



Study Habits and Attitude Towards Education of Secondary Level Students of Delhi.

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ABSTRACT

The purpose of this research is to investigate the relations of Study Habits and Attitude towards Education in relation to gender, area of school and type of the school of secondary level Students. The sample comprises of total 400 secondary class students, where 200 boys and 200 girls of class IXth from various government and public schools in East Delhi and

North-East Delhi were taken in the academic year of 2011-2012. "The Study Habits Scale" by M. Mukhopadhyay and D. N. Sansanwal(2005) to measure the study habits and Attitude towards Education (ASTE) by Dr.S. L. Chopra (2005) to measure the Attitude towards education were used in the study. The descriptive statistics, Pearson's coefficient of correlation and t-test were used in the analysis of data. The results implied that the study habits and attitude towards education were not correlated with regard to gender, area and type of school. Public school students have better study habits than government students. Results further revealed government students showed better attitude towards education than public school student, but no significant difference with regard to area and gender variation was observed.

KEYWORDS : Study Habits, Attitude towards education, Area, Gender, Type of school variation.

Introduction:

Education is the complete development of individuality of the child, so that he can make the original contribution to human life according to the best capacity of an individual. It is the process of developing the capacities and potentials of an individual to the maximum so as to prepare that individual to be successful in a specific society or culture. Looking at the history of mankind, we find that each century has witnessed different transformations. Accordingly, there has been new emphasis and shift in educational processes (Mangal, 2001, p.1). Education is an activity or process, which modifies the behavior of a person from instinctive to human behavior (Taneja, 2003, p.9). This definition reveals the innate truth that education aims at discovering aptitudes as well as to progressively prepare man for social activity; because of this, education through which the basic needs (food, shelter and clothing) are provided is necessary for the survival of the society. Simply put, performance is how well or badly something is done. Its relevance stand out because of the significance it holds to the society. In the educational parlance, performance manifests through academic achievement, which is the manifestation of a student's habit of study and they in turn are formed and strengthened through education. A great deal of research literature provides evidence that study habits and study attitudes are both significant variables which determine the academic performance of student. The development of good study habits is equally relative and helpful not only in academic work but in career actualization. And because this interrelationship cannot be overlooked, the academic achievement and study habit of the student to a large extent culminates into shaping an individual destiny. The general belief is that students who exercise good study habits are likely to excel than those with poor study habits. Yet, in spite of the perceived importance of study habits and study attitudes to educational achievement, very little attention were given by academic institutions to improve these factors. This is manifested from the very low understanding level and the equally poor and deteriorating knowledge of many students which is still a great concern of educators, parents and government. This problem is pointed out by Hurlburt, et.al as contextual and systemic: it is rooted in the educational process shared by students and schools. Consequently, the need to improve student's study habits and attitudes is deemed necessary to improve student's academic achievement. Accordingly, it is essential for schools to determine factors which affect these characteristics adversely propose remedial measures and employ strategies for the development of good study habits and study attitudes. This is further supported by Hurlburt, et.al. from their study which suggested that a confluent educational philosophy (systemic and holistic) and using confluent educational strategies (through which students' social-emotional and personal empowerment needs are met) may enhance the

school experience, improve study habits and attitudes, and ameliorate the high dropout rate among the students.

The premise that improving study habits and attitudes will lead to academic success, this study is conducted. It aimed to provide comparison data on the study habits and attitudes of the secondary class students, gender wise, area wise and in their management variation, and consider the implications of these findings in improving the study habits and attitude towards education in order to further improve their academic achievement. This will lead to the identification of negative study habits of students which may affect their educational achievement. Understanding these negative characteristics will help lay the foundation of developing academic intervention programs as implications of confluent educational strategies that will help develop good study habits and study attitudes among the students.

Study-habits

Study habits are a combination of two words 'Study' and 'Habits'. When taking it separately, study means, 'Application of the mind to the acquirement of knowledge'. Study habits are the ways or methods that one follow while studying - the habits that one have formed during their school years. Study habits can be good ones, or bad ones. Good study habits include working every day with good notes, reading text book, listening carefully in the classes and organization of all these. Bad study habits include skipping class, not doing work, watching TV or playing video games instead of studying.

