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Research Article

STUDY HABITS OF RURAL AND URBAN YOUTH OF JAMMU DISTRICT OF JAMMU AND KASHMIR

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ABSTRACT

Objectives: 1) To know the study habits of college going students of Jammu District;
2) To compare and correlate study habits of college students in context of: Age, Sex, Type of family and Area of residence (urban & rural);
Method: 120 youth, in the age group of 18-22 years, were selected from rural and urban Government Colleges of Jammu District. Tools used for the study were Study Habit Inventory and Performa for Background Information. The data was statistically analyzed calculating Mean, Standard-Deviation, t-test, and Correlation.
Results: The findings reveal that the Mean age of the respondents was 19 years, and they were mostly residing in nuclear families. Most of the urban respondents were studying in 2nd Semester and most of the rural respondents were in 4th Semester of their Graduate Degree Program. Most of the urban and rural respondents had '*Very Unsatisfactory'* Study Habits. In the Urban areas significant sex differences were observed in the Study Habits. All the dimensions of Study Habits show non-significant differences with regard to sex and type of family. Only one dimension of study habits i.e. Learning Motivation, is positively related to area of residence.
Conclusions: The study habits of Youth need to be improved especially among the females, for bettering their vocational and academic choices. Based on the findings suggestions for improvement of study habits have been given.

INTRODUCTION

The Word *Study* is derived from Old French word *estudie,* from Latin word *stadium meaning* zeal or inclination, meaning thereby to apply one's mind purposefully to the acquisition of knowledge or understanding of (a subject). It is the cognitive process of acquiring skill or knowledge. Word *Habit* is also derived from the Latin word *habere* from meaning "to be" and so its past participle *habitus* came to be used as a noun for "how you are" that is, your "state".

According to Hussain (2000) *Study habits* refer to predispositions which students have developed towards private reading through a period of time. According to him, study habit is a gateway to successful achievement in studies. Study habits are the behaviors used when preparing for tests or learning academic material. Study habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. A person with poor study habits will not be able to learn properly (Hussain, 2000). GOOD (1998) defines the term study habits as "The student's way of study whether systematic, efficient or inefficient etc." Going by this definition it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. AZIKIWE (1998) describes the study habit as "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the student." According to her, "Good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance while opposite constitute constraints to learning and achievement leading to failure. The study aimed at knowing sex of the youth- exert any influence on the study habits?

RESEARCH METHODOLOGY

The present study was undertaken to know the study habits of college going students of Jammu District of the J & K State.

Sample: The samples of 120 Youth from rural and urban area of Jammu district were selected for the study. For the purpose of study District Jammu was selected purposively. From the urban and rural areas of Jammu, a list of colleges was prepared

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and out of them two colleges from urban and two colleges from rural areas was selected randomly. Further from each college 15 girls and 15 boys were selected, by using lottery method. They were listed as per their residence. Those studying in city colleges and belonging to rural areas were not included as the sample, similar criteria was followed for the selection of sample from rural areas.

Tools Used for the Study

Study Habits Inventory developed by Sharma (1989) and Performa for Background Information was used for data collection.

Data Collection

After finalizing the tool, the data was collected by visiting the selected Government Colleges in rural (R.S Pura and Bishnah) and urban (Canal Road and Ambedkar Road) areas of Jammu.

Data Analysis

Data was subjected to both content and statistical analysis. Frequencies, percentages, chi-square, Mean, Standard deviation, t-test, ANOVA and correlation were calculated to describe and compare the data. The data has been presented in the form of tables, figures and diagrams.

