Chapter 4

Results and Discussion

Keeping in mind the objectives of the present research this chapter deals with analysis and interpretation of data. In order to achieve at certain conclusions and to achieve the objectives of the study, a systematic treatment of raw data is being done by using statistical techniques such as frequency, percentage, mean, standard deviation, t test, chi square. The results have been presented in accordance with the specific objectives of the study. This chapter is divided into four sub-heads:

4.1 Statistics analysis and interpretation of data regarding students' study habits among 6th and 8th grades.

**4.2** Demographic characteristics of respondents.

4.3 Analysis between demographic factors and students' study habits.

4.4 Analysis and interpretation of factors affecting study habits of different level achievers.

4.5 Assessment and interpretation of different techniques used by students' in different subjects.

4.1 statistics analysis and interpretation of data regarding students study habits among 6th and 8th grades.

4.1.1 Diagram of percentage distribution of study habits among students
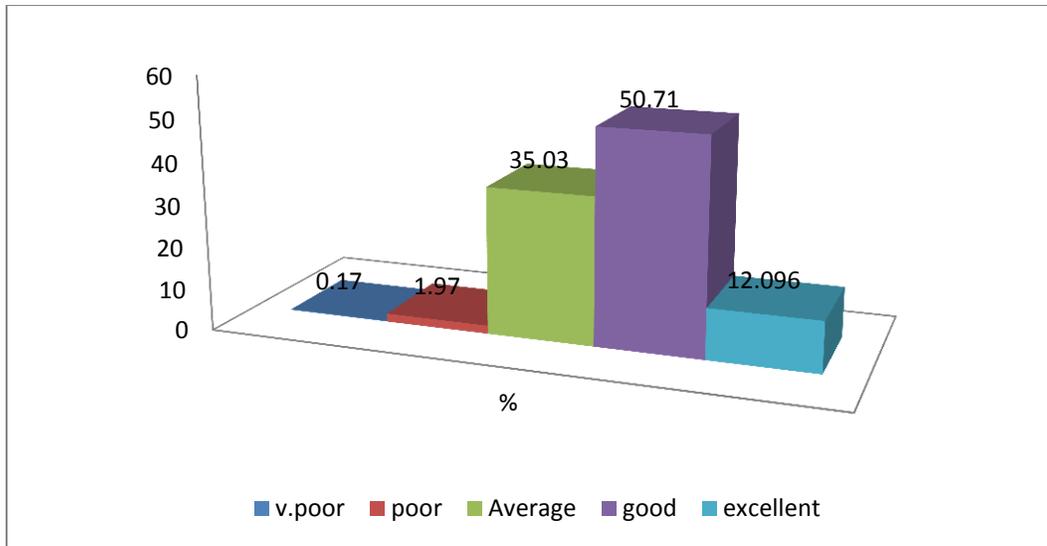
The above graph of overall level of study habit among 6th and 8th grade students reflects that 0.17% students undergo very poor study habit, 1.97% have poor study habit, 35.03% get average study habit, 50.71% experience good study habit and only 12.09% have a excellent study habit.

This means that the majority of students (50.71%) come in the category of good then average study habits as they use good study techniques for studying, time management, and concentration. They also have good exam preparation skill, good parental as well as teacher involvement and their peer group also influences their study habits.
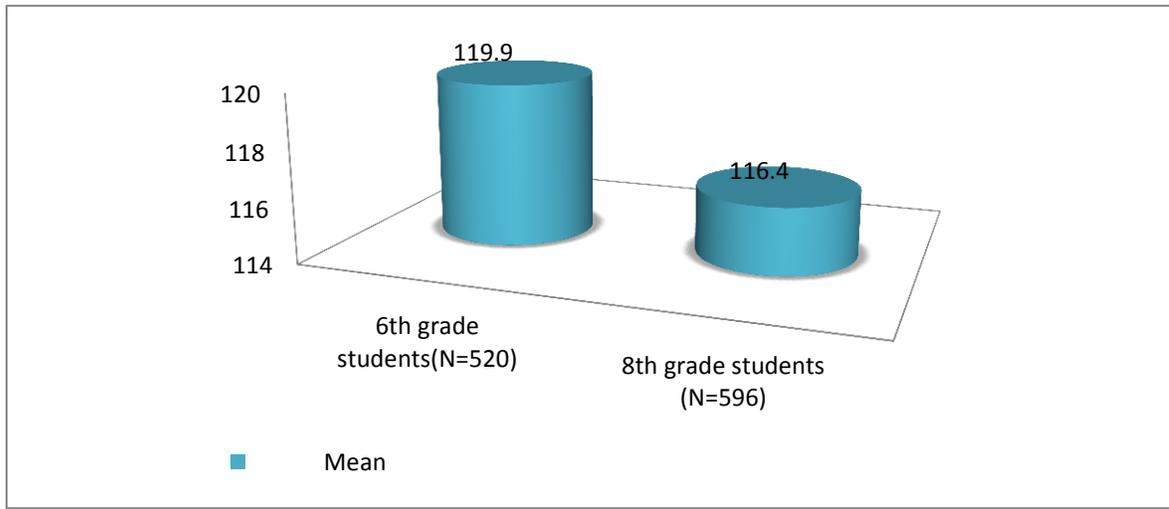
In order to assess the difference in study habit between 6th and 8th grade students mean, S.D, t and p value was calculated and presented in table 4.1.2

Table 4.1.2 mean, S.D, t and p value on study habits among 6th and 8th grade students.

Sample Groups	Mean (S.D)	T	p value
6th grade students(N=520)	119.9(15.5)		
8th grade students (N=596)	116.4(14.5)	3.8	0.00 **

** Significant at 0.05 level

2

The table shows that mean score of 6th grade students on study habit scale was 119.9 and S.D was 15.5 where as mean score of 8th grade students was 116.4 and S.D was 14.5. p<0.05. This shows that there is a significant difference between two sample groups. It can be concluded that 6th grade students have higher level of study habit as compared to 8th grade students.Vamadevappa and Usha (2006) result found that 6th class student has positive and significant relationship between parental involvement and study habits.

In order to assess the difference in study habit between boys and girls mean, S.D, t and p value was calculated and presented in table 4.1.3

Table 4.1.3 mean, S.D, t and p value on study habits among boys and girls.

