# STUDY HABITS OF SCHOOL STUDENTS IN RELATION TO THEIR INTELLIGENCE AND MENTAL HEALTH

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### Abstract

*The study habit refers to acquisition of knowledge and skills through more or less permanent modes of studying.The objective of the study was to find out the relationship between study habits, intelligence and mental health of high school students. Descriptive method was employed. The sample consisted of 200 high school students from Anantnag district, Jammu & Kashmir. Study Habit Inventory (2005) developed by M. Mukhopadhyay and D. N. Sansanwal, The Group test of General Mental Ability (1975) developed by S. Jalota and Mental Health Checklist (1992) developed by Pramod Kumar was used as the tool. The obtained data were quantitatively analyzed by using descriptive and inferential statistics. Findings indicated that there was no significant difference in study habits of male and female school students. Study habits of rural and urban school students did not differ significantly. There was a significant relationship between study habits and intelligence of school students. Moreover, there was a significant relationship between study habits and mental health of school students.*

*Keyword: Study Habits, Intelligence, Mental Health, School Students, Gender, Locale*

## 1.INTRODUCTION

The concept of study habit according to Husain (2000) is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individual's response to all objects and situations with which is related.The term study habits indicate a sort of more or less permanent method of studying. Human beings are known as the creatures of habits. Study habits are autonomously learned behavior pattern that enable the students to acquire how to study. Mayor (1987) stated that study habits and strategies refers to activity carried out by a learner during the learning process for the purpose of improving learning. Smith et al. (1948) opined that poor habits of study not retards school progress but develop frustration, destroy initiative and confidence and make prominent the feelings of worthlessness towards himself and subject. Mukhopadhya and Sansanwar (1983) specified that study habits are very important for all human beings who are 'being educated' and 'are educated'. Developing good study habits students in their childhood have more interest and self-discipline in everything and if parents and teachers inculcate good habits in them, it will be useful in their future study. Intelligence: Intelligence is the ability to acquire and apply knowledge. It is the most important factor which affects the schooling. Success in school and college and in one's profession, social adjustment, profession of general information is all associated with the concept of intelligence. Anastasi (1992) stated that intelligence is not a single, unitary ability but rather a composite of several functions. Nakashima (1999) opined that intelligence is the ability to process information properly in a complex environment. The importance and effects of intelligence is clear, but intelligence does not lend itself to easy definition or explanation. Human intelligence is an intellectual power of humans which is marked by complex cognitive feats and high level of motivation and self-awareness. It enables human to remember description of things and use those descriptions in future behavior. Intelligence gives us cognitive abilities to learn, form concepts, understand and reason, including the capacity to recognize patterns, plans, solve problems and use language to communicate. Mental health is a simple term which includes how we think and feel about ourselves and

others, how we perceive the world around us. The word mental usually implies something more than purely cerebral functioning if person, it also stands for ones' emotional effective states, the relationship that one establishes with others and a quite general quality that might be one's equilibrium in ones' socio-cultural context. Similarly health refers to more than physical health; it also connotes the individual's intra-physic balance, the fit of ones' physic structure with the external environment and ones' social functioning. Mental health is dynamic term which represents how well the individual is adjusted to the demands and opportunities of life. Donovan et al. (2013) expressed that mental health is seen to be indicated by confidence in ones' ability to handle problems and ability to seek help when needed. Mental health is basic factor that contributes to the maintenance of physical health as well as social effectiveness. Jahoda (1958) pointed out that a person is mentally healthy who has aspects of attitudes towards self, growth and development. Klein (1956) considered mental health as absence of symptoms of maladjustment. Mental health describes a level of psychological well-being or an absence of mental health. Good mental health means balanced mind and it depends on the state of both body and mind. Thus mental health has an exerting influence on the minds of individuals. Mental fitness helps us to achieve and sustain a state of good mental health. We can be creative, learn and try new things, if we all are in a state of good health. Healthy mindedness is important for constructive and productive work.