RESULTS AND DISCUSSION

Background Information of the Respondents

Table No 1 Age wise distribution of the respondents (Area wise)

Age (in Years)	Urban(n=60) Male(n=30) N (%)	Urban(n=60) Female(n=30) N(%)	Total(n=60)	Rural(n=60) Male(n=30) N(%)	Rural(n=60) Female(n=30) N(%)	Total(n=60)
18-20	19 (31.66)	25(41.66)	44(36.66)	21(35)	24(40)	45(37.5)
21-23	11(18.33)	05(8.33)	16(13.33)	09(15)	06(10)	15(12.5)
Mean S.D	20±1.17	19.90±.88		19.73±1.36	19.26±1.04	

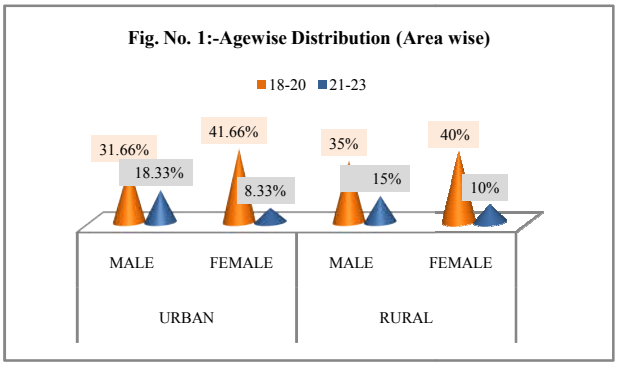


Table 1 and its figurative presentation (Fig. no. 1) indicate that majority of the urban and rural respondents (36.66% and 37.5% respectively) were in the age group of 18-20 years.

Table No. 2 Type of the family of the respondents (Area wise)

Type of The Family	Urban(n=60) Male(n=30) N(%)	Urban(n=60) Female(n=30) N(%)	Total(n=60)	Rural(n=60) Male(n=30) N(%)	Rural(n=60) Female(n=30) N(%)	Total (n=60)
Nuclear	18(30)	19(31.66)	37(30.8)	25(41.66)	22(36.66)	47(39.16)
Joint	12(20)	11(18.33)	23(19.16)	05(8.33)	08(13.33)	13(10.8)
χ^2	0.07 NS			0.88 NS		

NS=Non Significant

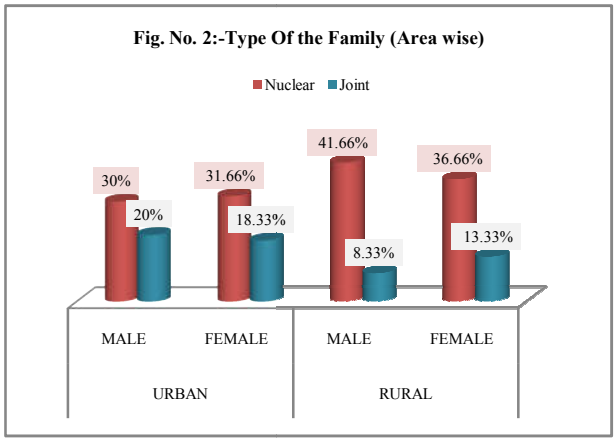
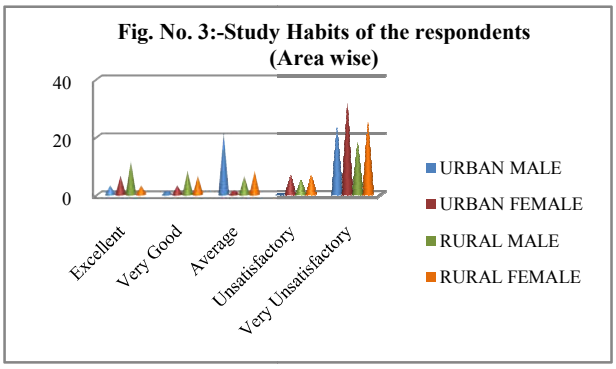


Table no.2 and its figurative presentation (Fig. no. 2) indicate that majority of the urban and rural respondents (30.8% and 39.16% respectively) reside in the nuclear families Chi square value reveals insignificant area wise differences in the type of family of the respondents.

Table No 3 Study Habits of the respondents (Area wise).

