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AWARENESS OF OBESITY AMONG COLLEGE STUDENTS IN TIRUNELVELI DISTRICT

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ABSTRACT

Obesity is one of the major lifestyle disorders in India and its incidence has rapidly increased during recent decades. It is one of the major causative factors for many other metabolic disorders. Obesity among young people increases lifetime cardiovascular risk. Obesity represents a public health problem with increasing prevalence, long-term complications and frequent relapses in treatment. The main objective of the present study was to find out the awareness of obesity among college students in the Tirunelveli district. Survey method was adopted in this study. Sample consists of 500 college students in Tirunelveli Di. Obesity Awareness Scale was developed by Maria Saroja, M and Michael Jeya Priya, E (2020) has been used for collecting data. Mean, SD, and 't'- test were used for analysing the data. Present study revealed that, there was significant difference between male and female college students in their awareness of obesity.

Keywords : Obesity, Metabolic disorder, Awareness

Introduction

Obesity is one of the major lifestyle disorders in India, and its incidence has rapidly increased during recent decades. According to the Indian Council of Medical Research-India Diabetes study 2015, the prevalence of obesity and central obesity among adults ranges from 11.8% to 31.3% and 16.9% to 36.3%, respectively (Flegal KM, Carroll MD, Kit BK, Ogden CL,2012). According to a World Health Organization report, obesity has been identified as a significant cause of disability and premature deaths in less developed countries. This has been attributed to shifts in diet and changes in lifestyle (Balaji, Priya, V., & Gayathri, R,2017). Obesity is a complex multifactorial disease. It develops from the interaction of several factors such as social, behavioral, genetic, psychological, and metabolic (Hassan, S., Rahman, N., Ghazali, K., Ismail, N.,&Budin, K.2015). The causes of adult obesity include a variety of factors such as diet, genetic predisposition, and lack of physical activity (Kamath S, D'Souza J., 2013). College students are more prone to obesity due to their sedentary lifestyle, lack of exercise, disordered eating habits due to leisure time. Thus, they are prone to overweight/obesity-related complications such as hypertension, dyslipidemia, and impaired glucose tolerance. Overweight and obesity are defined as excessive fat accumulation that may impair health (Thomas, E.,& Geethadevi, .2019). The sedentary lifestyle includes watching television, playing computer games, using mobile phones for a long time, reading, talking over the phone, and listening to music. It is one of the biggest challenges that Indians need to overcome because we are genetically predisposed to weight gain. There has been a nutritional transition from a typical carbohydrate diet to high-calorie fast food dietary habits significantly affecting young adults, like medical students (Selvaraj K, Sivaprakasam P, 2013).Noncommunicable diseases (NCDs) are the leading causes of death globally. Overweight & obesity are important risk factors for the development of these NCDs. When followed properly,

healthy lifestyle measures help in the prevention & control of disease and the risk factors causing it. Awareness about the disease & healthy lifestyle practices is the first step in preventing NCDs. This study was taken up to assess the Awareness of obesity among college students in Tirunelveli District.

Significance of the study

Obesity, the most prevalent form of malnutrition in both developed and developing countries and affecting children and adults, is replacing the more traditional public health concerns. Obesity and overweight are the fifth leading cause of deaths worldwide. As obesity is the key risk factor in the natural history of other chronic non-communicable diseases, obesity prevention strategies offer a cost-effective approach in preventing other chronic non-communicable diseases. Obesity is a risk factor for hypertension, type II diabetes mellitus, infertility, hyperlipidemia, coronary artery disease, stroke, and arthritis. Atherosclerosis begins in the early stage of life due to obesity. The factors that contribute to obesity are improper diet, genetic predisposition, and lack of physical activities, physiological and behavioral factors. It is a significant risk factor for type 2 diabetes mellitus, hypertension, stroke, coronary heart diseases, gall bladder diseases, arthritis, colon cancer, psychological problems, and so on. Nevertheless, the social impact of obesity is a significant problem but is often neglected. The socio-economic issues include lower academic success rate, poor job chances available, and lower self-confidence. The high intake of sugar-rich and white flour foods such as cookies and cakes will increase the risk of obesity among college students. The significance of this research is to enlighten the college students about the importance of awareness of obesity.

Objectives of the study

- To find out the level of awareness of obesity among college students.
- To find out whether there is any significant difference between college students in their awareness of obesity with reference to the following background variables (i)Gender, (ii)Locality of residence, (iii)Type of family

Hypotheses of the study

- Awareness of obesity among college students is moderate.
- There is no significant difference between college students in their awareness of obesity with reference to the following background variables.
  (i) Gender (ii) Locality of residence
  (iii) Type of family

Population and sample

The population includes college students of Tirunelveli District. The investigators used a simple random sampling technique and randomly selected 500 college students in Tirunelveli District.

Statistical techniques used in the present study

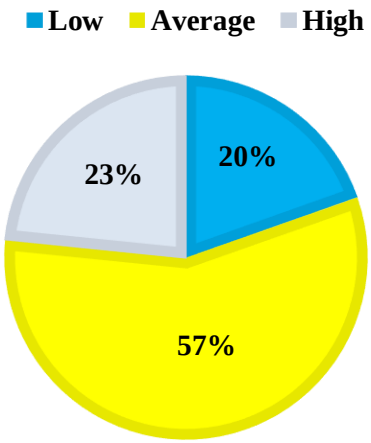
Obesity Awareness Scale was developed and validated by Maria Saroja .M and Michael Jeya Priya. E (2020). Mean, Standard deviation, and ‘t’ test was used to analyze the data.

Data analysis and interpretation

Table 1: Showing the percentage level of the awareness of obesity among college students in Tirunelveli District.

	Low		Average		High	
Total	N	%	N	%	N	%
	98	19.60	285	57	117	23.40

Figure.1 showing the percentage level of the awareness of obesity among college students in Tirunelveli district.