## 2. REVIEW OF RELATED LITERATURE

Sivakumar (2009) explored the relationship between study habits and academic achievement of post graduate students. Sample comprised of 100 post graduate students from Govindammal College Tiruchendur. The findings indicated that there was a significant relation between study habits and academic achievement. Bhan and Gupta (2010) conducted a study of academic achievement and study habit among students belonging to scheduled caste and non-scheduled caste group. The results had shown that sex has no significant impact on academic achievement and study habit of students. Singh (2011) studied academic achievement and study habits of 100 higher secondary students. The findings indicated that girls and boys differed significantly in their study habits and academic achievement. Siahi and Maiyo (2015) investigated the relationship between study habits and academic achievement of students. Results had revealed a positive relationship between study habits and academic achievement. Ebela and Olofu (2017) investigated the impact of study habits on 1050 secondary school students' academic performance in the Federal Capital Territory, Abuja. The finding indicated that there was significant relationship between study habits and students' academic performance. Rabia et al. (2017) examined the association between study habits and academic performance of 270 students from Sialkot, Pakistan. Results had shown that there was significant relationship between study habits and academic performance of the students. Singh (2019) studied the study habits among 200 senior secondary school students of Allahabad city. Findings indicated that there was no significant difference between students of working and non-working mothers on the measure of study habits. Students of non-working mothers were having higher study habits than students of working mothers. Results had shown that there was no significant difference between students belonging to urban and rural background on the measure of study habits. Students belonging to urban background were having higher study habits than students belonging to rural background. No significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.Barcenas and Bibon (2022) explored the influence of study habits in the development of academic performance of 128 identified senior high school students at CagrarayIsland, Philippines. Findings indicated the lack of awareness on the part of the senior high school students of Cagraray island, Philippines in determining the most effective and influential study habits that contribute in their academic performance. It was recommended to school, teachers, and students toprovidea convenient class schedule, improve reading comprehension, and practice strategic note-taking as effective study habits to improve academic performance.

Naderi et al. (2010) explored the relationship between intelligence and academic achievement among 153 undergraduate students. Findings indicated that aspects of intelligence were not related to academic achievement for both males and females. Chandra and

Azimmudin (2013) examined the influence of Intelligence and gender on academic achievement of 614 secondary school students of Lucknow city. The findings of the study revealed that there was a significant influence of Intelligence on academic achievement whereas gender had not significantly influenced the academic achievement. Priya (2014) explored relationship between academic anxiety and intelligence among 200 secondary students from Hoshiarpur district, Punjab. The findings indicated a significant positive relationship between academic anxiety and intelligence of secondary school students. Morales-Vives (2020) determined how psychological maturity, the Big Five personality traits and mental aptitudes contribute to the prediction of 305 adolescent academic performances. Results had shown that the main predictor was intelligence. There was a relationship between psychological maturity and academic performance. Moreover, conscientiousness influenced academic performance because of its relation to the maturity factor work orientation. Likewise, openness to experience was also indirectly related to academic performance, due to its relationship with intelligence. Rani (2009) studied mental health of secondary school students in relation to their emotional intelligence and gender. Sample comprised of 200 ninth class students of Chandigarh. It was found that there was a significant relationship between mental health and emotional intelligence of school students. There were no significant difference in mental health of boys and girls. Moreover, a significant relationship existed between emotional intelligence and mental health of school students.Chadha and Sidhu (2012) examined the effect of mental health and emotional competence on academic achievement among 200 schools students of Ludhiana district. The findings indicated that there was no significant relationship between mental health and academic achievement but a significant relationship between academic achievement and emotional competence.Subramani and Kadhiravan (2017) studied academic stress and mental health of 200 high school students from government and private schools in and around Salem city, Tamilnadu. Results had shown that students from private school experienced higher academic stress than that of government school students, and private school students had higher mental health status than their counterpart. It was also found that academic stress had a significant relationship with the mental health of high school students. Kumari (2018) explored the relationship between academic anxiety and mental health among 100 senior secondary school students of District Faridabad. The findings revealed that there was significant relationship between academic anxiety and mental health of adolescent boys and girls. Mental health and academic anxiety were negatively correlated. Arora (2022) explored the relationship between the mental health of adolescents and their academic anxiety. A sample of 160 adolescents from the Pathankot area of Punjab state was chosen. Findings indicated that there were no significant correlation between academic anxiety and adolescent mental health. There were no significant correlation between academic anxiety and female adolescents' mental health. Moreover,no significant relationship was found between academic anxiety and male adolescents' mental health.

## 3. OBJECTIVES

Following were the objectives of the study:
- ➢ To study the study habits of the school students in relation to their gender
- ➢ To study the study habits of the school students in relation to their locale
- ➢ To study the relationship between study habits and intelligence of school students
- ➢ To study the relationship between study habits and mental health of school students

## 4. HYPOTHESIS OF THE STUDY

There is no significant difference in study habits of male and female school students.
There is no significant difference in study habits of urban and rural school students.
There is no significant relationship between study habits and intelligence of school students.There is no significant relationship between study habits and mental health of school students.