Sample Groups	Mean (S.D)	T	p value
Boys (N= 615)	116.5(15.1)		
Girls (N=501)	120.0(14.8)	-3.8	0.00**

** Significant at 0.05 level

The table shows that mean score of boys on study habit scale was 116.5 and S.D was 15.1 where as mean score of girls was 120.0 and S.D was 14.8. p<0.05. This shows that there is a significant difference between two sample groups. It can be summarized that girls

have higher level of study habit as compared to boys. Suda and Sujata (2006) result revealed that girls perform better than the male students.
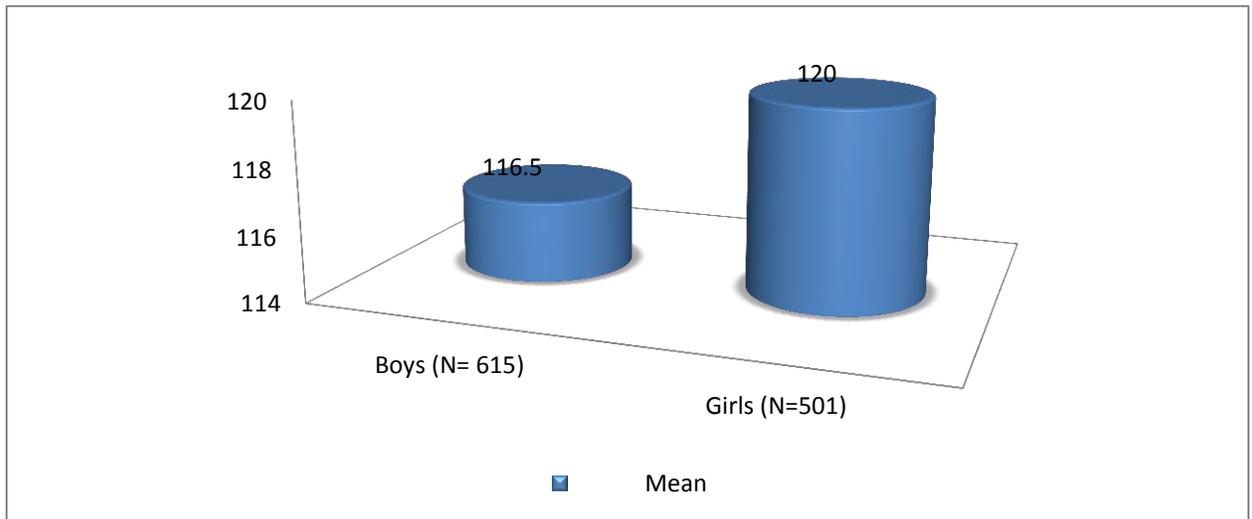
Table 4.1.4 mean, S.D, t and p value on various dimensions among 6th and 8th grade students.

Dimensions	Sample group	Mean (S.D)	T	p value
Time management	6th grade students (N=520)	14.1(2.7)	2.2	0.02**
	8th grade students (N=596)	13.7 (2.7)		
Concentration	6th grade students (N=520)	22.1(3.0)	2.4	0.01**
	8th grade students (N=596)	21.6(3.2)		
Study techniques	6th grade students	26.8(4.7)		

			4.7	0.00**
	8th grade students (N=596)	25.5(4.4)		
Exam preparation	6th grade students (N=520)	17.8(2.9)	2.1	0.03**
	8th grade students (N=596)	17.4(3.0)		
Parental involvement	6th grade students (N=520)	20.0(3.4)	3.8	0.00**
	8th grade students (N=596)	19.1(3.6)		
Teacher involvement	6th grade students (N=520)	19.0 (3.6)	1.1	0.25
	8th grade students (N=596)	18.7(3.4)		

** Significant at 0.05 level

4.1.4.1 Time management

The above table 4.1.4 describe that mean score of 6th grade students on time management was 14.1 and S.D was 2.7 whereas mean score of 8th grade students was 13.7 and S.D was 2.7. This shows that there is a significant difference between two sample groups. It can be concluded that 6th grade students have good time management as compared to 8th grade students.

4.1.4.2 Concentration

The above table 4.1.4 shows that mean score of 6th grade students on concentration was 22.1 and S.D was 3.0 whereas mean score of 8th grade students was 21.6 and S.D was 3.2. This shows that there is a significant difference between 6th and 8th grade students. It can be concluded that 6th grade students have good concentration as compared to 8th grade students.

4.1.4.3 Study techniques

The above table 4.1.4 describe that mean score of 6th grade students on study techniques was 26.8 and S.D was 4.7 whereas mean score of 8th grade students was 25.5 and S.D was 4.4. This shows that there is a significant difference between two sample groups. It can be concluded that 6th grade students have good study techniques as compared to 8th grade students.

4.1.4.4 Exam preparation

The above table 4.1.4 shows that mean score of 6th grade students on exam preparation was17.8 and S.D was 2.9 whereas mean score of 8th grade students was 17.4 and S.D was 3.0. This shows that there is a significant difference between 6th and 8th grade students. It can be concluded that 6th grade students have good exam preparation as compared to 8th grade students

4.1.4.5 Parental involvement

The above table 4.1.4 describe that mean score of 6th grade students on parental involvement was 20.0 and S.D was 3.4 whereas mean score of 8th grade students was 19.1and S.D was 3.6 . This shows that there is a significant difference between two sample groups. It can be concluded that 6th grade students have good parental involvement as compared to 8th grade students.

4.1.4.6 Teacher involvement

The above table 4.1.4 shows that mean score of 6th grade students on teacher involvement was 19.0 and S.D was 3.6where as mean score of 8th grade students was 18.7 and S.D was 3.4. This shows that there is no significant difference between two sample groups.

 It was found that 6th grade students have good time management skills, concentration skills, study techniques, exam preparation, and parental involvement as compare to 8th grade students. But there is no difference in teacher involvement of both 6th and 8th grade students.

4.1.5 Opinion of students' regarding some other issues of study habits.

Major pattern of study habit among student (N=920)	Students responses	Percentage (%)
Which time of day you do most of the study	Evening	40.76%
	Night	25%
	Morning	15.76%
	Any time	10.86%
	Late night	7.60%
Where is your favorite place for study	Study room	43.47%
	Bed room	25%
	In front of T.V	10.32%
	In silent place	8.15%
	In library	7.60%

	In class	5.43%
Which type of study techniques you are using	Firstly read then write	34.78%
	Learn by understanding	22.60%
	Read one more after the class what	
	the teacher taught	12.5%
	Read the chapter carefully, then solve exercise	9.23%
	By rote learning	5.65%
	By making separate copy for each subject	3.26%
When you study best	when someone guide	21.84%
	When I am alone,	13.58%
	When place is completely silent	13.04%
	In exam	11.41%
	In tuition	8.91%
	In school	7.82%
How far in exam do you start studying for an exam	From the first day of class	16.84%
	Two day before an exam	14.13%
	One night before	11.41%
	One week before an exam	7.60%

	one month before an exam	3.80%
	Two month before for an exam	2.71%
How much time do you spend on studies before an exam	2 hours	34.78%
	5 hours	19.02%
	3 hours	11.41%
	4 hours	8.15%
	7 hours	3.26%

The majority of students (40.76%) reported that they were studied in the evening time, 25% reported that they were studied in night time, 15.76% respondent reported that they were study in morning time, 10.86% and 7.60% students reported that they were study in any time, late night of the day. The maximum numbers of students (43.47%) reported that study room was their favorite place for study, 25% reported that bed room were peaceful place for their study, 10.32% tell that they were study in front of TV, 8.15% students study in silent place, 7.60% respondent reported that they were like to study in library and only a few 5.43% reported that classroom are their favorite place for study.