Interpretation of table-1.

It is revealed from the above table that among the college students 19.60% have low, 57% have average and 23.40% have high level of awareness of obesity.

Table.2. Difference between male and female college students in their awareness of obesity.

Variable	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	293	26.25	4.31	3.56	1.96	S
	Female	207	27.63	4.21			

Interpretation of table-2.

It is inferred from the above table that there is significant difference between male and female college students in their awareness of obesity.In the present study, the mean obesity awareness scale value of female college students (27.63) is greater than that of male college students (26.25). This may be because compared to male students; female students engage in health-promoting behaviors than males. Even if male students are aware of "healthy eating guidelines," they often show skepticism and lack of interest in nutrition education messages. They frequently perceive healthy eating as monotonous and unsatisfying.

Female students are more aware of diet and the implications of the health–diet relationship and embrace suggested dietary changes to a greater degree than males. They also show higher dietary restraint and disinhibition levels than males. They tend to gravitate towards healthier food choices and are more concerned with maintaining healthy eating behaviors to stay in good physical shape. They avoid frequent visits to the restaurant and avoid junk foods, soft drinks, and fast foods compared to male students. They take advice and health tips from their parents, teachers, and friends about healthy dietary eating habits. They are eager to watch various dietician videos and shows about healthy cooking to maintain their physical health. Thus female students have a high awareness of obesity compared to male students.

The study conducted by Balaji contradicted this result. V, V. Vishnu Priya, V.,& R. Gayathri(2017) In their study among college students in Tamil

Nadu, They found 57.4% of men and72.7% of women were not aware of its risk factors, respectively. 65% of our population was unaware of risks and health problems caused by it.

Figure.2 showing the awareness of obesity among college students in Tirunelveli district

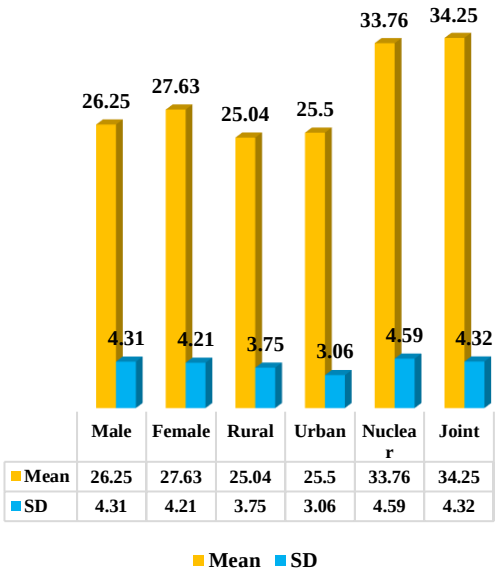


Table 3: Difference between rural and urban college students in their awareness of obesity.

Variable	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Locality	Rural	297	25.04	3.75	1.52	1.96	NS
	Urban	203	25.50	3.06			

Interpretation of table-3

It is inferred from the above table that there is no significant difference between rural and urban college students in their awareness of obesity.

Table 4: Difference between nuclear and joint family college students in their awareness of obesity

Variable	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Type of Family	Nuclear	258	33.76	4.59	1.21	1.96	NS
	Joint	242	34.75	4.32			

Interpretation of table 4:

It is inferred from the above table that there is no significant difference between nuclear family and joint family college students in their awareness of obesity.

Conclusion

Chronic non communicable diseases (NCDs) are assuming increasing importance among the adult population in developed and developing countries. Obesity is most generally brought about by a mix of extreme sustenance consumption, absence of physical action, and hereditary susceptibility. The lifestyles and behavioral patterns are changing rapidly, these being favorable for the onset of chronic diseases. Hence, assessment of awareness level is an essential prerequisite to plan for any health educational intervention. Also, when people become aware of their existing health condition, for example, in this case their body mass index (BMI), it can be expected that it can act as a catalyst for their behavioral change in the right direction. Health education must be given to college students regarding risk factors, diagnosis and complications of obesity and about healthy lifestyle practices and its advantages. Thus, an attempt was made to assess the awareness towards obesity among college students.

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IMPACT OF MOBILE AMONG PROSPECTIVE TEACHERS

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ABSTRACT

The main objective of this study is to find out the impact of mobile phones among prospective teachers. The sample comprised of 250 prospective teachers from Thoothukudi district. Stratified random sampling technique was used for data collection. Mobile Impact Scale prepared and validated by the investigators was used to measure mobile phone impact on the samples. The data were analysed by t-test, f-test, and chi-square test. The study's findings revealed a significant difference in the mobile impact among prospective teachers with respect to gender and discipline of study. On the other hand, no significant association exists on the mobile impact concerning the degree and frequency of usage per day.

Keywords : Technology, Mobile Phone, Prospective teachers

Introduction

Mobile technologies are technological products that represent the so-called "digital generation" owned and used in day-to-day life, both recreational and educational. Mobile technologies contribute to the teaching-learning process by acting as a personalized device to motivate and engage students. The students' motivation increases when this technology leads to greater participation and better and faster acquisition of concepts and skills. The use of mobile technologies and their implications for the teaching-learning process are some of the challenges that teachers face today as promoters and drivers in this process. Therefore, there are implications in teacher training not only for the use and application of technology but also for acquiring the underlying skills, concepts, and support for classroom teaching. Today mobile communication has become the backbone of society. All mobile technologies have improved the way of living, and it is one of the fastest-growing communication media in the world. Over the past few years, there has been a large investment in information and communication technology in the teaching-learning process. In this context, mobile technologies, including smartphones and tablets, emerge as an innovative tool associated with different methods and strategies. The impact of mobile is felt by all people in society - anytime, anywhere, and anything, especially on the student community and tomorrow's young generations. In the current scenario, higher learning institutions are moving towards mobile wireless technologies for on-line teaching-learning processes enabled by Learner Management Systems and Virtual Learning Environments.

