boys respondent

Sr. No.	Dimensions of Adolescent's Habits	Girls (n=80) Mean score	Per cent	Rank	Boys (n=80) Mean score	Per cent	Rank	z value
1.	Study Habits	3646/5600	65.11	I	3803/5600	67.91	I	2.713**
2.	Extracurricular Habits	1537/2400	64.04	II	1600/2400	66.67	II	2.239*
3.	Technology Use	1434/2400	59.75	IV	1573/2400	65.54	III	2.584*
4.	Experimentation Behavior	2902/4800	60.46	III	3037/4800	63.27	IV	2.457*

vehicular accidents, trying out cigarette smoking, etc.

It can be stated from Table 8 that among the four dimensions of Adolescent's Habits among Girls and boys respondent showed highest score for "Study Habits" (65.11 % and 67.91 %) and second highest "Extracurricular Habits" (64.04 and 66.67 %), was found among the Adolescent's Habits.

It can be stated from Table 9 that among the four dimensions of Adolescent's Habits among overall respondents showed highest score for "Study Habits" (66.51 %), second highest "Extracurriclar Habits" (65.35 %), followed by "Technology Use" (62.65 %), "Experimentation Behaviour" (61.86 %), was found to be the last among the dimensions of Adolescent's Habits among overall respondents.

Table: 9: Ranking of Adolescent's Habits among overall respondents (n=160)

Sr. No.	Dimensions of Adolescent's Habits	Mean score	Per cent	Rank
1.	Study Habits	7449/11200	66.51	I
2.	Extracurriclar Habits	3137/4800	65.35	II
3.	Technology Use	3007/4800	62.65	III
4.	Experimentation Behaviour	5939/9600	61.86	IV

Correlation coefficient of 'r' value presented in the Table 10 reveled that Family type showed positive and highly significant correlation with Adolescent's Habits level of the girl respondents at 0.01 level of significant. Family size, Parents' Occupation, Parents' education, Parents' income and Mass media exposure had positive and significant correlation with Adolescent's Habits level of the girl respondents at 0.05 level of significant. Caste Category had positive but not-significant correlation with Adolescent's Habits level of the girl respondents.

Correlation coefficient of 'r' value presented in the Table 11 reveled that Mass media exposure showed positive and highly significant correlation with Adolescent's Habits level of the boy respondents at 0.01 level of significant. Parents' Occupation, Parents' education and Parents' income had positive and significant correlation with Adolescent's Habits level of the boy respondents at 0.05 level of significant. Family type, Family size and Caste Category had positive but not-significant correlation with Adolescent's Habits level of the boy respondents.

Table 10 : Correlation between independent variables (X) with dependent variables (Y) of the girls respondents

Sr. No.	Independent variables	Dependent variable: Adolescent's Habits (Y) Correlation coefficient of (r) value
1.	Family type	0.335**
2.	Family size	0.203*
3.	Caste Category	0.135NS
4.	Family annual income	0.297*
5.	Parents' Occupation	0.221*
6.	Parents' education	0.280*
7.	Mass media exposure	0.227*

* Significant at 0.05 level of probability,
** Highly significant at 0.01 level of probability
NS: Non-significant

Table 11 : Correlation between independent variables (X) with dependent variables (Y) of the boys respondents

Sr. No.	Independent variables	Dependent variable: Adolescent's Habits (Y) Correlation coefficient of (r) value
1.	Family type	0.088NS
2.	Family size	0.058 NS
3.	Caste Category	0.149 NS
4.	Family annual income	0.259*
5.	Family occupation	0.219*
6.	Family education	0.209*
7.	Mass media exposure	0.391**

* Significant at 0.05 level of probability,
** Highly significant at 0.01 level of probability
NS: Non-significant

Table: 12 : Correlation between independent variables (X) with dependent variables (Y) of the Overall respondents

Sr. No.	Independent variables	Dependent variable
		Adolescent's Habits (Y)
		Correlation coefficient of (r) value
1.	Family type	0.061^{NS}
2.	Family size	0.196*
3.	Caste Category	0.154^{NS}
4.	Family annual income	0.277*
5.	Family occupation	0.239*
6.	Family education	0.257*
7.	Mass media exposure	0.298*

* Significant at 0.05 level of probability
** Highly significant at 0.01 level of probability
NS: Non-significant

Correlation coefficient of 'r' value presented in the Table 12 reveled that Family size, Parents' Occupation, Parents' education, Parents' income and Mass media exposure had positive and significant correlation with Adolescent's Habits level of the girl respondents at 0.05 level of significant. Family type and Caste Category had positive but not-significant correlation with Adolescent's Habits level of the all respondents.

Conclusion:

There exists a significant difference in the mean scores of Adolescent's Habits of Graduate students. The difference between Girls and boys is considered to be statistically significant. Boys' students had significantly better than the girls students. Thus, the present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance have better Educational habits which is essential for their survival in this competitive world. They should take also special care for the development of the better study habit. The present study is of immense educational importance to the students, teachers and parents. It will help the students to change their faulty habits.

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