It was found that a high proportion of the students (34.78%) reported that firstly read then write are the best study techniques they were use, 22.60% insisted use learn by understanding, 12.5% students read chapter once more after the class what the teacher explain, 9.23% respondent using the read the chapter carefully then solve the exercise techniques for studying, 5.65% reported that they use rote learning techniques, and very few (3.26%) respondent use the techniques by making separate copy for each of the subjects.

The students gave their several view point regarding when they study best such as 21.84% reported that they preferred study when someone guide me, 13.58% students study best when they were alone, 13.04% reported that when place is completely silent

then they study best, 11.41% reported that they study best in exam times, 8.91% students that they study in tuition time, and only few (7.82%) reported that they study best when they in school.

The maximum numbers of students (16.84%) prepare for a study from the first day of class, (14.13%) reported two days preparation in advance before an exam, 11.41% students prepare for exam one night before, 7.60% reported prepare one week before an exam, 3.80% students studying before one months from an exam and few (2.71%) respondent study before two months from an exam.

The majority of students (34.78%) spend 2 hours studying before an exam, (19.02%) respondent study 5 hours for an exam, (11.41%) students reported 3 hours studying before an exam, (8.51%) students spend 4 hours for their exam preparation, (3.26%) spend 7 hours before an exam.

4.2 Demographic characteristics of respondents

As mentioned in previous chapter the sample of 1116 students were selected for the study. Demographic characteristics of the sample have been presented in the following tables.

Variables	Frequency	Percentage
Class		
6th class	520	46.59%
8th class	596	53.40%
Gender		
Boy	615	55.10%
Girl	501	44.89%
Type of school		

Government	322	28.85%
Private	794	71.14%
Type of family		
Nuclear	799	71.59%
Joint	317	28.40%
No of siblings		
Only child	233	20.87%
With one sibling	388	34.76%
More than 2	495	44.35%
Ordinal position		
First born	435	38.97%
second born	385	34.49%
Third and above	296	26.52%
Father education		
High school	232	20.78%
Intermediate	309	27.68%
Graduate	408	35.93%
Postgraduate	150	13.44%
Doctorate	17	1.52%
Mother education		

High school	399	35.75%
Intermediate	301	26.97%
Graduate	305	27.32%
Postgraduate	108	9.67%
Doctorate	3	0.26%
Monthly income		
1000-20000	807	72.31%
21-40000	246	22.04%
Above 40000	63	5.64%

4.3 Analysis between demographic factors and students' study habits.

4.3.1 Class wise distribution of respondents

Study habit level	classes	
	6th	8th
Excellent	59	76
	62.90(2.73)	*72.10*(2.38)
Good	269	297
	63.73 (0.11)	*302.27* (0.09)
Average	165	226

	165 (1.62)	*226* (1.41)
Poor	8	14
	10.25 (0.49)	*11.45* (0.43)
Very poor	2	0
	0.93 (1.22)	*1.07*(1.07)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.2 Gender wise distribution of respondents

Study habit level	Gender	
	Boys	**Girls**
Excellent	58	77
	74.40(3.61)	*60.60*(4.44)
Good	304	262
	311.91(0.20)	*254.09* (0.25)
Average	234	257
	215.47 (1.59)	*175.63* (1.96)
Poor	17	5
	12.12 (1.96)	*9.88* (2.41)
Very poor	2	1

	1.10 (0.73)	*0.90*(0.90)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.3 School wise distribution of respondents

Study habit level	Type of schools	
	Government	**Private**
Excellent	12	123
	38.95(18.65)	*96.05*(7.56)
Good	188	378
	163.31(3.73)	*402.69* (1.51)
Average	122	269
	112.82 (0.75)	*278.18* (0.30)
Poor	0	22
	6.35 (6.35)	*15.65* (2.57)
Very poor	0	2
	0.58 (0.58)	*1.42* (0.23)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

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4.3.4 Family wise distribution of respondents

Study habit level	Type of family	
	Nuclear	**Joint**
Excellent	75 *96.65(4.85)*	77 *38.35(12.23)*
Good	405 *405.23(0.00)*	161 *160.77 (0.00)*
Average	300 *279.94 (1.44)*	91 *111.06 (3.62)*
Poor	17 *15.75 (0.10)*	5 *6.25 (0.25)*
Very poor	2 *1.43 (0.23)*	0 *0.57(0.57)*

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.5 Sibling wise distribution of respondents

Study habit level	No of sibling		
	Only child	**With one sibling**	**More than two**
Excellent	52	35	48

	28.19(20.12)	*46.94 (3.04)*	*59.88 (2.36)*
Good	113	208	245
	118.17 (0.23)	*196.78 (0.64)*	*251.05 (0.15)*
Average	62	140	189
	81.63 (4.72)	*135.95 (0.12)*	*173.43 (1.40)*
Poor	6	4	12
	4.59 (0.43)	*7.65 (1.74)*	*9.76 (0.52)*
Very poor	0	1	1
	0.42 (0.42)	*0.70 (0.13)*	*0.89 (0.01)*

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.6 Ordinal position wise distribution of respondents

Study habit level	No of sibling		
	First born	**Second born**	**Third and above**
Excellent	70	33	32
	52.62(5.74)	*46.57 (3.96)*	*35.81 (0.40)*
Good	233	204	129
	220.62 (0.69)	*195.26 (0.39)*	*150.12 (2.97)*
Average	124	141	126

	152.41 (5.29)	*134.89* (0.28)	*103.71* (4.79)
Poor	8	6	8
	8.58 (0.04)	*7.59* (0.33)	*5.84* (0.80)
Very poor	0	1	1
	0.78 (0.78)	*0.69*(0.14)	*0.53*(0.42)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.7 Fathers' education wise distribution of respondents

Study habit level	Fathers' education				
	High school	**intermediate**	**Graduate**	**Postgraduate**	**Doctorate**
Excellent	9	23	71	27	5
	28.03(12.95)	*37.38*(5.53)	*49.35* (9.49)	*18.15* (4.32)	*2.06*(4.21)
Good	128	160	204	63	11
	117.66 (0.91)	*156.72* (0.07)	*206.92*(0.04)	*76.08* (2.25)	*8.62*(0.66)
Average	92	116	123	59	1
	81.28 (1.41)	*108.26*(0.55)	*142.95*(2.78)	*52.55* (0.79)	*5.96*(4.12)

Poor	3	10	8	1	0
	4.57 (0.54)	*6.09* (2.51)	*8.04*(0.00)	*2.96* (1.30)	*0.34*(0.34)
Very poor	0	1	1	0	0
	0.42 (0.42)	*0.55* (0.55)	*0.73*(2.20)	*0.27* (0.27)	*0.03*(0.03)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.8 Mothers' education wise distribution of respondents