Need and significance of the study

The 21st century is the age of Information Technology involving various electronic gadgets, particularly mobile phones, iPods, and tablets. It is highly impossible to see a student in higher education without a smartphone. Mobile learning helps to develop critical and creative thinking skills and makes the classroom environment favourable for teaching and learning. According to Suki (2010), mobile phones' mobility and ubiquity are the key factors that make them a suitable medium for

learning. Mobile phone in education benefits the students as it saves a lot of money for buying study material from shops and libraries saves time to share materials etc. Today's mobile phones with Wi-Fi or mobile data allow the user to read the study material with simple clicks and locate various study materials with more research. These facts motivated the investigators to find mobile learning's impact among prospective teachers, promoting an interactive environment among the peer group. This study is the need of the hour as the world is in the digital era. This study reveals how mobile phones have a more significant impact on prospective teachers. The influence of mobile phones on future teachers has gained more importance. Hence, the investigators has taken up the study problem as **"Impact of Mobile among Prospective Teachers."**

Objectives

1. To study the significant difference of mobile impact among prospective teachers with respect to selected background variables.
2. To study the significant association of mobile impact among prospective teachers with respect to selected background variables.

Null Hypothesis

1. There is no significant difference in the impact of mobile among prospective teachers with respect to gender.
2. There is no significant difference in the impact of mobile among prospective teachers with respect to the discipline of study.
3. There is no significant difference in the impact of mobile among prospective teachers with respect to possessing social media account.
4. There is no significant association in the impact of mobile among prospective teachers with respect to a degree.
5. There is no significant association in the impact of mobile among prospective teachers with respect to the frequency of mobile usage per day.

Methodology

The investigators adopted the survey method. The population for the study is prospective teachers. The investigators have used a stratified random sampling technique for collecting the data. The sample consists of 250 prospective teachers, out of which 64 are male, and 186 are prospective female teachers. Statistical methods used were t-test, F- test, and Chi-square to analyze the data.

Data Analysis

Null hypothesis 1: There is no significant difference in the impact of mobile among prospective teachers with respect to gender.

Table 1: Difference between male and female prospective teachers on the mobile impact

Variable	Male (N=64)		Female (N=186)		Calculated 't' value	p' value	Remarks at 5% level
	Mean	S.D	Mean	S.D			
Mobile Impact	132.28	19.432	138.24	15.737	2.455	0.015	S

In the above table, as the p-value (0.015) is lesser than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is significant difference in the mobile impact among prospective teachers with respect to their gender. While comparing the mean scores, female (138.24) prospective teachers have

more mobile impact than the male (132.28) prospective teachers.

Null hypothesis 2: There is no significant difference in the impact of mobile among prospective teachers with respect to the discipline of study.

Table 2: Difference between arts and science discipline prospective teachers on the mobile impact

Variable	Arts (N=107)		Science (N=143)		Calculated 't' value	'p' value	Remarks at 5% level
	Mean	S.D	Mean	S.D			
Mobile impact	134.08	17.92	138.69	15.91	2.14	0.03	S

In the above table, since the p-value (0.033) is less than 0.05, the null hypothesis is rejected at a 5% level of significance. Hence, it is concluded that there is significant difference in the mobile impact among prospective teachers with respect to their discipline of study.

Null hypothesis 3: There is no significant difference in the impact of mobile among prospective teachers with respect to possessing social media account.

Table 3: Difference between possessions of social media account among prospective teachers on mobile impact

Variable	Sources of variation	Sum of squares	Mean Square variation	Calculated 'f' value	'p' value	Remarks at 5% level
Internet addiction behaviour	Between	466.584	155.528	0.540	0.655	NS
	With in	70832.252	287.936			

In the above table, since P-value (0.655) is more significant than 0.05, the null hypothesis is accepted at a 5% level of significance. Hence, it is concluded that there is no significant difference in the mobile impact among prospective teachers with respect to the social media account they possess.

Null hypothesis 4: There is no significant association in the impact of mobile among prospective teachers with respect to a degree.

Table 4: Association between UG and PG degree of prospective teachers on the mobile impact

Variable	Df	Calculated χ^2 Value	'p' value	Remarks at 5% level
Mobile Impact	2	0.136	0.934	NS

In the above table, since the p-value (0.934) is more significant than 0.05, the null hypothesis is accepted at a 5% level of significance. Hence, it is concluded that there is no significant association between the mobile impacts among prospective teachers with respect to their degree.

Null hypothesis 5: There is no significant association in the impact of mobile among prospective teachers with respect to the frequency of mobile usage per day.

Table 5: Association between frequencies of mobile usage per day among prospective teachers on the mobile impact

Variable	D f	Calculated χ^2	'p' value	Remarks at 5% level
Mobile Impact	4	1.652	0.799	NS

In the above table, since the p-value (0.799) is more significant than 0.05, the null hypothesis is accepted at a 5% level of significance. Hence, it is concluded that there is no significant association among prospective teachers with respect to their usage of the frequency of mobile per day.

Findings and Discussion

1. The significant difference is found on the mobile impact among prospective teachers with respect to gender, the discipline of study but no significant difference is observed on the mobile impact among prospective teachers with respect to possession of social media account.

2. No Significant association is found between mobile impact among prospective teachers with respect to their degree and the frequency of mobile usage per day. Based on the differential analysis it is found that there is significant difference between male and female prospective teachers in their mobile impact. **Bikumalla and Chandra Varma (2017)** found no significant difference in the usage of smartphones as a learning tool among male and female students. The present study contradicts the above result. This may be because female prospective teachers find the mobile phone a good companion and a better tool for teaching and learning, which would have created a more significant impact on mobile phone usage. The female prospective teachers find mobile phones convenient to chat with friends, do shopping, collaborate and learn, share notes, etc. Based on the differential analysis, it is found that there is significant difference between arts and science discipline prospective teachers. This may be because science discipline prospective teachers have to explore more on the technology to update them and to find logical reasons. So they may discover mobile phones as a better tool for exploring rather than arts discipline prospective teachers.