Study Habits Levels	Urban(n=60) Male(n=30) N(%)	Urban(n=60) Female(n=30) N(%)	Total (n=60)	Rural(n=60) Male(n=30) N(%)	Rural(n=60) Female(n=30) N(%)	Total (n=60)
Excellent	02(3.33)	04(6.66)	06(5)	07(11.66)	02(3.33)	09(7.5)
Good	01(1.66)	02(3.33)	03(2.5)	05(8.33)	04(6.66)	09(7.5)
Average	13(21.66)	01(1.66)	14(11.66)	04(6.66)	05(8.33)	09(7.5)
Unsatisfactory	-	04(6.66)	04(3.33)	03(5)	04(6.66)	07(5.83)
V. Unsatisfactory	14(23.33)	19(31.66)	33(27.5)	11(18.33)	15(25)	26(21.66)
χ^2	16.04**			3.75 NS		

**Sig at the p≤0.01



Results in table no. 3 and its figurative presentation (fig. no. 3) reveal that most of the urban (27.5%) and rural (21.66%) respondents had '*Very Unsatisfactory'* Study Habits. Most of the urban male (23.33%) and urban female (31.66%) respondents had *'Very Unsatisfactory'* Study Habits. Most of the male (18.33%) and female (25%) respondents from rural areas had *'Very Unsatisfactory'* Study Habits. Chi square value reveals significant differences between urban youth whereas among rural youth the differences were insignificant.

Table No 4 Study habits of the respondents (Sex wise)

Study Habits Levels	Male(n=60) N(%)	Female(n=60) N(%)	Total(n=120)
Excellent	9(15)	06(10)	15(12.5)
Good	6(10)	06(10)	12(10)
Average	17(28.33)	06(10)	23(19.16)
Unsatisfactory	3(5)	08(13.33)	11(9.16)
V. Unsatisfactory	25(41.66)	34(56.66)	59(49.16)
χ^2	9.50*		

*Sig. at p≤0.05

Results in table no.4 and its figurative presentation (fig. no. 4) reveal that most of the respondents (49.16%) had *'Very Unsatisfactory'* Study Habits. Most of the male (41.66%) and female (56.66%) respondents had '*Very Unsatisfactory'* Study Habits. Many of the male respondents (28.33%) had '*Average*' Study Habits. Chi square value reveals significant sex difference among study habits of the respondents.

Females have more unsatisfactory study habits than males, maybe because they are expected to help in household work.

Table No. 5 Mean scores of the respondents on Reading ability

Items	URBAN		RURAL		
	Male	Female	Male	Female	
At first study the main points before indepth study	1.53±.63	1.57±.68	1.27±.74	1.43±.68	1.16 NS
Continue my study inspite of understanding of meanings	.90±.71	.50±.63	.70±.65	1.06±.52	4.52*
Intensive Reading	1.50±.68	1.50±.63	1.56±.57	1.83±.38	2.27 NS
Never read silently	1.20±.66	.73±.78	1.00±.74	1.16±.79	2.44 NS
Change and adjust reading speed according to importance and difficulty of Subject matter	1.26±.69	1.33±.71	1.30±.79	1.50±.50	.68 NS
Study figures and graphs carefully	1.57±.57	1.47±.78	1.47±.73	1.33±.60	.60 NS
At free time study books	1.20±.71	1.10±.88	1.33±.76	1.16±.69	.49 NS
Study in library regularly	1.16±.69	.97±.93	1.06±.87	1.20±76	.49 NS
Reading ability	10.33±2.15	9.16±2.43	9.70±2.401	0.70±2.07	2.68*

