**INFLUENCE OF PARENTAL EDUCATION ON THE STUDY HABITS OF THE SECONDARY**

**SCHOOL PUPILS**

###### SAJI. K.T

### **Dissertation**

**Submitted to the University of Calicut**

**in partial fulfillment of the**

**requirements for the Degree of**

# MASTER OF EDUCATION

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## DECLARATION

###### I, SAJI. K.T, do hereby declare that this dissertation, “INFLUENCE OF PARENTAL EDUCATION ON THE STUDY HABITS OF THE SECONDARY SCHOOL PUPILS”, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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## CERTIFICATE

I, **Dr. BINDHU. C.M**, do hereby certify that this dissertation, “**INFLUENCE OF PARENTAL EDUCATION ON THE STUDY HABITS OF THE SECONDARY SCHOOL PUPILS”** is a record of bonafide study and research carried out by **SAJI. K.T,** under my supervision and guidance. The report has not been submitted by her for the Award of any Degree, Diploma, Title or Recognition before.

Farook Training College **Dr. BINDHU. C.M**

Date: (*Supervising Teacher*)

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## Chapter I

### Introduction





















## Chapter II

### Review of Related Literature

















**Chapter III**

### Methodology

















**Chapter IV**

### Analysis and

### Interpretation of Data









**Chapter V**

### Summary,

### Conclusion and Suggestions





















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INTRODUCTION

Education is the process of through which an individual is developed into individuality and a person into personality. The main characteristic of any educational process is to bring about the best in the individual. Education is the strongest instrument of persons and societies which should be used to foster peace, justice, understanding tolerance and equality to benefit both the present and future generations.

Learning is a complex process in education. The task of learning is not related to the teacher alone but to the satisfactory learning process also. It requires many things on the parts of learner, like his ability to schedule his time, the plan of study, concentration, mental review, etc. Self learning implies that students take the responsibility for their own learning in all these aspects, that is, planning, monitoring and assessing what they learnt. In such situation the teacher’s role is only that of a guide and he is to help the students by providing them with the learning materials and resources necessary for self learning on their part and also train them in the appropriate learning strategies as well as the methods of self assessment. In the words of Jammur (1958) “Learning is the process of developing the ability to respond adequately with the situation which may or may not have been previously encouraged”. Researchers believed that the particular methods of study used by the learner is not the most important factor in the learning process, it is factors within the learner, which determine what is learned. Learning becomes drudgery and even an average achievement level is an uphill task. Learning if psychologically analysed, is the formation of habits.

Each person is different from the other and every individual has some unique potential in some field or the other. Education doesn’t simply refer to the number of years an individual spends in a school or college or any educational institution. It refers to the change in behaviour, attitude and culture brought about in the individual as a result of his having undergone education during a particular period. Thus the main characteristics of any educational process is to bring about the best in the individual.

The root meaning of education is given as bringing up or leading out or manifesting the inherent potentialities in a pupil. Education Commission has stressed this aspect of education even as early as 1952, “The education system must make its contributions to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthily the responsibilities of democratic citizenship”. The 22nd Session of UNESCO on November 12, 1997 through its resolution 44 (Article 10) has accepted that education is strongest instrument of person and societies which should be used to foster peace, justice, understanding, tolerance and equality to the benefit of both the present and future generations.

One of the fundamental aims of education is the transfer of learning in order to solve new problems. The importance of education as an agency of modernization as well as source of employment has long been recognized in our national plans. The basic problem today in education is the problem of motivating the students to learn at all levels. A high level of aspiration for good education would normally make the individual not only put forth his sustained effort in getting education but also it would make him achieve at a high level throughout the curse of education. The tremendous explosion of knowledge makes it impossible for anyone to keep himself abreast of times even in one’s own sphere of knowledge, unless he develops the habit of careful and well planned study. Any educational evidence raised on foundations of lacking breath and depth of knowledge becomes unfounded and unsteady. The acquisition of knowledge by reading comprises three aspects, such as reading, note taking and organizing facts.

Education should be individualized and personalized to utmost and should constitute a preparation for self-learning. There will always be a deep and wide chasm between what one knows and what ought to be known and nothing can bridge this gap better than original thinking and capacity to learn aided by careful and well planned study. Education today has reduced itself to a ritual and a mediocre process of making students pass examination without any basic transformation within their inner personality as such. So, for excellence, proper motivation and the use of suitable study strategies are necessary.

Today the educational scenario in India is meretricious. ‘Education for all’ seems to be the catchword; but in reality a majority of students remain academically underachievers. For improving the academic performance of individuals, educators must identify the factors affecting the learning process of the students. In the process of learning and achievement study habits have got an important role to play.

The importance of study habits in the life of any individual is well known to emphasize. No system of education can be useful, unless it aims at developing proper study habits in the students. Now a days the general comment is that students do not devote sufficient time to their studies and seldom have proper study habits.

Qualitative improvement of education depends on several factors such as the curriculum, method of instruction, duration of the course of study, equipment, teacher and taught. In the business of teaching, the central point is what to teach and whom to teach. Teaching would be in vain, if we do not succeed in the development of proper study habits among our pupils. Self study depends upon some factors like observation, concentration on study skills, language usage, memorization and interest on learning. These have to be developed among the students.

In order to make pupils understand the nature of their problems and to suggest some measures to solve them; it is essential to enlighten the pupils about the techniques of developing the sound study habits.

The study habits have such a great importance with regard to educational improvement. In this process of developing good study habits parents have got a great role to play. Here the involvement of the parents and their education can make in them to develop a better study habit. Good students are often found to have not only skill difference but also effective study methods. The methods may be developed from the guidance of their educated parents. That is why it is said, home is the first school and parents are the first teachers.

After a glance of the changing nature of the educational strategies in Kerala one can realize the role of the parents, to be played between the students and the teachers. At present students are given assignments and projects to be done at home. Here the educated parents can help their children and others are helpless, due to their parents’ poor educational background. Now a days, the learner centred educational strategies and the latest critical pedagogy and issue based paradigm have made the students to construct knowledge by themselves. Here the students are mostly depending on the parents, who have to struggle a lot to touch the both ends.

At this point the importance of this study arise. The investigator himself has come across students struggling from lack of guidance and information from their under educated parents. These experiences compelled the investigator to study on this topic to find out whether there is any influence on the study habits of the students with their parents’ educational qualification.

At present students need much help from their parents to complete their assignments and project works assigned from the school. They may not get proper guidance from schools. So if their parents are educated they can help their children. This can develop in them a better and creative study habits.

**NEED AND SIGNIFICANCE OF THE STUDY**

If we observe in the traditional Indian system of education the teacher and the taught devoted their time exclusively for study. They lived together and the process of education was a continuous one carried out through discourse, discussion and dissimilation. We know that there is an explosion of knowledge and it is not possible to teach everything of everything. It is also not possible to spoon-feed pupils. And even if spoon-feeding is possible, it does not result in good education. Therefore, we need to make a better study habits in child.

As the impact of science and technology can be seen in the education field today, it is necessary to accept study habit as an important factor of learning. Now the advanced science and technology- works as the means and source of learning and teaching. And now a days only educated parents can help their children to develop better learning strategies. It is not only the teachers responsibility to provide learning experience, but it is also the responsibility of the pupils to utilize them properly by adopting efficient procedures of learning.

For this purpose the support of the parents can help the pupils to do better. It is in this sense the need of this study arise. This study focuses to investigate whether the study habits can be developed in the pupils by the educated parents. The problem of this study is of immense importance both from theoretical and practical point of view. To be an eminent student it is necessary to be able to read, memorize and write speedily and effectively.

Nagaraju (1988-99) conducted a research study on ‘Study Habits of Secondary School Students’. The study found out that girls are better than boys in study habits, the residential pupils’ study habits are better than the other two locality pupils. It also studied about almost all the psychological, sociological and environmental factors which affect study habits of secondary school students.