Recommendations

- More exposure must be provided for the prospective teachers to use the mobile phone effectively inside the classroom.
- Prospective teachers must be familiar with the mobile apps that suit their needs and interests and use them wisely.
- Creativity can be fostered to improve their style of teaching using mobile technology.
- Prospective teachers must use mobile phones for sharing assignments and notes but also use a mobile phone as a learning tool.
- Curricular activities can be planned for each pedagogy to support mobile phones as learning and teaching resource.
- Colleges can organize workshops on enhancing their technical skills to use the technology in their classroom.
- Prospective teachers must be open-minded to accept the change in education from black board to the digital classroom.
- M-learning can be included in the syllabus so that the prospective teachers can develop their e-resources for learning and teaching.

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AWARENESS OF ASSISTIVE TECHNOLOGY FOR INCLUSIVE EDUCATION AMONG PROSPECTIVE TEACHERS

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ABSTRACT

Assistive technology has widespread acceptance as a support strategy within international, national, and state initiatives. In the education context, research recognizes the potential of assistive technology to support access to learning, engagement, and achievement for a range of students with diverse learning needs. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs. The main objective of the present study was to find out the awareness of assistive technology for inclusive education among prospective teachers in Palayamkottai. The investigators collected the data from 48 prospective teachers by using the survey method. Awareness of assistive technology for inclusive education scale was developed by Maria Prema, J and Jeya Sudha, A (2020) has been used for collecting data. Percentage analysis, 't' test, and 'F' test were used for analyzing the data. The present study revealed that there is no significant difference among prospective teachers in their awareness of assistive technology for inclusive education.

Keywords: Assistive Technology, Inclusive Education, Prospective Teachers.

Introduction

The concept of inclusive education has brought the much-needed share of equality in approach for the 'disabled' education by giving them a leveled field to rightly exhibit their differential abilities, proving themselves capable enough to learn and perform together at par with their non-disabled peers. Students with disabilities are frequently trapped in a vicious cycle of exclusion from education, society, and mainstream development programmes due to a lack of necessary support and the means for equal participation. Assistive technology can support teachers in providing teaching and learning that is accessible to all students. Assistive technology helps students with diverse learning needs within an inclusive learning environment. Assistive technology enables people to live healthy, productive, independent, and dignified lives and participate in education. Central and State governments have taken many steps to promote inclusive education in India. At the same time, the success of inclusive education depends on assistive technology used in the classroom. So every teacher should be aware of assistive technology for inclusive education.

Objectives

1. To find out the level of awareness of assistive technology for inclusive education among prospective teachers with reference to the year of study, residence, marital status, frequently used gadgets, and usage of internet per day.
2. To find out the significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to the year of study, residence, marital status, frequently used gadgets.
3. To find out significant differences among prospective teachers' awareness of assistive technology for inclusive education with reference to internet usage per day.

Hypothesis

1. The level of awareness of assistive technology for inclusive education among prospective teachers with reference to the year of study, residence, marital status, frequently used gadgets, and usage of internet per day is average.
2. There is no significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to the year of study, residence, marital status, and frequently used gadgets.
3. There is no significant difference among prospective teachers' awareness of assistive technology for inclusive education with reference to usage of internet per day.

Methodology

The investigators have adopted survey method for the present study. Awareness of assistive technology for inclusive education scale was prepared and validated by the investigators.

The population of the study consists of the prospective teachers in Palayamkottai. For the present study, the investigators randomly selected 48 prospective teachers.

Statistics used

The statistical techniques used in this study are given below.

1. Percentage Analysis
2. 't' test
3. 'F' test

Table 1: The level of awareness of assistive technology for inclusive education among prospective teachers with reference to year of study, residence, marital status, frequently used gadget and usage of internet per day

S. No	Background Variables	Categories	No.	Low		Moderate		High	
				N	%	N	%	N	%
1.	Year of Study	First Year	32	17	53.1	10	31.3	5	15.6
		Second Year	16	7	43.8	7	43.8	2	12.5
2	Residence	Rural	21	12	57.1	6	28.6	3	14.3
		Urban	27	12	44.4	11	40.7	4	14.8
3	Marital Status	Unmarried	26	12	46.2	8	30.8	6	23.1
		Married	22	12	54.5	9	40.9	1	4.5
4	Frequently used Gadget	Mobile	24	18	43.9	16	39.0	7	17.1
		Table Top/ Laptop	17	6	85.7	1	14.3	0	0
5	Usage of Internet per Day	Below 1GB	24	6	42.9	5	35.7	3	21.4
		1-3 GB	17	16	51.6	11	35.5	4	12.9
		3GB Above	7	2	66.7	1	33.3	0	0

Finding: The majority of the prospective teachers' awareness of assistive technology for inclusive education is moderate.

Table 2: Significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to the year of study

Background Variables	Categories	N	Mean	S.D	Calculated 't' Value	Remark at 5% level
Year of Study	First Year	32	87.5	2.67	0.159	NS
	Second Year	16	8.88	2.50		

(At 5% level of significance, the table value of't' is 1.96). NS – Not Significant (Hypothesis is accepted)

Table 3: Significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to residence

(At 5% level of significance, the table value of't' is 1.96)

Background Variables	Categories	N	Mean	S.D	Calculated 't' Value	Remark at 5% level
Residence	Rural	21	8.38	2.61	0.96	NS
	Urban	27	9.11	2.57		

NS – Not Significant (Hypothesis is accepted)

Table 4: Significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to marital status

Background Variables	Categories	N	Mean	S.D	Calculated 't' Value	Remark at 5% level
Marital Status	Unmarried	26	9.12	2.77	0.95	NS
	Married	22	8.41	2.36		

(At 5% level of significance, the table value of 't' is 1.96). NS – Not Significant (Hypothesis is accepted)

Table 5: Significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to frequently used gadget.

