STUDY HABITS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

A

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"STUDY HABITS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER"

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LIST OF ABBREVIATIONS

SHS	Study Habits Scale
UDISE	Unified District Information System for Education

ABSTRACT

The way students' study has a big impact on their lives. Every student's ability to succeed or fail is based on their individual study habits. Although some students study more, they don't accomplish as much as others who study less yet do more. Success of each student definitely depends upon ability, intelligence and study habits of students. Even a good student who has the potential to achieve better, may not be able to achieve as per expectations if he fails to do proper management of time, allocation of weight age to various subject preparation notes and individual modes adopted for preparation of different subjects. So, in order to improve the quality of education and academic achievement of students we must develop certain innovative strategies, which will enhance the educational standards. In addition to this, from the student's side there must be some important steps, which form the basis for their academic achievement. Study habits are of utmost importance in this world which is full of competition and has a direct relationship with the academic achievement of children. The purpose of the research is to find out the differences in the study habits of secondary school students with respect to their gender, type of school, residential background and their achievement level. For the same purpose, a standardized tool namely Study Habits Scale (SHS) by Dimple Rani and M.L. Jaidka was used. The investigator adopted the Descriptive Survey Method to collect the data. Two hundred students were selected through Random Sampling Technique. In order to analyze the data, statistical techniques namely Percentage, t- Test and Pearson's coefficient correlation were employed. The results revealed that the majority of secondary school students have average and above average level of study habits. The results have shown that female secondary school students exhibited better scores on Study Habits Scale (SHS) than male students. The results of the present study also revealed that students studying in private secondary schools possess better study habits in comparison to students studying in government secondary schools. However, no significant difference was found in study habits of secondary school students in respect to their institute. Further, analysis revealed that urban secondary school students possess better study habits in comparison to rural secondary school students. Lastly, the results show that there was a strong positive correlation between study habits and academic achievement of secondary school students but not significant.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Education is essential to a learner's development. A holistic learner is one who absorbs new information, adapts to the learning environment, and gains new knowledge. It should go without saying that one of education's main goals is to teach students how to solve problems on their own, develop their independence, apply what they learn in the classroom to real-world scenarios, and comprehend concepts and apply them to their own lives. It is believed that a grade is a primary indicator of such learning (Bartleby, 2016). High scores are said to imply that a student may have learnt a great deal, whilst low scores suggest less learning. Nevertheless, several observations and investigations have revealed that a number of other factors could possibly be responsible for grades. It is impossible to identify a single factor that consistently predicts grades. There are many factors – gender, IQ, study habits, age, year level, parent's educational attainment, social status, number of siblings, birth order, etc. In fact, almost all of the existing environmental and personal factors are a variable of academic performance (Gudaganavar, 2014). Many students lament that they haven't learned to study, which is what they should have been doing all along, during their time in school and college. Although it is painful to acknowledge, there is truth to the statement that while educational institutions cover a wide range of topics, they hardly ever manage to teach this one subject. As a result, a student must assist himself and don't settle for simply maintaining your classmates' social standing. Constantly strive to outperform, perform better, and be the best of them. One will only be able to obtain the required odds if one uses this method when dealing with more advanced groups. Many students do badly academically, due to factors other than low intellectual capacity (Gudaganavar, 2014). One such factor is poor Study habits, which often result in poor academic performance even naturally among students. A person's habits are reliable markers of their uniqueness. Study habits, then, are an individual's study-related behaviors that are evaluated based on those behaviors. Study habits are the regular ways that students practice and strengthen their learning capacities during the learning process. Under the heading of "Study habits,"

students' patterns of behavior that they adopt while pursuing their education are taken into consideration. Study habits provide insight into a student's character. A learner's study habits reveal something about their learning personality. The means of learning is through one's study habits. Both viewpoints are viable.

A student's study habits are crucial to their success. Every student's success or failure is based on his or her individual study habits. Of course, studying takes practice because it's an art. While studying more, some students don't accomplish as much. Some people learn less but accomplish more. Each student's success is undoubtedly based on their aptitude, knowledge, and work. (Gudaganavar, 2014). Undoubtedly, consistent study habits yield benefits in the form of a sense of accomplishment and success. The actions students take to improve their learning during the learning process are referred to as study habits. The purpose of study habits is to stimulate and direct one's cognitive processes while learning. Study habits according to Patel (1976) include setting of home and scheduled working, Habits of reading and taking notes, Subject Planning, Concentration Habits, Preparation for examination, General habits and attitudes and School environment.

Similarly, Chris Drew (2023) highlighted that good study habits include Time Management, Using Active Reading Strategies, Setting Realistic Goals, Prioritization, Spaced Repetition, Creating a Suitable Environment, Taking Breaks, Maintaining Physical Health, Using Technology Wisely, Review and Revise Sessions, Active Writing, Seeking Help When Needed, Mindfulness and Focus, Integrating Study with Real-Life Scenarios, Regular Self-Assessment, Employing Mnemonics, Incorporating Understandable Examples, Varying Study Methods, Note-Taking Strategy, Regularity and Consistency, Engage All Senses, Reflective Learning, Preparing for the Next Class, Constructive Procrastination, Visualization Techniques, Listen to Music Without Lyrics and Study with Friends.

The study habits are influenced by attitudes, personality traits, and levels of aspirations, teaching methods adopted and material they are to learn. Thus, it is the responsibility of educators to help students acquire sound study habits. It is preferable to help secondary school pupils establish good study habits. It's the right age and stage to start developing study habits. Students are too mature for their age. It's the ideal time and age to begin forming study habits. For their age, the students exhibit a high

level of maturity. They possess the ability to distinguish between good and bad. With the aid of teachers, they can steer clear of negative things and invite positive things. A person's habits are reliable markers of their uniqueness.

A lot of students struggle academically for reasons other than a lack of intelligence. One such element is bad study habits, which even in students who are naturally gifted frequently lead to subpar academic achievement. A person's habits are reliable markers of their uniqueness. Study habits, then, are a person's study-related behaviors. Which is assessed based on his habits of study? when learning something. Study habits are the regular ways in which students practice and strengthen their learning capacities. Under the heading of "study habits," students' patterns of behavior in the classroom are taken into consideration. A student's study habits reveal their personality. Leaner's study habits reveal something about his disposition toward learning. The means of learning is through one's study habits. It must be viewed as a tool and an end in itself for learning.

1.1.1 Study Habits

Anyone who attends school or a university must study; everyone studies to varying degrees and in various ways. A person's total habits of defined goals and enforced practices that they use to learn have been referred to as their study habits. Students must acquire specialized study techniques and habits. Because a well-developed habit provides its own sources of motivation, the term "study habits" is made up of the word's "study" and "habits." According to English and English, study is the relatively prolonged application of oneself to a topic or problems in order to gain knowledge about the topic, whereas habit is the acquisition of an act, usually a relatively simple one that is regularly or customarily displayed. figuring out the problem or learning all or most of the material that has been presented. Webster's New World Dictionary defines "study" as "the act or process of applying the mind in order to gain information or awareness, like using by means of reading, researching, etc., or settling particular attention to, critically examining, and investigating any topic, event, etc. It is evident from this definition that studying is an intellectual endeavor that involves using our minds to acquire information or comprehension. A person's habits enable them to complete tasks with less thought and effort. They are significant and have a major impact on how an individual develops their personality. Regular thinking,

sound reasoning, study focus, punctuality, and other habits aid students in their appropriate adjustment and learning in the field of education.

Study habits are a methodical and well-planned pattern of study that students have developed over time in order to comprehend academic material and pass tests. Consequently, studying can be thought of as a subject matter expert's planned program (Lone, 2021). The main goals of study are to develop habits and knowledge that will help one in interpreting concepts, forming opinions, coming up with new ideas, and honing existing ones. Therefore, study, interpretation, and application are the cornerstones of any successful academic endeavor. Each learns differently from the next. Students frequently struggle academically just due to poor study habits. Students frequently don't know where to start. High school students who excel particularly well typically study by themselves, using a method they have developed that combines effective practices. A healthy lifestyle, enough sleep, sensible exercise, and a balanced diet are necessary for producing quality study results. Unfavorable study environments include low lighting, extreme heat or cold, high humidity, bad posture, abnormally low physical conditions, and emotional instability (Lone, 2021). While everyone has different habits, there are some universal guidelines for effective study techniques. The following are some effective study techniques that improve academic performance: a) Routinely showing up for class, b) Making notes while imparting instruction, c) Studying to understand, not to memorize, d) Creating a schedule, e) Studying with focus, f) Adhering to a schedule, g) Scheduling appropriate downtime h) Taking on the issues with planning and the home environment, i) Dealing with the difficulties the school environment presents and j) Maintaining a daily log of completed tasks.

Every pupil learns in a different way. From the perspective of academic success, some habits are thought to be preferable to others. According to Crow and Crow's 2007 book Educational Psychology, studying needs a goal, and the degree to which that goal is accomplished determines the knowledge that is acquired as a result of the study process. According to Child (1981), Psychology and the Teacher, in many daily activities, we discuss developing good or bad habits in both social and educational contexts. Because researchers learned from experience that some responses work better than others when it comes to studying habits, we act in certain ways. In order to

encourage systematic study habits, they also allude to a group of behaviors connected to how students arrange their time and environment. It implies that learners need to be able to categorize, sort, and arrange information according to how it relates to the subject being studied. According to Kohli (1977), study habits are especially important from a theoretical and practical standpoint in the academic setting. Study habits are "the student's way of studying whether systematic, efficient or inefficient etc." according to Good (1973). The actions students take to improve their learning during the learning process are referred to as good study habits. According to Nuthana and Yenagi (2009), study habits are meant to elicit and direct a person's cognitive process during learning. Study habits, according to Patel (1976), include the home environment and work planning, reading and note-taking routines, subject planning, concentration routines, exam preparation, general habits and attitude, and school environment.