Accepting study habits as an important factor in learning, it is necessary to investigate into its nature and also to know whether it is related to factors like, sex, locale, education of the siblings and parents.

**STATEMENT OF THE PROBLEM**

The present study is concerned with the study habits of the secondary school students in relation with the education of the parents. If examines whether the educated parents’ children have got a very good study habits than the others. It also examines whether there is difference in the study habits of the boys and girls of the educated parents and also with respect to the locality of the children. So the problem is sated as: “INFLUENCE OF PARENTAL EDUCATION ON THE STUDY HABITS OF THE SECONDARY SCHOOL PUPILS”.

**VARIABLES OF THE STUDY**

In the present study the variables are of the following;

**Dependent Variable**: Study Habit

**Independent Variable**: Parental Education

**OPERATIONAL DEFINITIONS**

**Definition of Key Terms**

**Study Habit**

It refers to activities carried out by a learner during the learning process for the purpose of improving learning.

**Parental Education**

The educational qualification of the parents of the secondary school students.

**OBJECTIVES OF THE STUDY**

* 1. To find out the influence of parental education on study habit of secondary school pupils.
  2. To find out the influence of parental education on study habits in the sub-samples based on sex and locale
  3. To find out whether there is any significant sex difference in the study habits.
  4. To find out whether there is any significant difference in study habits of rural and urban school students.

**HYPOTHESES OF THE STUDY**

The following hypotheses were formulated for the present study.

1. There will be no significant influence of parental education on the study habits of secondary school students.
2. There will be no significant influence of parental education on study habits in the subsamples based on sex and locale.
3. There will be no significant difference in the study habit of boys and girls.
4. There will be no significant difference in the study habits of rural and urban school pupils.

**METHODOLOGY OF THE STUDY**

**1) Sample**

The present study was carried out on a representative of 560 students of class VIIIth and IXth of secondary schools of Calicut, Malappuram, Kannur and Wayanad districts. The final sample taken for the analysis was 552 only due to elimination of incomplete data. The sample was drawn by stratified sampling method giving due representation to factors like locale and type of management of the school.

**2) Tools used**

The tools used for the present study are

1. Study Habit Inventory (Bindhu and Saji, 2009)
2. General data sheet.

# STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA

Apart from the basic statistical indices as mean and standard deviation. t-test was used to analyze the data to know whether there is significant influence of between parental education and study habit of the secondary school students.

**SCOPE AND LIMITATIONS**

The present study is an attempt to find out the influence of parental education on the study habits of secondary school students. The study was conducted on a representative sample of 560 students drawn from 12 schools from, Calicut, Malappuram, Wayanad and Kannur districts. In selecting the sample, due representation was given to factors like locale and type of management.

Eventhough precautions were taken to make the study accurate as possible, certain limitations have crept into the study. They are listed below.

**Limitations of the Study**

* The study was conducted on students belonging to VIIIth and IXth standard students only, assuming that they are representatives of secondary school pupils.
* Among the numerous learning variables, parental education is the only one taken as the independent variable.
* Limitation of time and other unavoidable practical difficulties compelled the investigator to confine the study in the schools of Calicut, Kannur, Malappuram and Wayanad districts only. However more generable result could have been obtained from the study of the sample if it were taken from all districts of Kerala.
* The pupils study habits are measured through the study habits inventory newly constructed.
* The study habits of the pupils depend on psychological, sociological and environmental factors. No factor can be studied in separately.

**ORGANIZATION OF THE REPORT**

The report has been presented in 5 chapters

**Chapter 1:** This chapter presents a brief introduction to the problem, its need and significance, operational definitions, objectives, hypotheses, methodology, statistical techniques used for the analysis of data, scope and limitations and organization of the report.

**Chapter 2:** This chapter presents, the conceptual overview of the concerned variables and review of the related studies.

**Chapter 3:** This chapter gives an account of the methodology in detail used in the present study. It contains variables, objectives, hypotheses, description of tools used, sample used for the study, data collection procedure and statistical techniques used.

**Chapter 4:** This chapter describes the analysis part of the study as per the objective of the study.

**Chapter 5:** This chapter presents a summary of the study, major findings, tenability of hypotheses, educational implications of the study and suggestions for further research in this area.

REVIEW OF

RELATED LITERATURE

Earlier works relating to study habit and parental education were reviewed. The reviewed literature are classified and presented under the following headings.

(1) THEORETICAL FRAMEWORK OF THE VARIABLES

* Study Habit
* Parental Education

(2) REVIEW OF RELATED LITERATURE

* Studies on study habit
* Studies on study habit and parental education

**(1) THEORETICAL FRAMEWORK**

**Meaning and Definitions of Study Habit**

Study habit refers to activities carried out by a learner during the learning process for the purpose of improving learning. This definition has three components, concerning the what, when and why of study habits respectively. First, study habits are behaviours that the learner produces. Second they occur at the time of learning. Third, they are intended as aids to learning.

This definition also corresponds to a definition of learning strategies (Mayer, 1987, Weinstein and Mayer, 1986).

For students, including children in elementary schools, youngsters in secondary schools and adults in colleges or training programmes learning from teachers and books become a dominant activity in their lives. They are expected to become professional learners, but they are rarely given any training in how to learn (Mayer, 1982, Norman,1980) in spite of their importance. Study habits and strategies often remain part of the hidden curriculum (i.e., material that is not heavily taught but that students are expected to learn).

The student’s approach to learning is highly individualistic with a wide variation of technique observable. One student may prefer the quite of the library, another, the student lounge; one may underline a text, another takes notes; one may study intensively for several hours, another may take many breaks. The variations are endless. The education felt that the study process could be more productive if learners were taught specific skills and techniques which would formalize the study process and thereby make it more efficient. This led to the development of study manuals or courses.

Study habits mean the ways of studying, whatever systematic or unsystematic, efficient or otherwise. Study habits means the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practising their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Learners learning character is characterized by his study habits. Study habits serve as the vehicle of learning. Generally students take over the study from their parents, brothers and sisters and others like friends, neighbours, etc. Poor study habits create anxiety in the students. If he studies well, habits of good study make him to give a good performance. Classroom teachers should teach students good study habits and self-management skills together with appropriate self-attribution strategies. His success depend son hard work, proper study habits, utility of the effect time, etc.

Study habit 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”. The efficient acquisition of knowledge depends upon the methods of acquiring study habits. It is important and desirable that a probe into the pattern of study habits of students be made. Kholi (1977) pointed out that in the academic field, study habits are of particular theoretical and practical importance. If we look at the difference between the Indian and Euro-American students in their study habits, the Indian student needs to be spoon-fed, but the Euro-American student prefers independent study under the supervision of his/her master.

For achieving good study habits, one must have the desire to learn with full working ability and talents. All these are fulfilled in his assignment work, in classroom interaction, for examination purpose. Besides, he must have good memory, self-discipline in studying and skill in assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skill of fixing it up in one’s mind requires the development of good study habits.

Inculcation of proper study habits is the sole aim of education. Habit is the fly wheel of society. The importance of study habits and their relationship with the scholastic achievement cannot be ignored. Developing a liking for maintaining good study habits largely depends upon one’s approach towards it.

There are various views on the influence of study habits on the achievements of students and various factors influencing study habits.

* Social position of the family correlates such as birth order and family size have no values in predicting the study habits.
* Educational performance of pupils is positively correlated with their study habits.

**Study Habit Components**

The list of the components form the study habits are as follows:

* **Eliminating of Distractions**

In the learning process there can be so many distractions which may cause troubles. Fear can be an obstacle and major distraction to learning. The things which causes distractions such as, telephone, TV, mobile phone, sound of any machine etc should be kept away during the time of study. Most of the distractions are external factors, elimination of these factors will help the child to study better.

