

A COMPARATIVE STUDY OF STUDY HABITS AMONG BOYS AND GIRLS STUDENTS OF INTERMEDIATE COLLEGE IN LUCKNOW CITY

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CHAPTER-I

INTRODUCTION

HABIT

Meaning

Habit is a simple form of learning—a change of behaviour with experience. It is defined as ‘an automatic response to a specific situation, acquired normally as a result of repetition and learning’. When behaviour is developed to the extent that it is highly automatic, it is called habit. Generally habit does not require our conscious attention.

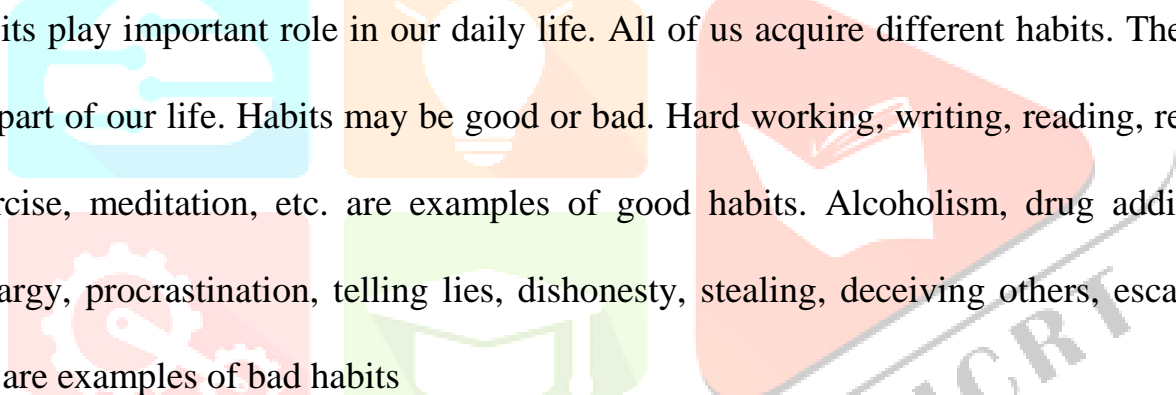
The term habit is strictly applicable only to motor responses, but often applied more widely to habits of thought, perhaps more correctly termed attitudes.

“ Habit is the name given to behaviour so often repeated as to be automatic ” . -

Garrett

“By strict definition, those acts are habitual will which are performed with little or no thought and always in approximately the same way .”

- Sturt and Oakden



Habits play important role in our daily life. All of us acquire different habits. They are the part of our life. Habits may be good or bad. Hard working, writing, reading, regular exercise, meditation, etc. are examples of good habits. Alcoholism, drug addiction, lethargy, procrastination, telling lies, dishonesty, stealing, deceiving others, escapism, etc. are examples of bad habits

HISTORICAL BACKGROUND

The notion of habit has had its ups and downs in the social sciences over the past 150 years. Its use as a key concept dates as far back as Aristotle, who connected it with education. In this entry, a definition of habit is offered, and its cultural mode of acquisition or inheritance is explained and contrasted with biologically inherited instincts. It is proposed that all reason depends on habit; and furthermore, it is a key component of some

prominent definitions of culture. The concept is also important from an evolutionary perspective, for over-coming mind-body dualism and dealing with the agency structure problem in social theory. Thus, the concept has great importance for social science and educational research.

STUDY HABIT

Study habit means a fixed routine behaviour imbibed by an individual to

Learn. It is defined as the complex of reading behaviour of a person, Resulting from the varying degrees of interaction, of a number of variable factors, when he seeks graphic records for acquiring information or knowledge. In the literature, study skills are usually defined as students' ability to manage time and other resources to complete an academic task successfully. 'Study habit' is the amount and kind of studying routines which the student is used during a regular period of study occurred in a conducive environment. It is one such important strategy that evolved as a useful tool in leading students towards meaningful and proper learning. Study habit means tendency of a student to study in proper or improper way. It is a process from which an individual gets proper input to feed his hunger and to quench his thirst for knowledge. Learning occupies a very important place in our life. Teacher can create the situations that help the student to learn quickly and to retain it. Most of the things which we do or not do are influenced by what we learn and how we learn it. Efficient learning process does not depend on teaching alone but it depends on learning procedures and learning techniques as well. The acquisition, integration, organization and storage of knowledge are all facilitated by the use and practice of effective and efficient learning strategies and

techniques. Learning to learn is one of the main purposes of teaching. Training and Learning skills are major factors that help student for attaining the goal. Students need direction and guidance about how to study and how to become good achievers, contribute significantly in the development of knowledge and perceptual capacities, There is a need to guide the students about the meaningful learning so that they are able to memorize things in a better way. Students improve their performance because they can learn most of the concepts clearly through proper study habits. A student must know learning method and study habits, which helps him to achieve the goals of education. Learning through good study habits is the key process in human behaviour

Parents and teachers always show concerns for child learning, because learning through good study habits influences our language, our skills, attitudes, interests and even our goals.

It is a general observation that a number of students are seen complaining that they do not secure good marks, for this on many occasions the poor study habits are to be blamed. They lack have proper attitude towards study so they hardly care for developing good study habits. Many students learned things for longer time, hours together, continuously without understanding. During examination if they failed to remember a word in the beginning, they would forget everything. Therefore students should develop proper study habit, which would help them to study and retain the concepts correctly and with proper understanding.

Learning involves the development of proper study habits and skills. The problem of study habits is one of the universe importance's both from theoretical and practices points of view. Theoretically, efficient learning depends upon the development of efficient study

habits and skills .It is known fact that every person has its own way of learning. It is also true that what works for one person may not work for another. So if certain techniques are used by the students to develop their study habit it may show different and good results. There is no magic formula for success in examination but hard work and use of study habits may help to change the results.

According to proverb ‘Practice makes man perfect’ but we can say that ‘Perfect practice makes man perfect’. For students to be achievers the way of ‘perfect practice’ should be shown to make them ‘perfect in the studies’.

Factors influencing study habit

Some of the worthy factors affecting study habit are as follows:

Home

For every child the parents are first teachers and home is the first place of learning. Child's parents and other family members may influence the child's learning methods and study habits. The Educational level and the occupations of the parents also show influence on children's study habits.

Intelligence

Brilliant students can quickly develop good study habits than the dull students.

Personality

A student, who can better adjust to the environment, can develop better study habits.

Community

Community resources like library and meetings with learned people inculcate good study habits among the students.

School

The school administrations and teachers play an important role in developing good or bad study habits.

Curriculum

The curriculum should be suitable for the standard of the child. It should encourage the practical, easy learning that helps to motivate towards good study habits. If the curriculum is above standard students may be frustrated and may develop bad study habits.

Demographic Factors

Locality, sex, caste, father education, mother education, number of members in the family, income of the family, physical environment, social status of the family etc., influence the study habits of the students.

The essence of successful study is making the best use of time that is available. So, therefore, it is recommended that one finds a place to study where it will allow him to have maximum concentration.

The following lines depict the ingredients of effective study habits.

Use Time Effectively Set goals and priorities for studying. Follow a schedule of time when to work on each subject.

Concentrate while Reading and Listening to Lecture

Develop questions about the material to help you focus on the reading or lecture.

Discover the best time and place for you to study, this may change from time to time.

Use Systematic Approach to Reading, which Aids comprehension

Preview the chapter to develop question you have about the material. Read to answer your questions. Pause for every few paragraphs and think about what you have read, try to organize in your own words.

Schedule Regular Review periods

Review the material within 24 hours of first reading it. Continue to review for each course every week

Apply Test - taking strategies

Leave space in notes to fill in details and examples after lecture. Make notes of ideas, not just words.

Write and organize Notes

Take an Active Role in Learning, both in and out of the class – room ,participate in class discussions. Talk to others about what you are learning.

DESCRIPTION OF EACH AREA OF STUDY HABITS

The study habits of the individual cover mainly the reading habits, learning techniques, memory, time-schedule, physical conditions examination, evaluation.

etc.

The items of the inventory belong to the following eight areas:-

(1) **Budgeting Time** - it is very important to plan the budget of study time. Time schedule helps to adjust the study periods and other activities according to the needs of the individual. The best way to budgeting the time is to keep the record of all activities throughout the day for one week. The analysis of this diary will help in budgeting the time. By budgeting time, students can optimise their success in study as well as their extra-curricular activities.

(2) **Physical Conditions for Study**-Physical conditions play an important part in study habits. The place for study should be calm and quiet. It should be clean and there should be proper illumination and ventilation. Furniture should be comfortable. There should be sufficient light. One should use diffused light. Study Table should be clean and contain only and all the necessary things e.g. papers, pen, books, pencil, etc.

(3) **Reading Ability**-Reading is the basic skill in any kind of study. Reading ability includes various factors as good vocabulary, speed of reading, comprehension, independent selection of appropriate material for reading and locating information. One should be able to read at least 300 words per minute in his mother tongue, 75 to 100 words in any foreign language. One must try to build up a good vocabulary by remembering the precise meaning of the words. Speed of reading is also an important factor. Silent reading is always faster than loud reading. It's necessary to adjust the speed of reading according

to the importance of matter. Technical material requires more time than usual one. An individual should try to understand what he is reading. He should try to remember the ideas he has grasped while reading and should be able to summarise the main ideas.

(4) Note Taking-Taking notes in the classroom is an important learning activity. Taking notes from book also helps a great deal in study. There are different ways of taking notes. One may copy everything from text book. One may take down only important paragraphs or one may take down the headings and sub-headings and important key phrase to make an outline. Paraphrasing in one's own words and summarising is supposed to be the best way of making one's notes. It is a good practice to combine class notes and notes from books to make a final note. With the help of regular practice note-taking can become a habits.

(5) Factors in Learning Motivation-Apart from ability to learn, desire to learn is an important consideration. If one is genuinely interested in learning he may learn quickly and retain it for a long time. There are individual differences in capacity to learn. Everybody can improve with extra efforts. Spirit of competition and cooperation helps in learning. One learns better in a group.

(6) Memory-Improving memory means learning better. Distributing learning periods is preferable to continuous or massed learning. The better we learn the longer we retain. Over learning helps in remembering for a longer period.

(7) Taking Examinations-Most of our examinations are of essay type where a few questions are given and students are required to write long answers. It is good to prepare an outline and arrange the ideas properly, following a logical pattern of presentation. Use

of simple language is advisable. Separate ideas should be discussed in paragraphs. Headings and sub-headings should be properly placed. Important words and phrase-s may be underlined.

(i) Preparation for Examination-One should devote more time and attention to his weak points. A time schedule for study should be prepared. If one is regular in his study habits he is already prepared for the examination. Calm, cool and relaxed attitude towards the examination is necessary and can be achieved only after a good preparation.

(ii) Use of Examination Results-From the results one can find out his strong and weak points. Knowledge of results can motivate an individual and direct his efforts. (8) Health- Regular and healthy habits of eating, exercise, recreation and sleep help in maintaining good health and sound mental state which is necessary to achieve success in the examination.

NEED AND SIGNIFICANCE OF STUDY HABITS

In the field of education, habits exercise a strong impact. Good habits help in acquiring, Learning and knowing many things with great ease and facility. A student who is habitual of his studies for hours in school as well as at home is not easily overcome by fatigue.

Clearly habits of efficient writing, thinking, making judgements, punctuality, regularity, neatness, Cooperativeness, honesty-all help them in their proper adjustments as well as in acquiring and learning all the essential knowledge and skills in a short time with great facility.

Thus in all the walks of one's life and sphere of activities, habits tend to play a decisive role in making or marring one's present and future depending upon their nature-good or bad. While Good habits are responsible for infusing in an individual what is good from social and moral angles, bad habits create obstacles in the path of his proper development, bring bad name to him and prove dangerous to the society.

It is, therefore, essential that proper care is taken to develop desirable habits of work, thought and feeling in children from the very beginning. They should not be allowed to pick up undesirable or bad habits. In case they are found to have developed any evil habit, they should be helped to get rid of them.

Habit is a simple form of learning—a change of behaviour with experience. It is defined as ‘an automatic response to a specific situation, acquired normally as a result of repetition and learning’. When behaviour is developed to the extent that it is highly automatic, it is called habit. Generally habit does not require our conscious attention. The term habit is strictly applicable only to motor responses, but often applied more widely to habits of thought, perhaps more correctly termed attitudes.

Learning has been deeply rooted in Indian traditions. Reading, which is a long-term habit starting with the very early ages, is prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, study habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, study is an access to social, economic and civic life (Clark and Rum bold, 2006). Moreover, all study patterns in terms of emotional response enhance

emotional satisfaction of individuals (Saarland, 1991). For continuous and regular progress in education process, learners need to be enhanced to gain study habits so as to fulfil individual improvement. Teachers teach all students collectively but all students do not get the same grades. At this stage we see underachievers and high achievers in educational achievements. There may be number of reasons but one of the reason may be the students fail to make good habits to learn the lessons. Study habits of the children could play important role in learning process reflected in the academic achievement of student's. There exists a positive and significant relationship between study habits and academic achievement.

Study habits and its correlates is a popular field of research. Many studies were conducted on the study habits of the students in relation to their academic achievement, intelligence, self-concept, self-esteem, emotional maturity, adjustment, coping styles, time perception etc. Very little research is conducted on the study habits of intermediate students in relation to their gender differences. In the light of the observations, personal experience and also on the literature available the researcher is prompted to undertake a study to find out whether there are any differences in the students of intermediate level in relation to their gender differences.

In today's world of tough competition, it is the need of the hour that students should develop proper study habits. They should know the proper, efficient and systematic way of learning to face various competitions. If the parents are well aware of the situation they can guide their children or make arrangements for the same. Hence, the Researcher felt the need to find out, whether there is any difference between study habits

of boys and girls, so that they can be guided in proper way to develop good study habits accordingly.

STATEMENT OF THE PROBLEM

The problem of the study can be stated as follows:-

“A COMPARATIVE STUDY OF STUDY HABITS AMONG BOYS AND GIRLS STUDENTS OF INTERMEDIATE COLLEGE IN LUCKNOW CITY”

OPERATIONAL DEFINITION:-

- **STUDY:-**Study is the activity of learning or gaining knowledge, either from books or by examining things in the world. It is also the act of considering or examining materials in detail.
- **HABITS:-**Habits refer to a thing that someone does often and almost without thinking; especially something that is hard to stop doing .it is usual behaviour.
- **STUDY HABITS:-**Study habits have been considered to be constituted of different kinds of study behaviour. Such as budgeting time, reading ability, note taking, preparation for examination.
- **INTERMEDIATE LEVEL STUDENTS:-**The students of XI class including

boys and girls studying in government and private school of both English and Hindi medium .

- **GOVERNMENT SCHOOLS:-**Sole management of government officials.
- **PRIVATE SCHOOLS:-**Managed by private organizations or individuals, either partially or totally.

OBJECTIVES OF THE STUDY

The present study is based on the following objectives:-

- 1 To compare the study habits of students (boys and girls) of government schools in Lucknow city.
- 2 To compare the study habits of students of private schools in Lucknow city.
- 3 To compare the study habits of students of private and government schools in Lucknow city
- 4 To compare the study habits of boys students of private schools and Government Schools in Lucknow city .
- 5 To compare the study habits of girls students of private schools and Government Schools in Lucknow city .
- 6 To compare the study habits of Science stream students of private schools and Government Schools in Lucknow city .
- 7 To compare the study habits of Arts stream students of private schools and Government Schools in Lucknow city .

