

Study on the Habits among Adolescents of Government Secondary School students in Aizawl City

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Abstract

The term adolescence originates from the Latin verb *adolescere*, which means to grow or mature, and refers to the phase of development that lies between childhood and adulthood. However, there is considerable disagreement about the precise beginning and end of this period, particularly in Western societies where it tends to be prolonged. For most people, adolescence is a transitional stage between childhood and adulthood that is characterized by gradual and uncertain changes. The boundaries between the two stages are often unclear, and the length of this phase varies from person to person. Despite this, most individuals eventually emerge from adolescence as mature, responsible, and creative adults. Essentially, adolescence serves as a bridge between childhood and adulthood, which individuals must cross in order to attain full adult status and all its associated privileges. One of the most insightful definitions of adolescence was offered by Sieg, who defined it as the period during which an individual begins to feel entitled to adult privileges that are not yet granted, and which ends when the individual is fully recognized as an adult by society and given full social status and power. This study aimed to investigate the study and extracurricular habits of government secondary school students. The results indicate that 49.56% of the students possess a high level of study habits, 45.65% exhibit an average level, and only 4.78% demonstrate poor study habits. Furthermore, 61.30% of the students fall within the average level of extracurricular habits, while 21.73% exhibit high levels and 17.39% exhibit poor levels of extracurricular habits. Overall, it can be concluded that the government secondary students in Aizawl demonstrate good study habits and average extracurricular habits.

Keywords: Adolescence, Study Habits, Government Secondary School Students, Extracurricular

Introduction

The term adolescence originates from the Latin verb *adolescere*, which means to grow or mature, and refers to the phase of development that lies between childhood and adulthood. However, there is considerable disagreement about the precise beginning and end of this period, particularly in Western societies where it tends to be prolonged. For most people, adolescence is a transitional stage between childhood and adulthood that is characterized by gradual and uncertain changes. The boundaries between the two stages are often unclear, and the length of this phase varies from person to person. Despite this, most individuals eventually emerge from adolescence as mature, responsible, and creative adults. Adolescence is a phase of personal growth and transition from childhood to adulthood, encompassing

physical, psychological, and social changes. The period varies in duration for different individuals, with some moving through it more rapidly than others. The process of change is essential for confronting the challenges presented during adolescence, which include physiological, biological, psychological, and social changes. It is a crucial period for discovering one's self, defining values, and finding social and vocational directions. Adolescence is a time for testing one's capabilities and limitations against those of adults. One of the most perceptive definitions of adolescence has been given by Sieg: "Adolescence is the period of development in human beings that begins when the individual feels that adult privileges are due him which are not accorded him, and that ends when the full power and social status of the adult are accorded to the individual by his society". Habits are learned patterns of behaviour, through practice, have become embedded in how we repeatedly function to conduct ourselves, take care of ourselves, and how we get things done. Habits are goal-oriented and functional – they have a clear objective and they serve a purpose. A habit can also be understood as a link between a stimulus and a response. It serves as a mental connection between a trigger thought or event (stimulus) and our response that trigger (the response). When this connection is repeated time and again, it forms a habit which affects all subsequent decisions and actions.

Statement of the Problem

The present study is entitled "A study on the Habits among Adolescents of Government Secondary School students in Aizawl City"

Research Questions

1. What is the Study Habits of Government Secondary School students in Aizawl city?
2. How often the Government Secondary School students in Aizawl city used technology?
3. What is the Extracurricular Habits of Government Secondary School students in Aizawl city?

Objectives of the Study

1. To find out the study habits of Government Secondary School students in Aizawl city.
2. To find out extracurricular habits among the Government Secondary School students in Aizawl city.
3. To investigate the technology use among the Government Secondary School students in Aizawl city.

Review Related Literature

The literature review discusses the findings of various studies related to internet usage, study habits, and technology. Ruzgar (2005), Anita Srivasta & Bhagwan Sharma (2009), Surinder Kaur (2014), and van den Heuvel (2010) found that low self-esteem and low feelings of loneliness predict a larger chance to meet online contacts and that the use of information technology benefits and becomes an integral part of the life of students. Several studies, including those conducted by Kesaraporn Wanajak (2008), Neeraj Kaushik (2010), Anita Sharma (2010), and Chandel and Vibha Laxmi (2011), suggest that internet usage does not affect the study habits of adolescents. In fact, these studies show that internet usage is associated with higher educational aspirations compared to those who do not use the internet. C. Poonkodi & S. Arulsamy (2015) and Livingstone and Helsper (2010) also found that the internet is useful for users to find information for their current works and is not only used for seeking information but also to fill leisure time. Kimkerlee D. Derushia (2010) found that internet usage among college students does not significantly influence the amount of social engagement in which a person engages both online and offline.