Baclground Variables	Categories	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Frequently Used Gadget	Mobile	41	8.95	2.72	1.09	NS
	Table Top/ Laptop	7	7.86	1.46		

(At 5% level of significance, the table value of 't' is 1.96)

NS – Not Significant (Hypothesis is accepted)

Table 6: Significant difference among prospective teachers' awareness of assistive technology for inclusive education with reference to usage of internet per day

Background Variables	Source of variation	Sum of squares	Degrees of freedom	Mean Square Variance	Calculated 'F' value	Remarks at 5% level
Usage of Internet per Day	Between Groups	4.902	2	2.451	0.35	NS
	Within Groups	311.0	45	6.911		

Findings

1. The level of awareness of assistive technology for inclusive education among prospective teachers with reference to the year of study, residence, marital status, frequently used gadgets, and usage of internet per day is moderate.
2. There is no significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to the year of study, residence, marital status, frequently used gadgets.
3. There is no significant difference among prospective teachers' awareness of assistive technology for inclusive education with reference to usage of internet per day.

Interpretation

It is inferred from this study that the level of awareness of assistive technology for inclusive education among prospective teachers with reference to the year of study, residence, marital status, frequently used gadgets and, usage of internet per day are average. Prospective teachers are aware of assistive technology for inclusive education. This study revealed that there is no significant difference between prospective teachers' awareness of assistive technology for inclusive education with reference to the

year of study, residence, marital status, frequently used gadgets. There is no significant difference among prospective teachers' awareness of assistive technology for inclusive education with reference to the usage of internet per day. Prospective teachers in Palayamkottai have good knowledge of assistive technology for inclusive education irrespective of year of study, residence, marital status, frequently used gadgets, and internet usage per day.

Conclusion

Inclusive education is the need of the hour. It becomes a crucial issue in the field of education, which attracts all concerned. Inclusive education is one of the most important educational programmes in the education system. The teachers' roles are very diverse, and they need to understand their contribution towards making the right individual out of every student. To understand the students with disabilities, training of teachers is necessary. Therefore, the teachers must have clear ideas about various issues and challenges of inclusive education like human resource deficit and collaboration between special and regular school teachers. To remove the gap between inclusion and exclusion, teachers, parents, society, administrators, and the government should collectively implement inclusive education policies. B.Ed colleges should emphasize teaching skills that would enhance prospective teacher's capacities to support students with disabilities in inclusive classrooms, as well as it will expose them to practicum experiences that involve such students.

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INTERNET ADDICTION BEHAVIOUR AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The main objective of this study is to find out the internet addiction behaviour and study habits of secondary school students. The sample comprised 250 secondary school students from Thoothukudi district. Stratified random sampling technique was used for data collection the responses are collected by using questionnaires. Internet Addiction Scale and Study Habits Scale were used to collect the data**.** The statistical techniques used were t-test, f-test, chi-square test and correlation test. The results of the study suggested that internet addiction is significantly correlated with the study habits of secondary school students.

Keywords : Internet addiction, Study habits, Entertainment

Introduction

The internet has become an integral part of daily life; it is used for entertainment, communication, and education. Despite its widely identified advantages, negative impacts of Internet use have progressively emerged, in particular, excessive use of the internet. Nowadays, everyone is affected by the internet, android mobiles, and new technology. The secondary school students are affected soon. They are using the internet and giving valuable time to these internet activities. It may affect their school performance, psychological, social, and work difficulties in a person's life.

[1].Young has described Internet addiction as an impulse-control disorder that does not involve an intoxicant. [2]. Indulging in the use of the internet is associated with a variety of problems. Chou et al. reported that addicted subjects rated the internet's impact on their daily lives, such as meals, sleep, and appointments, as significantly more harmful than non-addicted groups. [3]. In Tsai and Lin's study, Internet-dependent adolescents perceived that the internet negatively affected their school performance and relationships with their parents. Researches revealed that internet use among school students in India has led to a profound change in their lifestyles and study habits. The number of internet users among school students is rapidly increasing. The internet is widely used among school students for education, communication, seeking information, social media, and entertainment purpose. The internet has positive impacts on education by increased communication among classmates and lecturers, growing online courses offered by schools and universities, and reviewing e-books and online encyclopedias. Despite having these enormous benefits of the internet on education, the easy access to the internet and anywhere also makes students vulnerable to internet addiction. Internet addiction can significantly impact students' academic performance, personal and social life, and mental and physical health. Academic and esteem problems caused by internet addiction include dropping grades, missing classes, poor memory, sleep deprivation, lack of concentration, and failing exams. Study habits are an essential part of any student's academic success. Effective study habits are a vital part of the learning process. Good study habits are crucial for all students to project time and money investments and achieve educational goals. Nowadays, everyone is affected more

or less by internet addiction. The secondary school students are mainly involved soon. Using the internet and giving valuable time to these internet activities may affect their study habits and academic achievement. Researches revealed that internet use among school students in India has led to a profound change in their lifestyles and study habits. This research paper aims to study the internet addiction behaviour and study habits among secondary school students.