* **Goal setting**

This is another component of study habit. For the success of study. Goal setting is important. Before beginning the study the learner should set a goal by himself. Self set goal are effective motivators. Goals should be as specific and measurable as possible and every goal should have a target data. And the learner should frequently revise and update their goals. This will guide them a smooth go of their learning process. A few minutes planning will save you hours of wasted time.

* **Preparation for examination**

This is another important phase in a person’s study habit. This will enable him to prepare well for his exam and give him chance for his success. In this, the learner has to check how he is preparing himself for the examination. Whether he is prepare his lessons with the help of the previous question papers or making a special time table for the exam time. This can help a learner to develop his skill of studying.

**Reading and Memory Enhancing**

Reading is one of the important factors to cultivate the study habits. One who reads what, when where and how, guides us idea concerning the study habits of a person. At school stage reading should be inculcated assiduously. In the words of Nehru, “The reading habit should be developed with the thinking habit. If the people give up reading habit obviously they become lopsided and ease to glow”.

For an effective learning, along reading one should have the retention capacity. We should be able to preserve our past experiences and learning and make use of them whenever needed. Memory enhancing is to be developed in a learner for he better future of him.

**Note Taking**

Note-taking is known as to jotting down. It is a form of self recitation. Proper note taking in itself is a part of study habit, and has to be improved and developed. Note taking is a crucial aspect of study process. Pank (1962) recommends two techniques that work well and are especially useful in the review of examination process. He recommends the students to divide the note book paper into three columns. In one column, the learner records brief notes concerning the important topics presented at the lecture a note on related text material is entered on the same sheet in a second column. And in the third the key index to recall the points to be mentioned.

This is easy to arrange and rearrange in whatever way it is desired. Students now a days, write every topic or different subjects on the same paper. With that they face many problems and it proves to be wasted effort.

**Time Management**

Use of time is one of the difficulties for students. This is threefold

1. Students waste their time in shifting from one activity to another
2. They have a difficulty in settling down to work and
3. They feel guilty because their thought is that they don’t study enough

To make sure you acquire all that you need, set long term schedules, especially around exam time. You might benefit from a bulletin board or a large calendar with space to write on. The amount of time you can do homework will depend on your age. Avoid procrastination-don’t kid yourself, when faced with an obstacle, charge at it and don’t avoid it.

**Parental Education**

In the present study, parental education has been taken as the independent variable. Parental education means, for the present study, the educational qualifications of the parents of the secondary school students.

This variable has been taken to see whether the parent’s education has got any kind of influence on the study habit of the secondary school students. The involvement of the parents on the study habits of the students can make them to develop the study skills.

It is doubtless that parents would involve their time and energy for the development of their child. This can lead the students to develop their inborn talents and abilities. So it can be said that parental involvement is an important factor in the success and development of the students. So there is no doubt that educated parents would help their child to develop the so called study skills and habits.

There are studies conducted on parental involvement and achievement of the students and found that there is a positive relationship between both the variables.

**Study Habit and Sex**

Sex was one of the sub samples for the present study. It was selected to find out whether there difference in the study habit of the boys and girls. There was studies conducted ties from different parts of the world. Florence and Ronald (1971) observed that study habit scores of elementary boys and girls are differed. Reddy (1972) found that there is no significant difference between the boys and girls of high school classes in their study habits. Sampath and Selvarajagnanagur (1997) observed that there was no significant difference between boys and girls of higher secondary commerce students in respect of their study habit.

# Study Habits and Locale

Patel (1981) found that there was no difference between the mean scores of the study habits of intellectually backward pupils from urban and rural areas. Munirathnam (1984) showed that there was a significant difference between the urban and rural IXth class pupils. Rai and Kumari (1986) found that the rural area. B.Ed. students had exhibited better study habits than those of urban area B.Ed. students. Ramamohan Babu (1988) showed that there was significant difference between the locality of (residential and non-residential) VIIIth class pupils and their good study habits.

Stella and Purushothaman (1993) found that there was a significant difference between the study habits of under achieving urban and rural pupils. This implies that urban pupils have better study habits than the rural students. Aruna (1994) found that there was significant difference between study habits and locality of IXth class pupils. Manchala (1996) showed that urban students had better study habits than rural students. Sampath and Selvarajagnanaguru (1997) found that there was no significant difference between higher secondary commerce students studying in urban and rural schools in respect to their study habits.

**REVIEW OF RELATED LITERATURE**

**Studies on Study Habit**

Study habits refer to the studying of something that requires accurate repetitions of acquired study skills. One can study this problem by analyzing a number of possible related factors to see their effect upon the study habits. The studies conducted during the last few decades in the field of study habits that are more relevant and pertinent to the present investigation.

According to Best (1959) “practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past”.

The first Study Habits Inventory (SHI) was prepared in 1933 by Wrenn, with a view to survey this feature among students. In 1935 research workers interested in the improvement of study habits, they paid attention to improve study habits and skills of work through “how to study” courses and other systematic procedures. Cuff (1937) carefully derived Study Habit Inventory and found that it aids in finding the pupils in need of special guidance and helps to identify remedial work for the good and bad study habits of individual cases.

Brown and Holtzman (1955) constructed a questionnaire to survey students ‘study habits’ as well as their attitudes and motivation towards academic work. Study habits basically consists of effective methods of study (Sorenson, 1954). Study is the total of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Study is hard work, no easy substitute is available (Armstrong, 1956). Brown and Holtzman (1956) and Srivastava (1967) point out that for good academic success, good study habits and attitudes are important.

Patel (1976) observed the IX class pupils of Gujarat State. The students scoring above the medium of study habits are found superior in reading comprehension to students scoring below the medium score of study habits.

Mehta and Saraswat (1984) in their studies on children of class I reported that the differences in family background and cognitive ability variable are infavourable to the first generation learners.

Western and Lawandowski (1991), conducted study on 98 college students for assessing their study habits. Recall of material shortly before an examination was not as good as on the day of initial presentation. Suggesting a widespread need for better study habits.

A study orientation questionnaire in mathematics was developed by Maree (1998), for use with all pupils in grade 8-11 in secondary schools in South Africa. The reliability and validity of the questionnaire, as well as inter correlation between the field was drawn effectively. Nanda (2000) studied on school students and observed that there is no significant difference between advantaged and disadvantaged groups of students in seriousness in the study habit area. In the other three dimensions of study habits, both groups of students differ significantly.

With the available review literature, it concluded that the study habits are very essential to the students.

**Studies on Parental Education and Study Habit**

Other than the above mentioned studies conducted on study habits, there are hundreds of other studies related to study habits and other factors such as, Sex, Locality, Cast, Educational Status of family. Income of the family, Age, occupation of parents, order of birth, size of the family and type of school.

Here the investigator has given atmost attention to the studies related to educational status of the family and study habit, since the investigator has taken the topic as “Influence of Parental Education on Study Habits of Secondary School Pupils”.

Samual and Rao (1967) Found that there was no significant correlation between the educational status of the family and study habits score.

Aggarwal and Saini (1969) found that there was no significant correlation between the study habits and educational status of the parents of VIII and IX class students of Ambala District.

Krishnamurthy and Raja Rao (1969) showed that the educational status of the family of the urban students didn’t correlate with the study habits of suburban students (χ2= 3.92).

Aruna (1994) showed that there was no influence of parent’s education on study habits of the IX class pupils. Manchala (1996) found that there was significant influence of parent’s educational qualification on the study habits of IX class students.

From these literature we find that some of the investigators found that there is no correlation between parent’s educational qualification and study habit but some of the found there is. All these studies are conducted outside Kerala, and a long time back. So the investigator decided to take up this study to find out whether there is significant influence on the variables, parent’s education and the study habit of the secondary school students of Malabar.

METHODOLOGY

The main purpose of the present study was to find out the influence of parental education on study habit of secondary school students. Study habit is taken as the Dependent Variable and parental education as the independent variable.

This chapter deals with the design of the study which has been presented under the following heads.