*sig. at the p≤0.05

Item analysis was done to observe the differences in Study Habits of the youth. Table 5 depicts that the female urban respondents obtained higher mean scores on items such as at first study the main points before in depth study (1.57±.68) and change and adjust reading speed according to importance and difficulty of subject matter (1.33±.71) than the male respondents who obtained higher mean scores on items such as continue my study inspite of understanding of meanings (.90±.71), never read silently (1.20±.66), study figures and graphs carefully (1.57±.57), at free time study books (1.20±.71), study in library regularly (1.16±.69) and equal mean scores obtained by both male respondents (1.50±.68) and female respondents (1.50±.63) on intensive reading. From rural areas, the female respondents obtained higher mean scores on items such as at first study the main points before indepth study (1.43±.68), continue my study inspite of understanding of meanings (1.06±.52), intensive reading (1.83±.38), never read silently (1.16±.79), change and adjust reading speed according to importance and difficulty of subject matter (1.50±.50) and study in library regularly (1.20±.76) than the male respondents who obtained higher mean scores on items such as study figures and graphs carefully (1.47±.73) and at free time study books (1.33±.76). F value shows significant association on item such as continue my study inspite understandings of meanings (f= 4.52*, p<0.05) and reading ability dimension (f=2.68*, p<0.05) of Study Habits.

Table 6 depicts that the female urban respondents obtained higher mean scores on items such as write down notes while reading (1.47±.63) than the male urban respondents who obtained higher mean scores on items such as always prepare notes while classroom teaching (1.30±.65) and compare classroom notes with text book (1.33±.66).

Table No. 6 Mean scores of the respondents on Note taking

Items	URBAN		RURAL		F Value
	Male	Female	Male	Female	
Write down notes while reading	1.16±.59	1.47±.63	1.30±.75	1.20±.76	1.15 NS
Always prepare notes while classroom teaching	1.30±.65	1.20±.66	1.46±.57	1.36±.56	1.00 NS
Compare classroom notes with text book	1.33±.66	1.10±.80	1.43±.82	1.33±.55	1.17 NS
Note Taking	3.80±1.35	3.77±1.38	4.20±1.71	3.90±1.12	.58 NS

NS= Non Significant

From rural areas, the male respondents obtained higher mean scores on all the items such as write down notes while reading (1.30±.75), always prepare notes while classroom teaching (1.46±.57) and compare classroom notes with text book (1.43±.82) than the male respondents. F value shows insignificant association on all the items of the note taking dimension of Study Habits.

Table No 7 Mean scores of the respondents on Learning Motivation

Items	URBAN		RURAL		F Value
	Male	Female	Male	Female	
Take help from others in study	1.23±.68	1.40±.67	1.37±.67	1.37±.67	.36 NS
Study subject matter thoroughly before it taught in class	1.23±.63	1.13±.73	1.63±.61	1.33±.71	3.09*
Attend classes regularly	1.23±.86	1.57±.57	1.53±.63	1.66±.55	2.38 NS
Frequently remain absent from class	.87±.78	1.17±.95	.97±.67	1.23±.82	1.33 NS
Memorise lesson in part by part	1.60±.56	1.50±.73	1.47±.73	1.43±.57	.36 NS
Makeup deficiencies in weak subjects	1.23±.73	1.57±.57	1.60±.56	1.60±.56	2.57*
Learning Motivation	7.40±2.22	8.33±1.95	8.56±1.81	8.63±1.67	2.63*

*sig. at the p≤0.05 level

Item analysis was done to observe the differences in Study Habits of the youth. Table 7 depicts that the female urban respondents obtained higher mean scores on items such as take help from others in study (1.40±.67), attend classes regularly (1.57±.57), frequently remain absent from class (1.17±.95) and makeup deficiencies in weak subjects (1.57±.57) than the male urban respondents who obtained higher mean scores on study subject matter thoroughly before it taught in class (1.23±.63) and memorize lesson in part by part (1.60±.56). From rural areas, the male respondents obtained higher mean scores on items such as study subject matter thoroughly before it taught in class(1.63±.61) and memorize lesson in part by part (1.47±.73) than the female respondents who obtained higher mean scores on items such as attend classes regularly (1.66±.55)and frequently remain absent from class (1.23±.82) and equal mean scores of both male respondents and female respondents on items take help from others in study and makeup deficiencies in weak subjects. F value shows significant association on items such as study subject matter thoroughly before it taught in class (f=3.09*, p<0.05), makeup deficiencies in weak subjects (f=2.57*, p<0.05) and learning motivation dimension (f=2.63*, p<0.05) of Study Habits.