Developing effective study habits is the first step towards achieving any person's objectives. Making even a tiny adjustment to one's study habits can have a significant impact on how one organizes their life and sets goals. A person's study habits determine how successful he is.

1.1.2 Dimensions of Study Habits

Numerous researchers have identified several dimensions of study habits. The home and school environments, comprehension, interaction, exam preparation, and writing are a few crucial aspects. Drilling, subject planning, assistance, recording, work planning, note-taking and reading habits, task orientation, sets, etc. The seven dimensions—concentration, comprehension, planning, use of e-resources, interaction, study sets, and drilling—that together form the major components of students' study habits were determined after consulting with experts in the fields of psychology and education. Following are the dimensions of the study habits:

1. Concentration- Concentration is an important aspect of good study habits. Some students can easily concentrate and their concentration does not break by a little interruption whereas some students take more time to concentrate. Some students want pin drop silence to concentrate whereas some students can concentrate even in noise.

2. Comprehension- Students have specific behaviors for better comprehension. Some students read the headings and chapter outlines first while reading a text. By doing so he/she may want to comprehend what the text is, some students can't proceed until they comprehend the previous material because they may try to relate the material with new knowledge.

3. Planning- Good planning is half done. Some students plan their studies and follow the planned time table. Some students planned very well but could not follow their planning, Planning is also a good predictor of efficient study habits.

4. Use of e-resources- In the modern era, to achieve more students cannot depend only on classroom teaching. Use of e-resources in their studies is also an important aspect of good study habits. Wise use of e-books, e-mail, WhatsApp, Facebook may help to achieve more in their studies.

5. Interaction- Interaction is a significant and positive component of study habits Interaction with friends is beneficial when the concept is not understood in the classroom. Some students learn better by interacting with others. Some students are shy and cannot interact or discuss the concept with friends or teachers when they need to. Interaction of a student with his friends, teachers and parents contributes positively towards better learning.

6. Study sets- From study sets we mean the physical and situational characteristics which a student adopts for study. For example, some students read aloud while some silently read in an open and natural environment while some can read only in a closed room. Some read in the morning while some at night.

7. Drilling- A man becomes perfect via practice. As much practice is there, there will be better learning. So drilling is a positive contribution towards study habits. Drilling is almost essential in some subjects like mathematics, physics, chemistry, fine arts, engineering, etc. to some extent drilling or revision is essential in all subjects.

1.1.3 Academic Achievement

Academic achievement is a very important component to assess the progress of the individual in the whole educational process. The sense of achievement of individuals leads to the molding of personality skills. Sometimes a high sense of achievement serves as a source of encouragement for achievement. It encourages more action. It enhances self-respect and provides purpose to one's life (Lent et al., 2000). Conversely, a low sense of accomplishment depresses him and can even cause a nervous breakdown because it makes him believe that, particularly in this situation, he is a less than perfect person. It is therefore the responsibility of the parents to motivate and provide their children with a good education for academic success. In fact, academic achievement is considered to be a composite criterion, and also it is not a unitary one. A child's future prospects in this fiercely competitive world are now determined by their academic performance. One of the main objectives of education has always been academic success. It is also a primary objective that people in all cultures are expected to accomplish. Adolescents learn about their talents, abilities, and competencies through academic achievement, which is a crucial process in helping them develop career aspirations (Lent et al., 2000). There is frequently a correlation between teenage career aspirations and academic achievement (Abu-sss, 2000). According to Kohli (1977), a study with relatively few achievement-related variables can make very little of a difference. She went on to say that the final factor in determining academic success is actually the dynamic interaction of all the factors that determine academic performance and all achievement-related variables.

The factors that affect academic achievement are divided into three groups by Gupta (1973):

(i) Abilities – intelligence and scholastic aptitude

(ii) Effort-drive, achievement motivation and aspiration

(iii) Environment-social and economic condition of house and school

A person's success in the exam may be greatly influenced by a number of factors, including their intellectual standing, unique skills, aptitudes, interests, motivation,

health, mode of study, instruction, exam system, socioeconomic status, and other similar factors.

A common misconception about achievement is that it only refers to a student's grade in a particular subject. Achievement is defined as one's proficiency, accomplishments, and level of learning.

Academic achievement is related to the acquisition of principles and generalizations and the capacity to efficiently perform certain manipulations, objectives, symbols and ideas. The evaluation of students' informational, knowledge, and comprehension skills in the subjects they have taken classes in has primarily comprised the assessment of academic achievement. The students' standing in the classroom is determined by the test results or grades they receive based on how well they perform on the achievement test.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Twenty first century seems to be a period of revolution in the field of educational technology. The invention and development of communication media like T.V., Computer, Mobile Phone, Social Sites (Facebook, WhatsApp etc.), greatly affects the study habits of students. Students in secondary schools are in the adolescent developmental stage. It is basically a complex, fast-paced time of development and transition. Failure in school can cause frustration and poor adjustment. Even a good student who has the potential to achieve better, may not be able to achieve as per expectations if he fails to do proper management of time, allocation of weight age to various subject preparation notes and individual modes adopted for preparation of different subjects. So, in order to improve the quality of education and academic achievement of students we must develop certain innovative strategies, which will enhance the educational standards. In addition to this, from the student's side there must be some important steps, which form the basis for their academic achievement. For a very long time, students' needs, requirements, abilities, capabilities, study habits, etc., were disregarded, and they were made to learn the same material in the same way, under the same conditions, from the same teacher. It is not only critical that educators acknowledge these differences in their pupils, but it would also be ideal if they valued their study habits. Otherwise, there might not be much evidence of

student progress, even if suitable tactics are created and made available to teachers. In order to find more effective ways to provide individualized instruction for students who study more effectively, our educational institutions should consider the fundamental differences among humans in how they learn, think, and so forth. Research highlights that a student's study habits, which have a significant impact on their learning process, are primarily responsible for their academic success and excellence. In other words, an individual's study habits play a significant role in determining their academic success. Studies show that understanding the connection between study habits and academic performance will help educators and teachers design their lesson plans with this relationship in mind. It gives parents advice on how to interact with their kids in a way that will help them learn the value of good study habits and how they relate to academic success. This knowledge also helps educators foster a more loving, peaceful, friendly, and democratic learning environment in the classroom by encouraging students to develop excellent study habits. Teachers have the potential to assist students in changing their study habits and behavior. Thus, this study looks for the difference in the study habits in relation to their gender, residential background and type of institution. It also looks for a relationship between secondary students' academic success and their study habits.

1.3 STATEMENT OF THE PROBLEM

STUDY HABITS AND ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS IN RELATION TO THEIR GENDER.

1.4 OPERATIONAL DEFINITIONS

The various terms used in the present study have been operationally defined as:

Study Habits:

In the present study, study habits refer to a set of behaviours related to concentration, comprehension, planning, use of e-resources, interaction, study sets, drilling as assessed by *Study Habits Scale* by Rani and Jaidka (2016).

Academic Achievement:

In the present study, academic achievement refers to marks obtained by the students in their previous annual examination i.e., 8th class.

Secondary School:

In the present study, secondary school students refer to students studying in ninth class in Government & Private secondary schools affiliated to Jammu and Kashmir Board of School Education (JKBOSE).

1.5 OBJECTIVES OF THE STUDY

The current study aims to achieve the following:

1. To find out the overall levels of study habits of secondary school students.
2. To find out the difference in the study habits of male and female secondary school students.
3. To find out the difference in the study habits of government and private secondary school students.
4. To find out the difference in the study habits of urban and rural secondary school students.
5. To study the relationship between study habits and academic achievement of secondary school students.

1.6 HYPOTHESES OF THE STUDY

To achieve the above-mentioned objectives, following hypotheses were formulated and tested:

1. There is no significant difference in the study habits of male and female secondary school students.
2. There is no significant difference in the level of study habits of government and private secondary school students.

3. There is no significant difference in the study habits of urban and rural secondary school students.

4. There is no significant relationship between study habits and academic achievement of secondary school students.

1.7 DELIMITATIONS OF THE STUDY

1. The present study has been collected from secondary school students of Jammu city only.

2. The present study has been confined to 200 samples of secondary school students of Jammu city only.

3. Only 9th class students have been included in the study.

4. There has only been one tool utilized, namely *Study Habit Scale* by Rani and Jaidka (2016).

5. The study has been done within a specific period of time i.e., 2 years of M.Ed.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

All or any research benefits of the knowledge accumulated from the consistent human endeavor. This human endeavor results in journals, books, dissertations, and other sources of information. A cautious study of the literature related to the problem to be investigated is an important step in any research. Review of related literature provides academic support to the researcher. After going over all of the significant studies conducted in the past, the researcher remains curious to see if any of them have any bearing on the subject under investigation at hand. It is worthwhile to review such literature which may be directly or indirectly connected with the topic related to the present problem.

No research can be done alone or in isolation and thus the production of new knowledge is fundamentally dependent on past knowledge. For any specific research, a researcher should acknowledge himself with previous theory and related research done in the past. All this activity demands researchers to study theoretical and research literature.

In the field of research, the word literature refers to the dogmatic theoretical, practical, and research knowledge of a particular area of any discipline. The review of literature means to synthesize the available knowledge of the field in a way that it purports the rationale of the study. Since it deals with synthesizing the related material in a unique way, it is highly creative and tedious. The review is conducted for the related literature which includes all the types of books, encyclopedia, journals, published and unpublished research papers, thesis, magazines, newspaper etc. related to problem areas that aid the researcher in the formation of hypothesis, selection of tool, research method etc. A researcher can very well understand that by including the literature, practical knowledge, theoretical, and methodological dimensions of the research or development work, it describes the related past study and literature. This further empowers researchers with the criticism to identify and represent their strength and

weakness and ultimately support study by relating the identified materials with reference to the similarity or the differences.

2.2 REVIEW OF RELATED LITERATURE

Following are the brief reviews of related research, which the researches, which the reviewed for her present research.