Study habit level	Mothers' education				
	High school	**intermediate**	**Graduate**	**Postgraduate**	**Doctorate**
Excellent	15	39	65	16	0
	28.03(12.95)	*36.41*(0.18)	*36.90*(21.41)	*13.06* (0.66)	*0.36*(0.36)
Good	214	143	157	50	2
	5.93 (0.72)	*152.66* (0.61)	*154.69*(0.03)	*54.77*(0.42)	*1.52*(0.15)
Average	163	110	79	38	1
	139.79(3.85)	*105.46*(0.20)	*106.86*(7.26)	*37.84* (0.00)	*1.05*(0.00)
Poor	7	8	3	4	0
	7.87 (0.10)	*5.93* (0.72)	*6.01*(1.51)	*2.13* (1.64)	*0.06*(0.06)
Very poor	0	1	1	0	0
	0.72 (0.72)	*0.54* (0.39)	*0.55*(0.38)	*0.19* (0.19)	*0.01*(0.01)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.9 Monthly income wise distribution of respondents

Study habit level	Monthly income		
	1000-20000	**21000-40000**	**Above 40000**
Excellent	87	41	7
	97.62(1.16)	29.76 (4.25)	7.62 (0.05)
Good	418	116	32
	409.28 (0.19)	124.76(0.62)	31.95 (0.00)
Average	286	84	21
	282.74 (0.04)	86.19 (0.06)	22.07 (0.05)
Poor	15	5	2
	15.91(0.05)	4.85 (0.00)	1.24 (0.46)
Very poor	1	0	1
	1.45 (0.14)	0.44(0.44)	0.11(6.97)

Note: expected value are displayed in italics

The value of $(O-E)^2/E$ are displayed in (parentheses)

4.3.10 Distribution of various demographic variables of respondent

Ho: there is no significant association between different demographic variables (class, gender, type of school, type of family, no of sibling, ordinal position, fathers' education,

mothers' education and monthly income) and study habit among 6th and 8th grade students.

H1: there is significant association between different demographic variables (class, gender, type of school, type of family, no of sibling, ordinal position, fathers' education, mothers' education and monthly income) and study habit among 6th and 8th grade students.

Demographic variables	x^2Calculated values	Degree of freedom	P values
Class	11.556	4	0.02*
Gender	18.042	4	0.00*
Type of school	42.242	4	<0.00*
Type of family	23.283	4	0.00*
No of siblings	36.018	8	0.00*
Ordinal position	27.030	8	0.00*
Fathers' education	58.245	16	<0.00*
Mothers' education	64.450	16	<0.00*
Monthly income	14.467	8	0.07[NS]

*significant (p<0.05), NS (non- significant)

4.3.11.1 The class and study habits of 6th and 8th grade students: the calculated chi-square value was significant. This helped to conclude that study habit was dependent on the class of the students. In other words class had a relative impact on the study habits of 6th and 8th grade students.

4.3.11.2 The gender and study habits of 6th and 8th grade students: the calculated chi-square value was found to be significant at 0.05 levels. Hence the null hypothesis for this variable for independence of association of attribute was rejected. It may be interpreted that the study habits of 6th and 8th grade students was dependent on their gender**.**

4.3.11.3 The type of school and study habits of 6th and 8th grade students: the calculated chi- square value for this variable was significant. This meant that there was

association between study habits and type of school i.e private and government. Hence the nullhypothesis was rejected.

4.3.11.4 The type of family and study habits of 6th and 8th grade students: the calculated chi-square value was significant so it can be said that the study habits was dependent on the type of family i.e. whether it was a joint or a nuclear family. Hence the null hypothesis was rejected.

4.3.11.5 The no of siblings and study habits of 6th and 8th grade students: the calculated chi-square value was found to be significant. It can be said that the study habit was dependent on the no of sibling. Hence the null hypothesis was rejected for this variable.

4.3.11.6 The ordinal position and study habits of 6th and 8th grade students: the calculated chi- square value was found significant. This meant that the students study habits was dependent on their ordinal position. Hence the null hypothesis was rejected.

4.3.11.7 The fathers' education and study habits of 6th and 8th grade students: the chi- square value was significant, hence the null hypothesis was rejected. In other words students study habits was dependent on their fathers' education.

4.3.11.8 The mothers' education and study habits of 6th and 8th grade students: the calculated chi- square value for this variable was significant. This meant that there was association between students study habits and their mothers' education, hence the null hypothesis was rejected.

4.3.11.9The monthly income and study habits of 6th and 8th grade students: the calculated chi- square value was found non significant. It can be said that the students study habits was independent of their monthly income of the family; hence the null hypothesis was accepted.

The table 4.3.11 describes the demographic factors and their chi-square, degree of freedom and P value. The various demographic values such as class, gender, type of school, type of family, no of siblings, ordinal position, fathers' education, mothers' education are found significantly associated with the students' study habits which are

significant at 0.05% level and it helps to conclude that students study habit is dependent on the respective variables. But family monthly income are found non significantly associated with the student study habits which are non significant at 0.05% level.

**4.4 Analysis and interpretation of factors affecting study habits of different level achievers**

4.4.1 Diagram of percentage distribution of effect of different factors on study habits.
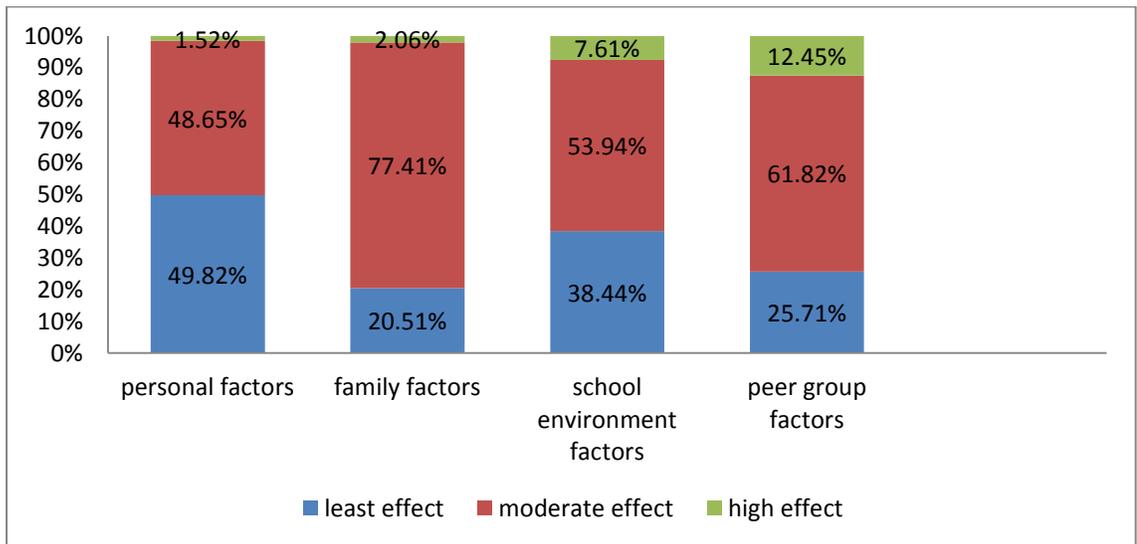
The majority of 49.82% students show that personal factors affect them least while 48.82% and 1.52% respectively shows that personal factors affect them moderately and highly. On the other hand 20.51% student's shows that family factors affect them least, 77.41% and 2.06% shows that family factor affect them moderately and highly. 38.44 %, 53.94%, 7.61% respectively shows that school environment factor affect them least, moderately, highly while 25.71% students shows that peer group factor affect them least, 61.82% and 12.45% shows that peer group factor affect them moderate and highly.

