CHAPTER 2

Review of literature

A comprehensive review of literature forms an integral part of any scientific enquiry. Therefore, it is mandatory on the part of any researcher to go in depth of the earlier studies conducted in the field of investigation which gives the comprehensive knowledge about the work done and finding obtained in the part. It gives an immense help and provides an insight to the researcher to plan and execute the study. Further reviews of literature helps in according unintentional duplication of work and also keep apart with recent development of field.

The present chapter deals with literature survey of the existing volume of similar or related subject that helped in shaping the theoretical position of this research project. The studies of the present work undertaken by the investigator are as follows-

D. Betsy Mccoach and Del Siegle (2001) compared "high achieving and low achieving adolescents' attitudes towards school, attitude towards teacher, goal- valuation, motivation, and general academic self perceptions. The sample consists of 244 ninth through twelfth grade students from a mostly white, suburban high school in the northeast. .Result revealed that high achievers and low achievers differ in both their motivational patterns and their academic self perception".

M.M Alam (2001) studied "academic achievement in relation to socio-economic status, anxiety level and achievement motivation with the objective to study academic achievement in relation to socio economic status and to view the extent up to which academic achievement of the children was affected by their anxiety level. Result revealed that significant positive relation between socio economic status and academic achievement, achievement motivation and academic achievement, and a negative relationship between anxiety and academic achievement".

Barbara M. Fulk (2003) studied "concern about the academic performance of incoming 9th grade student through a three phase project. In phase one and two, teachers and

student were surveyed in order to gather their perception of student academic skill. In phase three, information from the survey was used to develop intervention to improve student study strategies. Result revealed that teachers' greatest areas of concern were time management, motivation and homework. Student rated themselves lowest on study habits, self regulation and test anxiety".

Jason Luther Branch (2003) examined "the academic achievement of students who participate in school sponsored extracurricular activities and students who do not participate in school sponsored extracurricular activities using cumulative grade point average as a measure. The subject in this study was 1100 students at a large southeastern metropolitan high school. Result showed that there was significant difference between the academic achievement of students who participated in school sponsored extracurricular activities and students who did not participate in school sponsored extracurricular activities.

Kimiko Fujita (2005) conducted "on effect of extracurricular activities on the academic performance. Survey instrument which was distributed to student enrolled in grade 6th through 8th at Walnut Creek Christian academy during the 2004-2005 school year requested demographic information in addition to the five liker- type scale question. Result showed that extracurricular activities affect academic performance and that the effect depends on the specific activities in which the student is involved".

Inga Dora Sigfusdottir et al (2007) analyzed "the cross sectional survey data from 5810 Icelandic school children to explore the relationship between selected health behaviors and academic achievement. The sample consists of 14 and 15 year old students who attended the 9th and 10th grades in all Icelandic secondary schools during March 2000. Result showed that body mass index, diet and physical activity explained up to 24% of the variance in academic achievement when controlling for gender, parental education, family structure and absenteeism".

Meena Siwach Nee Daulta (2008) "a sample of one hundred twenty students drawn from senior secondary school of paniapat. Study was conducted to assess the effect of home environment on the scholastic achievement of children of class 8. Misra's home

environment inventory scale was used. Result revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment".

Muhammad Sarwar et al (2009) examined "the study orientation of low and high academic achiever was compared, measured through a self developed study orientation scale (SOS) primarily based on 47 items comparing study habits and attitude. Students' marks obtained in the 10th grade examination determined the measure of academic performance. Analysis revealed that the high achievers had better study orientation, study habit and attitude, then the low achievers".

R.A Olatoye (2009) compared "study habit, self concept and science achievement of students in public and private junior secondary school in ogun state, Nigeria. A sample of three hundred and sixty students participated in the study. Result showed that there was no significant difference in study habit and self concept of student in public and private school. However, private school student performed significantly better than their public school counter parts in integrated science".