## 5. DELIMITATION OF THE STUDY

The study was delimited to 10th class students of government schools of district Anantnag, Jammu& Kashmir.

## 6. RESEARCH METHOD

A descriptive survey method was used to collect data regarding study habits of school students in relation to their intelligence and mental health.

## 7. SAMPLE

To select district from Jammu & Kashmir State convenience sampling was used and Anantnag district was selected. The sample comprised of 200 students (100 boys and 100 girls) having equal representation from urban and rural area.

## 8. RESEARCH TOOLS

In order to collect the data for the present investigation,following tools were selected and employed by the investigator.
Study Habit Inventory (2005) developed by M. Mukhopadhyay and D. N. Sansanwal
The Group test of General Mental Ability (1975) developed by S. Jalota
Mental Health Checklist (1992) developed by Pramod Kumar.

## 9. ADMINISTRATION OF TOOLS

While administering the different tools to the students, the purpose of collecting the data was explained to them. Proper instructions were given to the subjects in detail. Then they wereinstructed to answer all the items of the respective tools.
Comparison of study habits of school students in relation to their gender
The first objective was to study the study habits of the school students in relation to their gender. Data related to this objective was analyzed using t-test. The results are given in Table1:

**Table 1: Significance of Difference in Study Habits of School Students in terms of Gender**

| Gender | N | Mean | SD | t-value |
|--------|-----|-------|-------|--------------|
| Male | 100 | 149.6 | 14.40 | $1.6^{NS}$ |
| Female | 100 | 153.2 | 18.15 | |

NS: Not significant at 0.05 levels.

## 10. COMPARISON OF STUDY HABITS OF SCHOOL STUDENTS IN RELATION TO THEIR LOCALE

The second objective was to study the study habits of the school students in relation to their locale. Data related to this objective was analyzed using t-test. The results are given in Table2:

**Table 2: Significance of Difference in Study Habits of School Students in terms of locale**

| Gender | N | Mean | SD | t-value |
|--------|-----|-------|-------|--------------|
| Urban | 100 | 151.1 | 20.7 | $0.99^{NS}$ |
| Rural | 100 | 150.2 | 19.14 | |

NS: Not significant at 0.05 levels.

## 11. RELATIONSHIP BETWEEN STUDY HABITS AND INTELLIGENCE OF SCHOOL STUDENTS

Relationship between study habits and intelligence of school students was explored by using Pearson's coefficient of correlation. The value of coefficient of correlation(r) revealing the relationship of study habit and intelligence of school students has been shown in table 3:

**Table 3: Relationship between Study Habits and Intelligence of School Students**

| Variable | N | Coefficient of Correlation |
|-----------------------|-----|----------------------------|
| Study Habit/Intelligence | 200 | 0.15** |

**Significant at .01 level
The table 3 revealed that co-efficient of correlation of the study habit of school students with intelligence is 0.15 which is significant at 0.01 levels. It indicates that there is a significant relationship between study habit and intelligence of school students.Thus the hypothesis that there is no significant relationship between study habits and intelligence of school students stands rejected.

## 12. Relationship between study habits and intelligence of school Students

Relationship between study habits and mental health of school students was explored by using Pearson's coefficient of correlation. It has been depicted in table 4:

Table 4: Relationship between Study Habits and Mental Health of School Students

| Variable | N | Coefficient of Correlation |
|---|---|---|
| Study Habit/ Mental Health | 200 | 0.14** |

**Significant at .01 level

The table 4 revealed that co-efficient of correlation of the study habit of school students with mental health is 0.14 which is significant at 0.01 levels. It indicates that there is a significant relationship between study habit and mental health of school students. Thus the hypothesis that there is no significant relationship between study habits and mental health of school students stands rejected.

## 13. CONCLUSION

There was no significant difference in study habits of male and female school students. Study habits of rural and urban school students did not differ significantly.There was a significant relationship between study habits and intelligence of school students. Moreover, there was a significant relationship between study habits and mental health of school students. The teachers should organize seminars, interactive sessions and workshops in schools to increase study habits of students. The students should be given time management so that they may be able to utilize the time in proper manner leading to better self-regulatory practice. The present study may help administrators, policy makers, planners and researchers both at the national and local level.

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