1. VARIABLES OF THE STUDY.
2. OBJECTIVES
3. HYPOTHESES
4. TOOLS USED FOR THE STUDY
5. SAMPLE USED FOR THE STUDY
6. DATA COLLECTION PROCEDURE
7. STATISTICAL TECHNIQUES USED

**I. VARIABLES OF THE STUDY**

**1. Independent Variable**

In the present study ‘parental education has been selected as independent variable’.

This refers to the education qualification of the parents of the secondary school pupils.

**2. Dependent Variable**

‘Study habit’ has been selected as the dependent variable of the study. Various components of this variable are the following:

* Elimination of distractions
* Time management
* Goal setting
* Preparation for examination
* Memory enhancing and co-operative learning
* Reading and note taking

**II. OBJECTIVES**

* 1. To find out the influence of parental education on study habit of secondary school pupils.
  2. To find out the influence of parental education on study habits in the sub-samples based on sex and locale
  3. To find out whether there is any significant sex difference in the study habits.
  4. To find out whether there is any significant difference in study habits of rural and urban school students.

**III. HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There will be no significant influence of parental education on the study habits of secondary school students.
2. There will be no significant influence of parental education on study habits in the subsamples based on sex and locale.
3. There will be no significant difference in the study habit of boys and girls.
4. There will be no significant difference in the study habits of rural and urban school pupils.

**IV. TOOLS USED FOR THE STUDY**

The selection of valid and reliable measuring instruments for collecting needed data is an important aspect in research. The investigator used the following tools for the study.

**1 General Data Sheet**

Data regarding the variable like education of the parents were collected using the General Data Sheet.

**2 Study Habit Inventory**

**i. Preparation of the Scale**

To get the study habit of the secondary school students the investigator used the Study Habit Inventory developed by Bindhu and Saji in 2009. The components of the variable are,

**Eliminating of Distractions**

In the learning process there can be so many distractions which may cause troubles. Fear can be an obstacle and major distraction to learning. The things which causes distractions such as, telephone, TV, mobile phone, sound of any machine etc should be kept away during the time of study.

**Goal setting**

This is another component of study habit. For the success of study. Goal setting is important. Before beginning the study the learner should set a goal by himself. Self set goal are effective motivators. Goals should be as specific and measurable as possible and every goal should have a target data. And the learner should frequently revise and update their goals.

**Preparation for Examination**

This is another important phase in a person’s study habit. This will enable him to prepare well for his exam and give him chance for his success. In this, the learner has to check how he is preparing himself for the examination.

**Memory Enhancing and Co-operative Learning**

For an effective learning, one should have the retention capacity. We should be able to preserve our past experiences and learning and make use of them whenever needed. Co-operative learning also helps the student to have better memory enhancing ability and helps them to recollect the study material effectively when studying with their friends.

# Reading and Note taking

Reading is one of the important factors to cultivate the study habits. One who reads what, when where and how, guides us idea concerning the study habits of a person. At school stage reading should be inculcated assiduously. Note-taking is known as to jotting down. It is a form of self recitation. Proper note taking in itself is a part of study habit, and has to be improved and developed. Note taking is a crucial aspect of study process.

**Time Management**

To make sure you acquire all that you need, set long term schedules, especially around exam time. You might benefit from a bulletin board or a large calendar with space to write on. The amount of time you can do homework will depend on your age.

# Examples of Each Components

**a) Elimination of Distractions**

***Positive Statement***

I arrange and keep my study room.

## Negative Statement

# I do listen to others while studying.

**b) Goal Setting**

## Positive Statement

I decide the lessons which are to be studied before I start studying.

## Negative Statement

I am not able to revise the lessons that day itself.

**c) Preparation for Examination**

***Positive Statement***

I refer text books and class notes together at home.

## Negative Statement

# I don’t make special timetable and study for my examination.

**d) Reading and Note Taking**

***Positive Statement***

I write short notes while reading the texts.

## Negative Statement

# I never read silently.

**e) Time Management**

***Positive Statement***

I try to give stipulated time to study each subject.

## Negative Statement

# I take more time to study difficult subjects.

**ii. Scoring Procedure**

**General Data Sheet**

The education qualification of the parents were collected in the General Data Sheet by dividing the education qualification into eight division from illiterate to professional degree. The divisions are, illiterate, literature upto 8th std, upto 10th std, pre-degree/+2, Degree, Post-graduation and professional degree. The scoring was given for each items as 0, 1, 2, 4, 5, 6, 8 and 10. The scores of both father and mother were totalled and given for analysis.

**Study habit Inventory**

The tool consists of 91 items in the draft, in which 30 items were negatively stated and others were stated positively. The student has to answer whether Yes or No for each statement. For the positive item on score is given for the response ‘Yes’ and zero score is given for the response ‘No’. For negative items scoring is reversed.

**Reliability**

The reliability of the inventory was found by test-retest method with in an interval of 30 days between both the testing. The reliability co-efficinet so found was 0.79 (N=30).

**Validity**

For establishing the content validity the investigator subjected the test item for expert evaluation. As per the evaluation of the experts the content covers the significant concepts and comprehensive enough in terms of the instructional objectives.

**Try Out of the Inventory**

Try out of the Draft Inventory has helped the investigator to select suitable items for the final test by empirically testing the significance of each item in the draft inventory.

The draft inventory was tried out on a sample of 560 pupils of standard VIIIth and IXth. From the 560 score sheets after discarding the incomplete score sheets, investigator did item analysis with 370 answer sheets selected of random. Then these were arranged in descending order of the total scores and the highest and lowest 27% of the 370 students were taken.

The mean and standard deviation of the score obtained for each item for the higher and lower groups were calculated separately. Then t value for each item were calculated using the formula.

t = 

where,

 = Mean of higher group (for an item)

 = Mean of the lower group

σ1 = SD of higher group

σ2 = SD of lower group

N1 = Sample size of the higher group

N2 = Sample size of the lower group

**LEVEL OF SIGNIFICANCE**

The rejection or acceptance of a null hypotheses is based on some level of significance (alpha level) as a criterion. In psychological and educational circles the 5 percent (0.05) alpha level of significance is often used as a standard for rejection. A more rigorous level of significance is the 1 percent (0.01) alpha level. When samples are large (more than 30 in size) the ‘t’ critical value approaches the Z (sigma) score. In these cases if the Z value equals or exceeds 1.96, the researcher may conclude that the difference between means is significant at the 0.05 level. If the value equals or exceeds 2.58, the researcher may conclude that the difference between means is significant at the 0.01 level.

In this study the investigator used 0.01 level of significance to accept the items for the final test. In this way among the 91 items, 66 items were selected for the final test as they are having the 0.01 level of significance or the Z score equals or exceeds 2.58.