Shobha Joshi and Rekha Srivastava (2009) investigated "the self esteem and academic achievement of urban and rural adolescents and to examine the gender difference in self esteem and academic achievement. The sample consisted of 400 adolescents (200 rural and 200 urban) from Varansi district. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Result indicated that there was no significant difference with regard to self esteem of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self esteem as compared to girls. Girls were significantly higher on academic achievement as compared to boys".

Mohammad Iqbal Mattoo and Syed Noor Ulamin (2010) analysed " the influence of heavy and low TV watching on study habits of secondary school students. A sample of 500 students was drawn randomly from various government secondary and higher secondary school of district Srinagar. Study habit inventory by M.N Palsane and Anuradha Sharma was administered to assess the study habits. Result revealed that a

significant differences between the mean scores of heavy and low TV viewers on study habits".

M.O. Ogundokun and D.A. Adeyemo (2010) examined "the moderating influence of emotional intelligence, age and academic motivation on academic achievement of secondary school students. The participants in the study were 1563 (male= 826, female=737) secondary school students from Oyo state, Nigeria. Their age ranged between 12 years and 17 years with mean age of 15.96 years. Result indicated that emotional intelligence, age and academic motivation were potent predictors mildly associated to academic achievement".

Muhammad Sarwar et al (2010) compared "study attitude of low and high achiever by using a self developed study attitude scale consisting of 36 items. Academic performance was measured through marks obtained by the student in the 9th grade examination conducted by the external body. Analysis revealed that the study attitude of secondary school student was related with their academic achievement".

Felicity Akpene Akagah (2011) investigated "the influence of study habit on academic performance of junior high school students.420 respondent comprising junior high school. The purposive and simple random sampling technique was used to select student for the study Finding revealed that despite other dimensions of study habit thus, examination, homework and assignment, reading and note taking, concentration, only time management explain the bulk of the variable that predicts students' study habit".

Lawsha Mohamed and Hussain Waheed (2011) evaluated "the students' attitude towards mathematics and find out gender difference in attitude towards mathematics in a selected school of Maldives. A Samples of 200 students were selected from grade 9 and 10. Result showed that the students' positive attitude towards mathematics is medium and there is no gender difference in their attitudes".

M.S Farooq et al (2011) examined "different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondent were 10th grade students (300 male and 300 female). The academic performance was gauged by the result of their 9th grade annual examination. Result

revealed that socio- economic factor and parents education have a significant effect on students overall academic achievement as well as achievement in the subjects of mathematics and English. The high and average socio-economic level affects the performances more than the lower level. It was found that girls perform better than the male students".

Shabbir Ahmad Rana and Rukhsana Kausar (2011) study was conducted "to compare Pakistani British and white British student on study habit and their academic performance. The sample comprised of 200 science student of 10th class recruitment from four multiethnic school of England, UK. Analysis revealed that although white British student had significantly better study habits than the Pakistani British but no significant difference was found in their academic performance".

Syeda Farhana Kazmi (2011) assessed "to measure the relationship between anxiety and aspiration among academic achiever. A purposive convenient sample consisted of 200 students with average age 15 years of both gender; 100 female students (50 high, 50 low academic achiever) and 100 male students(50 high, 50 low academic achiever) were taken from higher secondary school of abbottabad. Analysis of result revealed that the pattern of achievement of a student depends on his/her aspiration level and anxiety has association with level of aspiration in student".

Tuncay Ergene (2011) examined "the relationship among test anxiety, study habits, achievement, motivation and academic performances in a Turkish tenth grade high school sample consisting of 510 participants. 267 of whom were female and 243 were male. Result indicated that no correlation was observed between achievement motivation and academic success. Test anxiety and study habits were associated positively with academic success. And there was no association with achievement motivation".

Valerie J. Shute et al (2011) determined "the relationship between parental involvement and academic achievement, with special focus on the secondary school (middle and high school) level. Result indicated that there is a association between various parental involvement variables and students academic achievement, with some of the most consistent relationship being reported for (a) parents taking with their child about school

(b) parents holding high expectation for students academic achievement and (c) parents employing in authoritative parenting style".