According to Encyclopedia of Education (1971) study habit is the methods of study. The teachers should present to the class the most effective techniques or methods of work, as proved by experience and experiment, so that the students may make their choice. According to Good's Dictionary of Education, 'Study habit is the tendency of a pupil of student's way of studying whether systematic or unsystematic, efficient or inefficient etc'. Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. Study habit are measured directly through reports, examination, assessment and rating. Students' attitude and study habit towards any subject has been described as a function of their belief about the subject and implicit evaluative responses with those beliefs.

Rasul (1968) and shafiq (1978) concluded in his study that the habits have positive relationship with the learning, which result in better achievements. The students may fail to maintain higher level of achievements due to a particular study habits. It is, therefore, desirable that the students should be motivated toward such study habits

of study by which they may score good grades with better understanding of the subject matter.

We have come to a conclusion that In the field of education the number of failures of students at the school level in various examinations, have many reasons but one of the main reasons is poor or ineffective study habits

Attitude towards Education

According to the Encyclopedia of Education (1971), attitude is a learning outcome represented by a state of mental readiness which exerts a directive, or compulsive influence upon an individual behavior. "Attitude is determined by the individual's beliefs about the outcomes or the attributes of performing the behavior (behavioral beliefs), determined by the evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs with positively valued outcomes will result in performing the behavior which will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs with negatively valued outcomes will give a negative attitude. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).

A multi-dimensional definition which recognizes three components in the attitude are emotional response, beliefs regarding the subject, behavior related to the subject. From this point of view an individual's attitude towards education defined in a more complex ways by the emotions that he associates with the subject, by the individual's belief towards that subject and by how he or she behaves.

The attitude that the child brings to his task at the beginning of any learning unit should be strengthened if it is desirable and changed if interferes with success in learning. Crow and Crow (1956) 'a child need not to be permitted to do completely as the wishes usually he can be simulated towards desirable activities through the arousal of interest in worth-while projects. Constructive attitudes develop during his adolescence and adulthood.'

Teachers have an important role in forming the attitudes of pupils. A teacher must take account of learner's attitudes and if necessary build up new attitudes in order to facilitate the learning of skills and knowledge. They also possess the potential to transfer their own attitude towards studies to their pupils. Pupils develop a positive attitude, when they see education as useful and interesting, and when they have good teachers.

Study habits and Attitude towards education

Study habits and attitudes of students are determined through their time management ability, work methods, attitudes toward teachers and acceptance of education.

In a more recent meta-analysis, Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades. Moreover, a literature review by Nagaraju (2004) pointed out that for good academic success, good study habits and attitudes are important.

A review of literature highlighted the importance of students study habits and attitudes in their academic performance. According to Menzel, cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Efficient study habits are associated with a favorable attitude toward learning in general. As cited by Otto (1978), beliefs in the value of intellectual pursuits and in the importance of education are positively related to academic performance. An important aspect of a student's attitude toward education is the value he sees in what he has to learn. In the study of Sarwar et. al (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. Another research found discrepancy between the study attitudes of high and low-achieving students. High-achieving students had a more positive attitude toward study in that they detected and reacted positively to the favorable aspects of the situation they found themselves in, while the low-achieving students tended to be fault-finders, reacting to the negative aspects of study such as distractions and minor annoyances. The more successful group was

also found to be more realistic and discriminating in their assessment of those situations which were highly relevant to scholastic achievement, such as discipline and work priorities, and they were better organized in both their work and leisure activities. Yu (2011) in his study revealed that among the study habits and study attitude factors examined, student perception of teacher effectiveness influence accounting performance.

Need for the study:

This study addressed the increasing importance of the student's academic achievement measured by the test scores, through examining study habits and attitude towards education of secondary class students in its relation. This was an effort to search for the study habits and attitude towards education of secondary class students and relation between them. Little study has been done looking at the study habits of students at any level of the education system especially in Asia, much which is directed to mainly the western countries. Sawar et al. (2009, p.204) acknowledge the fact that, "since we live in the information age, this fact clearly makes new demand on the educational system, requiring radical changes on „what and „how pupils learn and why students are not doing as per expectations." It is important to have a clear understanding of what benefits or hinders one's educational achievement. This is the premise on which this study is justified.

The researcher was inspired to take the present piece of work as she felt that secondary level student's opinion must be collected and time to time it is to be analyzed in order to derive right objectives and goals to be set and targeted. The investigators under took an elaborate study on study habits and attitude towards education to give appropriate suggestions to the authorities concerned. Hence the study emerged.