### TABLE 3.1

#### Details of Item Analysis

| **Item No.** | **Upper Level** | | | **Lower Level** | | | **t-value** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sum** | **Mean** | **S.D** | **Sum** | Mean | **S.D** |
| 1 | 98 | 0.98 | 0.140705 | 86 | 0.86 | 0.348735 | 3.191059 | Accepted |
| 2 | 89 | 0.89 | 0.3144766 | 56 | 0.56 | 0.498888 | 5.595811 | Accepted |
| 3 | 35 | 0.38 | 0.487832 | 44 | 0.44 | 0.478888 | -0.85989 | Rejected |
| 4 | 97 | 0.97 | 0.171447 | 91 | 0.91 | 0.287623 | 1.791874 | Rejected |
| 5 | 77 | 0.77 | 0.422953 | 27 | 0.27 | 0.446196 | 8.132718 | Accepted |
| 6 | 71 | 0.71 | 0.4560.48 | 41 | 0.41 | 0.494311 | 4.460636 | Rejected |
| 7 | 59 | 0.59 | 0.494311 | 50 | 0.50 | 0.502519 | 1.276797 | Rejected |
| 8 | 32 | 0.32 | 0.468826 | 34 | 0.34 | 0.476095 | -0.29932 | Rejected |
| 9 | 94 | 0.90 | 0.238683 | 81 | 0.81 | 0.394277 | 2.820599 | Accepted |
| 10 | 100 | .10 | 0 | 87 | 0.87 | 0.337998 | 3.84618 | Accepted |
| 11 | 97 | 0.97 | 0.171447 | 72 | 0.72 | 0.451261 | 5.178856 | Accepted |
| 12 | 95 | 0.95 | 0.219043 | 77 | 0.77 | 0.422953 | 3.779073 | Accepted |
| 13 | 29 | 0.29 | 0.456048 | 29 | 0.29 | 0.456048 | 0 | Rejected |
| 14 | 29 | 0.29 | 0.456048 | 45 | 0.45 | 0.50 | -2.36427 | Rejected |
| 15 | 61 | 0.61 | 0.490207 | 31 | 0.31 | 0.464823 | 4.440846 | Accepted |
| 16 | 97 | 0.97 | 0.171447 | 70 | 0.70 | 0.460566 | 5.494037 | Accepted |
| 17 | 67 | 0.67 | 0.472582 | 26 | 0.26 | 0.440844 | 6.344008 | Accepted |
| 18 | 85 | 0.85 | 0.35887 | 33 | 0.33 | 0.472582 | 8.76309 | Accepted |
| 19 | 59 | 0.59 | 0.494311 | 38 | 0.38 | 0.487832 | 3.02378 | Accepted |
| 20 | 85 | 0.85 | 0.35887 | 54 | 0.54 | 0.500908 | 5.03087 | Accepted |
| 21 | 40 | 0.40 | 0.492366 | 24 | 0.24 | 0.429235 | 2.44949 | Rejected |
| 22 | 86 | 0.86 | 0.348735 | 42 | 0.42 | 0.496045 | 7.256373 | Accepted |
| 23 | 84 | 0.84 | 0.368453 | 42 | 0.42 | 0.496045 | 6.797058 | Accepted |
| 24 | 73 | 0.73 | 0.446196 | 46 | 0.46 | 0.500908 | 4.024922 | Accepted |
| 25 | 93 | 0.96 | 0.96946 | 78 | 0.78 | 0.416333 | 3.908233 | Accepted |
| 26 | 94 | 0.94 | 0.268683 | 60 | 0.60 | 0.492366 | 6.213802 | Accepted |
| 27 | 92 | 0.92 | 0.27266 | 52 | 0.52 | 0.502117 | 7.000707 | Accepted |
| 28 | 92 | 0.92 | 0.27266 | 55 | 0.55 | 0.50 | 6.496795 | Accepted |
| 29 | 47 | 0.47 | 0.501614 | 48 | 0.48 | 0.501614 | -0.1409 | Rejected |
| 30 | 44 | 0.44 | 0.498888 | 47 | 0.47 | 0.485237 | -0.42405 | Rejected |
| **31** | 80 | 0.80 | 0.402015 | 63 | 0.63 | 0.485237 | 2.697833 | Accepted |
| 32 | 84 | 0.84 | 0.368453 | 37 | 0.37 | 0.485237 | 7.714127 | Accepted |
| 33 | 96 | 0.96 | 0.196946 | 85 | 0.85 | 0.35887 | 2.6812 | Accepted |
| 34 | 82 | 0.82 | 0.386123 | 43 | 0.43 | 0.49757 | 6.192297 | Accepted |
| 35 | 84 | 0.84 | 0.368453 | 78 | 0.78 | 0.416333 | 1.079215 | Rejected |
| 36 | 92 | 0.92 | 0.27266 | 60 | 0.60 | 0.492366 | 5.685642 | Accepted |
| 37 | 64 | 0.64 | 0.482418 | 70 | 0.70 | 0.460566 | -0.89959 | Rejected |
| 38 | 82 | 0.82 | 0.386123 | 44 | 0.44 | 0.49888 | 6.023558 | Accepted |
| 39 | 53 | 0.53 | 0.501614 | 42 | 0.42 | 0.496045 | 1.559262 | Rejected |
| 40 | 93 | 0.93 | 0.256432 | 54 | 0.54 | 0.500908 | 6.930482 | Accepted |
| 41 | 59 | 0.59 | 0.494311 | 64 | 0.64 | 0.482418 | -0.7239 | Rejected |
| 42 | 73 | 0.73 | 0.446196 | 47 | 0.47 | 0.501614 | 3.87281 | Accepted |
| 43 | 56 | 0.56 | 0.498888 | 49 | 0.40 | 0.502418 | 0.988652 | Rejected |
| 44 | 63 | 0.63 | 0.488237 | 41 | 0.41 | 0.494311 | 3.176095 | Accepted |
| 45 | 80 | 0.80 | 0.402015 | 54 | 0.54 | 500908 | 4.048071 | Accepted |
| 46 | 65 | 0.65 | 0.479372 | 41 | 0.41 | 0.494311 | 3.485437 | Accepted |
| 47 | 57 | 0.57 | 0.49757 | 44 | 0.44 | 0.498888 | 1.845012 | Rejected |
| 48 | 74 | 0.74 | 0.440844 | 51 | 0.51 | 0.502418 | 3.441018 | Accepted |
| 49 | 80 | 0.80 | 0.402015 | 58 | 0.58 | 0.496045 | 3.445599 | Accepted |
| 50 | 37 | 0.37 | 0.485237 | 19 | 0.19 | 0.394277 | 2.878953 | Accepted |
| 51 | 23 | 0.23 | 0.422953 | 25 | 0.25 | 0.435194 | -0.32956 | Rejected |
| 52 | 92 | 0.92 | 0.27266 | 51 | 0.51 | 0.502418 | 7.172397 | Accepted |
| 53 | 87 | 0.87 | 0.337998 | 61 | 0.61 | 0.490207 | 4.366539 | Accepted |
| 54 | 89 | 0.89 | 0.314466 | 60 | 0.60 | 0.492366 | 4.963883 | Accepted |
| 55 | 65 | 0.65 | 0.479372 | 52 | 0.52 | 0.502117 | 1.872648 | Rejected |
| 56 | 52 | 0.52 | 0.502117 | 42 | 0.42 | 0.496045 | 1.416792 | Rejected |
| 57 | 78 | 0.8 | 0.416333 | 56 | 0.56 | 0.498888 | 3.385729 | Accepted |
| 58 | 97 | 0.97 | 0.171447 | 86 | 0.86 | 0.348735 | 2.830673 | Accepted |
| 59 | 72 | 0.2 | 0.451261 | 31 | 0.32 | 0.468826 | 6.147053 | Accepted |
| 60 | 88 | 0.88 | 0.326599 | 41 | 0.41 | 0.494311 | 7.933011 | Accepted |
| 61 | 87 | 0.87 | 0.337998 | 49 | 0.49 | 0.502418 | 6.275493 | Accepted |
| 62 | 95 | 0.95 | 0.219043 | 63 | 0.63 | 0.485237 | 6.010682 | Accepted |
| 63 | 86 | 0.86 | 0.48735 | 59 | 0.59 | 0.494311 | 4.463209 | Accepted |
| 64 | 89 | 0.89 | 0.31446 | 42 | 0.42 | 0.496045 | 8.002397 | Accepted |
| 65 | 64 | 0.64 | 0.482418 | 39 | 0.39 | 0.490207 | 3.634926 | Accepted |
| 66 | 76 | 0.73 | 0.446198 | 44 | 0.44 | 0.498888 | 4.332801 | Accepted |
| 67 | 44 | 0.44 | 0.498888 | 41 | 0.41 | 0.494311 | 0.427165 | Rejected |
| 68 | 56 | 0.56 | 0.498888 | 37 | 0.37 | 0.485237 | 2.73009 | Accepted |
| 69 | 91 | 0.91 | 0.287623 | 74 | 0.74 | 0.440844 | 3.229636 | Accepted |
| 70 | 8 | 0.88 | 0.326599 | 62 | 0.62 | 0.487832 | 4.428804 | Accepted |
| 71 | 85 | 0.85 | 0.35887 | 63 | 0.63 | 0.485237 | 3.645251 | Accepted |
| 72 | 64 | 0.64 | 0.482418 | 61 | 0.61 | 0.490207 | 0.436191 | Rejected |
| 73 | 39 | 0.39 | 0.490.207 | 42 | 0.42 | 0.496045 | -0.43017 | Rejected |
| 74 | 81 | 0.81 | 0.394277 | 34 | 0.34 | 0.476095 | 7.603215 | Accepted |
| 75 | 74 | 0.74 | 0.440844 | 41 | 0.41 | 0.494311 | 4.982377 | Accepted |
| 76 | 95 | 0.95 | 0.219043 | 76 | 0.76 | 0.429235 | 3.942772 | Accepted |
| 77 | 67 | 0.67 | 0.472582 | 36 | 0.36 | 0.482418 | 4.590399 | Accepted |
| 78 | 74 | 0.74 | 0.440844 | 47 | 0.47 | 0.501614 | 4.043114 | Accepted |
| 79 | 45 | 0.45 | 0.5 | 47 | 0.47 | 0.50614 | -0.28239 | Rejected |
| 80 | 81 | 0.81 | 0.394277 | 67 | 0.67 | 0.472582 | 2.274731 | Rejected |
| 81 | 65 | 0.65 | 0.479372 | 38 | 0.38 | 0.487832 | 3.947698 | Accepted |
| 82 | 75 | 0.75 | 0.435194 | 52 | 0.52 | 0.502117 | 3.461426 | Accepted |
| 83 | 83 | 0.83 | 0.377525 | 45 | 0.45 | 0.500 | 6.065265 | Accepted |
| 84 | 51 | 0.51 | 0.502418 | 42 | 0.42 | 0.496045 | 1.274725 | Rejected |
| 85 | 88 | 0.88 | 0.326599 | 71 | 0.71 | 0.456048 | 3.030662 | Accepted |
| 86 | 93 | 0.93 | 0.256432 | 77 | 0.77 | 0.422953 | 3.234823 | Accepted |
| 87 | 63 | 0.63 | 0.485237 | 52 | 0.52 | 0.502117 | 1.57533 | Rejected |
| 88 | 86 | 0.86 | 0.348735 | 46 | 0.46 | 0.500908 | 6.553633 | Accepted |
| 89 | 81 | 0.81 | 0.394277 | 59 | 0.59 | 0.494311 | 3.479384 | Accepted |
| 90 | 89 | 0.89 | 0.14466 | 65 | 0.65 | 0.479372 | 4.186201 | Accepted |
| 91 | 79 | 0.79 | 0.40936 | 42 | 0.42 | 0.496045 | 5.752973 | Accepted |