Furthermore, studies by Purina Devi (2008), Herojit Singh (2008), and G. Vijayakumari (2007) suggest that the internet is effective for scholars and teachers to conduct research and handle the latest technology, as the quality and competence of teachers affect instruction and have a strong impact on student learning. However, Milani, Osualdella, and Blasio (2009) found that adolescents use the internet for many hours per week, most of them utilizing dysfunctional coping strategies. Adolescents with problematic internet use (PIU) show worse interpersonal relations than peers who did not show signs of PIU. No gender difference was found in these studies. Lastly, Sangeeta & Singh (2016) found that internet browsing and the internet are used as a useful source of information to satisfy the information needs of students, with 46.7% using the internet service daily.

Method of Study

The approach necessitates the use of sample and a related research instrument for data collection and conducting the study. So the investigators adopted descriptive survey type of research. In education, the descriptive approach has been the most widely used research method

Population and Sample

The population for the present study includes all the students from Govt. Secondary Schools from the selected six schools within Aizawl City. The total number of students in these Schools were 921 in which 432 are boys and 489 are girls as per Annual Publication (2016-2017) prepared by Statistical cell, Directorate of School Education, Government of Mizoram. Thus, the present study consists of 921 population. The investigator proposed to take up 25% sample for the present study from the whole population i.e., 230 students consisting of male and female students from the selected six (6) Government Secondary Schools in Aizawl City. The investigator used Simple random sampling techniques for collecting the sample.

Tool Used

For the present study the investigator used readymade tools- Adolescent's Habits Scale (AHS) developed by Dr. (Mrs) Vijaya Lakshmi and Dr. Shruti Narain. Adolescent's Habits Scale (AHS-LVNS) were used to collect information.

Procedure of Data Collection

After developing a rapport with the students under the permission of the Headmaster, the investigator distributed the questionnaire to the students and instruction was given carefully on how to fill up the questionnaire and the purpose of the study. Then, the selected students answer the questionnaire.

Statistical Techniques Used

For analysing the data, the investigator employed statistical techniques like Percentage, Mean, Standard Deviation and t-test.

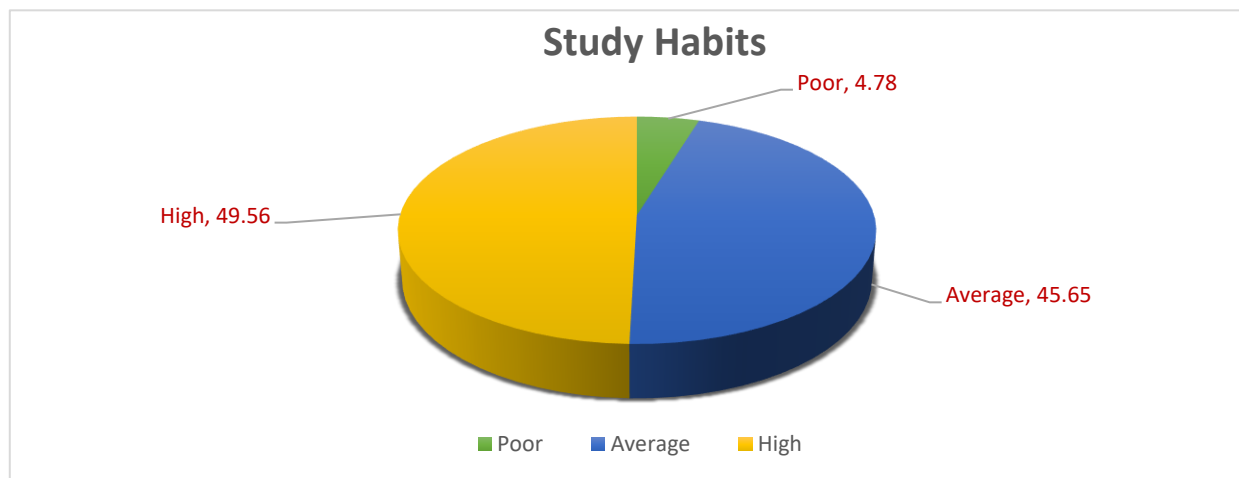
Analysis and Interpretation of the Data

Objective 1: To find out the Study Habits of Government Secondary School students in Aizawl city. In order to find out the Study Habits of Government Secondary School students in Aizawl City, the scored obtained from the standardize scale of Adolescent’s Habits Scale (AHS) are analysed and interpreted in accordance with the norms provided in the manual.