HYPOTHESES OF THE STUDY: Hypothesis is a pre thought

in the field of survey or it may be said that hypothesis is only an assumption or proposition whose reliability is to be tested on the basis of compatibility of its implication with empirical evidence.

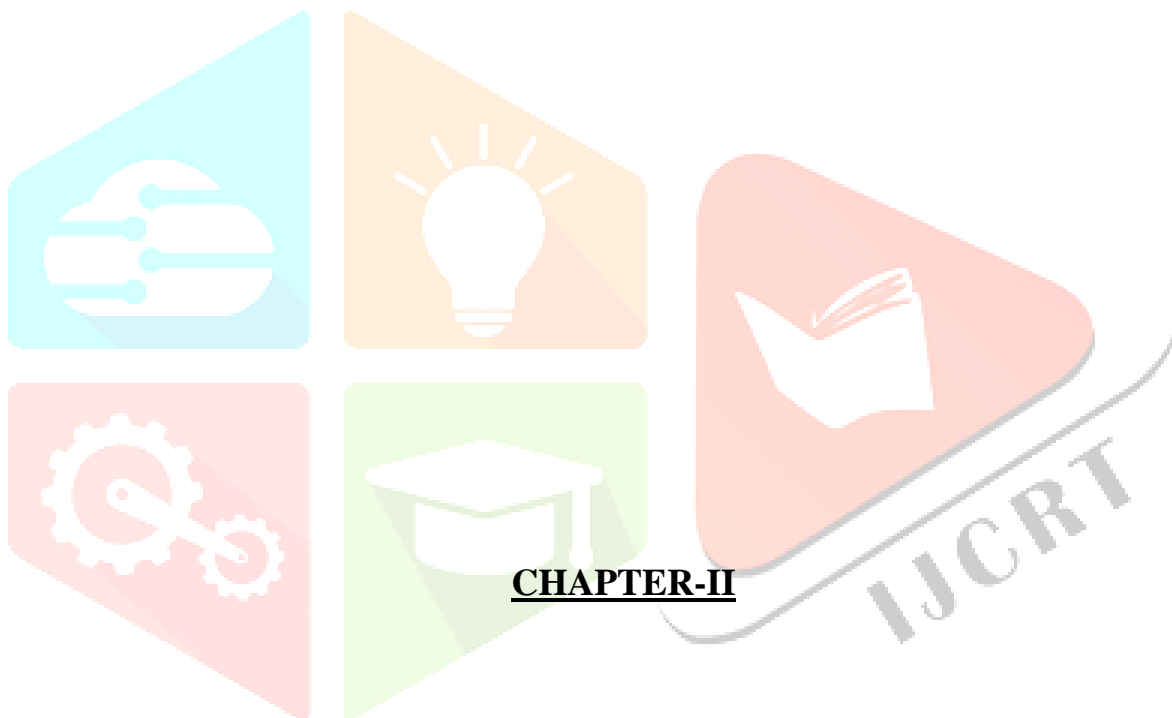
As this exploratory research the following null hypotheses were formulated:-

- 1 There is no significant difference between the study habits of (Boys and girls) students of government schools.
- 2 There is no significant difference between the study habits of boys and girls of private school.
- 3 There is no significant difference between the study habits of students of Government and Private Schools in Lucknow city
- 4 There is no significant difference between the study habits of boys students of private schools and Government Schools in Lucknow city .
- 5 There is no significant difference between the study habits of Science stream students of private schools and Government Schools in Lucknow city .
- 6 There is no significant difference between the study habits of Arts stream students of private schools and Government Schools in Lucknow city

DELIMITATION OF THE STUDY:-

- 1) This study is limited to Lucknow city only.
- 2) This study consists 200 Students of class XI only taken as sample.

- 3) The study is confined to three schools only.
- 4) The age of the students ranges from 16-18 years .
- 5) Limitations of the tool and technique used in the study will also be the limitation of the study.



REVIEW OF RELATED LITERATURE

Review of related studies for any research is important because it helps in locating the research gaps and provides outstanding information about the strategies to be used for carrying out the study. The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals, encyclopaedias etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area.

The researcher draws maximum benefits from the previous investigations, findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the researcher. Unless it is learnt what others have done and still remains to be done in the area, one cannot develop a research project and could contribute to furthering knowledge in the field. In fact, the review of related studies serves multiple purposes and is essential to well designed research study. In order to review the studies related to the present investigation, conducted in India and abroad are broadly surveyed. In the research methodology "literature" refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. "Review" means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field. Research in any field implies a step ahead in the exploration of the unknown which is in darkness. Any researcher to be able to take this step should be adequately prepared for it. One such preparation is gathering of knowledge of what has already been done in the given field. A step towards unknown can only be taken after the review of literature and researches done in that area. Any research without such a review is like a building without any foundation. Brog (1928) suggested, "The literature in any field forms the foundation upon which all future will be built, if we fail to build the foundation of knowledge provided by the review of

literature, our work is likely to be shallow and oftenduplicate someone else."The review of the literature is the gate- pass for the research work to be done by aresearcher. It guides the researcher in theresearch to be undertaken and also helps to avoid the duplication of research. Itshows the way to the researcher. The physicians must remain acquainted with thelatest knowledge, innovations and discoveries in the field of medicine to treat thepatients. Accordingly, the successful lawyer must also remain well informed withthe cases so as to quote those cases for further reference of the case at hand. In thesame way in the field of education also, a researcher needs to acquaint himself withthe latest knowledge and information about what has been done in the particulararea from which he intends to take up a research problem. In order to solve a particular problem, a careful review of the research journals, books, educational surveys, dissertations, theses and other sources of information related to theproblem must be undertaken after the problem has been selected by the researcher.Related literature provides us a clear picture of the problem underresearch. The review of literature has two phases firstly it includes identifying allrelevant material published in the problem area and in Secondary phase, is for thebenefit to the researcher and the readers. For the researcher, it establishes thedocument in the field and for the readers it provides a summary of thinking. Thereview of the related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues,requiring immediate andpointed attention by the researcher in avoidingunnecessary duplication of efforts and focusing on the relevant aspects of the issueunder reference.

Best (1961) observes, *"The research for reference materials is a time consuming but fruitful phase of investigation"*.

According to Aggarwal (1966) *"Study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project"*.

A familiarity with the literature on any problem area helps the students to discover what is already known, what others have attempted to find, and what methods have been found to be promising or disappointing and what problems remain to be unsolved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.

Purposes for Review of related literature

Review of related literature also serves the subsequent purposes for the research: (1)

To define the limits of field. It enables the researcher to define and delimit his problem.

(2) To state the objectives clearly and precisely. The knowledge of the related literature provides the researcher up to date information on works done by others.

(3) To eliminate the risk of duplication of what has already been done. It also helps in providing ideas, theories, explanation or hypotheses valuable in 45 formulating the problems.

(4) To avoid worthless problems, by making the researcher to select those areas in which positive findings are likely to result and his efforts would be likely to add to the knowledge in a meaningful way.

(5) To equip the researcher, with an understanding of research methodology, which mentions the way of study is to be administered.

(6) To avail the researcher to know about the tools and instruments which prove to be useful and promising.

The survey of related literature may be justified because it provides an objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up-to-date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

Therefore, the investigator thought it pertinent to review the related researches and literatures to study the specific problem.

1. **Jamuar (1961)** conducted a study to find out "Some psychological factors related to the study habits of college students". The sample consisted of college students in Patna. A study habit inventory constructed by the investigator was used to collect necessary data. The findings of the study revealed that 1) Study habits were positively related to academic achievement but did not depend upon aptitude. 2) Study habits were not related to extraversion or Introversion, they were related to general personality adjustment as well as home, health, social and emotional adjustment. 3) Study habits had a positive relationship with factors like position in the family, fathers' occupation, hobbies, future educational and vocational plans of the students and an inverse relationship with factors such as age, membership of organization outside the college and sharing household duties; on the other hand study habits were not related to student's interest or participation in games and sports, interest in reading, music, membership in college societies, sources of recreation, doing some jobs along with studies, failure and rewards in school, hours of

study at home and linking for college. 4) Some environmental factors were related to study habits, lighting has positive relationship but noise and ventilation have negative relationship. 5) The scholastic achievement was related to intelligence .

2. **Kanth,Nirmal (1979)** did a comparative study on "Habits of High SchoolStudents".

The objectives were: (1) To find out the relationship of study habits with scholastic performance. (2) To find out the contribution of various measure of study habits to success in scholastic performance in different school subjects.(3) to find out the variation in study habits with at age, sex and urban or rural area.(4) to examine the study habits in relation to the level of parental education, occupation and family income. Methodology: It consisted 2,966 students of class 9th & 10th. Random sampling method was used. Sample was taken from different schools situated in rural and urban areas of Varanasi district . Study Habits Inventory by Joshi and Pandey was used. The major findings of the study were: (1) scholastic performance had positive relationship with study habits. (2) Girls scored higher on study habits inventory. (3) Urban boys showed significantly higher score than rural boys, but there was no significant difference between the study habits of urban and rural girls.

3. **Saxena ,S.K (1981)** did an ex –post facto correlation study to find out the difference between study habits of rural culture students and urban culture students .

1. Rural culture promoted better study habits and achievement level than the urban culture.

2. The socio economic status had the most significant effects on self concept , study habits & school attitudes of difference divisioners as well as failure of high schools .

4. **Christian (1983)** studied need achievement and study habits of the pupils of standard 10th in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.
5. **Ngailiankim, Caroline (1988)** conducted a study entitled "The attitude and study habits related to achievement in mathematics of class IX students in Shillong". The main objective is - to find out difference in study habits of students with high, average and low mathematics achievement. The major findings were (1) No significant difference was found in the attitude toward mathematics of students grouped high, average and low on mathematics achievement. Science students had superior self concept in comparison to art students. (2) No significant differences were found in the study habit scores of high, average and low achievers in mathematics. Male and female students belonging to high, average and low score on mathematics achievement did not show significant difference in their attitude as well as study habit scores. Non-tribal students showed significantly higher attitude scores as well as higher achievement score on mathematics, but did not show significant difference in their study habit scores as compared to the tribal students.

6. **Ghalsani, P.G. (1988)** did a descriptive and experimental study in the field of study habits /skills of students in secondary school. Objectives of the study were: (1) to find out the trend and patterns in the existing study habits of students. (2) to explore the relationship between study habits and socio-economic background. (3) to prepare a programme to develop the desired study habits /skills. (4) to find out the effect of the programme. (5) to ascertain the teachers' view about students' study habits/skills. Methodology: A random sample of 950 students studying in class 8th, 9th were chosen from Pune city. Another sample of 45 teachers teaching science in those schools was also chosen using random tables. The data were collected by administering Palsane and Sharma study Habits Inventory, Nafde's Non-Verbal Test of intelligence and a questionnaire developed by the investigator. Academic achievement was taken as scores from the school records. Solomon's four groups of experimental design were used for finding out the efficacy of the programme developed. Some major findings of the study: (1) significant differences were not noticed between the study habits score and the achievement scores. (2) The majority of the students had no clear idea about the purpose of studying and the objectives of schooling, their response being "better jobs" "knowledge" "social status" etc. (3) Nearly 60% of the students could do silent reading but there was lip movement and murmuring during silent reading. (4) Nearly 25% of the students could not get time for studying at home. (5) Over 70% of the students did not prepare a time table for studies. (6) Not more than 50% of the students get guidance from parents. (7) The analysis of the variance of study habits indicated that the treatment through the programme provided was effective in changing the study habits in desired direction. (8) The analysis of co variance of

academic achievement indicated that treatment through the programme was effective in improving the achievement in the positive direction.

7. **Kanth, Ruchi (1989)** studied the impact of directive counselling upon study habits and writing skills of grade 6^h and 7th students. The objectives of the study were: (1) To measure the effect of directive counselling on study habits. (2) to measure the effect of directive counselling on writing skills. Methodology: A sample of 200 students of grade 6^h & 7th of government girl's high school were drawn. There after 80 pupils each with poor writing skills and inadequate study habits were selected through screening. A self constructed counselling technique was used to provide directive counselling to the subjects. Mean, S.D. and t- test were used to treat the data, some major findings of the study were: (1) counselling had a positive influence on students. (2) Counselling seemed to be more effective in the elementary classes where children happened to be curious enough to learn more adequate responses for a teaching - learning situations.

8. **Dev, Madhu and Grewal, Hirdai Pal (1990)** conducted a study entitled "Relationship between study habits and academic achievement of undergraduate home science final year students". The problem was to determine the relationship between the selected study habits and academic achievement of the final year B.Sc. (Home

Science) students of the Punjab Agriculture University, Ludhiana. The main objective was: to find out the relationship between selected study habits and academic achievement. Some major findings of the study were: (1) Home environment of the

students and planning of schedule was significantly related to their academic achievement. Suggestions and relationship between concentration for examination and academic achievement was significant. (3) Significant relationship between study habits and academic achievement was found. Student's habits and interests also influenced their academic achievement. (4) College environment was related to study habits.

9. **Misra (1992)** conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. The study was conducted on a sample of 88 Oriya male students of IX and X classes in three schools of Bhubaneswar, Orissa, India. To determine study habits of subjects Wren's (1941) study habit inventory was used and total marks obtained in annual examination was used to measure academic achievement. The correlation technique was used to know the relationship between the independent and dependent variables. It revealed significant and positive correlation between study habits and academic achievement.

10. **Pradeep Kumar (1992)** conducted a study entitled "The effect of school environment on adjustment, study habits and achievement of high school students". The main objective was: to study the effect of school environment on adjustment study habits and achievement. The major findings were : (1) Different groups formed on the basis of cognitive encouragement, acceptance and rejection did not differ significantly in their scores on home adjustment. Regarding health adjustment, groups formed on the basis of rejection differed significantly. (2) No difference was found in emotional and total adjustment scores of various groups formed on the basis of

rejection control. (3) Regarding home environment, reading and note-taking planning of subject and habit of concentration, various groups formed on the basis of acceptance and rejection did not differ significantly. (4) Groups formed on the basis of cognitive encouragement, acceptance and rejection differed significantly in their achievement.

11. **Sen, Barat Kalpana (1992)** conducted a study entitled "The personality make-up, intelligence and study habit of high and low achievers". The main objective was: to explore the extent of relationship of study habit pattern, intelligence and several personality factors with the scholastic achievement at the secondary stage of education. Some major findings of the study were: (1) there was an overall significant difference between the two achievement groups in study habit. (2) The two achievement groups differed significantly on intelligence. Study habit-achievement, and intelligence-achievement were positively correlated.

12. **Khan, N. (1993)** conducted a study to find out the relationship between study habits and over-under achievers in English of students studying at secondary level of education. Sample of the study consisted of 200 male and female class X students studying in AMU and other schools of Aligarh. For the purpose of collection of data the tools used were (a) Brown- Holtzmann Inventory to measure study habits (b) Mehrotra's Group Test of Intelligence to measure intelligence (c) previous year examination marks were served as an achievement scores. For the analysis of data test were used. Study reveals that there

exists a positive relationship between study habits and over-under achievement, over-achievers are possessing good study habits and under-achievers poor study habits.