**Selection of Items for the Final Test**

The items having the z score more than or equal to 2.58 were selected. So from the draft of 91 items, 25 items were rejected due to not having the minimum z score of 2.58. After deleting, the items selected for the final test were listed component wise and the details are shown in Table 3.2.

### TABLE 3.2

**Component Wise Items Selected for the Final Test**

|  |  |
| --- | --- |
| **Components** | **Items Selected** |
| Elimination Distractions | 1, 19, 25, 31, 49, 61, 85. |
| Goal Setting | 2, 20, 26, 32, 38, 44, 50, 62, 68, 74, 86. |
| Time Management | 9, 15, 27, 33, 45, 51, 63, 69, 75, 81. |
| Preparation for Examination | 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88. |
| Reading and Note Taking | 5 11, 17, 23, 53, 59, 65, 71, 77, 83, 89, 91. |
| Memory enhancing and co-operative learning | 6 12, 18, 24, 36, 42, 48, 54, 60, 66, 78, 90. |

**Selection of Sample**

The selection of sample is of great importance in the study. According to Cornel (1960) “Sampling is the process by which a relatively small number of individuals, subjects, or events are selected or analyzed in order to find out. Something about the entire population from which it was selected”.

The initial sample for the present study constitute 560 higher secondary students. The sample was selected from various districts of Kerala by using stratified random sampling technique. In selecting the sample the representation was given to factors like locale (urban and rural) and gender (male and female) after deleting the incomplete data the final sample became 552.

**TABLE 3.3**

**Details of Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Locale** | **Gender** | | **Total** |
| **M** | **F** |
| Urban | 123 | 117 | 240 |
| Rural | 160 | 152 | 312 |
| **Total** | **283** | **269** | **552** |

**3.6 DATA COLLECTION PROCEDURE**

The heads of the selected schools were requested to permit the investigator for collection of data in their schools. The programme and the schedule were communicated to the heads of the schools well in advance. The required classes and number of pupils were selected and they were properly motivated to respond genuinely to all the items in the data gathering tool. The study habit inventory and the general data sheet were distributed to them along with instructions how to fill the inventory and the parental education in the general data sheet. They were assured that the information given by them would be kept confidential. After the completion the data sheets were collected and the investigator thanked the students for their co-operation. The administration of the tool commenced on the third week of July 2009 and completed by the third week of August 2009.

**3.6.1 Scoring and Consolidation of Data**

The response sheets were scored as per the scoring scheme of the inventory. While scoring the response sheets, incomplete answer sheets were deleted. The final sample of the study contained 552 students of secondary school from four different districts.

Scores of independent variable and dependent variable were consolidated and coded for computer processing.

The school wise list is given below:

**TABLE 3.4**

**Details of Schools Selected**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Name of the School** | **Locale** |
| 1. | G.H.S.S. Puthuppady | Rural |
| 2. | St. Joseph’s HSS Kodenchery | Rural |
| 3. | Kunnamangalam HSS | Urban |
| 4. | GVHSS Kalpetta | Urban |
| 5. | SKMMJ HSS Kalpetta | Urban |
| 6. | Nirmla HS Thariyod | Rural |
| 7. | G.H.S.S. Areacode | Rural |
| 8. | S.S. H.S.S. Moorkanad | Rural |
| 9. | G.H.S.S Manjery | Urban |
| 10. | G.V.H.S.S. Kadirur | Rural |
| 11. | G.H.S. Kadirur | Rural |
| 12. | G.H.S.S. Kuthuparamba | Urban |

**3.7 STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

The main statistical techniques employed for the present study are described as follows.

The important statistical procedures of the variables under study were calculated and analyzed. That is, mean, median, mode, standard deviation, skewness and kurtosis were calculated for the total sample and for the subsamples.

**Mean Difference Analysis**

To find out whether significant difference exists between mean scores of sex and locale. t-test was used.

Total sample was 552

**Sex** Boys – 283

Girls – 269

**Locale** Rural – 312

Urban – 240

t = 

where,

 and = Means of two groups

σ1 and σ2 = SD of two groups

N1 andN2 = Size of the two groups

ANALYSIS AND

INTERPRETATION OF DATA

The main purpose of the present study was to investigate the influence of Parental Education on Study Habit of Secondary School Students. The collected and tabulated data were analysed using the statistical techniques of t-test.

The statistical analysis of the consolidated data has been done based on the following objectives of the study:

* 1. To find out the influence of parental education on study habit of secondary school pupils.
  2. To find out the influence of parental education on study habits in the sub-samples based on sex and locale
  3. To find out whether there is any significant sex difference in the study habits.
  4. To find out whether there is any significant difference in study habits of rural and urban school students.

And based on the objectives the following hypotheses were formulated.

1. There will be no significant influence of parental education on the study habits of secondary school students.
2. There will be no significant influence of parental education on study habits in the subsamples based on sex and locale.
3. There will be no significant difference in the study habit of boys and girls.
4. There will be no significant difference in the study habits of rural and urban school pupils.