Objectives of the study:

- (1) To study the relationship between the study habits and attitude towards education of secondary level students with regard to gender, area and management variation.
- (2) To study the difference in the study habits of secondary level students with regard to gender, area and type of school variation.
- (3) To study the difference in the attitude towards education of secondary level students with regard to gender, area and type of school variation.

Hypotheses of the Study:

In relation to the theoretical points of departure and the research instruments used, the following hypotheses were formulated in null form for empirical verification.

- Ho1 There is no significant relationship between the study habits and attitude towards education of secondary level student with regard to gender, area and impact of management variations.
- Ho2 There is no significant differences in the study habits of secondary level students with regard to gender, area and impact of management variations.
- Ho3 There is no significant difference in the attitude towards education of secondary level students with regard to gender, area and management variations.

Research Method:

The design: Normative survey method was used in the present research to pertinent preside information consuming the current status of phenomena and to draw valid general conclusive from the facts discovered. The method was meant about what exists at present by determining the nature and degree of existent conditions. Hence the design was of ex-post factor.

Sample: In the present study the investigator selected schools of district East and North-East of Delhi and Delhi NCR as the field of investigation. The sample for the study consists of 400 secondary class students of 16 schools of Delhi and Delhi NCR. Students from both types of schools were categorized on the basis of their sex as well as on the basis of the location of their school i.e. urban and rural. Required number of students from each category was then randomly selected.

Instruments: To measure Study habits, *M. Mukhopadhyay* and *D.*

N. Sansanwal's inventory was used as a tool. This inventory measures the study habits of secondary level students. The test can be administered to a group of not more than 40 children at a time. It contains 52 items, pertaining to line nine sub-components which characterize the basis of study habits. The items have been drafted in affirmative 34 items and negative 18 items forms. Positive items should be given 4,3,2,1 and 0 for responses 'always', 'frequently', 'sometimes', 'rarely' and 'never'.

Reliability: The reliability of the whole inventory was worked out by using split half method. The reliability co-efficient is .91 which is fairly high and indicates that the inventory is reliable

To measure attitude towards education of secondary level students Attitude Scale Towards Education (ASTE) by Dr. S. L. Chopra was used as an inventory.

Description of the test: For construction of the present scale a modified form of Thurstone and Chave (1929) technique was used. ASTE consists of 22 items in the form of statements, having two options, one agreement with the statement and another disagreement with the statement related to the areas of attitude towards education.

Reliability: reliability of the scale was calculated by "split-half" method also. Its test-retest reliability found 0.93 and split half reliability was 0.89, which suggests that the scale is quite reliable.

Scoring Scheme of Attitude Scale towards Education (ASTE)

Table No.1

| Sr. No. of items | Scale Value | Sr. No. of items | Scale Value |
|------------------|-------------|------------------|-------------|
| 1. | 10.79 | 12. | 8.63 |
| 2. | 1.96 | 13. | 7.63 |
| 3. | 3.86 | 14. | 5.79 |
| 4. | 10.79 | 15. | 6.94 |
| 5. | 9.67 | 16. | 8.63 |
| 6. | 2.86 | 17. | 4.63 |
| 7. | 4.72 | 18. | 0.50 |
| 8. | 9.61 | 19. | 0.50 |
| 9. | 2.92 | 20. | 6.88 |
| 10. | 7.90 | 21. | 5.93 |
| 11. | 1.88 | 22. | 3.80 |

Techniques of Analysis: Techniques of analysis includes techniques for collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated. Collection of data in regards to the two predicting variables was done through administration of relevant tools in the form of questionnaires. Responses were collected in independent answer sheets. For scoring procedure as mentioned in the test manuals has been followed. For interpretation of scores in all the predicting variables both descriptive statistics and inferential statistics have been used. The data collected during the research process was evaluated by using "SPSS 15.0 for Windows" package program. The arithmetic mean and standard deviation values were used for the distribution of the study habits and attitude towards education of secondary level students.

The "independent samples t-test" was used to determine whether there is significant difference in students 'study habits' according to gender, locale and type of school variation. The significant difference level was discussed as 0.005 and 0.01 statistically.