Jereb et al. (2023) examined studying habits in higher education before and after the outbreak of the COVID-19 Pandemic. This study aims to explore the changes in the studying habits of higher education students brought about by the new modes of education. A sample of 272 students participated in the study, which was carried out at the University of Maribor in Slovenia. He looked into whether studying in terms of time or space, how people studied and learned during lectures, social factors, the benefits and drawbacks of distance learning, and other aspects had changed. He discovered variations in specific study habits concerning the time and location of studying, which are mostly connected to the proscription of movement and socializing with people outside the home. He observed a decrease in motivation and linked it to students having difficulty focusing on their studies and lowering their learning objectives.

Reyes et al. (2023) examined prediction of academic achievement in Dominican students with regards to learning strategies, study habits and attitudes toward study. The purpose of this study is to investigate a model that explains academic achievement and evaluate the function that study habits, learning strategies, and study attitudes play as mediators. Correlational research design was used. Through cluster sampling, a sample of 1712 Dominican students aged 12 to 20 (of which 52.75% were female) was obtained. A collection of validated questionnaires was used to collect data, and it included questions about academic achievement (marks), study habits, learning strategies, attitudes toward learning, school engagement, and academic support. The mediational model was established and tested using structural equation modeling. The primary findings indicate that study habits, learning strategies, and attitudes act as a mediator between students' academic achievement and background variables like age, gender, and cognitive or behavioral engagement. Learning techniques and study habits are essential for attaining high academic standing because

they act as a mediator between the benefits of academic support and school involvement.

Jan (2022) studied the academic performance of tribal residential school students in relation to nutritional status, nutrient intake, study habit and home environment. The present study aims to seek out the association between academic performance, nutritional status, study habits, and home environment of secondary school children in the Salem district of Tamil Nadu. The study's sample comprised 280 secondary school students, aged between 13 and 17, from 12 distinct Government Residential Tribal schools located in the Salem district. Tools utilized in this study were socioeconomic status, nutritional status such as height, weight, BMI, MNA scale, mean nutrient intake (24 recall methods), study habit inventory tool, and home environment tool was administered to the chosen subjects to elucidate the data. A statistical examination was carried out on the gathered data using the t-test, variance, mean, and correlation. A total of 280 secondary school children were included in the study. Of them, 134 (47.9%) were boys and 146 (52.1%) were girls. The majority of the selected subjects 201 (71.8%) were under the age group of 15-16 years. Regarding caste and religion, 100% of them were of SC/ST category and Hindu category. Results on family type, all the subjects (100%) were living with both parents. The nutritional status of secondary school students showed that there was a significant difference in the mean weight of the girls and boys who performed well academically. Regarding the MNA scales, there was insignificant between the groups and therefore the mean score intimates the better improvement in girls. Whereas the results of total study habits and total home environment showed no significant difference between the chosen subjects. Further, the correlation of the study variables showed a positive correlation between MNA with academic performance and weight at a 0.01% level of significant difference.

Lawrence & Arul (2022) explored the relationship between study habits and test anxiety of higher secondary students. This normative study used the survey method. Students in the Tirunelveli district pursuing higher secondary education made up the study's population. The basic random sampling technique was employed by the investigator. Three hundred pupils from ten higher secondary schools made up the sample. The Test Anxiety Scale by Sharma, V. P. (1997) and the Study Habits Scale

by Santhy, K. R. (2010) were employed by the investigator. The researcher employed statistical techniques such as percentile analysis, standard deviation, Pearson's product moment correlation, and "t" test to analyze and interpret the data. The results demonstrate that: (i) higher secondary students' levels of study habits and test anxiety were moderate; and (ii) there was no discernible correlation between the two variables.

Mookkiah et al. (2022) studied study habits and how they affected upper secondary school students' academic performance in English. This study aims to investigate the study habits of higher secondary school students in the Devakottai educational district and their effects on their academic performance in English. The investigator created and validated the Study Habits Inventory, which was then used to gather data from the sample of 336 students attending higher secondary schools in Government and Management. The subjects for the current study were chosen using a straightforward sampling technique and the survey method. The analysis's conclusion is that good study habits are positively correlated with academic achievement. As a result, teachers should encourage their students to develop strong study habits, particularly in the areas of time management, learning motivation, memorization, and exam taking, which were found to be significantly correlated with English learning achievement. Additionally, the students can adopt good study habits like attending class every day, studying every day, taking notes, asking for help when they need it, and getting ready for tests.

Helali (2022) examined the impact of study habits on student academic performance in KSA. The study's objectives were to investigate the connections between study practices and academic achievement as well as the effects of various outside variables, like family follow-up, on student performance. Because the study was implicit in nature, a descriptive survey design was chosen. The study involved a sample (120 students) collected from university level students in Saudi Arabia. The data was captured and arranged with the use of a statistical package for social sciences (SPSS). Analysis reveals significant relationships between parents' education level and student success rate. Additionally, routines such as periodically repeating certain sections to prevent forgetting, Student success rates were positively impacted by writing down key points from lectures during class, having fewer absences from

lectures throughout the semester, using extra materials to support understanding, using the internet to find additional materials to support understanding, and reading silently. In the context of family support, the effect of forcing students to study and encourage them by parents has a great effect on their academic performance.

Tus et al. (2022) studied the learners' study habits and its relation to their academic performance. Finding the correlation between students' academic achievement and their study habits was the main goal of the study. The study habits and academic performance of the respondents were characterized by means of the descriptive-correlation design. Participants in this study were one hundred twenty-six (126) senior high school students in Grade 11. Furthermore, the Palsane and Sharma Study Habit Inventory was the primary research tool used in the study. Budgeting time, physical condition, reading comprehension, note-taking, learning motivation, memory, taking tests, and health are its eight sub-scales. The results indicated that the study habits of the participants are comparatively average. The findings showed that there is no conclusive link between study habits and academic achievement.

Tus (2022) studied the influence of study attitudes and study habits on the academic performance of the students. Finding out about the students' study habits, attitudes, and academic performance was the main goal of this study. This also looked at how their study habits and attitudes affected their academic performance. Senior high school students at a Catholic school in Bulacan, the Philippines, served as the study's respondents. The study attitudes, study habits, and academic performance of the respondents were described using the descriptive-correlation research method. This study involved one hundred thirty (130) senior high school students. To find out how study habits and attitudes affected students' academic performance, the null hypothesis was tested at the .05 alpha level of significance.

Angkarini (2021) studied the study habits of undergraduate students during the pandemic of Covid-19. This study is designed to determine the study habits of students during the COVID-19 pandemic. Seventy-three undergraduate students from the Department of English Education, Universitas Indraprasta PGRI on Academic Year 2019/2020 were involved in this study. A questionnaire with 30 items and two possible answers was used to gather data. The data was then descriptively analyzed by taking into account five indicators of study habits: note-taking, general study

strategies, exam preparation, classroom attendance and participation, and time management. The findings showed that female students outperformed male students in terms of their general note-taking skills, time management, participation in learning activities, and ability to locate learning resources. In the meantime, male pupils are better prepared than female ones. This article's discussion includes a significant amount of discussion on the implications of this study.

Aristeidou & Cross (2021) examined disrupted distance learning: the impact of Covid-19 on study habits of distance learning university students. This study sought to identify variables linked to adverse effects and comprehend changes in the study habits of distance learning students (learning, evaluation, and social activities). 555 undergraduate students at the Open University in the UK participated in an online survey that gathered data on demographics, study-related information, personal circumstances related to Covid-19, and changes in study habits. Of the study population, an average of 36% reported negative impacts on their study activities and 15% positive impacts. Logistic regression analysis (n = 269) revealed that challenges in handling workload and little social interaction with peers were linked to detrimental effects on study habits as a whole. Certain study habits are influenced by additional variables, including age, personal health, work-related concerns, socioeconomic background, study level, and childcare and caring responsibilities. Our findings have implications for how colleges address these factors and better support continuing education during COVID-19 and other similar disruptions, both for new and established distance learning practices.

Islam (2021) explored study habits, self-esteem, and academic achievement among public and private secondary school students in Bangladesh. This cross-sectional study aimed to determine how the school effect influences secondary school students' academic achievements by two important significances (study habits and self-esteem). For the study, 400 students from eight Bangladeshi secondary schools were chosen using an easy sampling technique. Despite having the same number of boys and girls (200 each for each gender), the students' types of schools varied (Public, 188; Private, 212). With an average age of 14.8, they range in age from 14 to 17. The Study Habit Scale and the Self-Esteem Scale are the two Bangla versions of the scales on which they responded. Academic success had a strong positive correlation with self-esteem

(r=.291, p<.01) and study habits (r=.268, p<.01). There was also a correlation between two study predictors (r=.283, p<.01). Students from public and private schools did not significantly differ in their study habits or academic performance, but they did significantly differ in their sense of self-worth. The study habits and self-esteem jointly explained 12.3% for public school students' academic achievement while it explained 7.5% variance for the private school students. The discussion implies how students' study habits and self-esteem facilitate their academic achievement. Further studies will reflect more factors influencing academic achievement.

Jafari (2019) explored the relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. This study was to investigate the status of study habits and its relationship with academic achievement in medical sciences students in Kermanshah-Iran. This cross-sectional study was carried out on 380 medical sciences students at Kermanshah University of Medical Sciences. The samples were randomly assigned to the study. The Palsane and Sharma study Habit Inventory was the tool used for data collection. Data were analyzed by descriptive and inferential statistics. The mean of students' grade point average was 15.73±1.5 out of 20 and the mean of total status of study habits was 45.70±11.36 out of 90. The status of study habits in 81.3% of the students was at moderate level. There was a direct and significant relationship between study habits and academic achievement. The status of study habits was at moderate level for most students. Therefore, it is recommended to consider and assess students' study habits at the time of entry into university, in addition, specific training should be offered to students in order to help them learn or modify study habits to increase their academic achievements.