Need and significance of the study

Internet addiction is defined as any online-related, compulsive behaviour, which interferes with everyday living and causes severe stress on the family, friends, loved ones, and one's work environment. Internet addiction has been called otherwise internet dependency and internet compulsivity. By any name, a compulsive behaviour completely dominates the addict's life. Internet addicts make the internet a priority more important than family, friends, and work. School students represent a particularly vulnerable group for the problem of internet use. The increasing rate of internet addiction among students affects their mental and physical health body and affects their study habits. Face-to-face interaction among students is decreasing due to their overuse of the internet and wasting time on online chatting. Studies also revealed that internet addiction also led to structural and functional neural correlations, attention, and concentration. Internet addiction may adversely affect the students' brain function, such as attention span, impulse control. The influence of internet addiction on school students' study habits at the secondary level gain much importance. Hence, the investigator has taken up the study problem as **"Internet addiction behaviour and study habits among secondary school students".**

Objectives

1. To study the significant difference in the internet addiction behavior of secondary school students with respect to selected background variables.
2. To study the significant difference in the study habits of secondary school students with respect to selected background variables.
3. To study the significant association of internet addiction behaviour and study habits of secondary school students with respect to selected background variables.
4. To study the significant correlation between the internet addiction behavior and the study habits of secondary school students.

Null hypotheses

1. There is no significant relationship between internet addiction behaviour and study habits of secondary school students
2. There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their gender
3. There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their type of school
4. There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their medium of instruction
5. There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their area of residence
6. There is no significant difference between internet addiction behaviour

and study habits of secondary school students with respect to their working member of the family

7. There is no significant association between internet addiction behaviour and study habits of secondary school students with respect to their internet usage per day

Methodology

The investigators have adopted the survey method. The population for the study is secondary school students. The investigator has used stratified random sampling technique for collecting the data. The sample consists of 250 school students. Among them, 125 are male, and 125 are female school students. Statistical techniques t-test, f- test and chi-square, correlation test were used to analyse the data.

Data analysis

Null hypothesis 1: There is no significant relationship between internet addiction behaviour and study habits of secondary school students

Table1: Test of significant relationship between internet addiction behaviour and study habits of secondary school students.

Variables	N	Calculated r value	p value	Remarks at 5% level
Internet addiction behaviour and study habits	250	0.218	0.00	S

In the above table, since the p-value (0.000) is lesser than 0.05, the null hypothesis is rejected at a 5% level of significance. Hence, it is concluded that there is significant relationship between internet addiction behaviour and secondary school students' study habits.

Null hypothesis 2: There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their gender.

Table 2: Test of significant difference between internet addiction behaviour and study habits of secondary school students with respect to their gender.

Variable	Male (N=125)		Female (N=125)		Calculated 't' value	'p' Value	Remarks at 5% level
	Mean	S.D	Mean	S.D			
Internet Addiction Behaviour	44.14	5.22	45.06	5.52	1.341	0.18	NS
Study Habits	51.90	5.34	53.54	5.83	2.307	0.02	S

In the above table, since the p-value (0.181) are greater than 0.05, the null hypothesis is accepted at 5% level of significance. P-value (0.027) are lesser than 0.05, the null hypothesis is rejected at 5% level of significance.

Null hypothesis 3: There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their type of school

Table 3: Test of significant difference between internet addiction behaviour and study habits of secondary school students with respect to their type of school.

Variable	Sources of Variation	Sum of Squares	Mean Squaare Variation	Calculated 'f' Value	'p' Value	Remarks at 5% level
Internet addiction behaviour	Between	113.162	56.581	1.966	0.142	NS
	Within	7106.838	28.773			
Study Habits	Between	191.673	95.836	3.062	0.049	S
	Within	7730.727	31.298			

In the above table, since p-value (0.142) are greater than 0.05, the null hypothesis is accepted at 5% level of significance. p-value (0.049) are lesser than 0.05, the null hypothesis is rejected at 5% level of significance.

Null hypothesis 4: There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their medium of instruction

Table 4: Test of significant difference between internet addiction behaviour and study habits of secondary school students with respect to their medium of instruction

Variable	Tamil (N=125)		English (N=125)		Calculated 't' value	'p' Value	Remarks at 5% level
	Mean	S.D	Mean	S.D			
Internet Addiction Behaviour	44.33	5.799	44.83	5.016	0.730	0.466	NS
Study Habits	52.56	4.813	52.86	6.275	0.422	0.673	NS

In the above table, since p-value (0.466) are greater than 0.05, the null hypothesis is accepted at 5% level of significance. p-value(0.673) are greater than 0.05, the null hypothesis is accepted at 5% level of significance.

Null hypothesis 5: There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their area of residence

Table 5: Test of significant difference between internet addiction behaviour and study habits of secondary school students with respect to their area of residence

Variable	Rural (N=125)		Urban (N=125)		Calculated 't' value	'p' Value	Remarks at 5% level
	Mean	S.D	Mean	S.D			
Internet Addiction Behaviour	43.16	5.816	46.04	4.496	4.380	0.018	S
Study Habits	55.01	6.595	50.43	3.138	7.005	0.016	S

In the above table, since p-value (0.018) are lesser than 0.05, the null hypothesis is rejected at 5% level of significance. p-value(0.016) are lesser than 0.05, the null hypothesis is rejected at 5% level of significance.

Null hypothesis 6: There is no significant difference between internet addiction behaviour and study habits of secondary school students with respect to their working member of family.

Table 6: Test of significant difference between internet addiction behaviour and study habits of secondary school students with respect to their working member of the family

Variable	Sources of Variation	Sum of Squares	Mean Squaare Variation	Calculated 'f' Value	'p' Value	Remarks at 5% level
Internet addiction behaviour	Between	173.34	86.67	3.03	0.04	S
	Within	7046.65	28.52			
Study Habist	Between	140.08	70.04	2.22	0.11	NS
	Within	7782.31	31.50			

In the above table, since p-value (0.040) are lesser than 0.05, the null hypothesis is rejected at 5% level of significance. p-value (0.110) are greater than 0.05, the null hypothesis is accepted at 5% level of significance.