Results and discussions:

Relationship Study

Table No-2

Coefficients of correlation between study habits and attitude towards education.

| Sub-Samples | N | Attitude Towards Education and Study Habits | Level of Significance |
|--------------|-----|---|-----------------------|
| Total Sample | 400 | 0.007 | NS |
| Total Boys | 200 | 0.025 | NS |
| Total Girls | 200 | 0.006 | NS |

| | | | |
|------------------|-----|-------|----|
| Total Rural | 200 | 0.007 | NS |
| Total Urban | 200 | 0.002 | NS |
| Total Government | 200 | 0.057 | NS |
| Total Public | 200 | 0.027 | NS |

* Significant at 0.05 level of confidence NS Not Significant

** Significant at 0.01 level of confidence

The r values as presents in the table no.2 clearly reveals that there is absolutely no significant relationship between attitude towards education and study habits of students of secondary level students in cases of gender, area and type of school variation too. So it may be concluded that the student who has the high attitude towards education not necessarily has good study habits. Hence Ho1 that there is a no significant relationship between study habits and attitude towards education of secondary level students could be accepted. But these finding are not in the conformity with the findings of Nandita, Tanima, S. (2004) that there is a positive and significant relationship in attitude towards education and study habits. Hence need of further study is needed.

Differential Analysis on Study habits Variation
Summary of the test of significance of difference between the means of contrasts of the sample on the scale of study habits.

Table No-3

| Variation | Sub-Samples | N | Mean | SD | S-ED | df | t | Remarks |
|------------|---------------|-----|--------|--------|-------|-----|---------|---------|
| Gender | Boys Vs | 200 | 130.16 | 17.955 | 1.713 | 398 | 1.853 | NS |
| | Girls | 200 | 126.99 | 16.263 | | | | |
| Area | Rural Vs | 200 | 127.93 | 18.337 | 1.129 | 398 | 0.747 | NS |
| | Urban | 200 | 129.22 | 15.964 | | | | |
| Management | Government Vs | 200 | 124.68 | 17.734 | 1.676 | 398 | 4.646** | P<0.01 |
| | Public | 200 | 132.47 | 15.715 | | | | |

* Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

On perusal of the table no 3 it was evident that the obtained value of 't' ratio in case of gender variation (1.853) was lesser than the tabulated value (1.96) at 0.05 level of significance and for 398 degrees of freedom. Hence the 't' ratio in case of gender variations was not significant. So the null hypothesis that "there is no significant differences in the study habits of students with regard to gender variations could not be rejected. No statistically significant difference between the boys and girls subsamples on study habits could be obtained. This result was analysed in the context of the result under review of earlier researches and it was observed that the result was in conformity with earlier studies conducted by Singla (2007), Ahuja, Pushplata, Ahuja, K K (2011), but not supports by study conducted by Kaur (2005). Many of the recent researches conducted revealed non-significant difference between boys and girls in Study habits. Hence, the investigator was inclined to conclude that the result obtained in the present study was acceptable.

The 't' ratio in case of Area variation(0.747) which was also less than the tabulated value (1.96) at 0.05 level of significance for 398degrees of freedom was significant. Hence the 't' ratio in case of area variation was also non-significant. So the null hypothesis that, there is no significant difference in the study habits of students with regard to area variation was also not rejected. This revealed that the area does not affect the study habits of students rather peer group pressure, personality type of the student and the school environment affect the reading habits of students in secondary level this is also supported by the studies conducted by Tope. Omotere (2011) and Kaur (2005).

The't' ratio in case of the management variation (4.646) was more than the tabulated value (1.96) at 0.01 level of significance for 398 degrees of freedom. Hence the't' ratio in case of management was significant. The mean value of Public school (132.47) is greater than

then the Government school (124.68), which shows that Public school students have better study habits as compared to Government school students. So the null hypothesis that there is no significant difference in the study habits of students with regard to management variation could not be accepted.

Differential Analysis on Attitude towards Education Variation

Summary of test of significance of differences between the means of contrasts of the sample on the scale of attitude towards education.