Alimohammadi et al. (2018) examined the relationship between study habits and academic performance of nursing students in Hamadan. This study aimed to identify nursing student's study habits and its relationship with academic performance. In this cross-sectional study, 220 nursing students were selected by random sampling method in Hamadan University of Medical Sciences (2016). Data was collected using a study habits questionnaire (PSSHI) that has 45 questions in eight areas. In order to measure academic performance, the mean of total score was used. Data were analyzed by descriptive and inferential statistics. The results showed that the mean and standard

deviation for the score of student's study habits was 45.04 ± 9.37. Study habits in 86.9% of students were relatively good, in 6.8% favorable, and in 4.5% of them were poor. The mean of the student's Academic grade was 15.61 ± 1.27 and the majority of students (81.9%) had a moderate performance. Between mean score study habits and academic performance there was a significant positive correlation (P<0.001). The variables include sex, years of conditional and scope of reading ability, and take notes known as predictors of academic performance.

Alade and Kuku (2017) studied the impact of frequent testing on study habits and achievement in Mathematics among public secondary school students in Ogun State, Nigeria. A sample of 250 students was selected using multistage sampling technique. Means, standard deviations, and analyses of covariance were employed for the analysis and interpretation of the data. The results of the investigation revealed that significant differences were found in the mean scores of students' achievement in Mathematics and study habits as a result of exposing students to varying test frequencies. In addition, the study revealed that gender was not a significant factor when planning to improve study habits and achievement in Mathematics.

Chris (2017) examined the effect of social media on study habits of undergraduate students in one of the Kenya universities. Descriptive survey method was used in this study and also employed both quantitative and qualitative approach for data collection involving oral interview and questionnaire administration. The findings determined that many students use social media especially Facebook, WhatsApp and Twitter resulting that even during lecture hours, they spend increasing amounts of quality time on these networks. Findings of the present study suggested that social media could negatively affect the study habits of students.

George (2017) examined the effect of high school students' study habits on achievement in high school and during the first semester of college by drawing a sample of 159 female and 93 male freshmen. From the results of the research, it was found that the same study habits that contributed to success in high school were not related to academic achievement during the first semester in college. On the basis of this finding, it was suggested that college freshmen need to acquire new study habits to be academically successful. For measuring academic achievement, examination results were used as a reliable measure.

Ghosh (2017) examined the study habits of school students of working and non-working mothers. The sample of the study was composed of 200 school students (100 school students of working mothers & 100 school students of non- working mothers) studying in class 10th of Ranchi town. The collected data were then analyzed statistically by applying mean, SD, and t-test. The research indicated that there were significant differences between the adolescent students of working and non-working mothers. It was inferred that school students of working mothers had significantly better study habits in comparison to school students of non-working mothers. Further, it was also concluded that female students had significantly better study habits than their counterparts.

Kanchan (2017) investigated the study habits of secondary school students in relation to their family environment. Randomly, a sample of 100 secondary school students were drawn from government secondary school Muktsar district. Mean, SD and t-test were applied to find out the significant difference between groups. Product Moment Correlation was used to see the significant relationship between variables. The results revealed that significant differences were found between boys and girls in relation to their study habits and family environment. From the findings of the study, it was also concluded that there was a significant and positive relationship between study habits and the family environment of secondary school students.

Looyeh et al. (2017) explored the relationship between the Study Habits and the Academic Performance of Medical Sciences Students. This study aimed to determine the relationship between the study habits and the academic performance of the students of the Guilan University of Medical Sciences. Using a stratified random sampling technique, samples of 461 students from various courses at the Guilan University of Medical Sciences were chosen for this analytical-descriptive study, which was carried out between 2013 and 2014. The Palsane and Sharma Study Habit Inventory (PSSHI), which has 45 items in 8 areas (division of time, physical status, ability to read, note-taking, learning motivation, memory, exams, and wellness), was one of the instruments used to collect the data. The data from this research were analyzed using mean descriptive and inferential statistical tests, standard deviation, Spearman's correlation coefficient, and multiple regressions with a significance level of $p < 0.05$. The mean of the overall status of the students' study habits was 48.35 ±

10.37 from 90. The vast majority of students (67.2%) were estimated to have intermediate-level academic performance. Based on the data, it can be inferred that the students' academic performance had the highest correlation with the field of noting ($p < 0.0001$ and $r = 0.234$), while the wellness area had the lowest correlation ($p = 0.03$ and $r = 0.101$). Study habits and academic achievement generally showed a strong correlation ($p < 0.0001$ and $r = 0.229$). Furthermore, 6.8% of the changes in academic performance can be predicted by the study habits score ($R2 = 0.068$). The students' study habits are comparatively good or average, according to the results.

Rabia (2017) examined a study-on-study habits and academic performance of students. This study looks at the relationship between students' study habits and academic achievement. A sample of 270 students was drawn from two Sialkot colleges: the Govt. Technical College for Boys and the Govt. Allama Iqbal College for Women. The association between study habits and academic performance was checked by using the chi-square test. The results showed that there is a significant relationship between study habits and academic performance of the students.

Sherafat, Roya and Murthy (2016) studied the study habits and academic achievement among secondary and senior secondary school students of Mysore City. This study has attempted to understand whether study habits affect academic achievement among secondary and senior secondary school students of Mysore. It is also attempted to determine whether the study habits of secondary school students differ from those of senior secondary school students. Stratified random sampling was used to conduct the study on a sample of 625 students from Mysore City, India. The findings showed that better study habits contribute to improved academic performance. Additionally, it was discovered that secondary school pupils' study habits are noticeably superior to those of senior secondary students. The findings are analyzed and explained. Thus, study habits are found to be an important correlate of academic achievement.

Varghese and Pandya (2016) conducted research on the interactive effect of hemi sphericity of VIII standard students’ study habits. The study was carried out on participants using a three-stage stratified random sampling technique. After adjusting for the impact of pre-test results on students' study habits, the study showed that hemi sphericity and the treatment had an effect on those habits as well. Students with integrated hemi sphericity were found to have the highest score on study habits

followed by those with left and right hemi sphericity in that order. Further, students with integrated hemi sphericity and left hemi sphericity did not differ significantly in relation to their study habits. On the other hand, students with right hemi sphericity had the lowest score on study habits as compared to those with integrated and left hemi sphericities. The effect size of the treatment on study habits were found to be high whereas the effect size of hemi sphericity on study habits were found to be medium. It is evident from the results that hemi sphericity influenced students' study habits but their interaction effect on study habits were statistically not significant.

Khan (2016) studied the effect of socio-economic status and sex differences on study habits of VII standard students of government colleges of Aroha District. Random sampling technique was utilized to draw the sample for the present study. The results revealed a significant effect of gender on study habits of the respondents. But there was no significant effect of socioeconomic status on study habits of students. The double interaction effect of sex difference and socio-economic status was also found to be insignificant. Vyas and Choudhary (2016) examined the relationship between socioeconomic status and study habits of adolescent students studying in government as well as private schools in Delhi. Normative survey methods upon 450 samples from class XI were used to gather the data. Mean, SD, one way ANOVA, t-test and Correlation techniques were applied to analyze the data. The results of the study determined that there was no significant difference between male and female adolescent students with respect to their study habits. Further, no significant difference was observed in study habit scores of adolescents having different socio-economic status except low SES, leading to inference that gender influenced study habits of adolescents who possessed the same low SES. Positive low correlation was found between study habits and socio-economic status.

Illahi et al. (2015) examined academic achievements and study habits of college students of district Pulwama. The purpose of this study was to examine the academic performance and study habits of male and female college students in the Pulwama (J and K) district. 193 male and 217 female college students made up the study's sample of 410, which was further split into various groups based on their rural-urban dichotomy. A descriptive survey method was employed for this purpose. The age range of the college students was 19–21 years old. The random sampling technique

was used to choose the sample. The aggregate marks percentage and the Palsane and Sharma Study Habits Inventory (PSSHI) that the sample subjects received in their first and second year exams were gathered from the colleges' official records. The average of these percentages for each sample subject was used as a measure of academic achievement. The result of the study highlights that the female college students have high academic achievement as compared to male college students. Mean and standard deviation were used to describe the effect of social networking on the study habits. To assess the study habits, the t-test and ANOVA were applied. Findings determined a high extent of influence of social networking on the respondents regardless of age, sex, socioeconomic status and educational attainment of their parents. The status of the students' study habits was also high. There was a significant relationship between the extent of influence of social networking and the status of the study habits of the respondents.

Kaur & Pathania (2015) explored study habits and academic performance among late adolescents. The goal of the current study is to determine whether there are any meaningful relationships between college students' study habits and academic success. A sample of 113 teenagers, ages 17 to 22, was chosen for this study from the College of Home Science at CSKHPKV in Palampur, Himachal Pradesh. They were given the Study Habit Inventory Marks from classes in which they had previously failed, which were used as a gauge of their academic performance. Analysis of the data revealed a strong correlation between good study habits and academic success.

Lawrence & Arul (2014) explored the relationship between study habits and academic achievement of higher secondary school students. In light of the background variables, the current study aimed to determine whether study habits and academic achievement of upper secondary school students were significantly correlated. The survey method was used. Using the Quarterly Achievement Test Questions and the Study Habits Inventory by V.G. Anantha (2004), data were gathered from 300 students in 13 higher secondary schools for the study. The significant difference between the means of each pair of groups was computed using Standard Deviation, "t" test, ANOVA and Pearson's Coefficient Correlation. The results of the data analysis were determined and tallied. The results indicate that there was no discernible difference between the academic achievement of upper secondary school

students and their study habits. Lastly, the investigator provided interpretations based on the data.