Table No-1
Study Habits of Government Secondary School students in Aizawl city

Study Habits	Poor	Average	High
No. of students	11	105	114
Percentage	4.78	45.65	49.56

Figure-1
Pie Diagram showing Study Habits of Government Secondary School students in Aizawl city



The analysis presented in Table 4.1 and Figure 4.1 shows the distribution of study habits among 230 students. The data reveals that a small percentage (4.78%) of students had poor study habits, while the majority of students (95.22%) had average or high levels of study habits. Specifically, 45.65% of students had an average level of study habits, while 49.56% of students had a high level of study habits.

Objective 2: To find out Extracurricular Habits among the Government Secondary School students in Aizawl city.

To find out the Extracurricular Habits of Government Secondary School students in Aizawl City, the scored obtained from the standardize scale of Adolescent’s Habits Scale (AHS) are analysed and interpreted by the norms provided in the manual

Table No-2
Extracurricular Habits of Government Secondary School students in Aizawl city

Extracurricular Habits	Poor	Average	High
No. of students	40	141	50
Percentage	17.39	61.30	21.73

Figure-2

Pie Diagram showing Extracurricular Habits of Government Secondary School students in Aizawl city.

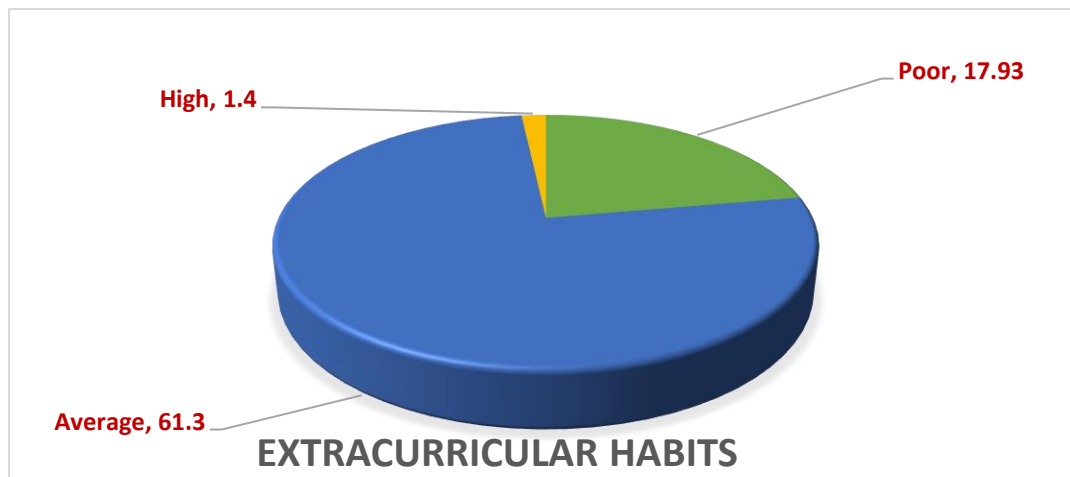


Table 2 and Figure 2 show that 40 students (17.39%) had poor extracurricular habits, 141 students (61.30%) had an average level, and 50 students (21.73%) had a high level of interest in extracurricular activities. This clearly indicates that most students are interested in pursuing extracurricular activities in addition to their studies

Objective 3: To investigate the technology use among the Government Secondary School students in Aizawl city.

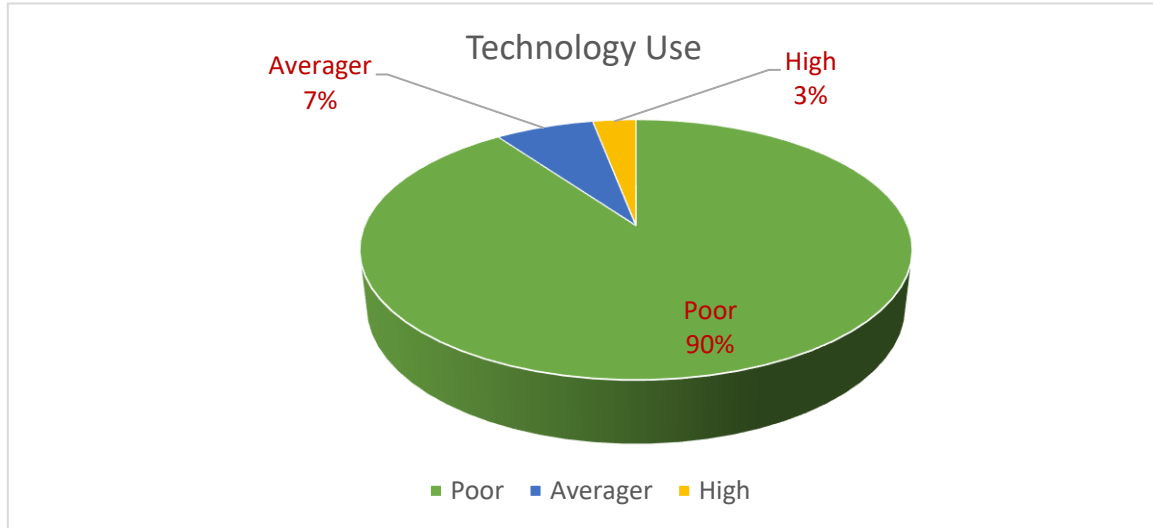
In order to investigate the technology used among the Government Secondary School students in Aizawl City, the scored obtained from the standardize scale of Adolescent’s Habits Scale (AHS) are analysed and interpreted in accordance with the norms provided in the manual.