13. **Wani, Gulshan (2005)** conducted a study entitled "Personality

characteristics, vocational preferences, study habits and academic achievement of Kashmiri, Dogri and Laddakhi adolescent girls - A cross cultural study". The objectives were : (1) to measure personality characteristics of Kashmiri, Dogri and Ladakhi adolescent girls, (2) to study vocational preferences, study habits and academic achievement of Kashmiri, Dogri and Ladakhi adolescents girls (3)

to compare Kashmiri, Dogri and Ladakhi adolescents girls on personality characteristics, vocational preferences, study habits and academic achievement. Some of major findings of the study were: (1) Kashmiri girls are in general more intelligent, phlegmatic, expedient, controlled and tense. (2) Kashmiri adolescents' school-going girls are more intelligent, sensitive, self sufficient and tense. Dogri adolescent girls are warm-hearted, intelligent, mature and self-sufficient. On other hand Ladakhi girls are obedient, conscientious and controlled. (3) Ladakhi girls are very low in their study habits as compared to Kashmiri and Dogri adolescent girls. (4) Ladakhi girls are much below in their academic achievement score as compared to Kashmiri and Dogri girls.

14. **Reddy, A. M. ; Reddy, B. R. and Manchala, C. (2008)** conducted a study entitled "The impact of study habits on achievement in reading in English". The objectives were: (1) to find the general level of study habits persisting in class X students,

(2) to study the impact of study habits on vocabulary, (3) to find out the influence of study habits on comprehension (4) to study the impact of study habits on achievement in reading, (5) to predict the achievement in reading with the help of study habits. The major findings of the study were: (1) the distribution of study habits is very near to normal. On the whole class X students are having normal study habits. The study habits like reading and note-taking, preparation for exams, habits and attitudes, school environment and as a whole total study habits have significant influence on vocabulary. (2) School environment has significant influence on comprehension on English among high school students. The study habits have their own influence on achievement in reading of high school students except factors of home environment and planning of work. (3) It will be possible to predict achievement in reading with the help of study habits.

15. **Dey, Niradhar (2008)** conducted a comparative study entitled "Study habits of high achieving CBSE and ICSE students in the secondary school examination". The objectives were: (1) to study the study habits of high achieving CBSE students, (2) to study the study habits of high achieving ICSE students, (3) to compare the study habits of high achievers CBSE and ICSE students in school hours, (4) to compare the study habits of high achievers CBSE and ICSE students in school non hours, and (6) to compare the study habits of high achievers CBSE and ICSE boys and girls in secondary school examination. The major findings of the study were: (1) High achieving students were found to have highly positive study habits during school as well as non-school hours. (2) High achieving students were very constructive and particular to do their study work.

(3) Comparison of study of both boys and girls, most of the cases it was found that they were having similar types of study habits in curricular field besides negligible differences found in few cases. (4) CBSE and ICSE students were having similar types of habits in choices of subjects, timing of study, nature of preparation in examination, tuition practices, but in few cases differences were marked like CBSE students were giving more importance to math and science related subjects whereas ICSE students were giving top importance to literature with math related subjects. School were drawn. There after 80 pupils each with poor writing skills and inadequate study habits were selected through screening. A self constructed counselling technique was used to provide directive counselling to the subjects. Mean, S.D. and t- test were used to treat the data, some major findings of the study were: (1) counselling had a positive influence on students. (2) Counselling seemed to be more effective in the elementary classes where children happened to be curious enough to learn more adequate responses for a teaching - learning situations.

16. **Panda (1992)** investigated the study habits of disadvantaged and non-disadvantaged adolescents in relation of their gender and academic achievement. A Study Habits Inventory and academic test were based for data collection. Non-disadvantaged students had better study habits as compared with disadvantaged students; High achievers students had better study habits than low achieving students.

17. **Freeman and Morse (1993)** examined the study habits of 31 Asian and American college students in the mid west using in depth interviews. Study habits were categorized into 7 factors. Analysis indicates that those students studied regularly for long period of time and were very intense. They used study groups and adaptive study approaches. They did not make much use of external aids but focused on comprehension of material presented in their text books.

18. **Garwal, Rashmi and Amita (2000)** undertaken a research to study television viewing pattern among higher secondary level students in terms of duration, type of programmes, parental control and liking for companionship. And this study was conducted to investigate the impact of various patterns of televiewing on the study habits of higher secondary level students. Sample of the study consists of purposive sample comprising of 95 higher secondary level students stratified across gender (boys and girls) and educational stream (Arts, Science and Commerce) were selected from Moradabad district. Television Viewing Pattern Inventory (TVVPI) investigator and Study Habit Inventory (SHI) by Palsane and Sharma were used for collection of data. The collected data were analyzed using F-test and 't' test. Findings of the study have shown that (a) as many (68%) of students felt that their parents impose restrictions on them regarding the content and duration of televiewing, (b) Nearly 87 per cent of higher secondary level students watched television for less than four hours per day. (c) Duration of television was found to affect significantly the study habits of students. Watching television for more than four hours in a day adversely affect the study habits, (d) Interest in watching the educational programs is more suitable

for good study habits, (e) Students who watch various television programmes in viewership of parents/friends/siblings possessed significantly better study habits as compared to those who watch television all alone, (f) Parental control for televiewing did not affect significantly the study habits of higher secondary level students.

19. Gill, Kaur Daljeet and Kahlon, S.P.K.(2000) carried out a research on the topic "Study habits of college going girls". The objectives of the study were (1) To identify the study habits of college going girls. (2) To compare the study habits of medical, commerce and art students. Methodology : The sample comprised of 90 girls students of 10+1 class, 30 of each belonging to arts, commerce and medical group of Devki Jan College of Women, S.D.P. College for Women and Khalsa College for Women respectively. The data were collected with the help of distributed questionnaire. The data were analyzed by using frequencies and percentages. Some major findings of the study were : (1) The study habits of the students belonging to the three groups are almost same, However the students of medical and commerce group devoted more time, consulted more books, prepared notes of difficult topics, revised by writing important points and memorized through logical reasoning. A large number of medical students take tuition from college teachers in the beginning of session for 2 to 3 hours daily through understanding of subject matter and also for the preparation of the entrance tests.

20. Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. Total sample of the

study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin's intelligence scale for Indian children, study habit inventory, multidimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

21. **Yenagi (2006)** conducted a study on "Study habit is a function of self-perception among intellectually gifted and non-gifted students". A sample of 1020 private university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habit inventory by Patel (1976) and self-perception inventory by Soars and Soars (1976) were considered for data collection. The results revealed that the overall study habit was significantly different from gifted and non-gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits, habits of concentration were also found to be significant.

22. **Malathi and Malini (2006)** conducted a study on "Learning Style of Higher Secondary Students of Tamil Nadu". The objectives of the study were to find out the learning style of students in Classes XI and XII, to find out the relationship of learning style with achievement of students and to see the learning style of higher secondary students in terms of their sex, classes and type of school. The sample consisted of 160 higher secondary students from private and government schools. The tools used in this study for data

collections were Felder's Learning Style Inventory by Barbara A. Soloman, Cronbach's alpha test, and t'-test was used for data analysis. The study revealed that the learning style of higher secondary students was found to be good and there was no significant difference in the learning style of higher secondary students in terms of their class and type of school. There was significant difference in the learning style between boys and girls studying in higher secondary schools and the correlation is higher between learning style and achievement which indicates that higher the achievement scores, the better the learning style among higher secondary students.

23. **Suda and Sujata (2006)** conducted a study on "Academic performance in relation to self-handicapping, test anxiety and study habits of high school children." The sample consisted of 200 students from government senior secondary school of Himachal Pradesh. The scales used were self-handicapping questionnaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys were poorer in study habits than girls.

24. **Ch. Abid (2006)** has undertaken an experimental study to examine the effect of guidance service on student's study attitudes, study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on student's study attitudes, study habits and academic achievement in five subjects. The sample of the

study consisted of 50 students of 9th grade selected randomly using random table assigned into experimental and controlled groups. The tools of the study are (a) Achievement Test (b) Study Habits & Attitudes Scale developed by National Institution of Psychology (NIP) Islamabad (c) problem checklist was used for the identification of different problems viz. educational, personal, social etc. Two types of analyses were performed: reliability of test forms and its analysis. Results of the study indicate that guidance service have significant effect on student's study attitudes, study habits and academic achievement.

25. **Jagannath and Dange (2007)** made a study on " Study habits and Achievement in Physics of Students of Class XII". The objectives of the study were to find out the difference between boys and girls in their study habits, to find out the difference between government and private college students in their study habits, to find out the difference between boys and girls in their achievement in Physics, to find out the difference between government and private college students in their achievement in physics and to find out the relationship between study habits and achievement in physics of XII standard students. The researcher has adopted stratified random sampling method. Five colleges have been selected from Shimoga district. One is government and remaining four are private colleges. A standardized ready-made tool prepared by Palsane and Sharma was used to find out the study habits of XII students'. The major findings of the study were that there is no significant difference between boys and girls in their study habits. There is significant difference between boys and girls in their achievement in Physics. There is

significant difference between government and private college students' achievement in Physics, There is relationship between study habit and achievement in Physics.

26. **Omotere Tope (2011)** conducted a study on "The effects of study habits on the academic performance of students". A case study of some secondary schools in Ogun state: The study investigated the effect of study habits on the academic performance of students' using some selected senior secondary schools in Ijebu -Ode Local Government Area of Odun State as a case study. Two hundred students were randomly selected from five senior secondary schools in the area. The instrument utilized for the study was a questionnaire named 'study Habit and study attitude Scale' (SHSAS). Four hypotheses were tested and the result showed that family background, peer group of study pressure, personality type of the student and the school environment all affect the reading habit of students in secondary schools.

27. **Parul and Archana (2011)** conducted a study on "study habits of secondary school students in relation to their Scholastic Achievement" This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana.. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and

dimensionwise. Further, there is a significant difference between high and low scholastic achievement students on study habits in general.

28. **M.S Farooq et al (2011)** examined “ different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan . The respondent were 10th grade annual examination . Result revealed that scio – economics factor and parents education have a significant effect on students overall academic achievement as well as achievement in the subjects of Mathematics and English . The high and average socio- economic level . It was found that girls perform better than the male students ” .

29. **Oluwatimilehin & Owoyele (2012)** investigated the relationship between study habits and student's academic achievement in core subjects at the junior secondary school level. The aim was to determine the relationship between various aspects of study habits including homework and assignments, time allocation, reading and taking, studies period procedures, concentration, written work, examination and teacher consultation and students' achievement in English language. Mathematics, Integrated Science and Art. This was meant to provide clearer understanding of the phenomenon. Descriptive research design of an ex post facto approach was used in the study. A sample of 300 students was drawn using simple random sampling technique. A major hypothesis was raised leading to the application of correlation and stepwise linear regression analysis. Findings reveal that of all the study habits' sub-scales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking reading and

assignments were regarded as less integral to students' academic performances. Therefore, regular counselling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

30. Muhammad Sarwar (2012) investigated whether the Study Habits and Attitudes of low and high achievers as measured by questionnaire are related to academic performance of students. A Study Habits (Delay Avoidance, Work Method), and Attitude (Attitude towards Teacher and Attitude towards Education) questionnaire was used to collect data. The study concluded that the scores of students on categories Delay Avoidance, Work Method, Attitude towards Teacher and Attitude towards Education were significantly related with academic performance of students.

A notable feature was that the girls had better study habits and more positive Study Attitude than boys and their academic performance was also better than boys.

Similarly rural students had better Study Habits and more positive Study Attitude than urban students and their academic performance was also better than urban students.

31. Funmilola Bosede Alokun (2013) Investigated “ the influence of parents educational background and study facilities on academic performances among secondary school students . The population for this study comprised all public secondary school students in Ondo state . The sample consisted of 240 students from 6 randomly selected schools . Result showed that parental educational background and having study facilities at home have great influence on academic performance ”.

32. **Hafiz Muhammad Waqas Rafiq et al (2013)** explored “the effect of parental involvement in the academic of their children . The research was conducted in Allam Iqbal town Lahore city . 150 students (boys and girls)of 9th class of secondary school (public and private) were taken as respondents . Result showed that parental involvement has significant effect in better academic performance of their children . The present research has proved that parental involvement enhanced the academic achievement of their children ”
33. **Mandeep Kaur and Puneet Kaur (2013)** examined “the effect of parental education on the achievement , study habit and inferiority of children , 100 children (50 children of high educated parents and 50 children of low educated parents) were taken . The data was subjected to t- test . Finding showed that children of high education parents were high in achievement motivation , high in study and low in inferiority complex as compared to children of low educated parents ” .
34. **Daniel K. Korir and Felix Kipkemboi (2014)** examined “ the impact of school environment and peer influence on the student academic performances . Twenty – one public secondary school in Sabatia District of Vihiga country were selected using simple random sampling techniques . Data were analyzed using multiple regressions . Result revealed that school environment and peer influence made significant contribution to the students’ academic performance ” .
35. **Chhavi Chadha and Usha Dhulia (2015)** studied the effect of gender and time of TV viewing hours on their study habits of 200 adolescent students . The data was collected through a questionnaire which was developed by Dr. C.P Mathur . A sample of 200 adolescents ’ students was drawn from different school of Tehri Grahwal (Uttarakhand) .

Result showed that girls adopted better study habits than boys and students whose TV watching hours are less, possess better study habits ” .

36. **Jayanthi J and Srinivasn K (2015)** examined “the effect of home environment on the academic achievement in mathematics of 10th standard students . This study was conducted for a sample of 1007 students belongs to two districts of Tamil Nadu . Finding reveal that a positive correlation between the home environment and academic achievement of the students towards mathematics ” .

37. **Rana Muhammad Asad Khan et al (2015)** examined “the influence and impact of parents educational level on students academic achievement at secondary level of education . 200 students of grade 10th were taken as a sample randomly . Students of different public and private high schools of District Rajanpur , South Punjab was taken . Oral interview , observation were used for this study . Finding showed that there is significant positive relationship between parents education level and academic achievement of students ” .

CHAPTER-III

RESEARCH DESIGN

Research comprises "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications." It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support

theorems, or develop new theories. A research project may also be an expansion on past work in the field. To test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects, or the project as a whole. The primary purposes of basic research (as opposed to applied research) are documentation, discovery, interpretation, or the research and development (R&D) of methods and systems for the advancement of human knowledge. Research has been defined in a number of different ways. A broad definition of research is given by Martyn Shuttleworth "In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge." Another definition of research is given by Creswell who states that - "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question. The Merriam-Webster Online Dictionary defines research in more detail as "a studious inquiry or examination; especially : investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws".

Basically the research has two types:

(1) Quantitative research

Quantitative research is generally associated with the positivist/post positivist paradigm. It usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn.

(2) Qualitative research

Qualitative research is the approach usually associated with the social constructivist paradigm which emphasizes the socially constructed nature of reality. It is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behaviour and experience. Including contradictory beliefs. Behaviours and emotions. Researchers are interested in a rich and complex understanding of people's experience and not in gaining obtaining information which can be generalized to other larger groups.

The Importance of Research in an Educational Setting:

Human beings conduct research every day. They do so in many different ways and in many different settings. One important area is education. Conducting research in an educational setting should be an important aspect of every educator's professional life. Best and Kahn (1993) describe research as "the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events"). Education in a research setting is done to improve school practices and at the same time to improve those individuals who strive to improve those practices (Best & Kahn, 1993). Research in education is crucial. Educators can improve their practice by taking the time to conduct research and should be encouraged to do so.

Educators need to be consumers of research. Creswell (2002) notes the following reasons, describing the various purposes of educational research:

- 1 Improve Practice: Research can suggest ways of improving practice that have been verified with many applications and by many different types of people, which is difficult for practitioners.
2. Add to Knowledge: Research can add to what we know about how people learn and what we can do help facilitate the learning process.
3. Address Gaps in Knowledge: Research can address areas in which little is know, like perhaps the effects of online versus traditional classroom learning.
4. Expand Knowledge: Research can allow us to extend what we know in ways we never conceived.
5. Replicate Knowledge: Research can act as a test to verify previous findings.