Yazdani & Godbole (2014) studying the role of habits and achievement motivation in improving students' academic performance. The research was to study the relation of achievement motivation and study habits to academic performance in high school students in Hyderabad. 400 boys and girls in the seventh and eighth grades were chosen as a sample. The study habits inventory by M. N. Palsane (1989) and the achievement motivation scale by Deo. Mohan (1992) were the instruments utilized in this investigation to gather data. Small groups worked together to collect the data. Subsequently, regression, Pearson's correlation, mean score, and standard deviation were used to analyze the data. The findings showed a strong positive correlation between academic performance and study habits and achievement motivation. The outcome also demonstrated the degree to which study habits and achievement motivation affect academic performance.

Ayodele & Adebiyi (2013) study habits as influence of academic performance of university undergraduates in Nigeria. This study examined study habits as a factor in Nigerian undergraduate students' academic success. It also looked into how gender and the faculty affected their study habits. In the study, a descriptive research survey was employed. The study tool was named the "Study Habits Determinants Questionnaire. "The face and content validity were ascertained by psychologist and Guidance and Counseling experts. A reliability co- efficient of 0.85 was obtained using the split half method. Every university faculty is included in the study's population. Techniques for random and stratified sampling were used to choose the samples. ANOVA and the student t-test were used to test two hypotheses at the 0.05 level of significance. The descriptive analysis revealed that self-concept was a very strong determinant of study habit, so also was method of study, family background, socio-economic status, peer group and course of study. Again, gender was found to have no significant difference on undergraduates' study habits while on the other hand faculty of undergraduates had a significant difference on their study habits.

Chand (2013) studied the study habits of secondary school students in relation to type of school and type of family at Hamirpur (H.P.). The current study, which involved 200 secondary school students, aimed to determine the study habits of both

government and private school students as well as students from single and dual families. The pertinent data was gathered using Dr. B.V. Patel's (1975) Study Habit Inventory (Hindi version). To analyze the data, t-test, mean, and S.D. were used. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint families on different components of study habits and total study habits. Secondary school students attending public schools perform significantly better than those attending private schools in terms of their home environments, work schedules, and subject planning; however, private school students outperform public school students in terms of exam preparation and study habits. Regarding reading and taking notes, focus, habit and interest, the school environment component of study habit, and overall study habit, there is no discernible difference between secondary school students attending government and private schools.

Chaudhari (2013) examined the study habits of higher secondary school students in relation to their academic achievement. The goal of this study was to investigate the relationship between academic achievement and the study habits of upper secondary school students in Gujarat's Banaskantha District. The study's sample was chosen using a straightforward random sampling procedure. Eighty students from higher secondary schools made up the sample. The study's findings showed a strong positive relationship, both overall and across dimensions, between higher secondary school students' study habits and academic achievement. Additionally, there is a notable distinction in the general study habits of students with high and low academic achievement.

Ali (2012) studied the study habits and education planning: A case study of comparison of private and public sector schools. This study intends to assess and compare the study habits of students in district Swabi of Khyber Pakhtunkhwa (KP) attending schools in the public and private sectors. The study is focused on investigating the study habits of students in six public and six private schools in the study area. Samples of both types of schools' students were selected through stratified random sampling procedure. Ten students from grade 7th in government schools, and the same from private schools were selected for the study. Information was collected through questionnaire techniques about various aspects of study habits of students in

the sample schools. The factors included the number of hours the student studied, their preferred study style, the assistance provided by family, and the tutor's availability. To derive findings and conclusions, the gathered data was tabulated and examined in terms of percentages. The results showed that pupils attending private schools have better study habits than those attending public schools. The students' interest in the study is higher in the private schools as compared to students in the public schools.

Ossai (2012) examined age and gender differences in study habits: a framework for proactive counseling against low academic achievement. Therefore, the goal of this study was to present a proactive counseling strategy for dealing with this academic threat. The study involved 289 students, including potential May/June 2012 WAEC SSCE candidates, who attended a Study Skills Improvement Therapy Workshop run by the Nigerian non-governmental organization Firm Family Foundation. Using t-test statistics, their answers to a Study Habits Inventory were examined according to gender and age. The findings indicated that there were notable variations in the students' study habits based on their age and gender.

Sachdeva (2012) explored study habits of higher secondary students in Rewari district. The study was framed to investigate study habits among higher secondary students by employing a sample of 200 subjects in which 100 subjects were urban and 100 were rural with age ranging from 16-18 years located in Rewari district. The study habit inventory by M. N. Pal sane was used to sample individually' t test was used to analyze the data. It was discovered that students from urban areas significantly outperformed those from rural areas in terms of their study habits.

2.3 CONCLUSION

From the review of related studies as mentioned above, it can be concluded that study habits are an important factor for academic achievement of students and for their successful adjustment. Study habits is a significant factor in the learning process and knowledge of study habits is of immense value in predicting academic success of learners for maximum teaching-learning outcomes. Some studies revealed no significant difference in the study habits of students studying as male or female. Many reported the influence of study habits on the academic achievement of the higher

secondary school students. It is essential that learning institutions should play an important role in encouraging and institutionalizing parental, instructional, and peer mentoring programs to develop good study habits and positive learning attitudes among students. This review of related literature has provided clear justification for undertaking this study and has also established important background understandings which helped to frame the overall research design.

CHAPTER-III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

The proper direction in any research work yields positive and meaningful results. The direction determined by the research methodologies and strategies; the investigation has adapted for completing the task. Research methodology is a systematic way to solve a problem. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomena is called research methodology. This chapter provides the Information about Sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and statistical technique used. This chapter shows the detail of the procedures following in conducting this piece of research. In addition to this, it also provides a picture of instruments employed for the analysis of data. Each study possesses its own problem and size of the sample varies from study to study.

A research design describes in detail the methodology adapted for the study, the nature and size of the sample and sampling techniques used in selecting the process and the techniques of data analysis. In other words, it provides a blueprint of research.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and thus reaching valid conclusions. It includes method, population, variables of the study and sample of the study.

3.2.1 Method

Research methods are specific procedures for collecting and analyzing data. Developing your research methods is an integral part of your research design. Descriptive research method has been adopted for present study. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. It is an exploratory research method that uses quantitative and qualitative data to describe problems with little relevant information.

3.2.2 Population

Population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. The Population for the study comprised all students of 9th class studying in the secondary schools located in Jammu City. In Jammu city, total no. of secondary school students is 48,695 (UDISE+, 2022).

3.2.3 Sample of the Study

In the present study the sample of 200 students has been selected through Stratified Random Sampling Technique from ten secondary schools, located in Jammu City. Out of 200 students, 100 were male and 100 were female students. The details of the sample selected from Ten secondary schools have been given in the table 3.1

Table 3.1

List of the sample selected

S.No.	Name of School	Number of Girls	Number of Boys
1.	Govt. Girls Model Hr. Sec. School, Mubarak Mandi, Jammu.	22	00
2.	Oriental Academy Senior Secondary School, Jammu.	22	09
3.	Cooperative Public School, Jammu.	04	09
4.	Arya Public School, Jammu.	03	05
5.	Govt. Girls High School, Dogra Hall, Jammu	03	04
6.	Govt. Girls High School, Kacchi Chawni, Jammu.	09	03
7.	Lawrence Public School, Panjtirthi Chaugan, Jammu	07	08
8.	Jagriti Mission School, Jammu	11	13
9.	Ranbir Higher Secondary School, Jammu.	00	36

S.No.	Name of School	Number of Girls	Number of Boys
10.	Model Academy School, Jammu.	19	18
		100	100
	TOTAL	200	

3.2.4 Variables of the Study

a) Independent variables

An independent variable is the variable you manipulate or vary in an experimental study to explore its effects. An independent variable is exactly what it sounds like. It is a variable that stands alone and isn't changed by the other variables you are trying to measure. In this study there are total 3 independent variables which have been given below:

➔ Gender

➔ Types of Institution

➔ Residential Background

b) Dependent variables

A dependent variable is the variable that changes as a result of the independent variable manipulation. It's the outcome you're interested in measuring, and it "depends" on your independent variable. In this study there are total 2 dependent variables which have been given below:

➔ Study Habits

➔ Academic Achievement

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

For the purpose of accomplishment of objectives, standardized tool namely: *Study Habits Scale developed by Rani and Jaidka* (2016) have been used.

3.3.1 Study habits scale (SHS)

Study Habits Scale developed by Rani and Jaidka (2016) has been used in the study. The tool has 46 items and includes seven distinct dimensions namely Concentration, Comprehension, Planning, use of e- resources, Interaction, Study sets and Drilling. Dimension- wise items of the Study Habits Scale (SHS) have been given in table 3.2

Table 3.2

Dimension- wise distribution of items in SHS

S.No.	Dimensions	Nature of Items	No. of Items	Total No. of Items	Total
1.	**Concentration**	Positive	15	**01**	**10**
		Negative	1,4,7,21,22,27,36, 39,42	**09**	
2.	**Comprehension**	Positive	3,16,20,24,31,35,38	**07**	**08**
		Negative	28	**01**	
3.	**Planning**	Positive	5,13,32	**03**	**04**
		Negative	40	**01**	
4.	**Use of e-resources**	Positive	12,17,19,34,41,45	**06**	**06**
		Negative	-	**-**	
5.	**Interaction**	Positive	10, 11, 30, 37	**04**	**05**
		Negative	9	**01**	
6.	**Study Sets**	Positive	6,14,23,29,43,44,46	**07**	**08**
		Negative	8	**01**	
7.	**Drilling**	Positive	2,18,25,26,33	**05**	**05**
		Negative	-	**-**	
		Positive Items	**33**	**Total Items**	**46**
		Negative Items	**13**		

Scoring of the Tool

The responses on the scale are to be given on a Five-point Alternatives (Likert Type) which are:

Table 3.3

Scoring system

S.No.	Type of Items	Always	Frequently	Sometimes	Rarely	Never
1.	Positive	4	3	2	1	0
2.	Negative	0	1	2	3	4

- Means Negative Items.

Reliability and Validity of Study Habits Scale (SHS)

Reliability

The split half method was used to test the reliability of the scale. The test was divided into two parts i.e., of odd items and even items. The coefficient of correlation between odd items and even items was found to be 0.872.