**ANALYSIS OF DATA**

The important statistical properties of the scores of the variables under study were analysed. As a preliminary step, the mean, median, mode, standard deviation, kurtosis and skewness were computed for the whole sample.

**TABLE 4.1**

**Descriptive Statistic of Study Habits for Total Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Total Sample** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| 552 | 45.77 | 47 | 48 | 7.47 | -0.58 | 0.59 |

The above table reveals that the value of mean, median and mode are approximately equal. The extent of skewness or index of symmetry is -0.58 that is the distribution is negatively skewed. The measure of kurtosis is 0.59 that is the curve is platy kurtic (Ku> 0.263).

**TABLE 4.2**

**Descriptive Statistic of Study Habits of Boys and Girls**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample** | **N** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| Boys | 283 | 51.47 | 51 | 48 | 3.68 | 0.86 | 0.54 |
| Girls | 269 | 39.78 | 41 | 44 | 5.51 | -1.31 | 1.70 |

The above table reveals that the study habits of boys and girls vary in itself. On the study habits of boys show that mean, median, mode are approximately equal. Its skewness is 0.86 which shows that it is positively skewed and the kurtosis is 0.538. Which reveals that the curve is platykurtic (Ku>0.263).

In the statistical description of the girls, it shows that the mean median and mode are approximately equal and the skewness is -1.308 which shows it is negatively skewed and the kurtosis is 1.70. Which reveals that the curve is platy-kurtic.

**TABLE 4.3**

**Descriptive Statistic of**

**Study Habits of Rural and Urban School Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample** | **N** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| Rural | 312 | 50.95 | 51 | 48 | 3.86 | 0.79 | 0.37 |
| Urban | 240 | 39.04 | 40 | 44 | 5.38 | -1.34 | 1.75 |

It can be found that the mean, median and mode of the rural school students, is approximately equal. The skewness of this group is 0.79, which shows it is positively skewed and their kurtosis is 0.372 which shows that the curve is platykurtic.

But in the statistical description of the urban school students it is found that their mean, median and mode are approximately equal and the skewness is -1.34 which reveals it is negatively skewed and the kurtosis is 1.75 which shows the curve is platykurtic.

Comparison of Mean Difference of Parental Education and Study Habits

The comparison of mean difference of parental education and study habits are given in Table 4.4.

**TABLE 4.4**

**Comparison of Mean**

**Difference of Parental Education and Study Habit**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Variables** | **Mean** | **S.D** | **t-value** | **Level of Significance** |
| 1. | Parental Education | 46.28 | 6.94 | 1.18 | N.S |
| 2. | Study Habits | 45.77 | 7.47 |

*N.S: indicates not significant at 0.05 level*

The above table shows that the mean scores obtained for Parental Education and study habits are, 46.28 and 45.77 respectively the standard deviation for both the variables are 6.94 and 7.47 respectively. The t-value obtained is 1.18 which is less than the tabled value required for significance at 0.05 level. Thus it can be interpreted than there is no significant influence of parental education on study habits.

**Comparison of Mean Scores Difference of Study Habits of Boys and Girls**

To find out whether there is any difference in the study habits of boys and girls. Test of significance of difference between means was employed. The value obtained for the subsample gender is presented in the Table 4.5

**TABLE 4.5**

**Comparison of Mean Score**

**Difference of Study Habits of Boys and Girls**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Gender** | **N** | **Mean** | **SD** | **t-value** | **Level of Significance** |
| 1. | Boys | 283 | 51.47 | 3.68 | 29.50 | 0.05 level |
| 2. | Girls | 269 | 39.78 | 5.51 |

The table indicates that the mean scores obtained for the Boys and Girls on study habits are 51.47 and 39.78 respectively. The standard deviation for Boys and Girls are 3.68 and 5.51 respectively. The t-value obtained is 29.50 which is more than the tabled value required for significance at 0.05 level. Thus it can be interpreted that there exists a significant difference between the study habits of Boys and Girls.

**Comparison of Mean Difference of the Study Habits of Rural and Urban School Students**

To find out whether there is any difference in the study habits of the Urban and Rural school students, the test of significance of difference of means was employed. The scores obtained for the subsample locale is given the Table 4.6.

**TABLE 4.6**

**Comparison of Mean Difference**

**of the Study Habits of Rural and Urban School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Gender** | **N** | **Mean** | **SD** | **t-value** | **Level of Significance** |
| 1. | Rural | 312 | 50.95 | 3.86 | 30.39 | 0.05 level |
| 2. | Urban | 240 | 39.05 | -5.38 |

The Table indicates that the mean scores obtained by Rural and Urban school students are 50.95 and 39.05 respectively and the Standard Deviations are 3.86 and -5.38 respectively. The t-value obtained is 30.39 which is above the table value required to be significant at 0.05 level. Thus it can be interpreted that there is study habit difference in the study habits of urban and rural school students.

**CONCLUSION**

The above analysis of the data helped the investigator to reach the following conclusions.

* + - There is no significant influence of parental education on the study habits of secondary school students.
    - There is significant difference in the study habits of boys and girls.
    - There is significant difference in the study habits of rural and urban school students.
    - There is no significant influence of parental education on the subsamples based on sex and locale.

SUMMARY OF PROCEDURE, FINDINGS AND SUGGESTIONS

This chapter highlights the significant stages of the study. The important findings, their educational implications and suggestions for further research.

**STUDY IN RETROSPECT**

The various aspects related to the difference stages in the extension of the present study like the problem, variables, hypotheses, methodology are reviewed retrospectively.

**RESTATEMENT OF THE PROBLEM**

The study was entitled as “**INFLUENCE OF PARENTAL EDUCATION ON STUDY HABITS OF SECONDARY SCHOOL STUDENTS**”.

The present study as stated earlier was intended to examine the influence of parental education on study habits of secondary school students.

**VARIABLES OF THE STUDY**

The variables are stated below:

Dependent Variable: Study Habit

Independent Variable: Parental Education

**OBJECTIVES AND HYPOTHESES**

Objectives of and hypothesis formulated for the study are the following:

**OBJECTIVES**

* 1. To find out the influence of parental education on study habit of secondary school pupils.
  2. To find out the influence of parental education on study habits in the sub-samples based on sex and locale
  3. To find out whether there is any significant sex difference in the study habits.
  4. To find out whether there is any significant difference in study habits of rural and urban school students.

**HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There will be no significant influence of parental education on the study habits of secondary school students.
2. There will be no significant influence of parental education on study habits in the subsamples based on sex and locale.
3. There will be no significant difference in the study habit of boys and girls.
4. There will be no significant difference in the study habits of rural and urban school pupils.

**METHODOLOGY**

The methodology of the present investigation is briefly described below:

**Sample for the Study**

The sample taken for the study is 552 high school students from the district of Malabar. The sample of the study was selected giving due representation to sex and locale.

**Tools Used for the Study**

The tools used for the present study are

1. General Data Sheet
2. Study Habit Inventory

**STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA**

1. Test of significance of difference between means for different categories.

**Major Findings of the Study**

Important findings of the study are presented below:

1. Influence of parental education on study habit

From the statistical analysis it is found that there is no significant influence of parental education on study habits of secondary school students.

1. Influence of Parental Education on the study habit of secondary school students based on sex and locale

It was found from the descriptive analysis that there is no significant influence of parental education on study habits in the subsamples based on sex and locale.

1. From the statistical analysis it is found that there is significant mean difference in the study habit of the Boys and Girls. It is also found that boys have got less study habit than girls.
2. It is also found that there is significant mean difference in the study habits of the rural an urban secondary school students

**TENABILITY OF HYPOTHESES**

Based on the findings tenability of hypotheses set for the study were reviewed.

**Hypothesis I** states that there will be no significant influence of parental education in the study habits of secondary school students. The study revealed the same that there is no significant influence of parental education on study habits.