The present study is conducted to acknowledge the difference in the study habits of boys and girls of Intermediate Level students of government and private schools of Lucknow District. Keeping in view objectives of the study the investigator has chosen *Descriptive Survey method* for the present study.

Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Descriptive research, also known as statistical research, describes data and gives attributes of the population or phenomenon being studied. Every research has its own merits and

limitations. Although the data description is factual, accurate and systematic, the descriptive research cannot describe what caused a situation. Thus, Descriptive research cannot be used to create a causal relationship, where one variable affects another. The description is used for frequencies, averages and other statistical calculations.

POPULATION

Population is the group consisting of all people to whom a researcher wishes to apply for his/her findings. A population comprises all the possible cases (persons, objects, events that constitute a known whole. Populations means the entire mass of observations, which is the parent group from which a representative sample is chosen for the collection of data and for whom the researcher derives on the findings.

As defined by **Best** (1978) —Population is any group of individuals that have one/more characteristics in common, that are of interest to the researcher. The population may include all the individuals of a particular type or a more restricted group.

In the present study all the students of XI standard of government and private schools will be the respondent of this problem. these students were related to different colleges .all the students belong to different religion, gender, community and caste.

SAMPLE

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

The total sample comprised of school students with age rang 16 to 18 years. From Lucknow district. The whole sample consist of total 200 students with equal number of boys (n=100) and girls (n=100). Both subgroups were made with equal number of students belong to Lucknow district. The sample distribution is depicted as follows.

DESIGN OF SAMPLE

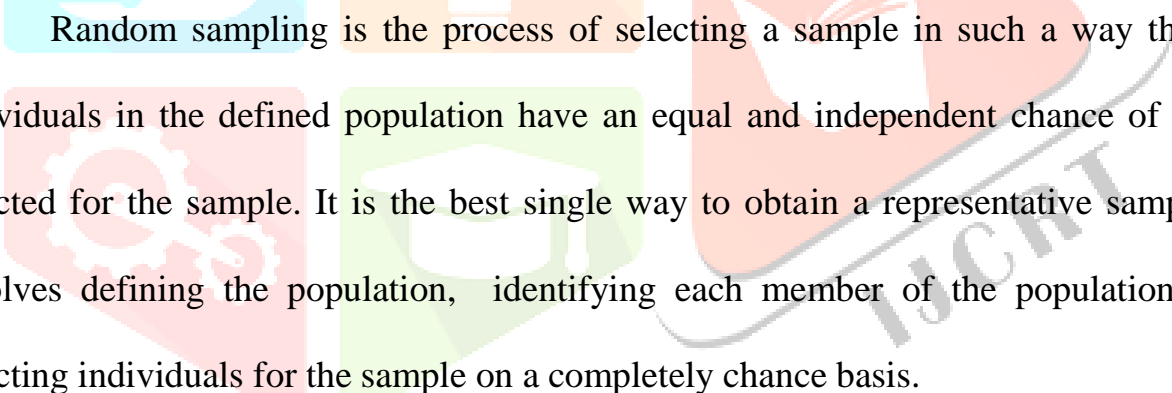
	BOYS STUDENTS		GIRLS STUDENTS		
SCHOOLS	SCIENCE	ARTS	SCIENCE	ARTS	TOTAL
GOVERNMENT	25	25	25	25	100
PRIVATE	25	25	25	25	100
TOTAL	50	50	50	50	200
	100		100		

SAMPLING TECHNIQUE

Sampling is the process of obtaining information about an entire population by examining only a part of it. All this is done on the assumption that the sample data will enable the researchers to estimate the population parameters. The items selected constitute what is technically called a sample, their selection process or technique is called sample design and the survey conducted on the basis of sample is describe as sample survey. Sample should be truly representative of population

characteristics without any bias so that it may result in valid and reliable conclusions.

To select the sample in the present study simple random sampling technique was used . The efforts was made to select the sample as representative as possible in terms of socio-economic status and family type.



Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. It is the best single way to obtain a representative sample. It involves defining the population, identifying each member of the population, and selecting individuals for the sample on a completely chance basis.

VARIABLES

Variables are the conditions or characteristics that the experimenter manipulates, controls or observers.

The independent variables are the conditions or characteristics that the experiment manipulates in his/her attempt to ascertain their relationship to observe phenomenon.

The dependent variables are the variables that the experimenter measures in their experiment.

They are the conditions or characteristics that appear, or disappear or change as the experimenter introduces, removes or changes independent variables.

TYPES OF VARIABLES IN THE PRESENT STUDY

Dependent variable: - The dependent variable in the present study is

- *Study Habit of student.*

Independent variable: - The independent variables in the present study are:-

- Government Schools
- Private Schools
- Gender of the Students
- Science and Arts stream.

TOOL USED IN THIS RESEARCH

In every research, selection of data gathering tool is an important factor. If tools are not wisely selected, the purpose of research is defeated. Keeping the above facts in view, the investigator made the selection of the following tool:

For the measuring the Study Habits of the Students, Palsane and Sharma's Study Habits Inventory (PSSI 989) Published by National psychological corporation agra, was used was used in this study.

BRIEF DESCRIPTION OF THE TEST:

- ✦ Made by : M.N PALSANE AND SHADHANA SHARMA
- ✦ Language: Hindi and English
- ✦ Level: Students from school or college level
- ✦ Purpose: This inventory can be used by the teachers and counsellors for giving proper guidance to the use with college students of india. the test seeks to segregate normal from poorly adjusted students of all grades in respect of five areas of adjustment (home, health, social, emotional and educational). When students want to know about their study habits they can use this inventory to find out whether they should make any improvements and if so in what direction. ✦ This inventory can be used by the teachers and counsellors for giving proper guidance to the students who should improve their study habits. They can help these students in the optimum use of their valuable time and energy
- ✦ Parents can also use this inventory guide their children.

- ✦ When students want to know about their study habits, they should make any improvement and if so in what direction.
- ✦ Time limit: Although there is no time limit, the subject should complete the entire inventory within 20 to 25 minutes.
- ✦ Description of the test: This inventory comprises 45 statements in total under major areas which pertain to the study habits, learning techniques, memory, timeschedule, physical condition, examination, evaluation etc... the item of inventory belong to the eight areas viz

TABLE 3.2

THE INVENTORY COMPRISES 45 STATEMENTS IN TOTAL UNDER MAJOR AREAS GIVEN BELOW

SR.NO	AREAS	NO.OF ITEMS
1.	Budgeting time	1,2,3,4,32
2.	Physical condition	5,6,7,8,9,43
3.	Reading ability	10,13, 14, 15, 16,17,22,28
4.	Note Taking	11,18,19
5.	Learning motivation	20,21,23,24,25,40
6.	Memory	12, 26,27,37
7.	Taking examination	29,30,31,33,34,35,36,38,39,42

8.	Health	41,44,45
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Reliability- The reliability of the inventory is determined by two methods.

- (1) The reliability coefficient was found to be .88 by test retest method (with an interval of 4 weeks) on a sample Of 200 male students of undergraduates classes.
- (2) The reliability coefficient was found to be .67 with an interval of 3 months on a sample of 60 girls studying in intermediate classes.
- (3) Using split half techniques on 150 boys of intermediate and undergraduate classes, the coefficient of correlation was found to be .56 between odd and even items.

Validity

The inventory, besides having high face validity, has the other validity coefficients which are given below:-

With External Criterion (Similar type of Study Habit Inventories)

TABLE 3.3

THE VALIDITY OF THE STUDY HABIT INVENTORY

Sr.No.	Name of the tests	N	Validity Coefficient
1.	Study habit Inventory -Mukhopadhaya and Sansanwal	80	.69

2.	Test of Study Habits and Attitudes -C.P Mathur	80	.67
3.	Study Habit Inventory -B.V Patel	80	.74
4.	Study Involvement Inventory -Asha Bhatnagar	80	.83

The above validity coefficient indicate that the inventory has sufficiently high validity with other similar inventories and allied measures by other authors and have significant relationship with other variables which influence the study habits and academic performances. For research purpose, the inventory can be safely recommended for use with sample for which it has been prepared.

NORMS

Following are the norms obtained on students of both Sexes Studying from Intermediate to Postgraduate levels.

TABLE 3.4**THE NORMS OF THE STUDY HABIT INVENTORY**

Percentile Level	Boys	Girls	Category	Interpretation
100	75	78		
90	74	73	A	Excellent Study Habits
80	64	68		
75 (Q3)	62	67	B	Good Study habits
70	61	65		
60	60	64	C	
50(Md.)	59	63		
40	57	60	D	Average Study Habits

30	55	58		
25(Q1)	54	57	E	Unsatisfactory Study Habits
20	53	56		Very
10	50	53		Unsatisfactory Study Habits
N =	400	300		
Mean =	59.74	63.80		
Median =	59.21	63.02		
S.D. =	6.40	6.60\		

Administration of the inventory

The inventory can be administered to individuals as well as in group of 25 to 50. Still larger numbers can be handled with the help of assistant supervisors and the public address system (loud speakers). The subjects should be seated comfortably and as far as possible should not have a hence a talk to other students or glance at their answer. There should be good ventilation and light in the class room. By explaining the purpose of the test, the supervisor should to get full cooperation from the students. The inventory is is self administering. All the instructions are printed on the front page of the inventory. The

supervisor should read these out to the students and explain to the whatever is necessary.

The following points should be emphasized:

- (1) The results are useful only if the subjects given honest answers.
- (2) The needed Bio-Data be filled on the first page of inventory. The test administrator should see this personally.
- (3) Although there is no time limit, the subjects should complete the entire inventory with 20 to 25 minutes.
- (4) The answers of the individuals will be kept confidential,
- (5) The subjects have any difficulty in understanding the meaning of the words or statements, the test administrator may be consulted.

Scoring

The procedure of scoring is quite simple. For 'Always' or 'Mostly' response, score of 2 is awarded whereas 1 and 0 score are to be given or 'Sometimes' and 'Never' response respectably.

TABLE 3.5

THE SCORING PROCEDURE OF STUDY HABIT INVENTORY

Sr.No.	Responses	Score
1.	Always or Mostly	2

2.	Sometimes	1
3.	Never	0

In case of statement Nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 & 42 the weight age of scoring is reversed and it is as 0, 1 and 2 for 'Always' or 'Mostly' and Never response respectively.

The maximum obtainable score is 90. Higher score indicates good study habits.

STATISTICAL DEVICES

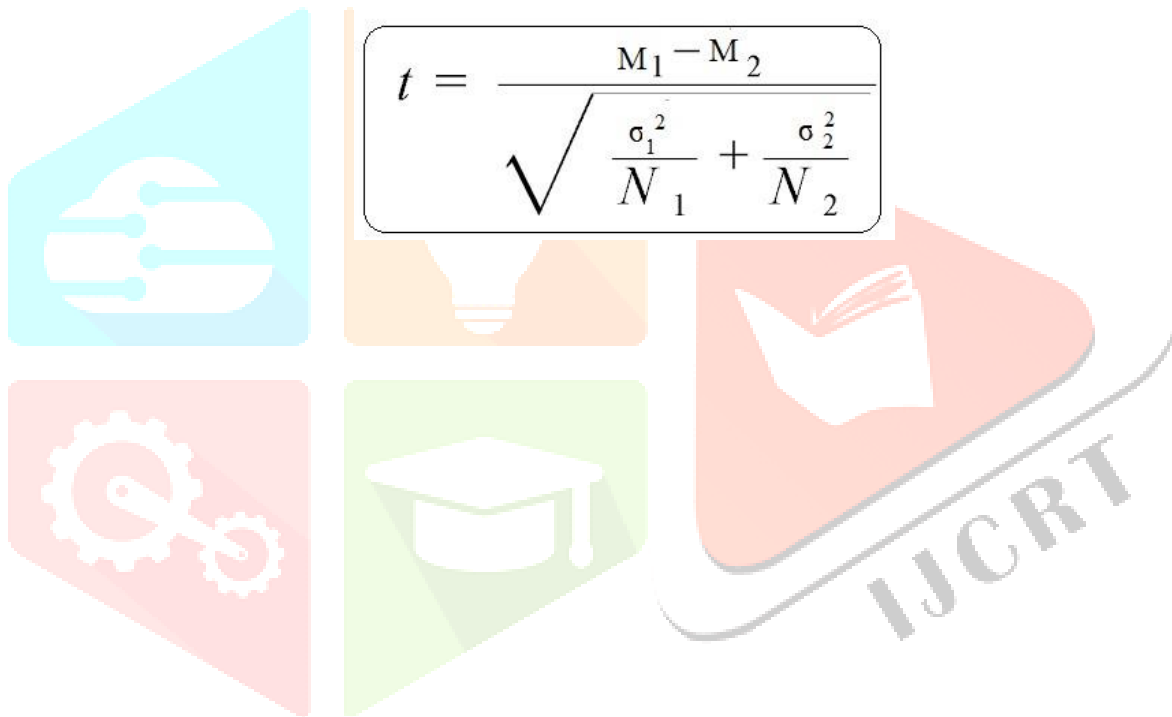
MEAN: The most stable and reliable measures among the measures of central tendencies is Mean. The arithmetic mean is defined as the sum of the value in a series divided by a number of scores or value (N) H.T. Manual, “Average can be defined as that point of a series of values, the sum of negative and positive deviation from which is zero.

$$\text{Mean} = \frac{\sum fx}{N}$$

Standard Deviation (S.D.): Square root of variance is known as standard deviation. In words of Walker: “The square root of the variance is called the root mean square deviation or the Standard Deviation.”

$$\text{Standard deviation} = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

t-test: A t-Test is a type of inferential statistic used to determine if there is a significant difference between the two means of the groups, which may be related in certain features . A t-test is used as a hypothesis testing tool, which allows testing of an assumption to a population.



CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

In the present endeavour, the researcher has made and attempts to study the study habit of science and arts stream of government and private schools of Lucknow city. The information collected from the students pursuing their studies in different schools of Lucknow city was put to suitable analysis in order to arrive at definite conclusion in the light of proposed objectives.

The data has been analysed and tabulated in the following manner:

OBJECTIVE: 1 To compare the study habits of students (boys and girls) of government schools in Lucknow city.

HYPOTHESIS.1 There is no significant difference between the study habits of (Boys and girls) students of government schools.