Validity

The major types of validity used by the authors are content validity and construct validity. Content validity is based on a careful comparison of the item to the definition of the domain being measured (Allen & Yen 1979). Content validity of the item was ensured through rational logical analysis of the experts and teachers at the stage of construction and Tryout of the scale and as such has content validity.

3.4 ADMINISTRATION OF THE TOOLS

The tool was personally administered to the selected 200 students of 9th class of secondary schools. Some secondary schools were selected and took permission from the principal of those schools for the collection of data. Close link was established

with the respondents before administering the tool by emphasizing the purpose and utility of the study. They were told about the future importance of study. Hence, the data was collected with great care and sense of responsibility. The higher secondary school students were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the question. After providing the necessary instruction, the researcher distributes copies of the SHS among secondary school students. Every attempt was to remove their doubts and difficulties. The secondary school students were directed to read statements one by one and tick mark the most suitable response for the respective items in the scale. After the responses, text booklets were collected back. In this way the test was administered in all secondary school students and thus data was collected.

3.5 STATISTICAL TECHNIQUES EMPLOYED

To analyze the collected data, the investigator employed the following statistical techniques.

1. Percentage
2. t-Test
3. Person’s Correlation Coefficient

CHAPTER-IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. Reducing data to a comprehensible and interpretable form is the aim of analysis in order to produce conclusions that are meaningful. "Analysis of the data can be done in the light of the objectives of the study" (Kerleinger, 2014).

The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. Data collection is meaningless until it is properly handled, examined, and understood using advanced methods. Barr says, analysis is an important phase of the classification and summarization of data. So, the interpretation is considered as one of the most important steps in the total procedure of research.

In this study, data have been collected from Ten secondary school students studying in Government and Private schools of Jammu district. Data were collected by administering Study Habit Scale (2016) by Rani and Jaidka. The analysis of results and their interpretations have been given in the following sections.

4.2 RESULTS AND FINDINGS

The resulting data have been analyzed using statistical techniques namely Mean, percentage, t - Test and Person's Correlation Coefficient. Findings based on the research question and followed by data analysis have been given below:

Research Objective 1

4.2.1 To find out the overall levels of study habits of secondary school students.

In order to study the overall levels of study habits among students studying in 9th class, the number and percentages have been computed for students having extremely high, high, above average, moderate, low and extremely low levels of study habits. The resulting data have been given in table 4.1

Table 4.1

Number and Percentage of Students having Different Levels of study Habit among secondary school students (N=200)

Sr. No.	Raw Score	Level of Study Habits	Frequency	%Age
1.	163- 168	Extremely High	-	-
2.	145- 163	High	-	-
3.	126- 144	Above Average	12	06%
4.	100- 126	Average/ Moderate	96	48%
5.	83- 100	Below Average	74	37%
6.	63- 82	Low	17	8.5%
7.	63 & below	Extremely Low	01	0.5%

Table 4.1 depicts 6% of secondary school students had an above average positive attitude towards study habits, 48% of secondary school students had average/moderate positive attitude, 37% of secondary school students had below average positive attitude, 8.5% of secondary school students had low positive attitude and the rest 0.5% of secondary school students had extremely low positive attitude towards study habits.

Research Objective 2

4.2.2 To find out the difference in study habits of male and female secondary school students.

To find out the difference in study habits of male and female secondary school students. t- Test has been computed and the results have been shown in table 4.2.

Table 4.2

Values of N, Mean, SD, SEM, and t for the gender difference in the study habits of secondary school students.

Gender	N	MEAN	S.D	SE_M	df	t	Level of significance
Female	99	106.20	15.32	1.54	198	3.85	0.01
Male	101	97.68	15.93	1.59			

Table 4.2 shows that there is a significant difference between male and female secondary school students in their study habits at 0.01 level. So, it is clear from the results that both male and female high school students do not have similar study habits. Since gender difference exists in the attitude of secondary school students towards study Habits, the hypothesis stating "There is no significant difference in the study habits of male and female secondary school students" is rejected.

Research Objective 3

4.2.3 To find out the difference in the study habits of government and private secondary school students.

To find out the difference in the study habits of government and private secondary school students**.** T- test has been computed and the results have been shown in table 4.3.

Table 4.3

Values of N, Mean, SD, SEM, and t for the institute difference in the study habits of secondary school students.

Institute	N	Mean	S.D	SE_M	df	t	Level of significance
Private	124	103.48	17.34	1.56	198	1.78	NOT SIGNIFICANT
Government	76	99.32	13.77	1.58			

Table 4.3 shows that there is no significant difference between Govt. and Pvt. secondary school students in their study habits. So, it is clear from the results that both Government and Private secondary school students have similar study habits. Since institution difference exists in the study habits of secondary school students, the hypothesis stating "There is no significant difference in the study habits of Govt. and Pvt. secondary school students" is accepted.

Research Objective 4

4.2.4 To find out the difference in the study habits of urban and rural secondary school students.

To find out the difference in the study habits of urban and rural secondary school students. T- test has been computed and the results have been shown in table 4.4.

Table 4.4

Values of N, Mean, SD, SEM, and t for the area difference in the study habits of secondary school students.

Area	N	Mean	S. D	SE_M	df	t	Level of significance
Rural	54	95.31	16.98	2.31	198	3.61	0.01
Urban	146	104.34	15.20	1.26			

Table 4.4. shows that there is a significant difference between urban and rural secondary school students in their study habits at 0.01 level. So, it is clear from the results that both urban and rural secondary school students do not have a similar attitude toward study habits. Since an area difference exists in the study habits of secondary school students, the hypothesis stating “There is no difference in the study habits of rural and urban secondary school students” is rejected.

Research Objective 5

4.2.5 To study the relationship between study habits and Academic Achievement of secondary school students.

To study the relationship between study habits and Academic Achievement in secondary School Students, Pearson’s Coefficient of Correlation has been computed and the results have been given in table 4.3.

Table 4.5

Pearson’s Coefficient of Correlation between study habits and Academic Achievement in secondary School Students.

Person’s coefficient correlation (r) N= 200		
Variables	Academic	Study Habits
Academic	1	0.90
Study Habits	0.90	1

Table 4.5 depicts the obtained 'r' value (0.90) between scores obtained on students' academic achievement and study habits of secondary school students that shows a strong positive correlation but is not significant. Hence, the hypothesis stating, "There is no relationship between study habits and academic achievement of secondary school students" is accepted.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

Following the data processing, acquisition, and interpretation of the results in the preceding chapter (chapter IV), the findings have been presented and discussed in the present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. The findings are presented in this chapter along with a discussion of how they align with some of the previous empirical research in the field. At places, some of the observations do not concur with the findings of the same investigators. The study's implications for education have been considered in light of the main findings. But these findings and implications do not fit in all the concerns of the study. As such, some suggestions have been given for further research. The chapter is therefore devoted to focusing the findings, conclusions, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections:

5.2.1 Research Objective 1

To find out the overall levels of study habits of secondary school students.

For the fulfillment of this first objective, **overall** levels of study habits of secondary school students were computed. The study reveals that the majority of secondary school students (54%) had average and above average level of study habits. 37% of secondary school students were below average and 9% of secondary school students had low and extremely low study habits.

5.2.2 Research Objective 2

To find out the difference in study habits of male and female secondary school students.

For the fulfillment of this second objective, mean scores of male and female secondary school students on Study Habits Scale were computed. The mean scores for the male and female secondary school students were 106.20 and 97.68 indicating that female students of secondary schools possess better study habits than males. Further, t -test indicates that there are significant gender differences in the study habits of secondary school students.

5.2.3 Research Objective 3

To find out the difference in the study habits of government and private secondary school students.

For the fulfillment of this third objective, mean scores of governments and private secondary school students on Study Habits Scale were computed. The mean scores for the male and female secondary school students were 103.48 and 99.32. Further t-test indicates that there is no difference in the study habits of government and private secondary school students.

5.2.4 Research Objective 4

To find out the difference in the study habits of urban and rural secondary school students.

For the fulfillment of this fourth objective, mean scores of urban and rural secondary school students on Study Habits Scale were computed. The mean scores for the rural and urban secondary school students were 95.31 and 104.34 indicates that urban secondary school students possess better study habits than rural secondary school students. Further t-test indicates that there is significant difference in the study habits of urban and rural secondary school students.

5.2.5 Research Objective 5

To study the relationship between study habits and Academic Achievement of secondary school students.

To study the relationship between study habits and academic achievement among secondary school students. Pearson's coefficient correlation was used. The calculated value of 'r' is 0.90 indicates strong positive correlation which is not significant.

5.3 CONCLUSIONS AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been drawn;

1. The present study revealed that most secondary school students had an average/moderate positive attitude in the overall study habits i.e., 48%.

2. The present study revealed that there is a significant gender difference at 0.01 level of significance in the study habits of secondary school students. Study also revealed that study habits of female students studying in secondary schools are higher than their male counterparts.

3. The present study revealed that there is no significant difference in the study habits of government and private secondary school students. Study also revealed that the study habits of private higher secondary school students are similar to their government counterparts.

4. The present study revealed that there is a significant difference at 0.01 level of significance in the study habits of Urban and Rural secondary school students. Study also revealed that study habits of urban students studying in secondary schools are similar to their rural counterparts.

5. The present study revealed that there is a strong positive relationship between study habits and academic achievement among secondary school students. Study also revealed that study habits and academic achievement of secondary schools are not significant.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

- Since 1/3 of secondary school students were below average schools should organise awareness programs and workshops to develop better study habits among students.

- The result of the present study reveals that there was no secondary school student that had a high and extremely high level of study habits. Therefore, schools should organise awareness programs and workshops to develop better study habits among students. Multiple media should also be used to raise awareness.

- The study shows that female students of secondary schools possess better study habits in comparison to males. Therefore, schools should provide incentives for female students to improve their study habits in addition to organising extra classes.