Null hypothesis 7: There is no significant association between internet addiction behaviour and study habits of secondary school students with respect to their internet usage per day

Table 7: **Test of significant association between internet addiction behaviour and study habits of secondary school students with respect to their usage of internet per day**

Variable	Df	Calculated χ^2Value	'p' value	Remarks at 5% level
Internet Addiction Behaviour	4	20.029	0	S
Study Habits	4	28.659	0	S

In the above table, since p-values (0,0) are lesser than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is significant association in the study habits of secondary school students with respect to their usage of internet per day.

Findings and discussion

Based on the differential analysis regarding the variables gender, type of school and medium of instruction, there was no significant difference observed in the internet addiction behaviour but while comparing the mean scores regarding the area of residence, urban (46.04) secondary school students have more internet addiction compare with the rural (43.16) secondary school students. This may be due to the fact that urban area students are having the availability of the highest speed of internet service than the rural students whose internet connectivity is always a question of availability. Rural area students face more obstacles in accessing the internet than urban area students. However, rural areas may be at a disadvantage in reaping the benefits of this growth because rural households are still less likely to subscribe to the internet than urban households.

It is also observed that there is significant difference between internet addiction behaviour of secondary school students with respect to their working member of family. While comparing the mean scores of families of secondary school students where both father and mother are

working (45.35) have more internet addiction compared with the families of secondary school students where only father (44.34) and only mother (41.58) is working. The reasons may vary as parents are the first teachers in a student's life and play a pivotal role in shaping their lives. With the advent of the family style where both the parents are at work, had also faced negative impact. As the parents are unable to spend more time with their children, students are lonely at home. So they spend more time on the internet like playing games, google search, for educational and entertainment purpose. Since both works, they provide all facilities to their children, wanting them to gather more knowledge through the internet.

It is found that there is significant association between internet addiction behaviour of secondary school students with respect to their usage of internet per day. Apart from focusing on studies or educational contents, students tend to focus on other unwanted things in the internet, when they spend too much time on internet.

It is found that there is significant difference between study habits of secondary school students with respect to their gender. While comparing with the mean scores, female students (53.54) have good study habits than the male (51.90) secondary school students. Girls have better habits of using proper physical conditions for study. Girls read more, and are more attentive in class, take better notes, spend more time on homework. They have a habit of notes taking; girls have better memory and better habit of scheduling time for examination. On the other hand, boys have a poor habit of study, note-taking, memory, and taking examinations due to the patriarchal cultural background of Indian society, where boys don't bother being identified as poor learners. The top cognitive scientists from the University of Pennsylvania also found that girls were apt to start their homework earlier in the day than boys and spent almost double the amount of time for completing it.

It is found that there is significant difference in the study habits of secondary school students with respect to their type of school. While comparing the mean scores, private (53.52) secondary school students have good study habits compared with the aided (52.58) and government (50.98) secondary school students. In private schools, they provide adequate infrastructure, well-defined administration, and sophisticated teaching methodology for students' betterment, whereas, in aided (or) government schools, these infrastructures are less provided.

It is found that there is significant difference in the study habits of secondary school students with respect to their area of residence. While comparing the mean scores, rural area students (55.01) have good study habits compared with the urban area (50.43) secondary school students. The government spends more in free of cost educational material for the rural area students. Therefore, these students make use of this and excel equal to urban students.

Based on th**e** correlation analysis it is found that there is significant correlation between the internet addiction behaviour and study habits of secondary school students. In today's world, internet access is very important and essential too. Students are even forced to access the internet sources for their studies. They need to browse the internet to get better ideas.

Therefore, they are spending more time searching for content on the internet. At this time, they are distracted in between the various unwanted sources in the network. Because of this, they spend most of the time browsing for unnecessary matters than concentrating on studies. This creates stress in their studies, and because of this student involvement, it leads to low concentration, anxiety, compulsive behaviour, and inability to come out from that. In case the students use the internet properly for personal and educational purpose, they may develop good study habits.

Recommendations

1. The student can use various other resources like, books from the library to improve more knowledge
2. Students should have parental control in using internet
3. Seeking guidance from parents, teachers in using internet is preferable
4. Students should get the proper knowledge on usage of internet
5. Students should fix time criteria whether the time is spent in studies or games, or other activities
6. Finally, to add essence, students should know the positive and negative impacts of internet access.

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DEPRESSION: CAUSES AND TREATMENTS-A REVIEW

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Abstract
Depression is the most common affective disorder; it may range from a very mild condition, bordering on normality, to severe (psychotic) depression accompanied by hallucinations and delusions. Worldwide, depression is a major cause of disability and premature death. When the negative reactions to life`s situations become repetitively intense and frequent it may develop symptoms of depression. The most common psychological problems of college students are depression. Today depression is a serious issue in the world. Every nation invests a lot of money to solve psychological problems, depression is one of them. Depression, anxiety, stress, and substance abuse are mere symptoms of the hidden, unresolved, and ignored emotional issues that cumulatively grow inside insidiously. The present paper focuses on depression, causes, and treatments to overcome it.
Keywords: Depression, Anxiety, Stress, Hallucinations and delusions

