



Research Paper

Study habits and Lifestyles of Adolescents in Kamrup District (M)

Dr. Gitanjali Choudhury
Principal, West Guwahati College of Education

Abstract

This study explores the relationship between the study habits of adolescents and their overall lifestyles. Recognizing that adolescence is a critical developmental stage marked by significant changes in identity, behavior, and educational engagement. The research examines how various lifestyle factors—such as nutrition, physical activity, sleep patterns, and social interactions—affect students' approaches to learning. The findings indicate that positive study habits and a proactive attitude toward education are significantly correlated with healthier lifestyle choices, contributing to improved academic performance and mental well-being. Furthermore, the study highlights the influence of environmental factors, including family dynamics and peer relationships, on adolescents' educational attitudes and behaviors. By providing insights into these interconnections, the research aims to inform educators, parents, and policymakers about effective strategies to foster supportive learning environments that promote both academic success and holistic development in adolescents.

Key words: Study Habits, Lifestyles, Adolescent.

Received 12 Feb., 2025; Revised 22 Feb., 2025; Accepted 24 Feb., 2025 © The author(s) 2025.

Published with open access at www.questjournals.org

I. Introduction

Education prepares an individual to be capable intellectually, emotionally, physically, socially, and spiritually to meet confidently and successfully of life's challenges and obstacles. Students face their transitional period along with their studies in the school environment. Profound changes in the body, emotions, and brain characterize adolescence. As people grow up and become adulthood, their study habits and learning attitudes have a greater impact on their academic achievement as well as how they live their lives in general. Adolescents' methods to learning and studying are impacted by the changing technological landscape, social expectations, and academic pressures that frequently target them. A good attitude toward education can promote lifelong learning and adaptation in a variety of life situations, while excellent study habits are associated with improved academic results. On the other hand, bad study habits and pessimistic views can lead to tension, anxiety, and disinterest, which may have a negative impact on one's academic performance and general well-being. This study aims to investigate the connection between teenagers' study habits and attitudes and their larger lifestyles by looking at important elements like social influences, technology use, and mental health.

The relationship between study habits and lifestyles is multifaceted and plays a significant role in academic success and overall well-being. Study habits refer to the various approaches and techniques that individuals employ to acquire knowledge and skills. They might include time management, organization, motivation, and specific learning strategies.

Lifestyle encompasses the behaviors, activities, and choices that shape an individual's day-to-day life. This includes factors such as diet, sleep patterns, physical activity, social interactions, and leisure activities. Study habits and lifestyle are deeply intertwined. A balanced lifestyle supports the development of effective study habits, while strong study skills can foster a more structured and healthier lifestyle. Students, educators, and parents can benefit from understanding this relationship in order to foster environments that promote both academic success and overall well-being.

Need of the study

The study of study habits, and lifestyles among adolescents is crucial due to the significant impact these factors have on their academic success and overall well-being. Adolescence is a formative period

characterized by the transition to independence, identity formation, and the establishment of lifelong habits. Understanding how effective study habits and positive attitudes toward learning influence academic performance can help educators and parents identify support strategies for those struggling with school. The interconnection between lifestyle choices—such as nutrition, sleep, and physical activity—and study efficacy emphasizes the importance of holistic development. By examining the social and environmental contexts that shape adolescents' attitudes and behaviors, the study can give the effective educational practices and policies which can aim at promoting mental health and resilience.

Statement of the problem

For above the reasons, the investigator has stated the problem as “Study habits and Lifestyles of Adolescents in Kamrup (M)”

Objectives of the study

1. To compare the study habits towards among boys and girls adolescents.
2. To analysis the study habits among boys and girls adolescents studying in Government and Private Schools.
3. To compare the life styles among boys and girls adolescents.
4. To investigate the life styles among boys and girls adolescents studying in Government and Private Schools.
5. To investigate the correlation between study habits and life style among boys and girls adolescents.

Population and Sample of the study

Out of the 1,000 students who make up the study's population, the researcher selected 200 students for the study (100 from a government high school and 100 from a private school) who are studying in class nine(ix) in Guwahati City, Kamrup (Metro) using Stratified Random sampling technique .

Methodology of the study

The researcher has taken Descriptive Survey Method to study the problem.

Tools used for Data collection

The researcher has taken (1) Test of Study habits and attitude by C.P. Mathur and (2) Lifestyle Scale by S.K. Bawa and Suman Preet Kaur for the collection of data from the samples.

Analysis and Interpretation of Data

Objective no. 1: To compare the study habits among boys and girls adolescents.

H01: There is a significant differences among the adolescents in their study habits .

The investigator has collected the responses from the samples to taste the hypothesis of the objective which is shown in the following table.

Table no.1: Representing the comparison of study habits among adolescents.

Gender	Mean	SD	t value	df	Level of significant
Boys	205.40	20.767	-1.43	198	Not significant at 0.01 level
Girls	209.43	19.011			

From the table 1, it is clear that the Mean and SD of boys 205.40 and 20.767 whereas girls’ mean 209.43 and SD is 19.011 with df 198 . The t value -1.43 which is not significant at 0.01 level. This suggests that there is no significant difference between the means of the two groups (males and females) at this level which means that adolescent boys and girls have same study habits. So, the hypothesis of this objective is rejected.