J.T.B Oluwatimilehin and Jimoh Wale Owoyele (2012) examined "the relationship between study habits and students' academic achievement in core subject at the junior secondary school level. The descriptive research design of an ex post facto approach was used in the study. A sample of 300 junior secondary school students was drawn using simple random sampling techniques. Finding revealed that of all the study habits subscales, 'teacher consultation' was most influential while the 'time allocation', exercise, concentration, no taking reading and assignment were regarded as less integral to students' academic performance".

Khloud Falah Ahmad Rahamneh (2012) determined "the causes of poor academic achievement among the students of the main stages in selected schools in the province of Al-Balqa. Sample consisted of 100 teachers of the basic stage were selected by using the simple random sampling. Where the researchers used a questionnaire consisting of (30) distributed on three axis: (student hub، the school hub and family hub). Result indicated that the reasons for poor academic achievement among the students of the main stages in selected school in the province of AL-Balqa fall under the following themes (focus of the students (89.60%) was the first place, followed by the school hub (79.00%), and followed by the family)".

Mohamed Z.G.Al- Agili et al (2012) determined "the factors that influencing libyan students achievement in mathematics. The total no of the respondent was 201(74 male and 127 female). One hundred and five students were in grade 4-6, eighty one students in grade 7-9 and fifteen students from secondary school. Result showed that teacher attribution and students attitude towards mathematics were the highest and lowest factors influencing the students achievement, respectively. Moreover, the relationship among teaching practices and teacher attribution was high (0.68). Generally, good correlations were found among these factor in one hand and students achievement in mathematics in the other hand".

Muhammad Nadeem Anwar et al (2012) compared "the difference in creative thinking abilities between students with high and low levels of academic achievement. A total number of 208 secondary school students participated in this study. Two group were formulated i.e. high achievers (n=104) and low achievers (n=104). Result revealed that there was no difference between high achievers and low achievers in term of creative thinking abilities. However, girls and the students belonging to urban areas found better in their creative thinking abilities".

Natifia Mullings (2012) evaluated "the reality television and its effect on the academic achievement of inner- city high school students. A total of 251 students completed a paper and pencil questionnaire during the 2011-2012 school years. Result indicated that students mostly maintain positive attitude about education, despite how much reality television they consume. Light viewers of reality television however, are more indirectly influenced by the content of this genre, using the negative perception they have about reality television to motivate them to succeed academically in high school. Students who were underperforming in high school placed little value on education".

Ranjana Choudhury and Dhiraj Kumar Das (2012) assessed "the influence of arithmetical ability and study habit on the achievement in mathematics to the pupils at secondary stage. A sample of 500 student of standard 9th from secondary school of south Kamrup district Assam. Analysis of data indicated that there is a significant difference on achievement in mathematics of the student in case of sex for different sub categories but independent for the sub- categories of medium".

Ranjana Choudhury and Dhiraj Kumar Das (2012) investigated "the influence of areas in relation to the attitude towards mathematics and study habit on the achievement in mathematic to the student at secondary stage. A sample of 500 student of standard 9th from secondary school of south Kamrup district, Assam. Analysis of data indicated that there was no significant difference on achievement in mathematic of the student in case of medium and sex".

Ranjana Chouldhury and Dhiraj Kumar (2012) examined "the influence of area in relation to the geometrical ability and study habit on the achievement in mathematics to

the pupils at secondary stage. A sample of 500 students of standard 9 from secondary school of south kamrup district, Assam. Analysis indicated that there was no significant difference on the achievement in mathematics of the students. In case of medium and sex for different sub categories. The regression equation thus obtained shows that geometrical ability and study habit contribution 20.33% and 35.91&% respectively to the achievement in mathematics".

Amora et al (2013) examined "the study habits of the grade 5 and grade 6 pupils in Baluarte elementary school for the school year 2012-2013. The researcher formulated 38 self developed survey questionnaire validated by the panel of expert in the field of educational research. Finding indicated that the factors that affect the study habit of the student in balurate elementary school are the very low family monthly income of the student that hinders to them to do well in school and not so full involvement of the parents in monitoring their child in their study habit in term of managing their time to study".