TABLE -4.1

Comparison of study habits of Boys and Girls of government school

Boys Students			Girls Students				
N	Mean	S.D.	N	Mean	S.D.	t-test	Result
50	70.12	8.35	50	73.92	5.95	2.67*	Null hypothesis is Rejected

*Significant at 0.05 level of significance

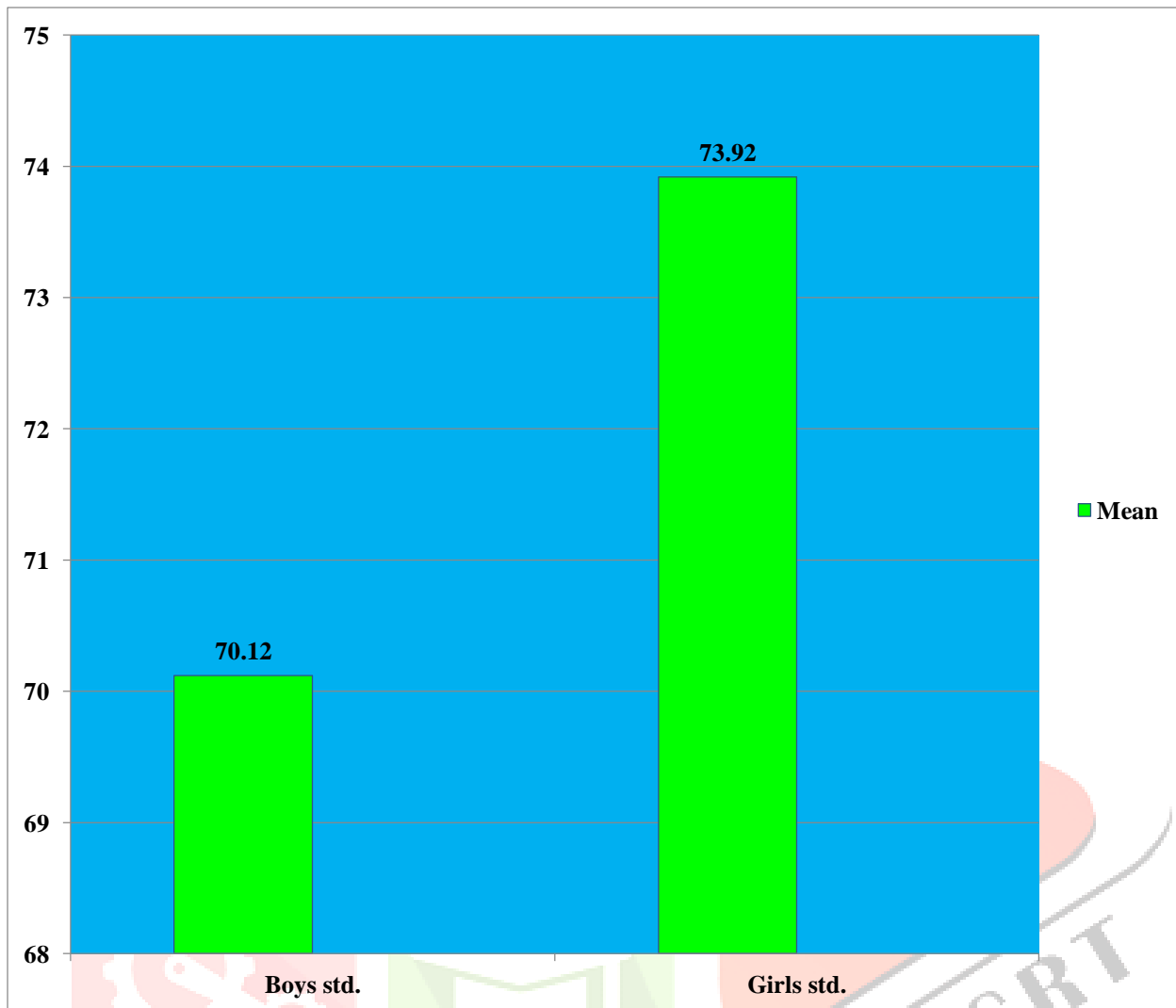
Comparison of Study habits of Boys and Girls of government schools in Lucknow city

The above table shows the comparison of study habits of boys and girls of Government schools of Lucknow city. This table reveals mean and standard deviation of the Study Habits of boys and girls were Mean of boys students is 70.12 & and girls students mean 73.93 .The SD of boys students is 8.35 and girls SD is 5.95 .The mean score of boys and girls are compared with the help of t-test .The t value is 2.67.It is statistically significant at 0.05. level of significance. Therefore there is significant difference in the study habits of Government school boys and girls.

Comparison of above table were girl's students of Government school scores better than the boys because girls are more sincere towards in preparation of exam reading note making and managing properly their time for their studies.

Kanth,Nirmal (1979)found the same result were Girls scored higher on study habits inventory. \ M.S Farooq et al (2011)found the same Result that found that girls perform better than the male students ” . Chhavi Chadha and Usha Dhulia (2015) found the result that girls adopted better study habits than boys students.



GRAPH NO.4.1

Graph: Comparison of study habits of Boys and Girls of government school in Lucknow city

OBJECTIVE 2 :To compare the study habits of Boys and Girls students of private schools in Lucknow city .

HYPOTHESIS2:There is no significant difference between the study habits of boys and girls students of private school.

Table – 4.2

Comparison of study habits of Boys and Girls students of Private schools.

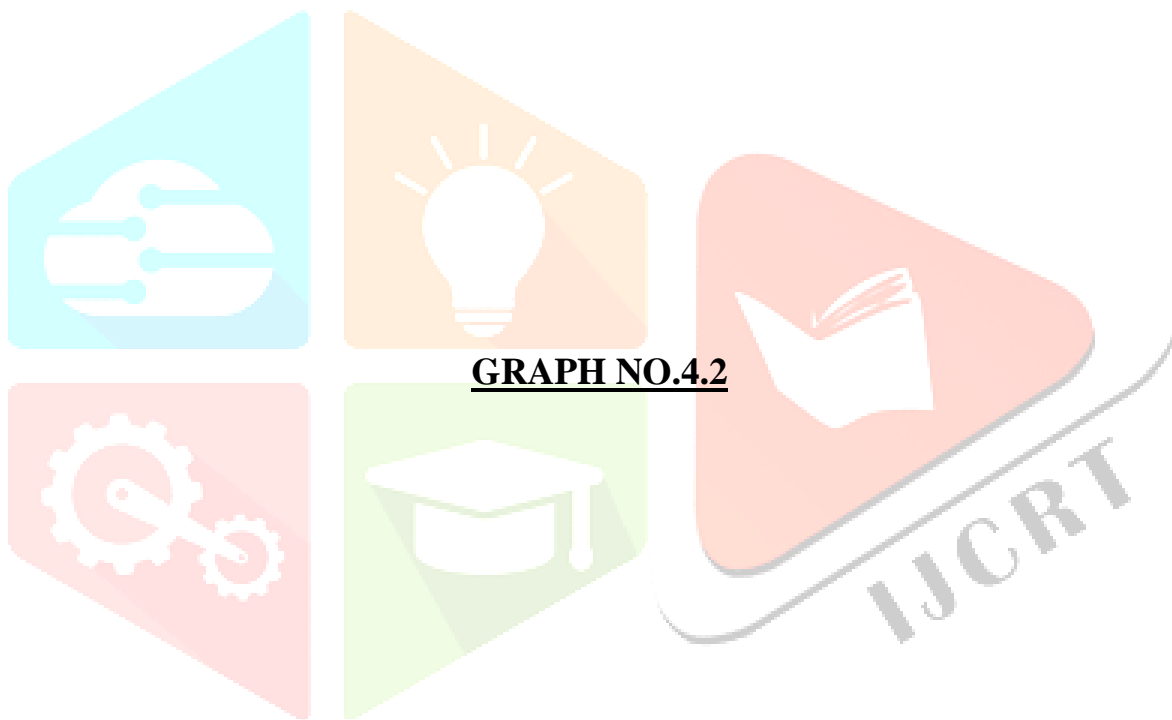
Boys Students			Girls Student s				
N	Mean	SD	N	Mean	SD	t-test	Result
50	62.08	9.37	50	73.14	6.68	6.80*	Null hypothesis is Rejected

*Significant at 0.05 level of significance

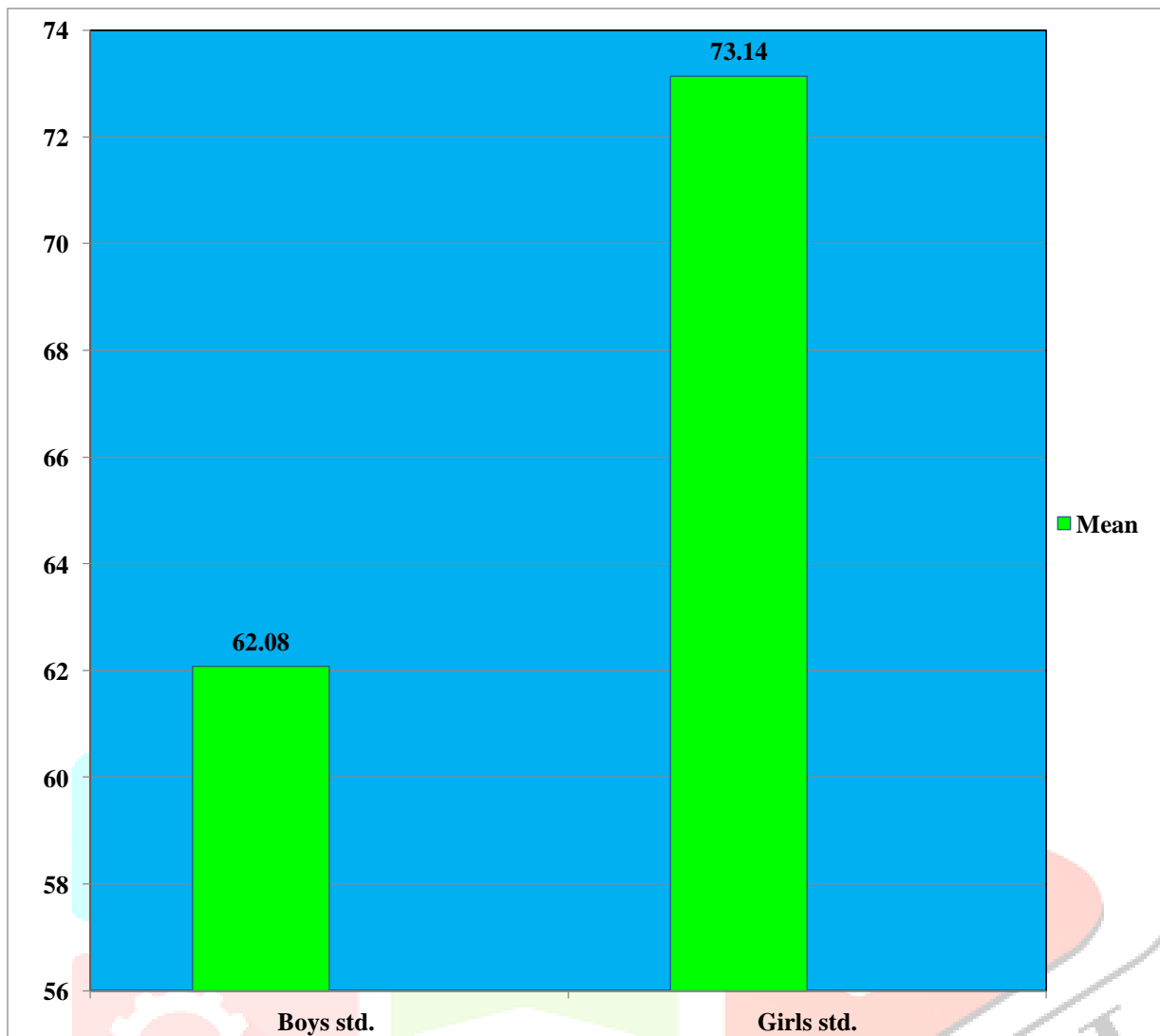
Comparison of Study habits of Boys and Girls students of government schools in Lucknow city.

The above table shows the comparison of study habits of boys and girls of Government schools of Lucknowcity. This table reveals mean and standard deviation of the Study Habits of boys and girls were Mean of boys students is 70.12 & and girls students mean 73.93 .The SD of boys students is 8.35 and girls SD is 5.95 .The mean score of boys and girls are compared with the help of t-test .The T value is 2.67.It is statistically significant .Therefore there is significant difference in the study habits of Government school boys and girls.

Comparison of above table were girls students of Government school scores better than the boys because girls are more sincere towards in preparation of exams reading note making and managing properly their time for their studies.



GRAPH NO.4.2



Comparison of Study Habits of Boys and Girls of Private schools in Lucknow city

The above table shows the comparison of study habits of boys and girls of Private schools of Lucknow city. This table reveals mean and standard deviation of the Study Habits of boys and girls were Mean of boys students is 62.08 & and girls students mean 73.14. The SD of boys students is 9.37 and girls SD is 6.68. The mean score of boys and girls are compared with the help of t-test. The t-value is 6.80. It is statistically significant. Therefore there is significant difference in the study habits of Government school boys and girls.

Comparison of above table were girls students of Government school scores better than the boys because girls are more sincere towards in preparation of exams reading note making and managing properly their time for their studies.



OJECTIVE3: To compare the study habits of students of private and government schools in Lucknow city

HYPOTHESIS 3: There is no significant difference between the study habits of students of Government and Private Schools in Lucknow city

Table – 4.3

Comparison of study habits of students of Government and Private Schools

Government School			Private School				
N	Mean	SD	N	Mean	SD	t-test	Result
100	63.23	11.57	100	67.61	9.82	2.88*	Null hypothesis is Rejected

*Significant at 0.05 level of significance

The table shows the comparison of Study habits of boys and girls of Government Schools and Private schools of Lucknow city. Were Mean score of Government School is 63.23 & 67.61 of Private school .Standard Deviation of Government schools is 11.57 & 9.82 of Private schools .The T- value is 2.88 . It is statistically significant . Therefore there is significant difference in study habits of Government schools and Private schools.

Comparison of above table were Private School score better than Government school because the students of private schools come from better socio- economic background there parents are more aware about studies of their children they can afford

coaching's tuition of their children .They provide extra attainment to their children's .they provide better facilities for studying thoroughly at home.

Saxena , S.K (1981) : found the same result “the socio –economics status had most significant effects on study habits .”

M.S Farooq et al (2011) found the same result that socio –economic factor and parents education have significant effect on students study habits .

Hafiz Muhammad Waqas Raqas Rafiq etal (2013) found the same result that parental involvement has significant effect in better academic performances of their children .

Daniel K. Korir and Felix Kipkemboi (2014) found the same result that school environment and peer influence made significant contribution to the students 'academic performance ” .

Mandeep Kaur and Puneet Kaur (2013) found the same result that children of high education parents were high in achievement , motivation , high in study habits and low on inferiority complex as compared to children of low educated parents .