It can be concluded that family factors are not affecting highly but moderately affecting the student's study habits. The major issues in family which are affecting them t they don't have peaceful environment at home, no support of parents, elder siblings and insufficient material for their studies.

4.4.2 Diagram of percentage distribution of effect of personal factors on study habits of different level achievers.
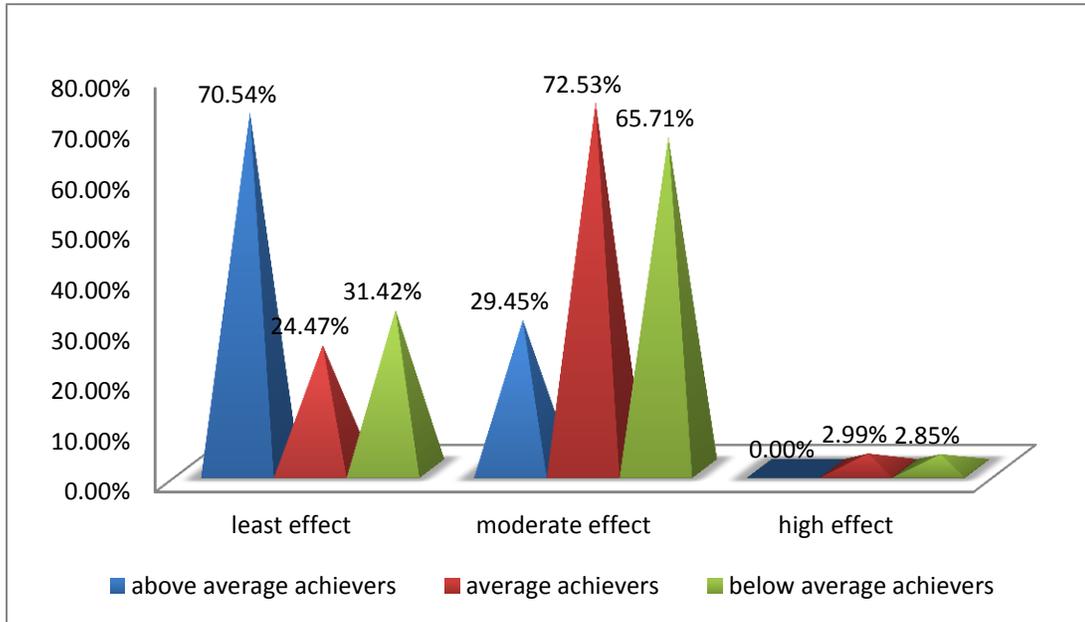
The above graph shows that 70.54% students above average achievers, 29.45% average achievers and 0% below average achievers are believes that personal factors affect them least. Whereas 24.47% students are above average achievers, 72.53% average achievers and only 2.99% students are below average achievers found that personal factor moderately affect them. On the other hand 31.42% students are above average achievers, 65.71% average achievers and 2.85% is below average achievers are high affected by personal factors.

The majority i.e 70.54% believes that personal factor affect them least. On the other hand24.47% and 3.42% above average achievers respectively believes that personal factors affect them moderately or high. On the other hand 29.45% students reflect that average achievers are least affected, 72.53% students shows that average achievers are moderate affected .whereas only few 65.71% students indicate that average achievers are high affected.

The result shows that none of the below average achievers felt that they are least affected by personal factors, 2.99% students shows that below average achievers are moderately

affected and 2.85% students below average achievers are highly affected by personal factor.

Comparing average, below average and above average achievers it could be stated that average achievers are moderately affected by the personal factors

4.4.3Diagram of percentage distribution of effect of family factors on study habits of different level achievers.
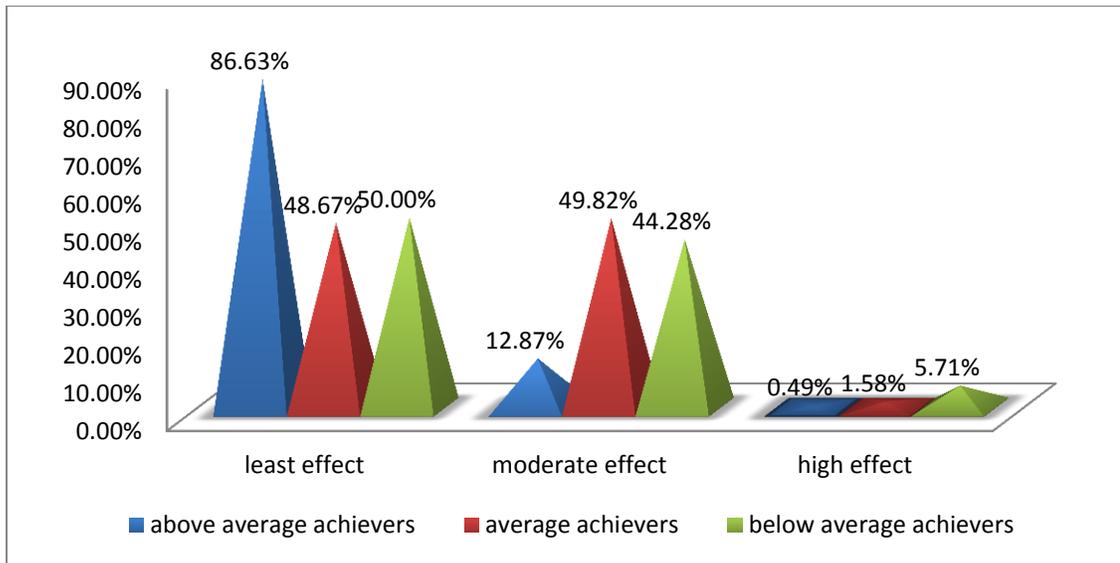
The above graph represented that 86.63% students above average achievers, 12.87% average achievers and 0.49% below average achievers are believes that family factors affect them least. Whereas 48.67% students are above average achievers, 49.82% average achievers and only 1.58% students are below average achievers found that family factor moderately affect them. On the other hand 50% students are above average achievers, 44.28% average achievers and 5.71% is below average achievers are high affected by family factors.
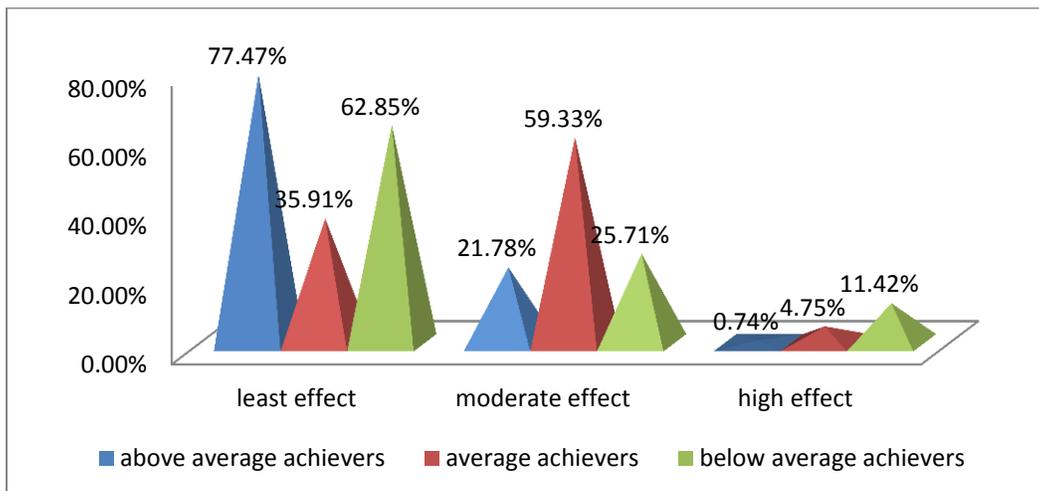
The majority of 86.63 % above average achievers believes that family factor affect them least. On the other hand 48.67% and 50% above average achievers respectively believes that family factors affect them moderately or high. On the other hand 12.87% students shows that average achievers are least affected, 49.82% student's revealed that average