- No significant difference was found between the study habits of private and Govt. secondary school students, however; schools should provide better infrastructure and well-equipped language labs for more improvement.

- The result reveals that the urban secondary school students possess better study habits than rural secondary school students. Hence teachers and administrators should also try their best to increase the practical, drill and project work of secondary school students residing in rural areas.

- The present study revealed that there is a strong positive relationship between study habits and academic achievement among secondary school students which indicates that the better the Study Habits higher is the Academic Achievement and if the bad the Study Habits lower is the Academic Achievement.

5.5 SUGGESTIONS FOR THE FURTHER STUDY

1. A similar study can be conducted on students studying in Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik schools, etc.

2. A similar study can be conducted on college and university students.

3. A similar study can be conducted with respect to other demographic variables such as age, qualification, marital status etc.

4. Other psychological variables such as anxiety, home environment, achievement motivation can be studied in relation to study habits.

5. A similar study can be conducted on higher secondary school students of other districts of Jammu division.

6. A comparative study can be conducted on middle and secondary school students.

7. A similar study can be conducted on higher secondary school students of other states of India.

SUMMARY

TITLE: STUDY HABITS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

SUPERVISOR **INVESTIGATOR**

Dr. Bharti Tandon **Sheetal Thapa**

A. THE PROBLEM

The level of competition in the world is rising. Performance quality has emerged as the determining determinant for individual advancement. Parents want their kids to reach the highest level possible as they move up the performance ladder. There is a lot of pressure on students, instructors, schools, and the education system as a whole because of this demand for high levels of accomplishment. In fact, despite the fact that a number of other outcomes are also expected from the system, it seems as though the entire educational system is focused on students' academic success. As a result, schools spend a lot of time and energy assisting kids in improving their academic performance. For educational experts, the significance of academic accomplishment has brought up crucial questions. What elements encourage students to achieve? To what extent do the various components contribute to academic success? (Ramaswamy, 1990).

Decent professors, a decent study atmosphere, a course of study, parental collaboration, high-quality materials, and most importantly, strong study habits, are the keys to higher learning and academic accomplishment in schools (Robinson, 2000). Students' academic success may be influenced by a wide range of factors, such as IQ, study habits, attitudes toward school, different aspects of their personalities, socioeconomic status, etc. The desire for success is formed from a person's perception of himself and from the significance of different rewards as they signify success or failure in the eyes of others. So, a youngster who views himself as academically superior may set achieving the highest grade in the class as his objective.

Numerous students struggle academically for reasons other than a lack of intellectual ability. Poor study habits are one of these, and they frequently have a negative impact on academic performance, even in kids who are inherently gifted. Habits are accurate predictors of an individual's uniqueness. Study habits are thus a person's behavior in relation to their studies. Who is evaluated based on his study habits? The regular ways that students exercise and practice their learning skills during the learning process are regarded as their study habits. Under the heading of "their study habits," students' behavior patterns in the pursuit of their education are taken into consideration. Students' study habits show their personalities. The learner's study habits reveal something about his character. The means of learning is through one's study habits. It can be viewed as a tool and an end in itself for learning.

B. NEED AND SIGNIFICANCE OF THE STUDY

Twenty first century seems to be a period of revolution in the field of educational technology. The invention and development of communication media like T.V., Computer, Mobile Phone, Social Sites (Facebook, WhatsApp etc.), greatly affects the study habits of students. Students in secondary schools are in the adolescent developmental stage. It is basically a complex, fast-paced time of development and transition. Failure in school can cause frustration and poor adjustment. Even a good student who has the potential to achieve better, may not be able to achieve as per expectations if he fails to do proper management of time, allocation of weight age to various subject preparation notes and individual modes adopted for preparation of different subjects. So, in order to improve the quality of education and academic achievement of students we must develop certain innovative strategies, which will enhance the educational standards. In addition to this, from the student's side there must be some important steps, which form the basis for their academic achievement. For a very long time, students' needs, requirements, abilities, capabilities, study habits, etc., were disregarded, and they were made to learn the same material in the same way, under the same conditions, from the same teacher. It is not only critical that educators acknowledge these differences in their pupils, but it would also be ideal if they valued their study habits. Otherwise, there might not be much evidence of student progress, even if suitable tactics are created and made available to teachers. In order to find more effective ways to provide individualized instruction for students

who study more effectively, our educational institutions should consider the fundamental differences among humans in how they learn, think, and so forth. Research highlights that a student's study habits, which have a significant impact on their learning process, are primarily responsible for their academic success and excellence. In other words, an individual's study habits play a significant role in determining their academic success. Studies show that understanding the connection between study habits and academic performance will help educators and teachers design their lesson plans with this relationship in mind. It gives parents advice on how to interact with their kids in a way that will help them learn the value of good study habits and how they relate to academic success. This knowledge also helps educators foster a more loving, peaceful, friendly, and democratic learning environment in the classroom by encouraging students to develop excellent study habits. Teachers have the potential to assist students in changing their study habits and behavior. Thus, this study looks for the difference in the study habits in relation to their gender, residential background and type of institution. It also looks for a relationship between secondary students' academic success and their study habits.

C. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the overall levels of study habits of secondary school students.
2. To find out the difference in the study habits of male and female secondary school students.
3. To find out the difference in the study habits of government and private secondary school students.
4. To find out the difference in the study habits of urban and rural secondary school students.
5. To study the relationship between study habits and academic achievement of secondary school students.

D. HYPOTHESES OF THE STUDY

To achieve the above-mentioned objectives, following hypotheses were formulated and tested:

1. There is no significant difference in the study habits of male and female secondary school students.

2. There is no significant difference in the level of study habits of government and private secondary school students.

3. There is no significant difference in the study habits of urban and rural secondary school students.

4. There is no significant relationship between study habits and academic achievement of secondary school students.

E. SAMPLE

In the present study the sample of 200 students has been selected through Stratified Random Sampling Technique from ten secondary schools, located in Jammu City. Out of 200 students, 100 were male and 100 were female students.

F. TOOL USED

Study Habits Scale developed by Rani and Jaidka (2016) have been used.

G. RESULTS

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in Table 1, 2, 3, 4 and 5 respectively.

Table 1

Number and Percentage of Students having Different Levels of study Habit among secondary school students (N=200)

Sr. No.	Raw Score	Level of Study Habits	Frequency	%Age
1.	163- 168	Extremely High	-	-
2.	145- 163	High	-	-
3.	126- 144	Above Average	12	06%
4.	100- 126	Average/ Moderate	96	48%
5.	83- 100	Below Average	74	37%
6.	63- 82	Low	17	8.5%
7.	63 & below	Extremely Low	01	0.5%

Table 2

Values of N, Mean, SD, SEM, and t for the gender difference in the study habits of secondary school students.

Gender	N	MEAN	S.D	SE_M	df	t	Level of significance
Female	99	106.20	15.32	1.54	198	3.85	0.01
Male	101	97.68	15.93	1.59			

Table 3

Values of N, Mean, SD, SEM, and t for the institute difference in the study habits of secondary school students.

Institute	N	Mean	S. D	SE_M	df	t	Level of significance
Private	124	103.48	17.34	1.56	198	1.78	NOT SIGNIFICANT
Government	76	99.32	13.77	1.58			

Table 4

Values of N, Mean, SD, SEM, and t for the area difference in the study habits of secondary school students.

Area	N	Mean	S. D	SE_M	df	t	Level of significance
Rural	54	95.31	16.98	2.31	198	3.61	0.01
Urban	146	104.34	15.20	1.26			

Table 5

Pearson's Coefficient of Correlation between study habits and Academic Achievement in secondary School Students.

Person's coefficient correlation (r) N= 200		
Variables	Academic	Study Habits
Academic	1	0.90
Study Habits	0.90	1

H. FINDINGS OF THE STUDY

- The majority of secondary school students (54%) had average and above average level of study habits. 37% of secondary school students were below average and 9% of secondary school students have low and extremely low study habits.

- There was a significant gender difference in study habits of secondary school students. The mean scores for the female and male secondary school students were 106.20 and 97.68 which indicates male possess better study habits.

- No significant difference was found in study habits of secondary school students with respect to their type of institution.

- There was a significant difference in study habits of secondary school students with respect to their residential background. The mean scores for the rural and urban secondary school students were 95.31 and 104.34 which indicates that urban students possess better study habits than rural students.

- There was a strong positive correlation between study habits and academic achievement of secondary school students but is not significant.

I. EDUCATIONAL IMPLICATIONS OF THE STUDY

- Since 1/3 of secondary school students were below average schools should organise awareness programs and workshops to develop better study habits among students.

- The result of the present study reveals that there was no secondary school student that had a high and extremely high level of study habits. Therefore, schools should organise awareness programs and workshops to develop better study habits among students. Multiple media should also be used to raise awareness.

- The study shows that female students of secondary schools possess better study habits in comparison to males. Therefore, schools should provide incentives for female students to improve their study habits in addition to organising extra classes.

- No significant difference was found between the study habits of private and Govt. secondary school students, however; schools should provide better infrastructure and well-equipped language labs for more improvement.

- The result reveals that the urban secondary school students possess better study habits than rural secondary school students. Hence teachers and administrators should also try their best to increase the practical, drill and project work of secondary school students residing in rural areas.

- The present study revealed that there is a strong positive relationship between study habits and academic achievement among secondary school students which indicates that the better the Study Habits higher is the Academic Achievement and if the bad the Study Habits lower is the Academic Achievement.

J. SUGGESTIONS FOR THE FURTHER STUDY

1. A similar study can be conducted on students studying in Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik schools, etc.

2. A similar study can be conducted on college and university students.

3. A similar study can be conducted with respect to other demographic variables such as age, qualification, marital status etc.

4. Other psychological variables such as anxiety, home environment, achievement motivation can be studied in relation to study habits.