Introduction

Depression is a common but serious mental illness typically marked by sad or anxious feelings. Most college students occasionally feel sad or anxious, but these emotions usually pass quickly—within a couple of days. Untreated depression lasts for a long time, interferes with day-to-day activities, and is much more than just being “a little down” or “feeling blue.” Mental health is still considered a stigma, and millions of them are silently suffering from it without any external help or support. The World Health Organization (WHO) defines health as “A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.” Adolescents, especially college-going students, suffer from both depression and anxiety at higher rates as the stressors/triggers are present in abundance. Emotional, behavioral, sexual, economic, academic, and social changes and efforts of discovering one's identity with psychosocial and maturation also occur. They go through critical transitory period in their life in which they are going from adolescence to adulthood making major life decisions. During this period, the mental health of university youth constitutes one of the important components of social health. It is known to affect an individual's academic performance greatly. According to the WHO report, practically, all psychiatrists who have had extensive experience in working with college students agree that about 10% of the members of any institution of higher learning are likely to have emotional problems at some time or other during each year which interferes seriously with their work. Depression is under-recognized among adolescents because depressive symptoms are considered a familiar part of the adolescent experience. These stressors often exert a negative effect with catastrophic consequences on students' academic performance, physical health, and psychological well-being. Depression is a serious illness among students and longtime depression has the causes of mental disorder. Life throws up innumerable situations, which we greet with both negative and positive emotions such as excitement, frustration, fear, happiness, anger, sadness. Depression is prevalent among all age groups, in almost all walks of life. Indians are among the world's most depressed. According to a World Health Organization-sponsored study, while around 9% of people in India reported having an extended period of depression within their lifetime, nearly 36% suffered from what is

called Major Depressive Episode (MDE).MDE is characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy and poor concentration, besides feeling depressed.

Symptoms of Depression

We live in a changing society which is changing every time. Time to time we face various kinds of challenges to fulfill our needs. But when we failed to fulfill our needs then we are depressed. Depression is a common mental illness or disorder which is affected the mind and the body. According to the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), a manual used to diagnose mental disorders, depression occurs when you have at least five of the following symptoms:

- A depressed mood during most of the day, particularly in the morning.
- Fatigue or loss of energy almost every day.
- Feelings of worthlessness or guilt almost every day.
- Impaired concentration, indecisiveness.
- Insomnia (an inability to sleep) or hypersomnia (excessive sleeping) almost every day.
- Markedly diminished interest or pleasure in almost all activities nearly every day.
- Recurring thoughts of death or suicide (not just fearing death).
- A sense of restlessness or being slowed down.
- Significant weight loss or weight gain.

Types of Depression

There are various important factors associated with depression in India, including gender, low level of parental warmth, loneliness, criticism escalating adolescent- parent conflict, and socioeconomic status. In addition to this, parental expectations, perceived rejection by peers, parents, teachers, academic excellence pressure, fear of failure, and lack of supportive environment. Following are the few types of depressive disorder

- **Major depressive disorder**: It is also called major depression. The symptoms of major depression are disabling and interfere with everyday activities such as studying, eating, and sleeping. People with this disorder may have only one episode of major depression in their lifetimes. But more often, depression comes back repeatedly.
- **Dysthymic disorder:** Dysthymia is mild, chronic depression. The symptoms of dysthymia last for a long time—2 years or more. Dysthymia is less severe than major depression, but it can still interfere with everyday activities. People with dysthymia may also experience one or more episodes of major depression during their lifetimes.
- **Minor depression**: It is similar to major depression and dysthymia. Symptoms of minor depression are less severe and/or are usually shorter term. Without treatment, however, people with minor depression are at high risk for developing major depressive disorder.

Other types of depression include:

- **Psychotic depression:** severe depression accompanied by some form of psychosis, such as hallucinations and delusions
- **Seasonal affective disorder:** Depression that begins during the winter months and lifts during spring and summer.
- **Bipolar disorder**: It is also called manic-depressive illness, is not as common as major depression or dysthymia but often develops in a person's late teens or early adult years. At least half of all cases start before age 25. People with bipolar disorder may show symptoms of depression and are more likely to seek help when they are depressed than when

experiencing mania or hypomania. Bipolar disorder requires different treatment than major depression, so a careful and complete medical exam is needed to assure a person receives the right diagnosis.

TREATMENTS

Many people with a depressive illness never seek treatment. But most, even those with the most severe depression, can get better with some form of treatment. Those shown to be effective include antidepressant medications and forms of psychotherapy, as well as newly developed treatments. Psychotherapies many forms of psychotherapy are effectively used to help depressed individuals, including some short-term (10 to 20 weeks) therapies.

Talking therapies (psychotherapies) help patients gain insight into their problems and resolve them through verbal give-and-take with the therapist.Talk therapy is counseling to talk about the feelings and thoughts, and help to learn how to deal with them.

Behavioral therapists help patients learn how to obtain more satisfaction and rewards through their own actions. These therapists also help patients to unlearn the behavioral patterns that may contribute to their depression.

Interpersonal and cognitive/behavioral therapies are two of the short-term psychotherapies that research has shown to be helpful for some forms of depression.

- Interpersonal therapists focus on the patient's disturbed personal relationships that both cause and exacerbate the depression.
- Cognitive/behavioral therapists help patients change the negative styles of thinking and behaving that are often associated with depression.
- Psychodynamic therapies are sometimes used to treat depression. They focus on resolving the patient's internal psychological conflicts that are typically thought to be rooted in childhood.
- Long-term psychodynamic therapies are particularly important if there seems to be a lifelong history and pattern of inadequate ways of coping (maladaptive coping mechanisms) in negative or self-injurious behavior.

Electroconvulsive therapy (ECT) is the single most effective treatment for severe depression and it is generally safe. ECT may improve mood in those with severe depression or suicidal thoughts who don't get better with other treatments. It may also help treat depression in those who have psychotic symptoms.

Transcranial magnetic stimulation (TMS) uses pulses of energy to stimulate nerve cells in the brain that are believe to affect mood. Light therapy may relieve depression symptoms in the winter time. However, it is usually not considered a first-line treatment

Conclusion

Indians are the world's most depressed people with nearly 36 per cent suffering from Major Depressive Episode (MDE). Depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration. These problems can become chronic or recurrent and lead to substantial impairments in an individual’s ability to take care of his or her everyday responsibilities. So depression should be treated in early stages otherwise it may lead to severe probems.

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