achievers are moderate affected .whereas only 44.28% students indicate that average achievers are high affected.

The result shows that 0.49% below average achievers are least affected by family factors, 1.58% students shows that below average achievers are moderately affected and 5.71% students' below average achievers are high affected by family factor.

Majority of students feel that above average achievers are least affected by the family factors

4.4.4. Diagram of percentage distribution of effect of school environment factors on study habits of different level achievers

The above graph demonstrate that 77.47% students above average achievers, 21.78% average achievers and 0.74% below average achievers are believes that school environment factors affect them least. Whereas 35.91% students are above average achievers, 59.33% average achievers and only 4.75% students are below average achievers found that school environment factor moderately affect them. On the other hand 62.85% students are above average achievers, 25.71% average achievers and 11.42% is below average achievers are high affected by school environment factors.
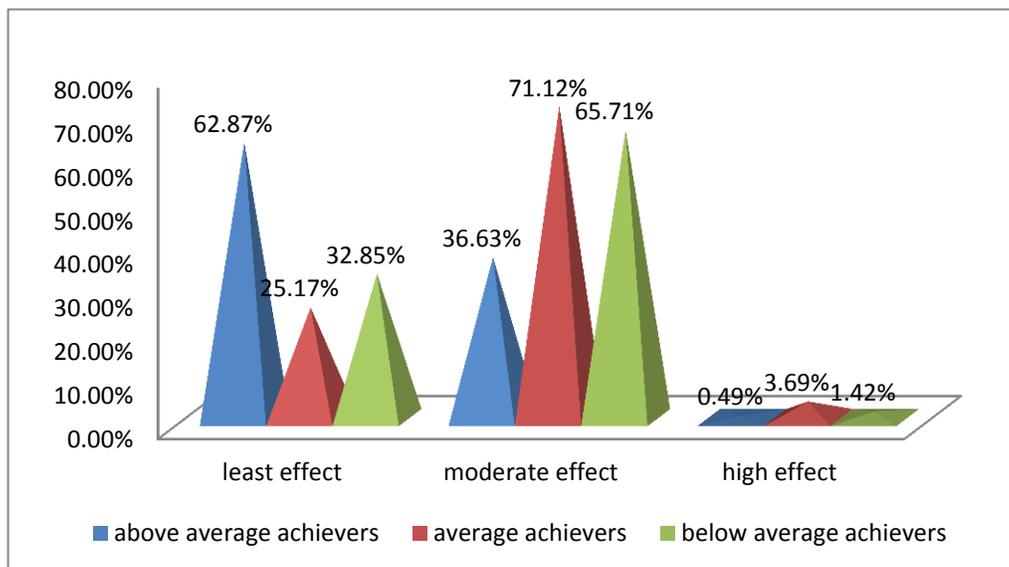
The majority of 77.47% above average achievers believes that school environment factor affect them least. On the other hand 35.91% and 62.8% above average achievers respectively believes that school environment factors affect them moderately or high. On

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the other hand 21.78% students shows that average achievers are least affected, 59.33% student's revealed that average achievers are moderate affected .whereas only 25.71% students indicate that average achievers are high affected.

The result shows that 0.74% below average achievers are least affected by school environment factors, 4.75% students shows that below average achievers are moderately affected and 11.42% students' below average achievers are high affected by school environment factor.

Majority of students feel that school environment are least affecting the above average achievers.

4.4.5Diagram of percentage distribution of effect of peer group factors on study habits of different level achievers

The above graph shows that 62.87% students above average achievers, 36.63% average achievers and 0.49% below average achievers are believes that peer group factors affect them least. Whereas 25.17% students are above average achievers, 71.12% average achievers and only 3.69% students are below average achievers found that peer group factor moderately affect them. On the other hand 32.85% students are above average

achievers, 65.71% average achievers and 1.42% is below average achievers are high affected by peer group factors.

The majority i.e 62.87% believes that peer group factor affect them least. On the other hand 25.17% and 32.85% above average achievers respectively believes that peer group factors affect them moderately or high. On the other hand 36.63% students reflect that average achievers are least affected, 71.12% student's shows that average achievers are moderate affected .whereas only few 65.71% students indicate that average achievers are high affected.

The result shows that 0.49% below average achievers are least affected by peer group factors, 3.69% students shows that below average achievers are moderately affected and 1.42% students' below average achievers are high affected by peer group factor.

Comparing average, above average and below average achievers it is found that peer group is moderately affecting the average achievers.

4.4.5 Students views which factor affect study habits

Students advice about factor affecting study habits (N=920)	Students responses	Percentage (%)
Discuss which factors affect your study habits	T.V	38.04%
	Phone	29.89%
	Computer	11.41%
	Outside noise	9.78%
	Relative get together	5.97%
	Brothers/ sister disturb by reading loudly	4.89%

The above table describes that only those students responses whose study habit is affected. To analysis which factors affect study habits.

About the analysis which factors affect it was found through the responses that the majority of the students (38.04%) suggested that they were disturb from the T.V programmes, (29.89%) students suggested that phone (games) which affect their study pattern, (11.41%) students excessively disturb from computer related activity, (9.78%) respondent distract from the outside noise, (5.97%) suggested that they were disturb from relative get together. And only few (4.89%) reported that their study affected by their sibling reading pattern.