Table No. 8 Mean scores of the respondents on Taking Examination

Items	URBAN		RURAL		F Value
	Male	Female	Male	Female	
Take sound sleep even in exams	1.10±.71	1.26±.69	1.33±.76	1.06±.69	.98 NS
Before answering, carefully read the question paper	1.40±.72	1.43±.77	1.40±.62	1.56±.62	.39 NS
Answer the questions in serial order	1.40±.67	1.20±.80	1.53±.68	1.60±.56	1.98 NS
Read self prepared notes for exam	1.60±.62	1.76±.50	1.66±.54	1.76±.43	.71 NS
Read guides and text books for exam	.76±.67	.63±.66	.43±.50	.33±.60	2.98*
Draw outline before answering the questions in exam	1.26±.69	1.63±.55	1.43±.67	1.33±.71	1.74 NS
Feel tense at the start of exam	.60±.67	.63±.80	.60±.67	.60±.67	.01 NS
Record results	1.16±.79	1.70±.53	1.46±.73	1.80±.55	5.43**
Singleout weak subject on the strength of exam results	1.20±.61	1.40±.67	1.30±.70	1.50±.50	1.26 NS
Compare marks with others	.63±.71	.50±.77	.56±.72	.46±.73	.30 NS
Taking Examinations	11.13±2.14	12.16±2.80	11.73±2.37	12.03±2.29	1.08 NS

**sig. at the p≤0.01; *sig. at the p≤0.05

Item analysis was done to observe the differences in Study Habits of the youth. Table 8 depicts that the female urban respondents obtained higher mean scores on items such as take sound sleep even in exams (1.26±.68), before answering carefully read the question paper (1.43±.77), read self prepared notes for exam (1.76±.50), draw outline before answering the questions in exam (1.63±.55), feel tense at the start of exam (.63±.80), record results (1.70±.53) and single out weak subject on the strength of exam results (1.40±.67) than the male respondents who obtained higher mean scores on items such as answer the questions in serial order (1.40±.67), read guides and text books for exam (.76±.67) and compare marks with others (.63±.71). From rural areas, the male respondents obtained higher mean scores on items such as take sound sleep even in exams (1.33±.76), read guides and text books for exam (.43±..50), draw outline before answering the questions in exam (1.43±.67) and compare marks with others (.56±.72) than the female respondents who obtained higher mean scores on items such as before answering, carefully read the question paper (1.56±.62), answer the questions in serial order (1.60±.56), read self prepared notes for exam (1.76±.43), record results (1.80±.55) and single out weak subject on the strength of exam results (1.50±.50).

There were equal mean scores of both male respondents (.60±.67) and female respondents (.60±.67) on the item such as feel tense at the start of exam. F value shows significant association on items such as read guides and text books for exam (f=2.98*, p<0.05) and record results (f=5.43**, p<0.01) of taking examination dimension of Study Habits.

CONCLUSION

Learning is the process which depends not only on good teaching but also on satisfactory learning procedures. Learning depends upon the proper study habits and skills of the learners. Study habits are learning tendencies that enable students to work privately. The term Study Habit can be as the students way of study whether systemic, efficient or inefficient.

The major findings of the study were:

Majority of the Urban and Rural respondents were in the age group of 18-20 years. Mean age of the male and female respondents was 19 years. Most of the respondents, from both urban and rural areas, reside in the nuclear families. Most of the urban and rural respondents had '*Very Unsatisfactory'* Study Habits. In the Urban areas there were significant sex differences in the Study Habits, with many of the male respondents showing 'A*verage'* level of Study Habits. Most of the male and female respondents had '*Very Unsatisfactory'* Study Habits.

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