**Hypothesis II** states that there will be no significant influence of parental education on study habits in the subsamples based on Sex and Locale. The study also revealed that there is no significant influence of parental education on study habits based on the subsamples of sex and locale.

**Hypothesis III** states that there will be no significant difference in the study habits of boys and girls. But the study reveals that there is significant difference in the study habits of boys and girls. It is statistically provided that girls have better study habits than boys.

**Hypothesis IV** states that there will be no significant difference in the study habits of significant difference in the study habits of rural and urban school students. But the study revealed that there is significant difference in the study habits of rural and urban school students.

**Suggestions to Improve Study Habit**

Even though the study reveals that there is no significant influence of parental education on study habits, the study habits of the students should be improved. For that a few tips are listed below to improve the study habits.

1. Prepare a plan of action an budget the time properly for a day an for a week too.
2. Give more time for studying difficult subjects in the time schedule and follow it up sincerely.
3. Favourable environment gives good concentration.
4. While studying hold the book at an angle and about 25 cm distance.
5. Develop proper reading conditions like lighting room, furniture, ventilation etc.
6. The whole material should break up into small paragraphs, practice summarizing each paragraph quickly in the mind.
7. Develop the attitude of questioning yourself and others about the points what you read.
8. Prepare brief notes of what you read, besides nothing down the name of the book and page numbers in it, if using other books.
9. For rechecking, it is better to underline the important points, topics and questions.
10. Think a while before you write, because it should be specific and definite.
11. Evaluate yourself, what goals are achieved by you.
12. Develop positive attitude at the time of examination.
13. Participate in discussions, debates, quiz programmes etc, either in the class or in the competitions conducted by school or other organizations.
14. Clarify your doubts with the subject teachers, specialists, family members and friends as early as possible.
15. Develop the correct usage and language skills.
16. Watch the good T.V. programmes, Radio lessons etc., that should be useful for your studies.
17. Develop the power of speaking and writing.
18. Develop the comprehensive study of words, phrases and idioms for enriching functional vocabulary.

# EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

In the present days, study habits are an important factor in the pupils’ academic achievement and personal improvement. If good study habits are inculcated, nurtured and promoted at the young and impressionable age of a child, it will go a long way in removing a number of hurdles on the way to the development of good and cultured citizens.

If the habits like reading, writing and study skills begin even from elementary stage; the pupils automatically possess good scholastic success in high school and college stages.

On the basis of the results of the study, the following recommendations are made.

1. The study habit is important for pupils to their school education and lifelong education. Hence, it is essential to inculcate the good study habits among the school pupils.
2. The study habits of the boys are less than that of the girls. Care may be taken to improve the performance of boys.
3. The study habits of the rural pupils are very poor. Hence, the teachers, parents and friends have to take necessary steps to promote good study habits among them.
4. It is recommended that the parents should keep the home environment neatly and instruct them to keep their place of work neatly for improving the study habits of secondary school pupils.
5. Parents should clear off the doubts of the children provide the habits of divergent thinking.
6. Pupils with study habits have to take the suggestions from their friends and teachers for developing good study habits.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study and the limitations encountered in the present study helped the investigator to suggest the following for further research.

1. Replication of the present study using the sample from upper primary, higher secondary and college level.
2. The investigation in the present study can be extended to know the influence of other factors related to study habit.
3. Causes of specific study difficulties of children may be investigated with special reference to deaf and dumb and mentally handicapped children.
4. Further investigation may be conducted on the pupils studying in CBSE/AISSE syllabus.

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Appendix V

FAROOK TRAINING COLLEGE

**GENERAL DATA SHEET**

Name of the Student : Class:

School:

Name of Father: Occupation:

Name of Mother: Occupation:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Education Qualifications | | | | | | | | |
| Parents | Illiterate | **Literate** | **Up to VIIIth Std.** | **Up to Xth Std.** | **Pre-Degree/ +2** | **Degree** | **M.A., M.Com. M.Sc.** | **Professional Degree** | **Any Other Specify** |
| Father |  |  |  |  |  |  |  |  |  |
| Mother |  |  |  |  |  |  |  |  |  |

Appendix IV

FAROOK TRAINING COLLEGE

**STUDY HABIT INVENTORY (FINAL)**

**Dr. Bindhu. C.M. Saji. K.T.**

Selection Grade Lecturer M.Ed. Student

Farook Training College Farook Training College

*Read carefully the given statements and find how far it is true in your case. Mark you response either Yes/No in the given box using the (✓) mark. Respond to all the statements correctly. You responses would be used only for the Dissertation purpose alone.*

|  | |  | **Yes No** | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | | I arrange and keep my study room | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I decide the lessons which are to be studied before I start studying. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I write short notes while reading the texts. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I revise the lessons every week end | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I take more time to study difficult subjects. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I take the help of others to understand the difficult topics | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I try to recall after finishing reading | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I write and study some topics | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I try to give stipulated time to study each subjects. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I refer text book and class notes together at home | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I study the self made notes underlined. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I try to recall the learned subjects before going to sleep | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I study closing the windows and doors of the study room | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I do my extra curricular activities without affecting my learning | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I divide and study the large learning materials into small parts. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I try to make use of the off time in reading even from school or at home. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I am not able to recollect the learned things during the time of examination. | | |  |  | sss |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I arrange and keep my learning materials before starting studying | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I learn by heart some part of the learning materials | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I like to study in early morning | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I read the self prepared notes carefully before examination. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I make use of some place for my every day studies | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I ask questions to myself after learning. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I reach my class in time | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I use the study materials and guides available from shops for my examination | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I use some tactics/shortcuts to recall the learned things immediately. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I use to read loudly the learning material which is difficult to understand | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I write and study the answers for the previous years question papers. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | Co-operative learning help my learning very much. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I am not able to revise the lessons that day itself. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I am not getting time to study after finishing my homework | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I don’t make special time table and study for my examination. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I sit together with my siblings when they start studying | | |  |  |  |
|  | |  | | |  |  |  |
|  | | Noise form outside affect my studies | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I make use my school library daily | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I use to go to bed in the same time itself during the time of examination also. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I use to keep the marks of my examinations | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I use to read very carefully to understand each and every point clearly | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | Studying with my friends make my learning easy. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I try to make up the poor performance in subject, in the next exam. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I make study notes using reference books. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I take help from my family members to evaluate the learned subject. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I use to say my family members, not to say another things while the time of studying. | | |  |  |  |
|  |  |  |
|  | | I use to study subjected repeatedly now and then. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I need too much time for doing my assignments | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I use to read reference books other than the text books | | |  |  |  |
|  | |  | | |  |  |  |
|  | | If I read loudly only I could get the exact meaning of what I read | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I used to attend programmes related with new method of study skills. | | |  |  |  |
|  |  |  |
|  | | I used to study without rest, when there is too much to study. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I find time for enjoyment, after finishing my studies everyday. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I don’t have the habit of studying difficult subjects by writing. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I reduce the speed of my reading, considering the importance of the subject. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I am not able to finish my class works in time. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I am not able to follow the time table prepared for my study | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I give more importance to graphs and pictures while reading | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I am not able to remember while hear and study | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I study sleepless in the time of examination. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I don’t get time to study other subjects, when I give more time for difficult subjects. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I feel more tensioned when the time of examination reach near. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I study difficult subjects in morning time. | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I feel disturbed in studies when somebody disorder my study room | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I ask my friends and understand the lessons, when I am absent in the class. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I don’t give importance tot eh questions asked for class tests, while preparing examination | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I read literary texts along with class textbooks | | |  |  |  |
|  | |  | | |  |  |  |
|  | | I use to remember the points which are discussed in the time of co-operative learning. | | |  |  |  |
|  |  |  |
|  | |  | | |  |  |  |
|  | | I refer dictionary to understand the meaning of difficult words, while reading, after that I used to centime my reading. | | |  |  |  |
|  |  |  |