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

Hafiz Muhammad Waqas Rafiq et al (2013) explored "the effect of parental involvement in the academic achievement of their children. The research was conducted in Allam Iqbal town, Lahore city. 150 students (boys and girls) of 9th class of secondary school (public and private) were taken as respondents. Result showed that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievement of their children".

Iqbal Ahmad et al (2013) investigated "the government secondary school teachers' perceptions of the relationship between self-esteem and students' academic

achievements. To collect data, a questionnaire, based on five point likert scale was designed and administered to 200 teachers. The selected teachers were randomly sampled from 30 government secondary schools in Swabi District. Result indicated that students with positive self-esteem have high academic performance. Hence, it is inferred from the result of this study that there is a significantly high relationship between self-esteem and academic achievements of students".

Mandeep Kaur and Puneet Kaur (2013) examined "the effect of parental education on the achievement, study habit and inferiority of children, 100 children from 14 to17 years (50 children of high educated parents and 50 children of low educated parents) from various areas of Patiala were taken.. The data was subjected to t- test. Finding showed that children of high education parents were high in achievement motivation, high in study habit and low on inferiority complex as compared to children of low educated parents".

Mona Vij and Ruchi Ralhan (2013) conducted "a study on first generation learner and non first generation learners are categories according to their parents' educational status. Non first generation learners parent's are those who are highly qualified or to complete at least higher secondary education. The sample was selected by using random sampling technique.120 students of 10th class has been collected from the different schools of Hoshiarpur District. Finding showed that the education of parents influence the study habit and academic achievement of children".

Nabhit Kapur and Saira Javed (2013) investigated "the "parent-adolescent perception of problem faced by low and high academic achiever of grade tenth" was conducted in Chandigarh India. Finding showed that low academic achiever adolescents perceived more problems in the area of economic and material facilities and physical health and fitness as compared to high academic achiever. Mother of low academic achiever perceived their adolescents' problem more in all the area accepts vocational while their father perceived more problems in the area of friendship, sex and marriage".

Parveen et al (2013) determined "whether there are significant gender differences in academic performances among high school students of district Pulwama of (J&K). 300

(150 male and 150 female) high school students drawn randomly from 26 institute of district Pulwama of (J &K). Result showed that the boys and girls have not shown any significant difference in academic achievement in general science, Urdu and math. The academic achievement of boys is significantly higher than that of girls' in general English, social studies. In aggregate the academic achievement of boys is significantly higher than that of girls".

Pawan kumar and Ajender Negi (2013) conducted "a study on academic achievement of high school students in relation to their parental encouragement. The study was conducted on 200 school students of 10th class of Kangra district of H.P. result revealed that there does not exist any significant relationship between the academic achievement and parental encouragement of high school students".

Samia Jabeen and Mahmood Ahmad khan (2013) investigated "the need achievement of high and low achiever of 9th grade students. The sample of this study was (300 high achiever and 300 low achiever) selected randomly from two educational zones (Budgam and Soibugh) of district budgam. for the measurement of need achievement Mukherjee's incomplete sentence blank Urdu adaption (khan 1992) was used. Findings indicate that there is a positive and significant relationship between need achievement and academic achievement of high and low achiever group".

Sandeep Kumar and Asha Sohi (2013) compared "the study habits of male and female students of rural and urban area and their academic achievement by using stratified random sampling method. 100 students from class X were selected from four school of kamal district of Haryana. Result indicated that the sex of students is not likely to have any major effect on study habits and academic achievement of tenth grade students. It also found that there is very high and positive relationship between study habits and academic achievement of tenth grade students".

Addis Ababa Gebriye G (2014) examined "the academic performance of child laborers and non-child laborers in Adis Zemen Elementary School. The participants were 98 child laborers and 98 non-child laborers from grades 5 up to 8. The child laborers and non-child laborers were selected using systematic random sampling technique. Result

indicated that child laborer had a negative impact on academic performances of students".