Table-3
Technology Use among Government Secondary School students in Aizawl city.

Technology Use	Poor	Average	High
No. of students	96	94	40
Percentage	41.73	40.86	17.39

Figure-3

Pie Diagram showing Technology Use among Government Secondary School students in Aizawl city.



As per Table 4.3 and Figure 4.3 it is observed that, from 230 students, 96 students of them have poor level in using technology, 94 students were at the average level and 40 students were at the high level of using technology. We can see that the adolescents were not much involved in using technology. The percentages on technology used were 41.73%, 40.86% and 17.39% respectively.

Findings

1. The findings pertaining to the study habits of government secondary school students indicate that most students (49.56%) possess a high level of study habits, while 45.65% demonstrate an average level. A small minority, only 4.78% of the students, exhibit poor study habits. Therefore, the results suggest that the adolescents in this study have commendable study habits.
2. The present study yielded additional findings regarding the extracurricular habits of government secondary school students in Aizawl. Specifically, the data shows that the largest proportion of students (61.30%) falls within the average range of extracurricular habits, while 21.73% and 17.39% of students have high and poor extracurricular habits, respectively. These results suggest that government secondary school students in Aizawl exhibit an average level of engagement in extracurricular activities
3. The research findings indicate that a significant proportion of the students (41.73%) used technology less frequently, while 40.86% of students used technology moderately. Additionally, 17.39% of students actively used technology. This suggests that secondary school students' exhibit considerable diversity in their use of technology, yet the distribution of technology usage among them is nearly equal.

Recommendation

1. To enhance the study habits of secondary school students, it is crucial for teachers to recognize their vital role in this process. Teachers should adapt their teaching style and methods according to the unique needs and interests of each student, fostering a sense of engagement and excitement in the learning process. Understanding the needs and interests of their students is paramount, as it enables teachers to impart new knowledge and inspire a passion for learning. Furthermore, teachers should actively motivate and create

interest in their students' studies, as well as identify areas of weakness and provide guidance to ensure their students are on the right path. It is important for teachers to be aware of the challenges and difficulties that their students may be facing, both in school and at home. By being attuned to these concerns, teachers can provide much-needed support, nurturing a positive and encouraging learning environment for their students.

2. The research findings on the use of technology by secondary school students revealed that the majority of students fell into the poor category. However, the difference between the poor and average categories was not significant, and a small number of students were at a high level of technology use. Therefore, it is imperative that parents and teachers raise awareness about the potential negative consequences of excessive and inappropriate use of technology among adolescents. It is crucial to ensure that students understand the importance of using technology in a responsible and productive manner.

Conclusion

Based on the findings, it is clear that the government secondary school students in Aizawl are generally doing well in terms of their study habits. However, there is still room for improvement, particularly for the small percentage of students who exhibit poor study habits. This highlights the importance of continued efforts to provide students with the necessary resources and support to improve their study habits and academic performance. Regarding extracurricular activities, the findings suggest that the majority of government secondary school students in Aizawl engage in average levels of extracurricular activities. This may indicate a need for further encouragement and promotion of extracurricular activities to increase student participation and enhance their overall development. The results also show a diverse distribution of technology use among secondary school students in Aizawl. While some students actively use technology, others use it less frequently. It is important for parents and teachers to be aware of this and guide their children towards responsible and appropriate use of technology.

Overall, these findings provide insights into the study habits, extracurricular habits, and technology use of government secondary school students in Aizawl. They highlight the need for continued efforts to support and enhance the academic and personal development of students in these areas.

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