4.5 Assessment and interpretation of different techniques used by students in different subjects.

4.5.1 Class wise percentage distribution of different techniques used in math subject
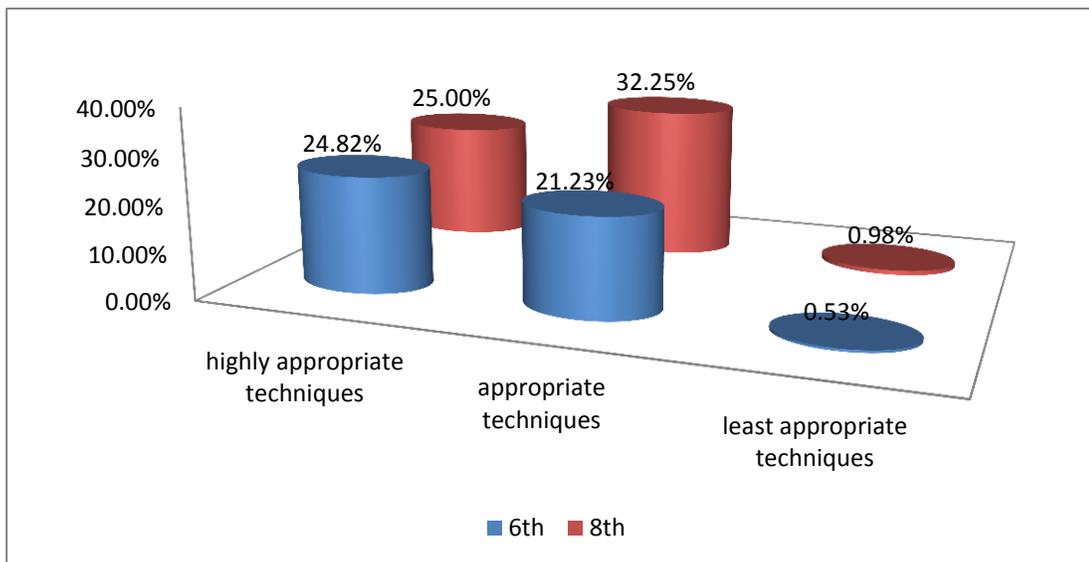

The above graph demonstrate that majority of 6th standard (24.82%) students used highly appropriate techniques (the detail of identify of most appropriate techniques was given in chapter 3 page no 33) in math's subjects as compare to (21.23%) students who used appropriate techniques. In the same class (0.53%) students have least appropriate techniques used in math's subjects.

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The result shows that the most of the 8th class (32.25%) students used appropriate techniques in math's subjects where as 25% and 0.98% have highly appropriate and least appropriate techniques used in math subjects.

The above data reflects that the students belonging to 8th class (25%) students used highly appropriate technique in math whereas 6th standard (24.82%) students have comparatively used low techniques. The children studying in 8th class (32.25%) students used appropriate techniques in comparison to 6th class students (21.23%) but 8th class (0.98%) students have more least appropriate techniques as compare to 6th class(0.53%) students.

The overall result indicates that 6th class students have highly appropriate techniques for math subjects whereas 8th class students have appropriate techniques for studying math subjects.

4.5.2 Class wise percentage distribution of different techniques used in science subjects.
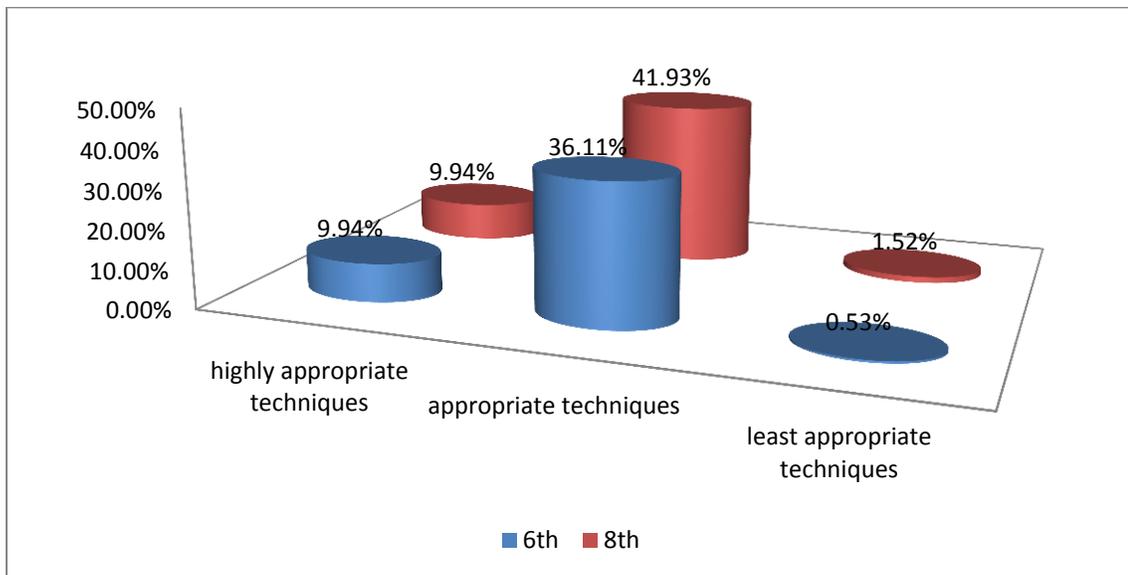

The above graph shows that in class 6th(9.94%) children used highly appropriatetechniques, (36.11%) students have appropriate techniques for studying math's subject, (0.53%) students used least appropriate techniques. Whereas in 8th class

(9.94%) children belong to highly appropriate techniques category, 41.93% fall into appropriate techniques, (1.52%) students have used least appropriate technique.

The result shows that both the 6th and 8th class (9.94%) students used highly appropriate techniques for studying math's subjects. the children studying in 8th class (41.93%) used appropriate techniques in comparison to 6th class (36.11%) but 8th class (01.52%) students fall in more least appropriate techniques in comparison to 6th class (0.53%).

The overall results show that both 6th and 8th class students have appropriate techniques for studying science subject.