Daniel K. Korir and Felix Kip Kemboi (2014) examined "the impact of school environment and peer influence on the student academic performances. Twenty-one public secondary school in Sabatia District of Vihiga country were used in the study. The study subjects were selected using simple random sampling techniques. Data were analyzed using multiple regressions. Result revealed that school environment and peer influence made significant contribution to the students' academic performance".

Feyera Beyessa (2014) explored "the factors that affect Grade X student's academic achievement in science education at Ilu Aba Bora Zone of General Secondary school. The sample of the study was 360 (172 male and female 155 students, 25 science teacher, 2 laboratory technicians and 6 school principals). Result indicated that students were stagnantly engaged in traditional method of teaching science methodologies, small group(one to five) discussion (M=4.0) method was the most dominant approach followed by gapped lecture and whole class discussion, which are not pedagogically supported in teaching science education of the modern time. Out of laboratory session, with statistically no significant difference between male and female students, they favored science education negatively and poorly involved in practicing it".

Kambiz Yazdani and Varsha Sane (2014) examined "the relation of achievement motivation and study habit to academic performance in high school student in Hyderabad. A sample of 400 students consisting of boys and girls were selected from 7th and 8th grade. The tools used in this present study to collect data were study habit inventory by M.N Palsane and achievement motivation scale by Deep Mohan. The result indicated that there was significant positive relationship of achievement motivation and study habit to academic performance. Result also showed the extent of contribution of achievement motivation and study habit to academic performance".

Karanam Mahaboobuvali and K. Sekhar Reddy (2014) conducted "the research on study habit of 8 class students and their academic achievement. The sample was taken from 8th class children of zilaparishad, municipal high school, and private aided and

private recognized student. The sample consists of 200, 8th class children and standardized tool was used. Finding revealed that 8 class student has slightly more awareness there is certain relationship in study habit of 8th class children and their academic achievement".

Luke Moloko Mphale and Mavis B. Mhlauli (2014) investigated "the factors which contribute to the decline in student academic performance in junior secondary school in Botswana since 2010. Questionnaires were used to gather data from two hundred participants. Finding showed that there were several factors that can contribute towards students low academic performances ranging from low staff morale to students unpreparedness for the examinations".

Michael Jato et al (2014) examined "the study habits, use of libraries and students academic performances in selected secondary schools in ondo west local government area of ondo state. A survey technique was adopted for the study and the instrument for data collection was questionnaire. Result showed that irregular use of school libraries by the students was one of the factors for poor scores in test and examination, many students did not study outside the school, and academic performances of the students was poor in mathematics and English language. Study concluded that study habits of the students were bad and academic performances of the students was poor".

Mohd. Abid Siddiqui and Tabassum Fatima (2014) analyzed "two independent variables i.e. study habits and academic motivation to see its influence on academic achievement. The study was carried out on sample of 278 adolescents studying in class X of Aligarh schools. Result revealed that study habit have emerged as influencing factor in case of total population in male sample but not in case of female sample. As far as the achievement motivation is concerned the variable has influenced the academic achievement in case of total population in female sample but not in case of male sample".

Muraina et al (2014) investigated "the impact of note taking and study habit on academic performance among selected secondary school student in lbadan, oyo state, Nigeria. Descriptive research design was used in this study. Nine hundred respondents were selected. Result showed that student academic performance is significantly

correlated with note taking and study habit, the independent variables when pulled together have significant effects on the student academic performance and each of the independent variable made a significant contribution to the prediction of students' academic performance".

Nagaraj V. Gudanavar and Rajashekhar B. Halayannavar (2014) "a sample of 250 student and all are taken from Baihongal, Belgavi district from Karnataka state. Two schools were selected randomly from Bailahongal, out of 8 higher primary schools of Bailhongal. Further from each school 125 students each of the classes VIII, were randomly selected. Chi-square and t statistics tool are used for analysis. Finding revealed that there was no association between boys and girls on study habit, Boys and girls differed significantly on two dimensions of reading & note taking habits & preparation for examination. There was significant association between study habits and academic achievement of girls. There was no significant difference between study habit and academic achievement of boys".