Table No-4

| Variation | Sub-Samples | N | Mean | SD | SED | df | t | Remarks |
|------------|----------------------|-----|---------|----------|---------|-----|---------|---------|
| Gender | Boys Vs Girls | 200 | 84.1738 | 12.33512 | | | | |
| | | 200 | 85.0773 | 12.02966 | 1.21833 | 398 | 0.742 | NS |
| Locale | Rural Vs Urban | 200 | 83.8940 | 12.57306 | | | | |
| | | 200 | 85.3572 | 11.75247 | 1.21697 | 398 | 1.202 | NS |
| Management | Government Vs Public | 200 | 86.4770 | 12.28438 | | | | |
| | | 200 | 82.7742 | 11.81025 | 1.20496 | 398 | 3.073** | P<0.01 |

* Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

This hypothesis was tested by using 't' test. In table-4 we observed that the t values of attitude towards education in case of gender variation (0.742) and area variation (1.202) were less than the tabulated value (1.96) at 0.05 level of significance for 398 degree of freedom. Hence it can be concluded that t-ratio is not significant in both the cases. Thus null hypothesis is accepted in the above discussed cases.

The 't' value was computed to find out the significance of difference in the attitude mean scores between the total government school students and the total public schools students. The table No-5 further gives the details. The calculated 't' value 3.073 is greater than the critical value 1.96 corresponding to the 0.01 level of significance. This implies that the differences in the attitude mean scores under consideration is statistically significant. Government school students have better attitude towards education as compared to Public school students. Hence the H_0 is rejected.

Conclusion:

The findings of the present study revealed that there was no significant correlation found between study habit and Attitude towards Education in regard of total sample, gender, area and type of school of all the secondary class students, which is contrary to the results of Nandita, S. Tanima (2004) which says that there is a positive and significant relationship between study habit and attitude towards education. Therefore, further verification is needed. Application of an alternate method, like projective technique, may throw light on the students' study habits and attitude towards education and their relationship with achievement motivation.

The second finding of the study was in respect of non significant difference in study habits with regard to gender and area of the schools. The possible explanation could be that in the present age of knowledge exploded society, people have become very conscious and girls are in no way lagging behind the boys. Both the boys and girls are moving in the same direction to show off themselves in their thinking and attitude. The findings further revealed that there is a significant difference in relation to management variation, Public school students are better in their study habits than their counterparts. In this regards an explanation seems to be in order that study habits depend mainly to the home environment and parent's educational level apart from teacher's way of teaching also. Since public school students are generally guided by their educated parents about using good and effective ways of study habits like planning, time management, concentration etc since beginning.

A closed scrutiny of the third finding of the study made it clear that non significant difference was observed in the attitude towards education of the secondary level students with regards to gender and area of schools, Which is in conformity with the results of Devrajung

(1992), which states that students of any background economically had a favorable attitude towards reading. The valid conclusion drawn from this was that probably prosperity makes them indulge in easily available gizmos and games and shifts their attitude towards other enjoyment of life instead of achieving any position in their education. But there was a significant difference in relation to management variation. Government school students are showing better attitude towards education in comparison to Public counterparts. Therefore, conclusion is drawn to the effect that these days when the education system is changing very rapidly, it has been observed that the Government, Educationalist and Teaching Community are interested in providing quality education to the students of government school students which in return bringing changes in their attitude towards study.

Educational implication and Recommendations:

The present study purports to measure the contributions of the predictors to the criterion. As such the findings provide ample scope both to the administrators and the educationists in promoting good study habits and positive attitude towards education and making parents, teachers, students and all other concerns well informed about the same. The following recommendations have been made basing on the findings of the present investigation:

1. First and foremost, classroom environment must be conducive for learning. Student's approval of teachers' methods and management are crucial to attain maximum classroom learning outcomes. Teachers need to consider adjusting his teaching strategies to suit to the learning styles of the students. Moreover, teachers should recognize the influence of student habit and attitude have on learning outcome with a view of monitoring and determining individual student learning problem for appropriate action.
2. Students can be screened for level of academic self-efficacy or study habit or attitude at the beginning of a term. If they are low in the domain, teachers in conjunction with the guidance counselors can work with such students to promote and enhance their self-efficacy or study habit/attitude.
3. Academic departments or student organizations may consider giving more remedial actions, guidance programme such as workshops, symposia, and public lectures periodically and confluent academic interventions to improve student's reading and study skills, time management,
4. Academic departments must enforce academic advising among their teachers.
5. Quiz competitions, class presentations, inter school debates, seminars and talk shows etc., should be organised for students in order to enhance their study habits of reading the magazines, newspapers, journals, periodicals and attitude towards education.
6. The institution should ensure contemporary academic learning centers like state-of-the-art libraries, complete electronic resource centers (e.g. internet, multimedia facilities), and all-inclusive laboratory facilities.

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