Objective no. 2: To analysis the study habits among boys and girls adolescents studying in Government and Private Schools.

Ho2: There is no significant differences among the adolescents of Govt. and Private schools in their study habits.

The investigator analyses the study habits among adolescents with the respect of gender between the Government and Private schools which is shown in the following table no.2.

Table no.2: Representing the comparison of study habits among adolescents of Govt. and Private schools

From the above table, it is found that there is no difference between the means of government and private school at either the 0.05 or 0.01 significance levels. It means that the students of class nine of Government and Private schools have the same study habits. It means that the hypothesis of this objective is accepted .

Type of school	Mean	SD	t value	df	Level of significant
Government School	206.55	23.946	-0.735	198	Not significant in 0.01 & 0.05 level
Private Schools	208.82	19.611			

Objective no. 3: To compare the life styles among boys and girls adolescents.

Ho 3: There is a significant differences among the adolescents in their life styles .

To test the hypothesis of the objective, the investigator has calculated the Mean and SD from the responses with regards to their gender in the dimension of lifestyles which is shown in the following table no.3.

Table no.3: Representing the comparison of lifestyles among adolescents

Gender	Mean	SD	' t'Value	df	Level of significance
Boys	116.31	12.145	-1.38	198	Not significant at 0.01 level
Girls	118.58	11.192			

From the table no.3, it is evident that the value (-1.38) is not significant at 0.01 level of significance . Hence, the hypothesis is rejected and concludes that there is no significant differences among the adolescents in their life styles.

Objective no. 4: To investigate the life styles among boys and girls adolescents studying in Government and Private Schools.

Ho4: There is no significant differences among the adolescents of Govt. and Private schools in their life styles .

The investigator has analyzed the data as per responses from the samples in the dimension of lifestyles of Govt. and private schools adolescents which has shown in Table no.4

Table no.4: Representing the comparison of life styles adolescents of Govt. and Private schools.

Type of school	Mean	SD	' t' Value	df	Level of significance
Government School	117.40	12.809	0.22	198	Not significant at 0.01 level
Private Schools	117.02	11.595			

It is inferred from the Table no.4 that there is no significant difference between the adolescents of Govt. and Private schools in the dimension of lifestyles since 't' value is 0.22 is not significant at 0.01 level of significance .It means that the hypothesis of the study is accepted .

Objective no. 5: To investigate the correlation between study habits and life style among boys and girls adolescents.

Ho5: There is no significant relationship between study habits and life style among the adolescents.

The investigator has collected data through the standardized scales and used Pearson Correlation method to test the hypothesis of the objective .The descriptive statistical analysis of the data is presented in Table no.5

Table No.5: Showing the Correlation between study habits and lifestyles among adolescents

Variables		Study Habits	Lifestyle
Study Habits	Pearson Correlation	1	215*
	Sig(2-tailed)		.032
	N	200	200
Lifestyle	Pearson Correlation	215*	1
	Sig(2-tailed)	.032	
	N	200	200

*Correlation is significant at the 0.05 level(2-tailed)

It is inferred from table no.5 that there is significant relationship between study habits and life styles among the adolescents .since 'r' value 215 is quite significant is at 0.05 level of significance .

Major Findings

- There is no significant difference among the adolescents in the dimension of study habits as well as lifestyles .
- There is significant relationship of study habits and life styles among the adolescents whether they are studying in Govt. or Private schools. The resulted r- value 0.215 at 0.05 level of significant. This may be because of both type of schools follow the same curricular practices with the same work schedule .

II. Discussion

Adolescence is that stage of life in which a person shapes for their future. From the study, it is found that there is no significant difference in the study habits and lifestyles of adolescents. Rather, both the dimensions i.e. study habits and life styles are co-related each other. The lack of significant differences in study habits and lifestyles among adolescents can be attributed to a combination of cultural, social, and educational factors. Many adolescents belong to similar cultural backgrounds and are influenced by shared societal norms, leading to comparable study approaches and attitudes toward education. The standardization of education

systems further contributes to this uniformity, as students often receive similar teaching methods and curricula. Furthermore, psychological development during adolescence tends to follow a common trajectory, resulting in similar attitudes towards study and lifestyles. Together, these factors create an environment in which significant differences among adolescents in attitudes toward study habits, and lifestyles are minimized, although individual variations still exist.

References

- [1]. Agarwal, Rashmi and Amita (2000), Televiewing Pattern of Adolescents and its impact on their study habits, Indian Educational Review ,Vol.36(2),48-61
- [2]. Crow & Crow(1974): Adolescent Development And Adjustment, New York:Mc Graw Hill Book
- [3]. Grewal Paul (1990):Relationship between Study Habits and Academic Achievement –Indian Education Review . In M.B. Buch (Ed) Fifth Survey of Education Research New Delhi NCERT
- [4]. Jagdeeshwari ,(2005): A study on changes in Lifestyles under Globalization Economy of India , Periyar University, Velur,pp104-122
- [5]. Jesrild, A.T. (1963), The Psychology of Adolscent (Second Edition), New York: Mc Graw Hill