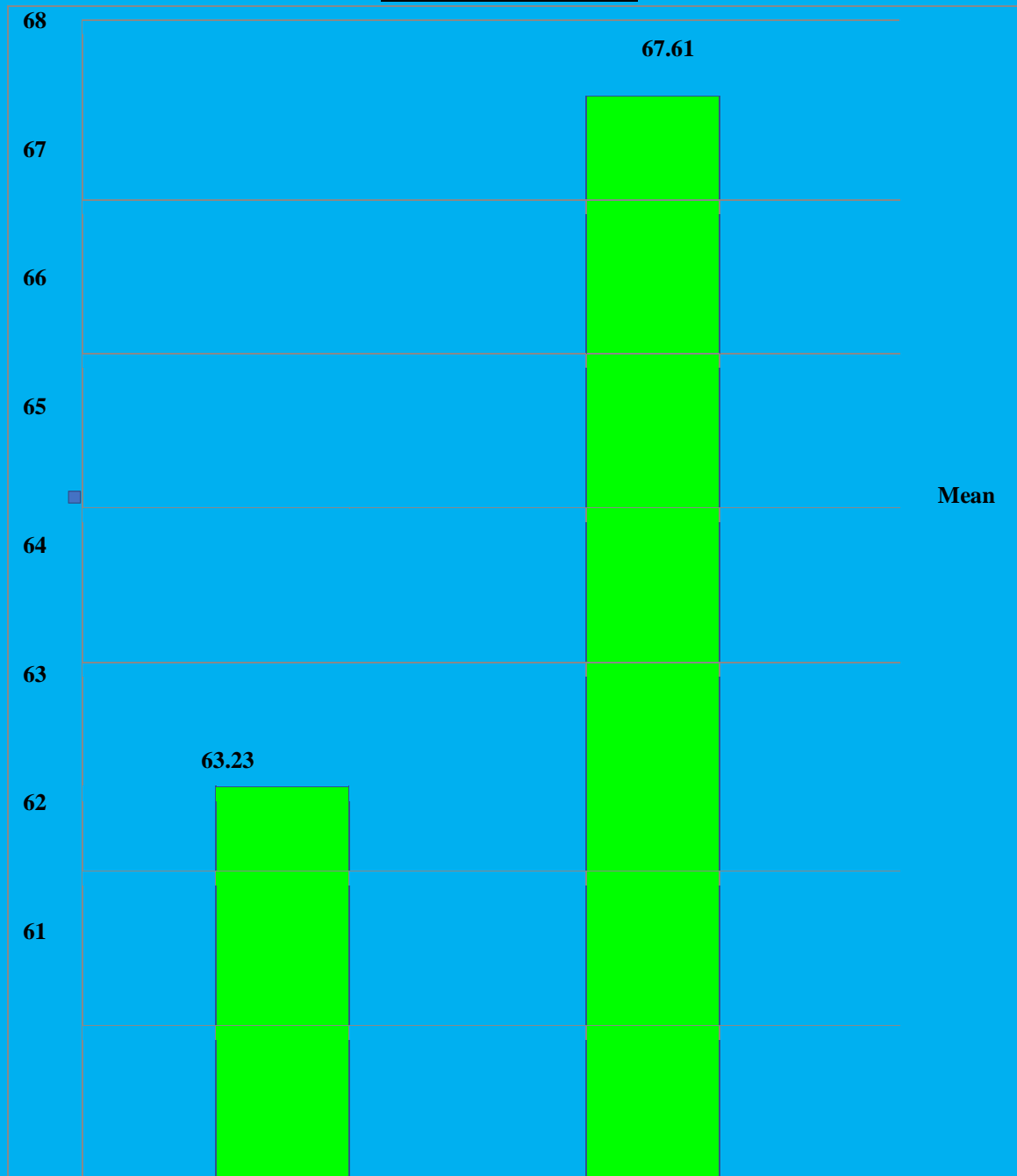
Daniel K. Korir and Felix Kipkemboi (2014) found the same result that school environment and peer influence made significant contribution to the students 'academic performance ”

Jayanthi J & Srinivas K (2015) found the same result that positive correlation between the home environment and academic achievement of the students towards mathematics .

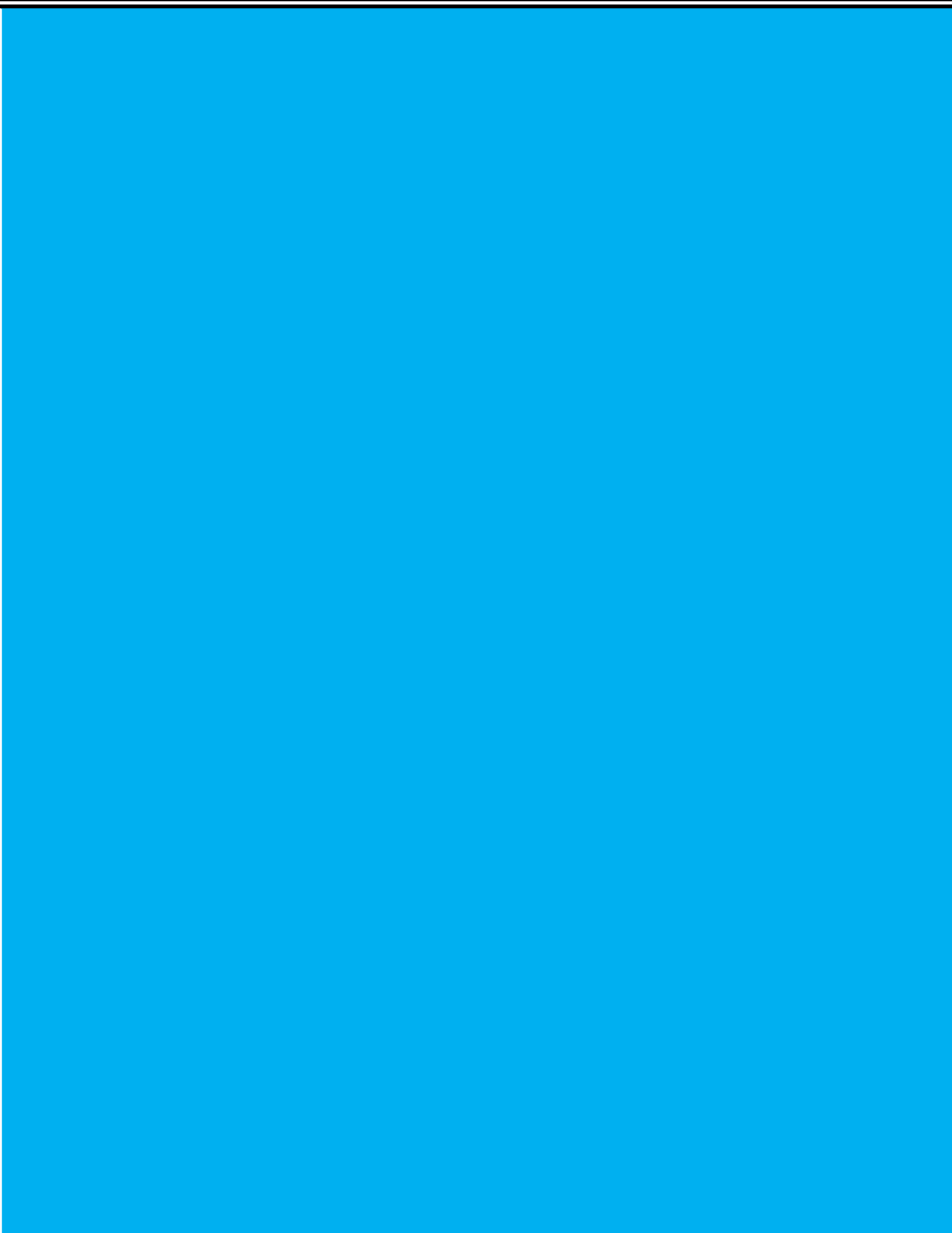
Rana Muhammad Asad khan et al (2015) found the same result that there is insignificant positive relationship between parents education level and academics achievement of students .



GRAPH NO.4.3



Comparison of Study Habits of Government and Private Schools in Lucknow city



OBJECTIVE 4 :To compare the study habits of boys students of private schools and Government Schools in Lucknow city .

HYPOTHESIS 4:There is no significant difference between the study habits of boys students of private schools and Government Schools in Lucknow city . **Table 4 .4**

Comparison of study habits of Boys of Private Schools & Government Schools

Private Schools			Government Schools				
N	Mean	SD	N	Mean	SD	T-test	Result
50	70.74	10.80	50	62.08	9.37	8.66*	Null hypothesis is Rejected

*Significant at 0.05 level of significance

The above table shows the comparison of Study Habits of Boys of Private schools and Government schools. The Mean of Private schools is 70.74 and Government schools is 62.08 .The Standard Deviation of Private Schools is 10.80 & Government School is 9.37 .The t- value is 8.66. It is statistically significant difference in the study habits of Private and Government schools .

Comparison of above table were Private schools is better than Government schools because Private school are a better choice for many reason –

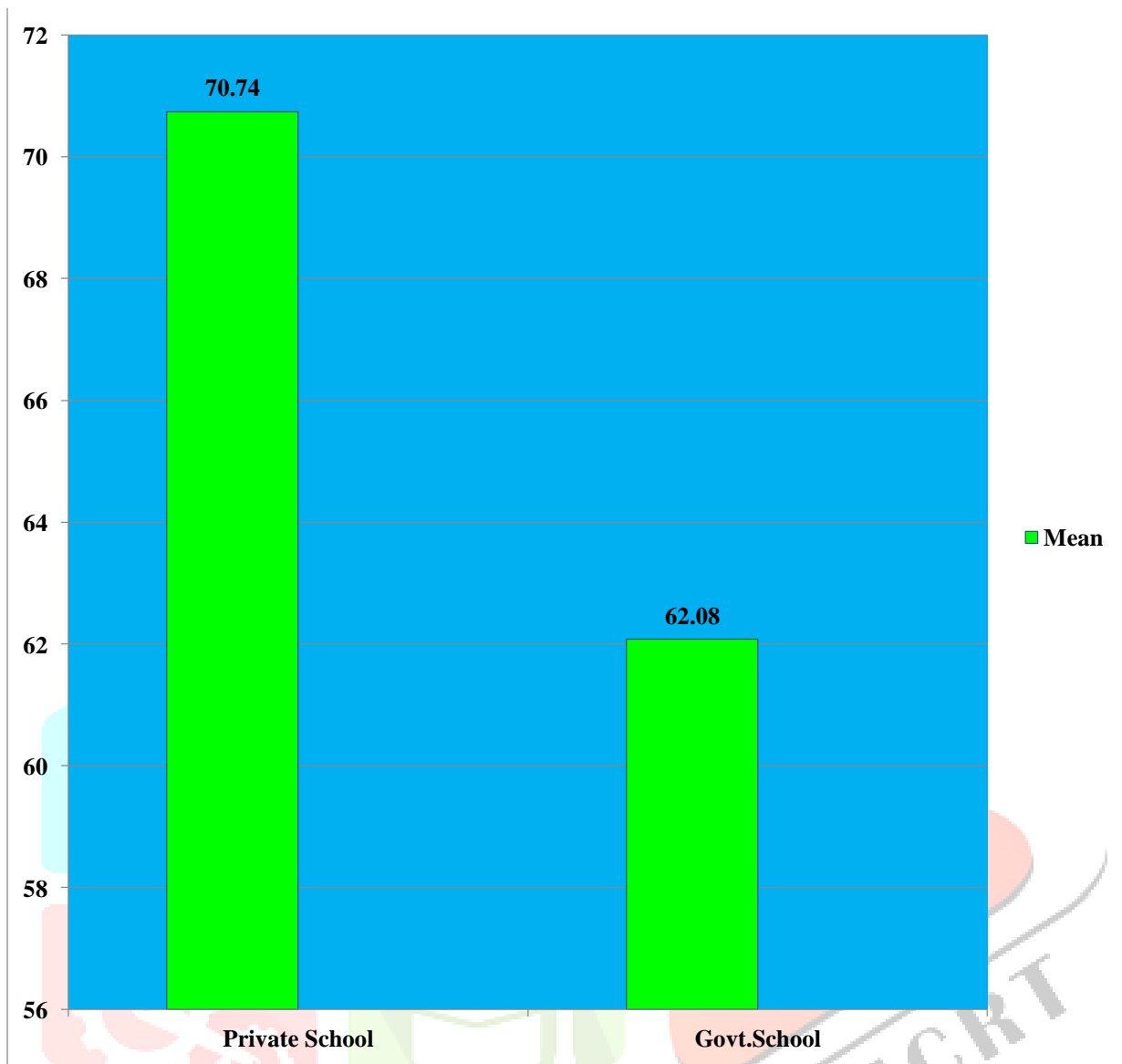
Class size is smaller in private school

Private have a high standards for discipline and respect to another.

Private schools have newer facilities and other materials.



GRAPH 4.4



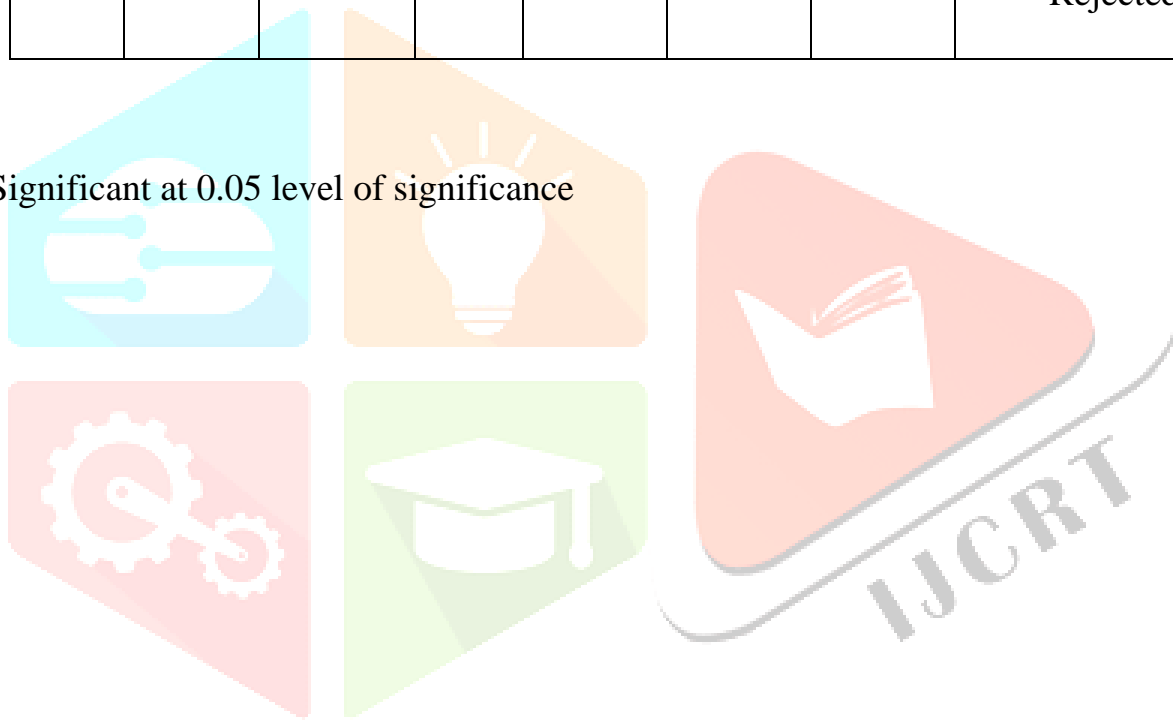
OBJECTIVE 4 :To compare the study habits of girls students of private schools and Government Schools in Lucknow city .

HYPOTHESIS4:There is no significant difference between the study habits of girls students of private schools and Government Schools in Lucknow city .