5. A similar study can be conducted on higher secondary school students of other districts of Jammu division.

6. A comparative study can be conducted on middle and secondary school students.

7. A similar study can be conducted on higher secondary school students of other states of India.

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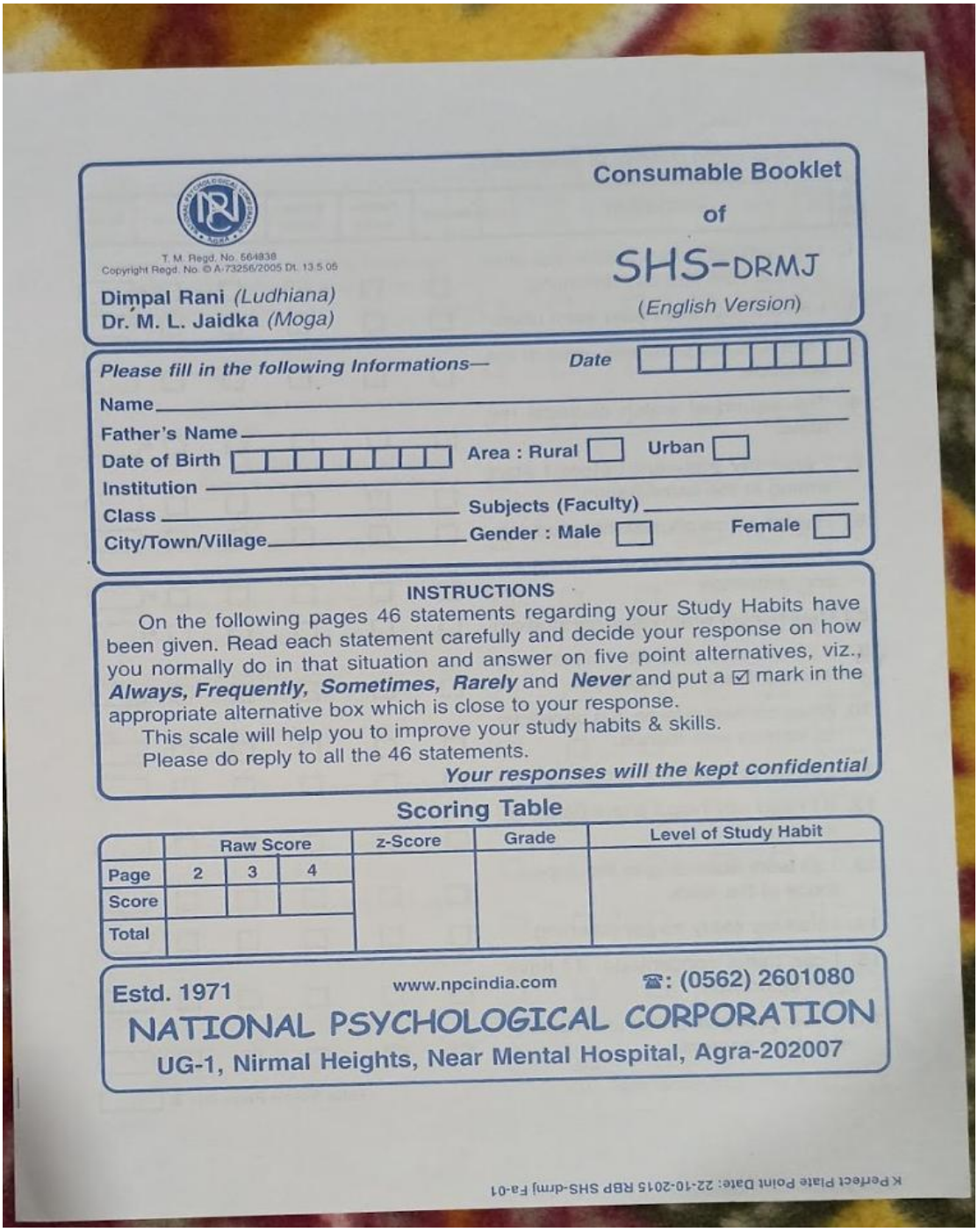
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Appendix-A



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Dimpal Rani *(Ludhiana)*
Dr. M. L. Jaidka *(Moga)*

Consumable Booklet
of
SHS-DRMJ
(English Version)

Please fill in the following Informations— ***Date*** ☐☐☐☐☐☐☐☐

Name _____

Father's Name _____

Date of Birth ☐☐☐☐☐☐☐☐ **Area : Rural** ☐ **Urban** ☐

Institution _____

Class _____ **Subjects (Faculty)** _____

City/Town/Village _____ **Gender : Male** ☐ **Female** ☐

INSTRUCTIONS

On the following pages 46 statements regarding your Study Habits have been given. Read each statement carefully and decide your response on how you normally do in that situation and answer on five point alternatives, viz., ***Always, Frequently, Sometimes, Rarely*** and ***Never*** and put a ☑ mark in the appropriate alternative box which is close to your response.

This scale will help you to improve your study habits & skills.

Please do reply to all the 46 statements.

Your responses will the kept confidential

Scoring Table

	Raw Score			z-Score	Grade	Level of Study Habit
Page	2	3	4			
Score						
Total						

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K Perfect Plate Point Date: 22-10-2015 RBP SHS-drmj Fa-01

Sr. No.	STATEMENT	Always	Frequently	Sometimes	Rarely	Never	Score
1.	I sit with full concentration but after a while I fall into day dreaming.	☐	☐	☐	☐	☐	⬭
2.	I review my notes after each class.	☐	☐	☐	☐	☐	⬭
3.	I like to solve problems given in the textbook.	☐	☐	☐	☐	☐	⬭
4.	The sound of watch distracts my mind.	☐	☐	☐	☐	☐	⬭
5.	I plan my answers before I start writing in the examination.	☐	☐	☐	☐	☐	⬭
6.	I switch off my phone while studying.	☐	☐	☐	☐	☐	⬭
7.	Messages on phone distract my concentration.	☐	☐	☐	☐	☐	⬭
8.	I feel hungry when I start my studies.	☐	☐	☐	☐	☐	⬭
9.	If I have any problem I hesitate to discuss it with my teachers.	☐	☐	☐	☐	☐	⬭
10.	When content is large, it is beneficial to interact with friends.	☐	☐	☐	☐	☐	⬭
11.	I prefer to study in a group.	☐	☐	☐	☐	☐	⬭
12.	If I need any help I share notes on whatsapp.	☐	☐	☐	☐	☐	⬭
13.	I do work according to the importance of the work.	☐	☐	☐	☐	☐	⬭
14.	I start my study as per planning.	☐	☐	☐	☐	☐	⬭
15.	I can better concentrate, if I have goal before me.	☐	☐	☐	☐	☐	⬭
16.	I never proceed further until I understand the content.	☐	☐	☐	☐	☐	⬭

Total Score Page No. 2 ▭

Sr. No.	STATEMENT	Always	Frequ-ently	Some-times	Rarely	Never	Score
17.	I like to watch documentry, historical movies and serials, related to my subjects.	☐	☐	☐	☐	☐	⬭
18.	I note down the important notes and revise them.	☐	☐	☐	☐	☐	⬭
19.	I use supporting books to prepare my study notes.	☐	☐	☐	☐	☐	⬭
20.	I read the headings and chapter outlines first while reading the text.	☐	☐	☐	☐	☐	⬭
21.	I need tea or coffee for concentration, while studying.	☐	☐	☐	☐	☐	⬭
22.	I feel disturbance in my studies if someone enters in the room.	☐	☐	☐	☐	☐	⬭
23.	I like to study in natural environment.	☐	☐	☐	☐	☐	⬭
24.	I try to understand the concept rather than to memorize, the content.	☐	☐	☐	☐	☐	⬭
25.	I remember more as more I do written work.	☐	☐	☐	☐	☐	⬭
26.	I rewrite the class notes properly at home.	☐	☐	☐	☐	☐	⬭
27.	While studying if anybody calls or message me, I get disturbed.	☐	☐	☐	☐	☐	⬭
28.	If I don't understand the concept I cramme it.	☐	☐	☐	☐	☐	⬭
29.	When I am in mood to study I learn very quickly.	☐	☐	☐	☐	☐	⬭
30.	I check my social sites (Facebook, Whatsapp) only for once or twice in a day.	☐	☐	☐	☐	☐	⬭

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Sr. No.	STATEMENT	Always	Frequently	Sometimes	Rarely	Never	Score
31.	I check my comprehension by telling someone what I have read.	☐	☐	☐	☐	☐	⬭
32.	I prepare a time table in the morning of each day for studies.	☐	☐	☐	☐	☐	⬭
33.	I revise the topic by writing it.	☐	☐	☐	☐	☐	⬭
34.	I refer various sites on internet to clear the doubts of concept.	☐	☐	☐	☐	☐	⬭
35.	I write the meaning of difficult words on the book.	☐	☐	☐	☐	☐	⬭
36.	I can not concentrate in studies if my phone is switched off.	☐	☐	☐	☐	☐	⬭
37.	I take help of my friends in my studies.	☐	☐	☐	☐	☐	⬭
38.	I read the content until I understand the concept and meaning.	☐	☐	☐	☐	☐	⬭
39.	I take time to concentrate in studies.	☐	☐	☐	☐	☐	⬭
40.	I never plan a time table for my studies.	☐	☐	☐	☐	☐	⬭
41.	I like to read literature or general books while travelling.	☐	☐	☐	☐	☐	⬭
42.	I can not concentrate in studies in a group.	☐	☐	☐	☐	☐	⬭
43.	I shut the door of the room while studying.	☐	☐	☐	☐	☐	⬭
44.	I can read only at a fix time.	☐	☐	☐	☐	☐	⬭
45.	I read newspaper every day.	☐	☐	☐	☐	☐	⬭
46.	I can read only at a fix place.	☐	☐	☐	☐	☐	⬭

Total Score Page No. 4 ⬭

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