



A Study on Residential Area as a Determining Factor for Human Mental Abilities

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ABSTRACT

Recently, the residential area of the individuals continues to play an important role in the research. Especially in the field of educational research, it is the most commonly used term. Researchers have conducted various studies to find out whether their residential area (urban or rural) influences students' various mental abilities such as interest, attitude, adjustment, achievement motivation, intelligence, etc. The residential area generally refers to the environment in which the student lives, whether it is urban or rural. Various researchers have conducted different times and analyzed their results, it can be seen that some researchers have identified this area of research as an important influencing factor of various mental abilities, while others have not identified it as an influencing ability. Therefore, with the help of the present study, the researcher reviewed the studies given by various researchers to know whether the residential area of the students can influence their different types of mental abilities.

Key Words: Residential Area, Attitude, interest, Adjustment, Achievement Motivation, Intelligence

Introduction

The residential area generally refers to the environment in which the student lives. Generally, the residential area of the individual is divided into two parts. One of these is urban area and the other is rural area. If the area where a person lives belongs to gram Panchayet then it is marked as a rural area and if the area where a person lives is included in the municipality area then it is marked as an urban area. The residential area of the individuals continues to play an important role in the research. Various researchers have conducted different times and analyzed their results, it can be seen that some researchers have identified this area of research as an important influencing factor of various mental abilities, while others have not identified it as an influencing ability. Therefore, with the help of the present study, the researcher reviewed the studies given by various researchers to know whether the residential area of the students can influence their different types of mental abilities.

Sustainable Development

Halder, P., Roy, S., Gorain, S. C., Adhikari, A. & Saha, B. (2022) measured the attitude of trainee teachers towards sustainable development. The basic results of this study revealed that there were no significant differences in the attitude of male and female trainee teachers and rural and urban trainee teachers towards sustainable development. Ozili, P. K. (2022) conducted a study on sustainability and sustainable development research around the world. In this study, the researcher concluded that there is the expectation that global sustainable development will be achieved when individual countries attain high levels of sustainable development. Rosen, M. (2019) conducted a study on advances in sustainable development research. In this study the researcher said that there is no single approach to sustainable development, as approaches will vary from country to country, reflecting national and local needs and contexts. Ranga, B. S. (2022) studied sustainable development: an analysis. In this study, the researcher concluded that digitalization and sustainability both are important for our future. Digitization helps us to achieve sustainability.

Social relationship

Saha, B. & Adhikari, A. (2019) measured the social relationship of undergraduate college students in West Bengal. The findings of this study revealed that there is a significant difference in attitude toward social relationships between male and female college students; no significant difference in attitude toward social relationships between urban and rural college students. Amati, V., Meggiolaro, S., Rivellini, G. & Zaccarin, S. (2018) conducted a study on social relations and life satisfaction: the role of friends. The findings of this study revealed that friendship, in terms of intensity (measured by the frequency with which individuals see their friends) and quality is positively associated with life satisfaction. Yanga, Y. C., Boena, C., Gerkena, K., Lid, T., Schorppa, K. & HARRISA, K. M. (2016) studied the social relationships and physiological determinants of longevity across the human life span. The researchers said that higher social support was associated with lower odds of abdominal and overall obesity in young to mid-adulthood. Asante, S. &

Karikari, G. (2022) examined the social relationships and the health of older adults: an examination of social connectedness and perceived social support. The findings suggest that social support may be relatively more important to the health and well-being of older adults than social connectedness.

Adjustment

Mesidor, J. K. (2016) analyzed the factors that Contribute to the Adjustment of International Students. In this study, the researcher suggested that cultural mistrust, the stigma associated with mental illnesses, and lack of resources (health insurance, financial strain) are contributing factors to international students' mental health help-seeking behaviors. Adhikari, A. (2023) conducted a study on socio-educational perspective: a study on human adjustment. In this study, the researcher said that adjustment is the state of an individual who is capable of adapting to changes in their physical and social environment. Vasilopoulos, G. (2016) critically reviewed international students' adjustment research from a Deleuzian perspective. In his study, the researcher said that the problem-solving approach guided largely by positivist epistemologies and quantitative methodologies contrasted with the post-structuralist language and identity framework employing qualitative methods. Paramanik, J., Saha, B. & Mondal, B. C. (2014) conducted a study on the adjustment of secondary school students. The finding of this study revealed that there is no significant difference exists in adjustment between rural and urban students. Kundu, M., Saha, B. & Mondal, B. C. (2015) conducted a study on the adjustment of undergraduate students concerning their social intelligence. The study revealed that male and female, as well as science and humanities students of undergraduate students did not differ significantly with regard to their adjustment ability. Ansary, K. (2023) conducted a study on social attitude and adjustment. In this study, the researcher concluded that the better we treat society and its members, the better and more comfortable our social existence becomes because of the stronger response we get from them. Kar, D., Saha, B. & Mondal, B. C. (2016) studied the relationship between emotional intelligence and adjustment ability of higher secondary school students. The finding of this study revealed that Emotional Intelligence affects home, school and peer adjustment of higher secondary school students. Ansary, S., Ansary, K. & Adhikari, A. (2022) conducted a study on social adjustment among undergraduate students of the Purulia district. The findings of this study revealed that there is no significant difference exists between male-female and rural-urban students of the Purulia district regarding their attitude toward social adjustment. Wu, H. P., Garza, G. & Guzman, N. (2015) conducted a study on international students' challenges and adjustment to college. In this study, the researchers suggested that some preparations need to be made by the university that will embrace international students upon their arrival.