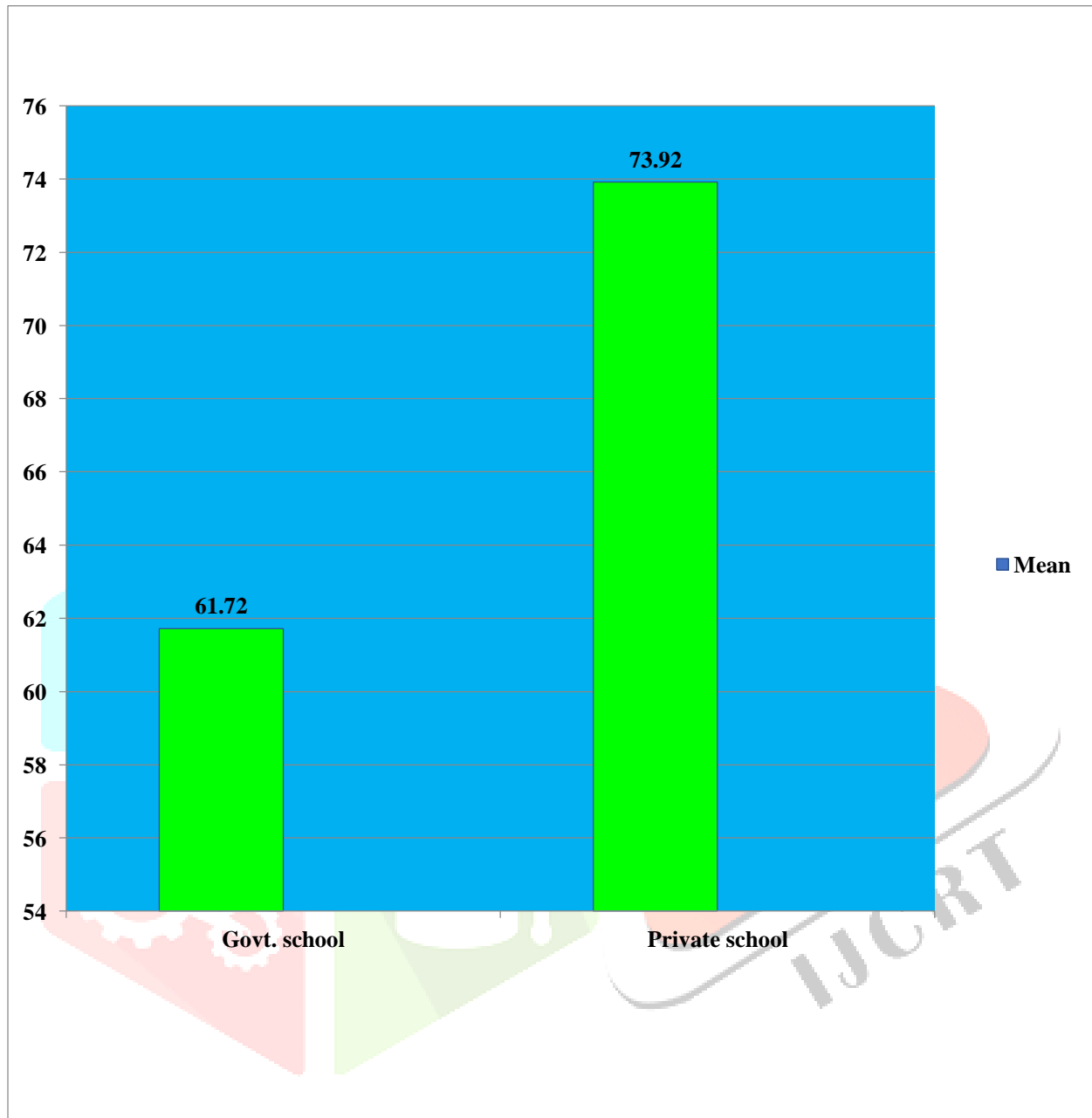
Table 4.5**Comparison of study habit of Girls of Government and Private schools**

Government School			Private School			t-test	Result
N	Mean	SD	N	Mean	SD		
50	61.72	10.60	50	73.92	5.80	7.13	Null hypothesis is Rejected

*Significant at 0.05 level of significance



GRAPH 4.5



Comparison of Study Habits of Girls of Government schools and private schools

Lucknow city

The above table shows the comparison of Study Habits of Girls of Government schools and Private schools. The Mean of Government schools is 61.72 and Private schools is 73.92. The Standard Deviation of Private Schools is 5.80 & Government School is 10.60

.The t- value is 7.13. It is statistically significant difference in the study habits of Private and Government schools.

Comparison of above table were Private schools is better than Government schools because Private school are a better choice for many reason –

Class size is smaller in private school

Private have a high standards for discipline and respect to another.

Private schools have newer facilities and other materials.



OBJECTIVE 6 :To compare the study habits of Science stream students of private schools and Government Schools in Lucknow city .

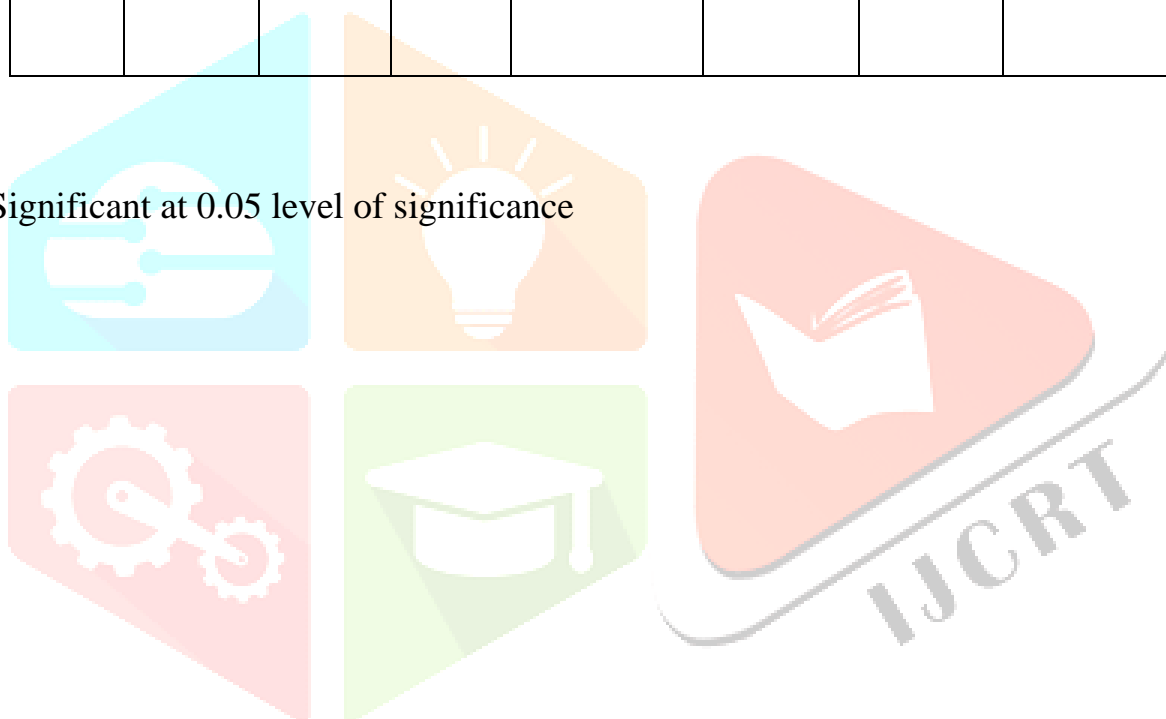
HYPOTHESIS 6:There is no significant difference between the study habits of Science stream students of Government and private Schools in Lucknow city .

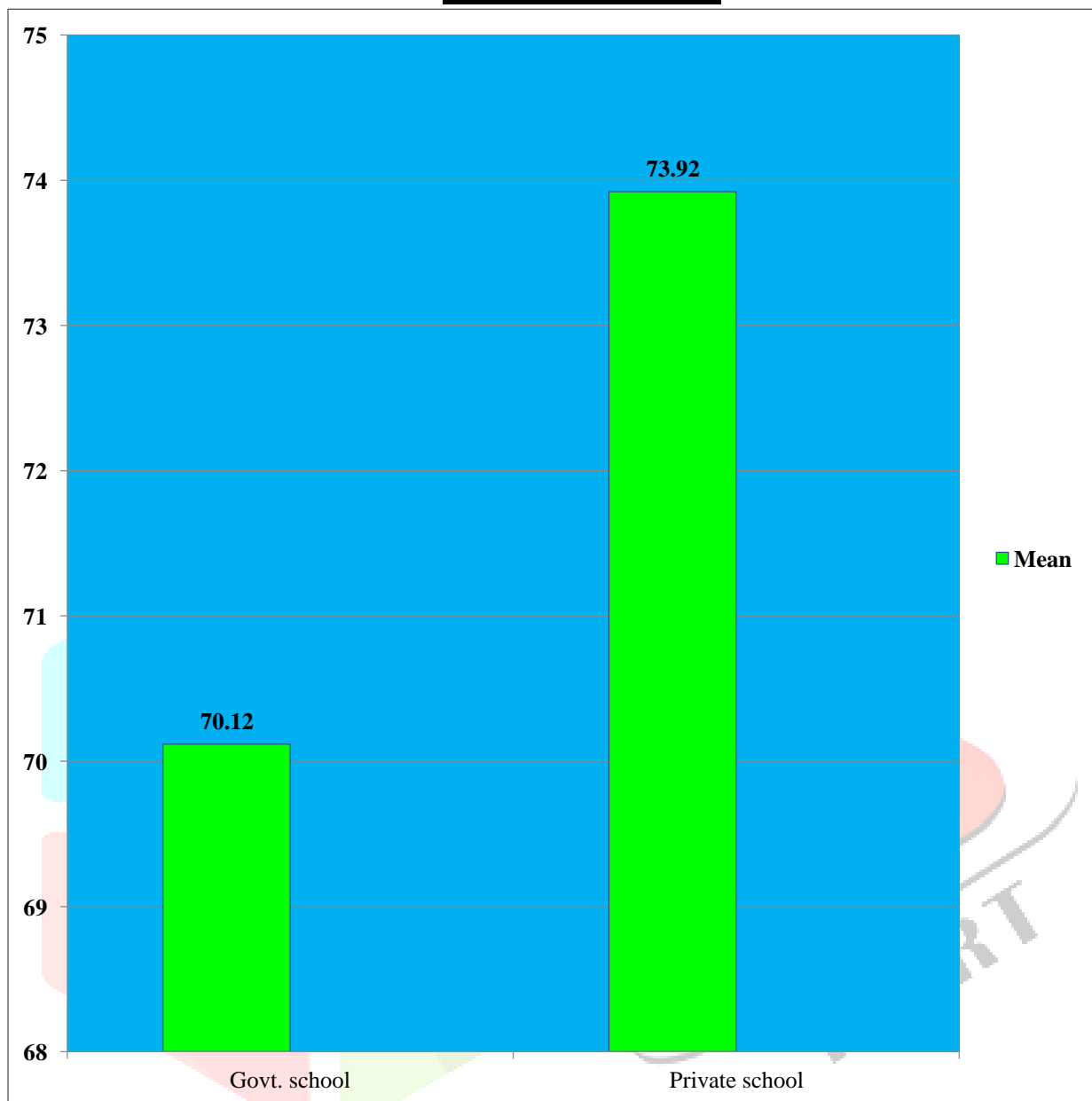
TABLE 4.6

Comparison of study habits of Science stream students of Government & Private Schools

Science Stream Students							
Government School			Private School				
N	Mean	SD	N	Mean	SD	T-test	Result
50	70.12	8.35	50	73.92	5.95	2.67*	Null hypothesis is Rejected

*Significant at 0.05 level of significance



GRAPH NO. 4.6

Comparison of study habits of Science stream students of Government & Private

Schools:

The above table shows the comparison of study habits of science stream students of Government and Private schools of Lucknow city . Government schools Mean score is 70.12 and Standard Deviation is 8.35 . In case of Private School students the mean score

is 73.92 and standard deviation is 5.95 .The statistically calculated t-value is 2.67 which are significant at 0.05 level . The result clearly indicates that there are significant differences between government and private school.

Comparison of above table were science stream students of private schools score better than government schools as they provide better infrastructure , better teacher to students ratio ,have clean & hygienic faculty ,provide better environment for students with options of personality development and extracurricular activities.



OBJECTIVE 7 :To compare the study habits of Arts stream students of private schools and Government Schools in Lucknow city .

HYPOTHESIS 7:There is no significant difference between the study habits of Arts stream students of private schools and Government Schools in Lucknow city .

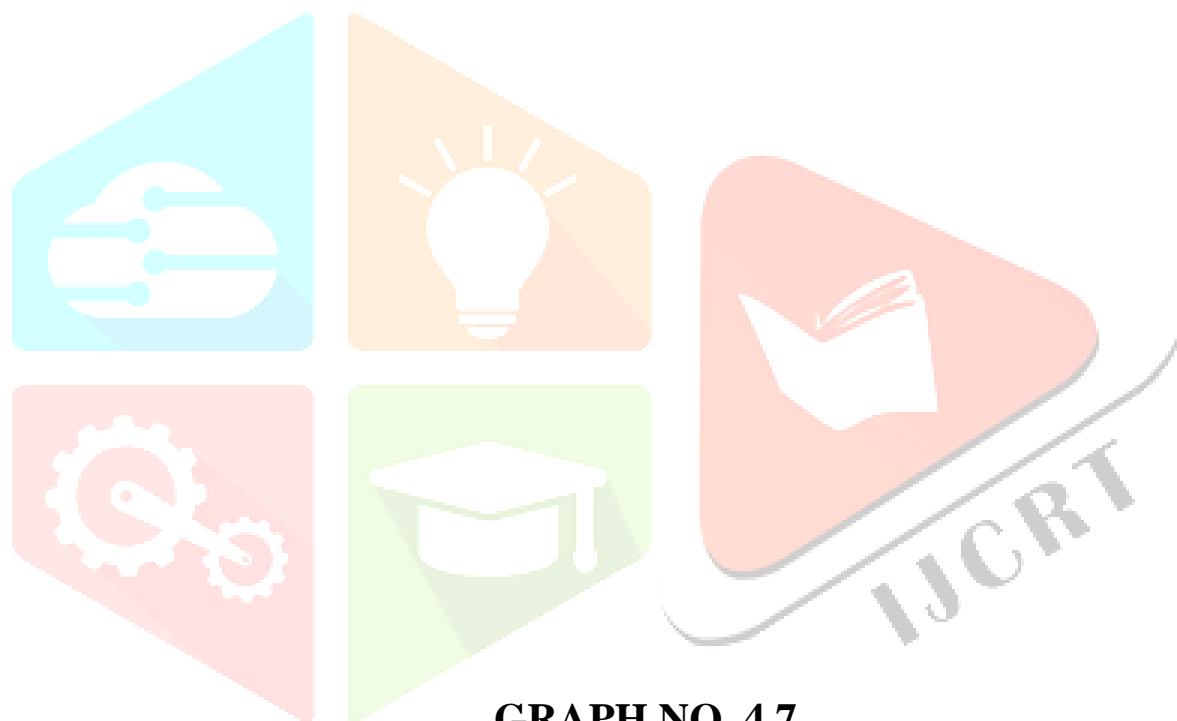
TABLE 4.7**Comparison of study habits of Arts stream students of Government & Private Schools**

Arts Stream Students							
Government School			Private School				
N	Mean	SD	N	Mean	SD	t-test	Result
50	62.08	9.37	50	73.14	6.68	6.80*	Null hypothesis is Rejected