### 4.5.3 Class wise percentage distribution of different techniques used in social studies subject
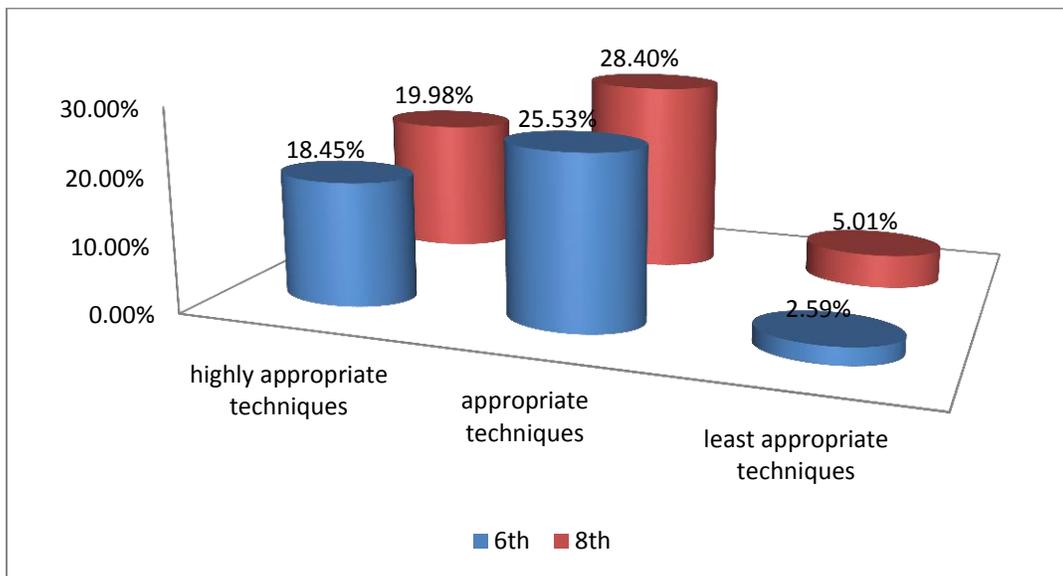
The above graph describes that 6th class (18.45%) students have highly appropriate math studying techniques whereas 25.53% and 2.59% students have used appropriate and least appropriate techniques. In class 8th(19.98%) students have used highly appropriate techniques and 28.40%, 5.01% students used appropriate and least appropriate techniques respectively.

The result reveals that 8th class (19.98%) children's are highly concerned about their studies in comparison to 6th class (18.45%) students. It is also found that a 8th class (28.40%) students have appropriate techniques in comparison to 6th class (25.53%). Whereas 8th standard students (5.01%) more fall in least appropriate techniques in comparison to 6th class (2.59%).

The overall result shows that both 6th and 8th class students have appropriate studying techniques for social studies.

4.5.4 Class wise percentage distribution of different techniques used in English subject
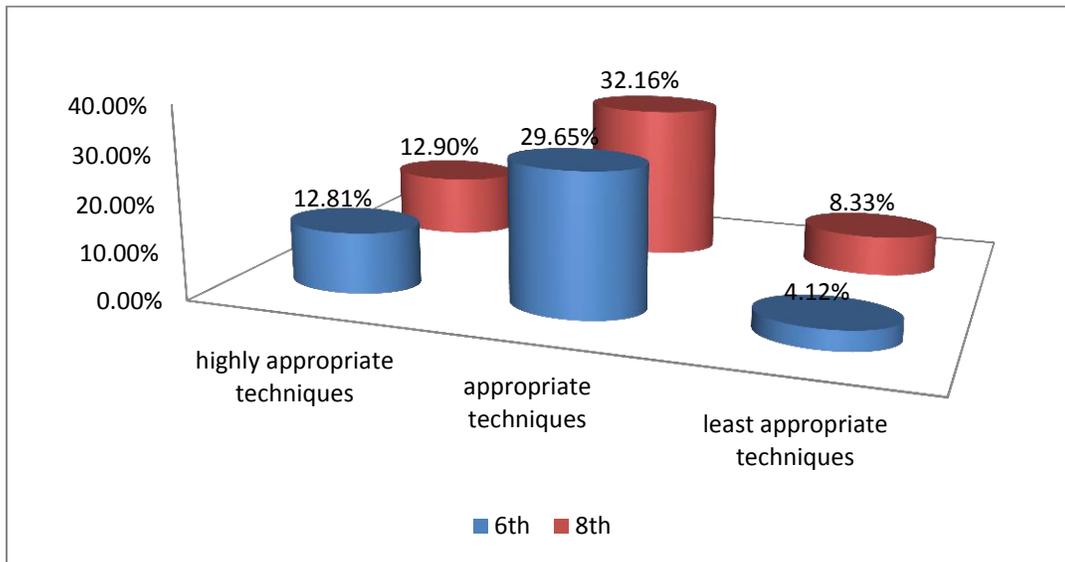
The above graph demonstrates that majority of 6th standard (29.65%) students used appropriate techniques in math's subjects, 6th class (12.81%) students who used highly appropriate techniques. In the same class (4.12%) students have least appropriate techniques used in math's subjects.

The result shows that the most of the 8th class (32.16%) students used appropriate techniques in math's subjects where as 12.90% and 8.33% have highly appropriate and least appropriate techniques used in math subjects.

The above data reflects that the students belonging to 8th class (29.65%) students used a highly appropriate technique in math whereas 6th standard (12.81%)students have

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comparatively used least appropriate techniques. The children studying in 8th class (32.16%) students used appropriate techniques in comparison to 6th class (29.65%) students but 8th class(8.33%) students have more least appropriate techniques as compare to 6th class students (4.12%).

The overall result indicates that both 6th and 8th class students have appropriate techniques for studying English subjects.

4.5.6 Students personal view for studying different subjects

Suggestion for studying subjects given by students (N=710)	Students responses	Percentage (%)
Suggest best techniques for improving math	Doing practice for getting right answers	50.70%
	By learning tables by heart	21.12%
	By learning formulas	16.19%
	Firstly solve easy then move for hard one question	11.97%
Give best method for studying science	By understanding facts	32.39%
	By doing experiment	23.94%
	Learn through scientific formulas	16.90%
	Watching science related program in T.V	15.49%
	Highlights important term	11.26%
Suggest best techniques for	Do practice of grammar exercise	30.98%

improving English subjects	Reading English newspaper/story books	23.94%
	Find meaning of hard words in dictionary	18.30%
	Write down new vocabulary	13.38%
	Practice pronunciation	13.38%
Suggest techniques for studying social studies	Be writing all the events date	36.61%
	Learn through maps	25.35%
	Practices long answer question	21.12%
	Learn by understanding	16.90%

The above table includes personal views about different subject given by some students.

The majority of students (50.70%) suggested that through doing practices is the best techniques for math, (21.12%) respondent viewed that learning tables are important for improving math, (16.19%) reported by learning formulas math can improve, (11.97%) suggested that firstly solve easy then move for hard one question.

The students gave various best methods for studying science which will help one to become good in science. Most of the respondent (32.39%) reported that by understanding facts is the best technique for studying science, (23.94%) suggested that by doing experiment leaning of science can be enhance, (16.90%) students advised that by learning through formula is also best methods,(15.49%) suggested that watching science related program in T.V was also enhance the techniques for studying science, (11.26%) students viewed that highlighting the important term is also important for studying science.

About the improvement in English subjects it was found through the responses that the majority of the students (30.98%) suggested that do practice of grammar exercise,

(23.94%) students suggested that reading newspaper/ story books help for improving in English, (18.30%) reported that find the meaning of hard words in dictionary also enhance the English, (13.38%) suggested that write new vocabulary and practice pronunciation is also helps in improving the students English subjects.

The students gave various suggestions for studying social studies subject which helps students for becoming good. Most of the respondent (36.61%) reported that the students should study by writing all the event date, (25.35%) reported that learn through maps also enhance the way for studying social studies, (21.12%) students suggested that practice long question answers, (16.90%) students advised that always learn by understanding is the best techniques for study social studies subjects.