Achievement Motivation

Ansary, K., Saha, B. & Gorain, S. C. (2021) examined the achievement motivation of undergraduate students. The results of this study revealed that there is no significant difference exists in achievement motivation between male-female and rural-urban undergraduate students. Oclaret, V. N. (2021) examined the impact of academic intrinsic motivation facets on students' academic performance. The findings of this study revealed that academic intrinsic motivation factors had a strong positive impact on students' academic performance. Erhuvwu, S. E. & Adeyemi, F. T. (2019) investigated achievement motivation as a predictor of academic achievement among senior secondary school students. The result of this study revealed that achievement motivation predicted students' academic achievement motivation in mathematics. Essien, E. E. et al (2017) investigated achievement motivation towards social studies on students' academic achievement. The findings of this study revealed that achievement motivation towards Social Studies on students' academic achievement has a significant positive relationship in the subject. Dewi, S. R. & Erlinda, R. (2015) conducted a study on achievement motivation and academic achievement differences among English students. The finding of this study found that there is a significant academic achievement difference in the fifth semester of English students based on their achievement motivation. Roy, S. & Saha, B. (2023) revealed that there is no significant difference exists in the achievement motivation of post graduate level students in respect to their residence.

Attitudes towards Value

Gayen, P. (2023) conducted a study on values and morals in contemporary society: role in various domains. In this study, the researcher said that values are internalized cognitive frameworks that help people make decisions by instilling a feeling of fundamental moral standards, a sense of priorities, and a propensity to interpret the world and recognize patterns. Ansary, K., Gorain, S. C. & Saha, B. (2023) studied the attitude towards value-oriented education among undergraduate students. The findings of this study revealed that there is no significant difference exists between male-female and rural-urban students regarding their attitude toward value-oriented education. Zaki, S. (2018) conducted a study on value orientation and psychological well-being of student teachers of district institutes of education and training (DIET)'s in Delhi. In this study, the researcher reported that no significant relationship was found between value orientation and the psychological well-being of student teachers of DIETs. Lartang, P. B. (2014) studied value-oriented education in relation to certain socio-demographic variables of DIET's student teachers in Meghalaya. Result of this study revealed a significant difference between the first year and second year, and between rural and urban and no significant difference between male and female DIET students teachers towards value-oriented education. Beiya, B. (2012) find out there is no significant relationship between value orientation and its dimensions and the academic achievement of teacher trainees in colleges of education affiliated with Kerala University but there is a significant influence of value orientation and creative ability on the academic achievement among them.

Attitude towards Yoga

Saha, B. (2019) conducted a study on attitudes toward yoga practice among college students with regard to gender, residence and stream of study. The results of this study revealed that students belonging to urban areas tend to possess a more favorable attitude towards yoga practice. Sembayan, R. (2019)

conducted a study on attitudes toward yoga among secondary school students in Cuddalore District. The main objective of this study is to test the attitude of secondary school students towards yoga. Overall findings of this study revealed that the attitude of secondary school students in the Cuddalore district is neither more favorable nor unfavorable towards Yoga. Taylor, J. V., Gibson, G. M. & Conley, A. H. (2019) examined integrating yoga into a comprehensive school counseling program: a qualitative approach. The findings of this study showed five significant themes and subsequent subthemes describing the participants' lived experiences of yoga integration within their school counseling programs. Wise, J. (2017) studied yoga as a reasonable alternative to physical therapy for lower back pain, say, researcher. The findings of this study revealed that a yoga class designed for chronic low back pain in patients was as effective as physical therapy for reducing pain, improving function, and lowering the use of pain medicine. Hartfiel, P., Havenhand, J. and Khals, S. B. et al. (2011) examined the effectiveness of yoga for the improvement of well-being and resilience to stress in the workplace. The finding of this study found that even a short program of yoga is effective for enhancing emotional well-being and resilience to stress in the workplace. Khatun, S., Ansary, K. & Adhikari, A. (2023) conducted a study on attitudes toward yoga education among undergraduate students. The findings of this study revealed that there is no significant difference existing between male-female and rural-urban undergraduate students regarding their attitude toward yoga education.

Conclusion

The residential area generally refers to the environment in which the student lives. The main objective of this study was to investigate the effect of residential areas on the various mental abilities of the students. Saha, B. (2019) claimed that students belonging to urban areas tend to possess a more favorable attitude towards yoga practice but, Khatun, S., Ansary, K. & Adhikari, A. (2023) revealed that gender is not a determining factor for yoga. Ansary, K., Gorain, S. C. & Saha, B. (2023) concluded that there is no significant difference exists in value-orientation education between rural and urban students, on the other hand, Lartang, P. B. (2014) identified the residential area as an influential factor in value-oriented education. Paramanik, J., Saha, B. & Mondal, B. C. (2014) & Ansary, S., Ansary, K. & Adhikari, A. (2022) showed that the residential area of the students is not an influential factor for their adjustment. Saha, B. & Adhikari, A. (2019) showed that there is no significant difference exists in attitude toward social relationships between urban and rural college students.

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