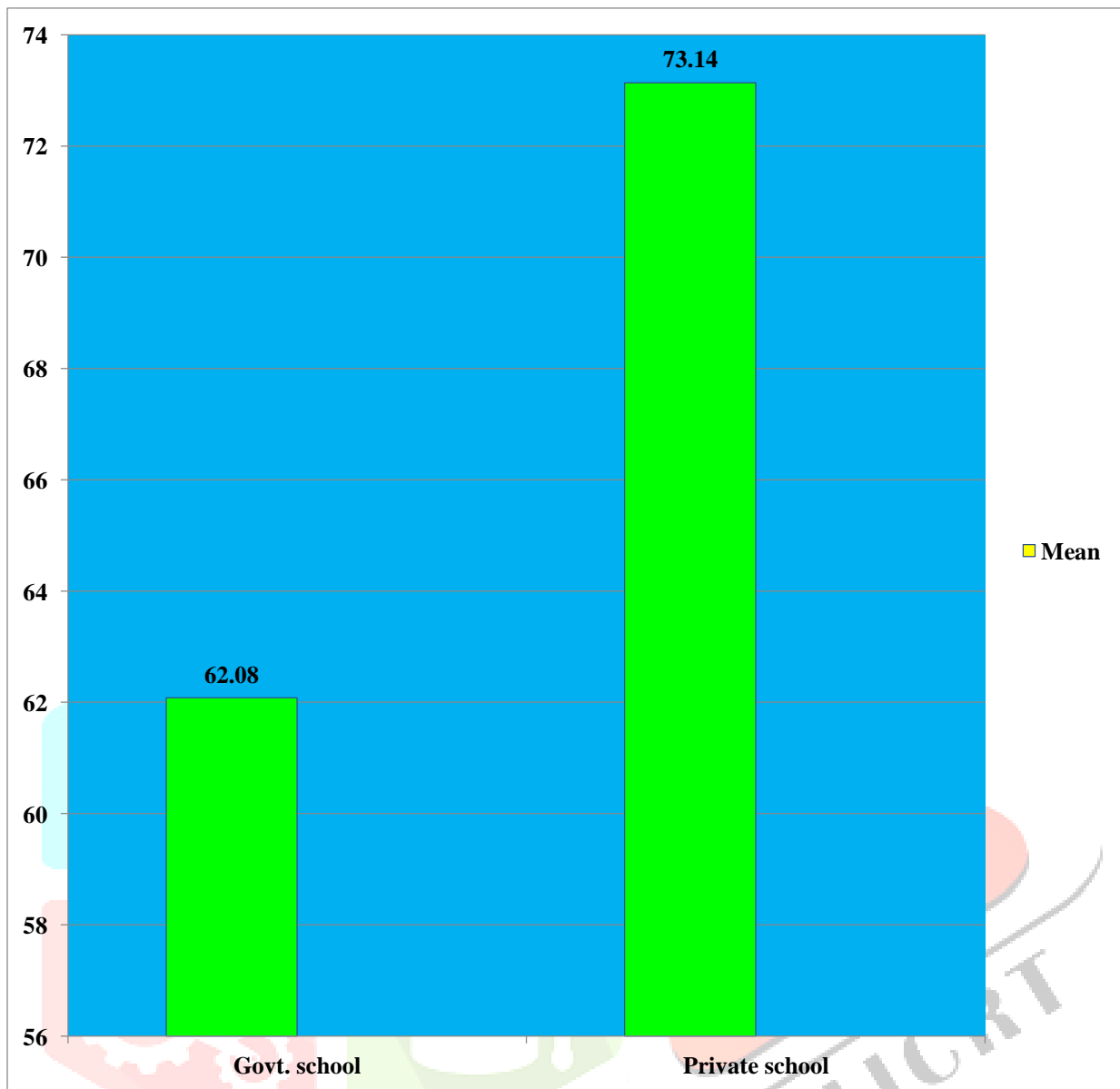
*Significant at 0.05 level of significance

The above table shows the comparison of study habits of arts stream students of Government and Private schools of Lucknow city . Government schools Mean score is 62.08 and Standard Deviation is 9.37 . In case of Private School students the mean score is 73.14 and standard deviation is 6.68 .The statistically calculated t-value is 6.80 which are significant at 0.05 level . The result clearly indicates that there are significant differences between government and private school.

Comparison of above table were arts stream students of private schools score better than government schools as they provide better infrastructure , better teacher to students ratio ,have clean & hygienic facility ,provide better environment for students with options of personality development and extracurricular activities.



GRAPH NO. 4.7



Comparison of study habits of Arts stream students of Government & Private Schools.

CHAPTER-V

RESULT, FINDINGS, SUGGESTIONS & EDUCATIONAL IMPLICATION

CHAPTER-V

RESULT, FINDINGS AND SUGGESTIONS

RESULT:- The study reveals that there is significant difference between study habits of boys and girls students of intermediate college in Lucknow city. Table 1 shows that there is significant difference among the study habits of boys and girls of government school, where girls students' mean score 73.92 is better than boys students' mean score 70.12 . Because they are more sincere towards their studies. Table 2 in which comparison of study habits of boys and girls of private schools has been done ,where girls' mean score 73.14 is better than the boys' mean score (62.08) because girls preparation for studies is better. Table 3 shows comparison of study habits of students of government and private school , in which private schools students' mean score is 67.61 is better than government schools students' mean score is i.e. 63.23, because private school students come from better socio economic background, their parents are more aware about studies of their children . In table 4 comparison of study habits of boys of private and government schools has been shown. The mean score of boys students of private school students is 70.74. The mean score of government school students' is 62.08. Thus it is clear from the table that there is significant difference between the two groups. The private school pupil-teacher ratio is good and they enjoy better socio-economic facilities. In table 4B comparison of study habit of girls of government and private schools has been shown. The government school students mean score is 61.72 and private school students mean score is 73.92, whereas private mean score is higher than the government schools. The private school students provide high

standards of discipline and provide all reading materials. In table 4C comparison of study habits of science stream students of government and private schools has been shown. The mean score of private school score is 73.92. which is higher than government school students' mean score i.e. 70.12. It is because science stream students of private school provide better facilities and infra-structure, better pupil – teacher ratio and so on. In table 4D comparison of study and habit of arts stream students of government and private schools has been shown. Here government school students' mean score is 62.08 and private school students' mean score is 73.14. It is due to a few reasons as they provide better environment for students with options of personality development and extracurricular activities.

DISCUSSION OF FINDINGS

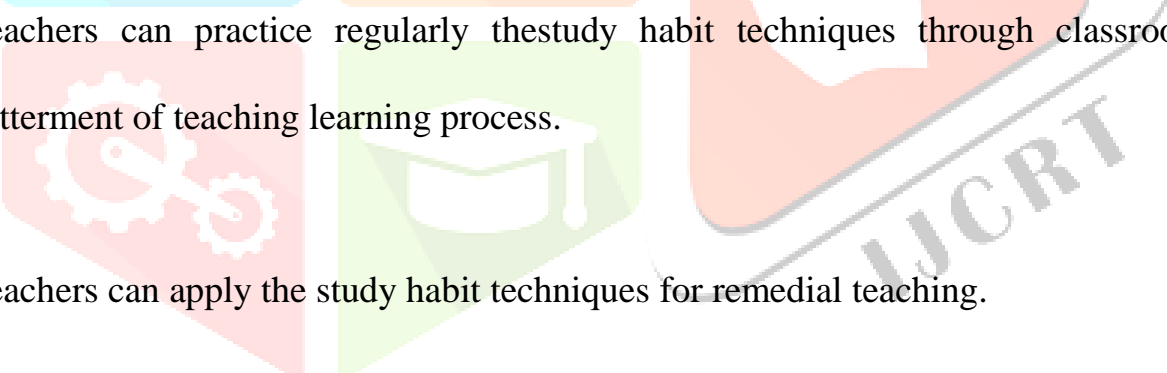
This section handled the discussion of findings based on the data analysis and result of this study

1. There is significant difference in the study habits of Government school boys and girls because girls are more sincere towards in preparation of exams reading note making and managing properly their time for their studies.
2. There is significant difference in the study habits of Private school boys and girls were girls perform better girls utilized their time in making notes ,reading and learning etc.

3. There is significant difference in study habits of Government schools and Private schools were private school performed better than Government school because the students of private schools come from better socio- economic background their parents are more aware about studies of their children they can afford coaching's tuition of their children .They provide extra attainment to their children's .they provide better facilities for studying thoroughly at home.
4. There is significant difference in the study habits of boys of Private and Government schools. Were boys of Private schools is better than Government schools because Private school are a better choice for many reason – Class size is smaller in private school. Private have a high standards for discipline and respect to another. Private schools have newer facilities and other materials.
5. There is significant difference in the study habits of girls of Private and Government schools were Private schools is better than Government schools because Private school are a better choice for many reason –Class size is smaller in private school ,private have a high standards for discipline and respect to another.Private schools have newer facilities and other materials.Girls utilized more time towards their studies, more support and motivation from family, more healthy habit formation etc.
6. There are significant differences between science stream students of government and private school result reveals that private schools science students perform better better than government schools as they provide better infrastructure, better teacher to students ratio, have clean & hygienic faculty.
7. There are significant differences between arts stream students of government and private school. The study reveals that private schools students perform better as they provide better environment for students with options of personality development and extracurricular activities.

SUGGESTION

FOR THE TEACHERS

- 
- ✦ Teachers can practice regularly the study habit techniques through classroom for betterment of teaching learning process.
 - ✦ Teachers can apply the study habit techniques for remedial teaching.
 - ✦ Teachers can inculcate proper study habits among the students so that students find easy to learn on higher level.
 - ✦ Teachers at all level can use study habits techniques for the preparation and planning of their lessons.
 - ✦ Teachers can motivate the students to follow the study habits in technique in their study.

- ✦ Classroom interactions can be improved during teaching learning process by using study habit techniques.

FOR THE HEADMASTERS

- ✦ Headmasters can guide motivate the different subject teachers to practice novel ideas related to study habits in the classroom situation.
- ✦ Head masters can guide the teachers and students about the study habit techniques and its effect on achievement.
- ✦ To develop good study habits various programmes can be arranged in the school.
- ✦ Headmaster can organize orientation programmes in their schools for parents on study habits in the schools.

FOR THE PARENTS

- ✦ Parents can attend the orientation programme on the study habits
- ✦ Parents can motivate the students to follow study habit technique in their study.
- ✦ Parents can guide the students about study habit technique and its effect on the achievement.

FOR THE STUDENTS

- ✦ Students can improve their study habits and achieve good marks academically.
- ✦ Students will know where they are mistaken while studying so they can improve it.
- ✦ Students will know their weakness and improve themselves and also take teachers help in it.

EDUCATIONAL IMPLICATION

Any educational research is worthwhile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful information obtained could be useful in enhancing the educational success of the students.

Private schools are found to be better in the study habits than the government schools through the result of the study. This might be due to their past educational experiences, environment and family attitude toward the educational aspirations.

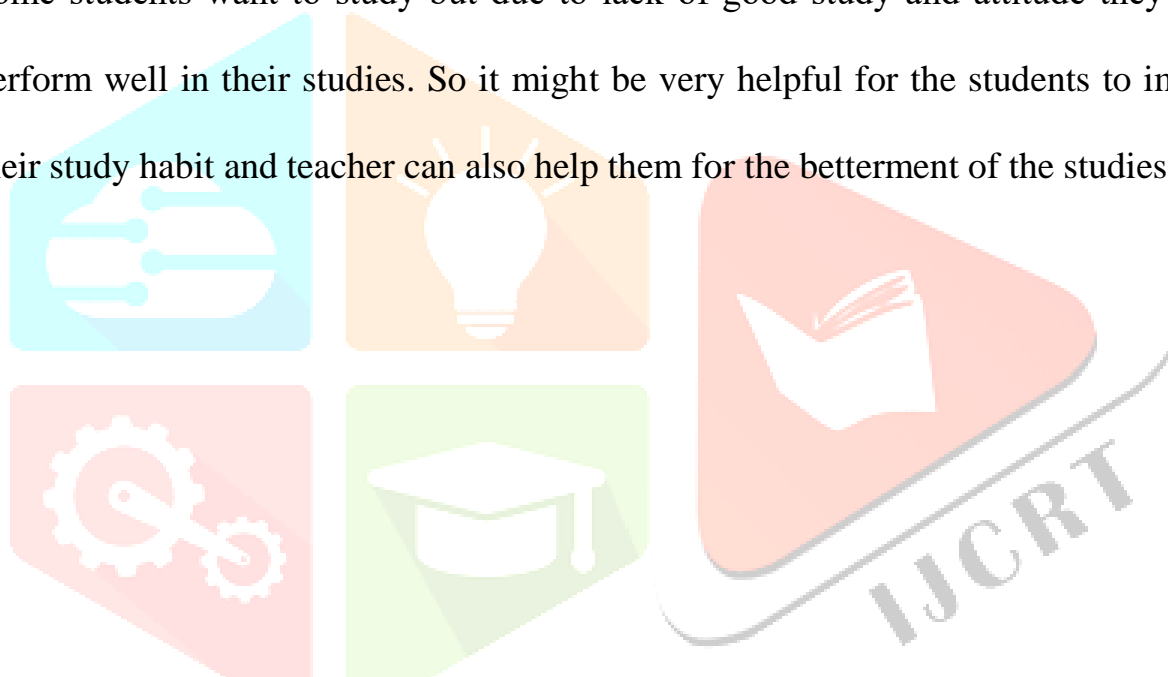
Awareness should be provided to parents and families through awareness camps, seminar or workshops to provide encouragement to their children for better results in academics.

From the findings drawn, it is reflected that college students who have high level of study habits perform better at academics that the students who have low level of study habits. Study habit is said to be the products of the environment and the parental encouragement.

It is recommended that good institutional & home environment should be provided to the students; as well the parents are advised to provide full support and encouragement to the students that could in turn improve the academic achievement of the students.

The results of the present study have indicated that students who possess high level of study habits are better at academic performance than the students who are less intelligent. Although intelligence is considered to be hereditary but the impact of environment and nurturing cannot be refuted. So it is recommended and healthy food and salubrious environment should be provided to the students so that they could develop to their maximum and show good results in the academics.

Some students want to study but due to lack of good study and attitude they didn't perform well in their studies. So it might be very helpful for the students to improve their study habit and teacher can also help them for the betterment of the studies.



SUGGESTATION FOR FURTHER RESEACHES

The study was confined only to Lucknow city, so it cannot claim to have comprehensiveness. Conclusion may not be universally valid. It is therefore suggested that may be conducted on other places also to establish the result fairly. The study was conducted only on class XI students. It may be conducted on school students, students of technical institution and universities students etc.

In the present study the sample taken was rather small. The study may be carried out with a large sample to make broader generalizations.

A study of study habits of students from rural area can also be done.

GIVE ALTERNATE 10 TOPICS

PROSPECTS FOR FURTHER RESEARCHES

The present study is contributory in the field of functional education. The investigator thinks it proper that there are certain many more areas connected with the topic are to be undertaken. Suggestions are enumerated below:-

1. Similar study may be studied at the Residential university level secondary teacher trainees & their organizational climate.
2. Similar comparative study may be advanced at the basic level teacher trainees of urban and rural bias with their organizational climate.
3. Institutional study of any institute may be taken for organizational climate and its impact on teacher trainees.
4. Vertical study of an institute to observe the difference in progress or depreciation in the standard of teacher training.
5. Same study with several other variables e.g. reserved and unreserved caste basis and S-E S for further research.
6. An investigation of the impact of organizational climate on achievement of teacher trainees.

7. Impact of attitudinal impact of teacher educators on the achievement of teacher trainees.
8. A study of organizational climate creation as per N.C.T.E. Norms & Standards and its impact on teacher trainees.
9. An investigation into practice teaching of teacher trainees in different schools keeping in view their organizational climate.
10. A comparative study of pupil teachers of Residential & Affiliating universities.
11. A comparative investigation on preparation of teacher trainees at teacher training college / institute and development of education.
12. Study of in-service teacher's training vs. pre-service teachers training and their effectiveness.
13. An investigation of the impact of training of teachers for multigrade teaching.
14. Developing qualitative teacher educators: A study on conceptual focus.
15. A study of altruistic values among teacher trainees of Secondary Teacher Education Institutions in their organizational climate.
16. A comparative study of Information and Communication Technology(ICT) enabled teacher training institutes and a non ICT enabled teacher training institute.
17. An investigation of influence of psycho-social factors on functional proficiency of student teachers Vis-à-vis organizational climate.
18. Relationship between Environmental Attitude and Environmental Awareness among teacher trainees of Secondary teacher Education Institutions.

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