Sukhdev Singh Sandhu (2014) conducted "a study to find the relation of academic achievement of adolescent with emotional intelligence and study habit. The sample comprised of 200 9th class adolescent (100 boys and 100 girls) from government secondary school of Ludhiana city. Result of the study showed significant positive relation between academic achievement and emotional intelligence and also between academic achievement and study habit of adolescents".

Swarnali Chowdhury and Aditi Ghose (2014) investigated "to find out whether the different pattern of parenting influence study habit. The sample consisted of 620 students from class 7th to 9th. The tools used were parenting scale and study scale. Result indicates that there is a strong relationship between sagacious parenting and good study habit. The analysis of data was mainly carried through bivariate correlations".

Alemat Abay et al (2015) analyzed "the gender difference in relation to factors (academic self-concept, study habit, and SES) that affect academic achievement of secondary school students. A sample size of 350 students (186 female and 164 male) drown from the target population of 5235 students and percentage, chi-square, t-test, and

ANOVA were the statistical techniques used. Result indicated that no significant gender difference was observed in academic self-concept, study habit, math and science performance. The variables: study habit, academic self-concept, and perceived level of poverty were found to have significant main effects on academic achievement".

Cecilia E. Okon and U.L Archibong (2015) evaluated "the difference in academic achievement of student in both private and public secondary school in Akwalbom state. The sample size was 940 respondents drawn from both private and public school. Ex-post facto design was used for this study and t- test analysis was adopted to analyze the data. Finding of this study revealed that student in private secondary school performed better in social studies than those in public school".

Chhavi Chadha and Usha Dhulia (2015) studied "the effect of gender and time of TV viewing hours on their study habits of 200 adolescent students. The data was collected through a questionnaire which was developed by Dr C.P Mathur. A sample of 200 adolescents' students was drawn from different school of TehriGarhwal (uttrakhand). Result showed that girls adopted better study habits than boys and students whose TV watching hours are less, possess better study habits".

Evans Atsiaya Siahi and Julius K. Maiyo (2015) determined "the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at spicer higher secondary school. Result revealed that a positive relationship of 0.66 between study habits and academic achievement. There was a clear finding that the teachers and students seem not to take effort in developing good study habits".

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

Linus Terry Dzever (2015) examined "the impact of home environment factors on the academic performance of public secondary school students in Garki Area District, Abuja,

Nigeria. The stratified sampling technique was used to select 300 students from six public schools, while the simple random sampling technique was used to administer the questionnaire. Result revealed that there is a positive and significant relationship between permissive patenting style with academic performance. However, no relationship exists between authoritarian parenting and demanding parenting with academic performance of students".

M. Mary Manjula and G. Porgio (2015) examined" academic achievement of high school students in relation to physical climate of the school. A sample of 1000 high school students from 27 schools of Kanyakumari, Tirunelveli and Tuticorin districts. Stratified random sampling method was used for data collection. For data analysis statistical techniques such as percentage, mean, standard deviation and t test was employed. Result revealed that the physical climate of self- financed high school is greater than the government and aided high school students. Government and the management may set up a part of reasoned sum of money for improving the physical climate of their school".

Naila Nisar et al (2015) investigated "the study habits of students' and academic achievement of students studying at secondary schools. The population of the study was all students studying in class 10th at public sector schools of Punjab Province. The sample (1500 students from sixty schools) was drawn by using multistage sampling technique from five districts of Punjab province of Pakistan. Result revealed that students' study habits have impact on students' academic achievement at secondary school level. Alongside, gender and locale also have relationship with the variables".

Njune and Francis Manyatta (2015) investigated "the differential levels of study habits between upper and lower academic achievement in secondary school in Embucountry,Kenya. The target population for the study comprised all from 4 secondary school students in all public secondary schools in embu country. Finding indicate that the upper quartile achievers had higher scores in internal locus of control but not study habits and self- efficacy. Students at lower level of achievement performance reported stronger study habits and self efficacy compared to their upper performance counterparts".

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

R.C. Odeh et al (2015) investigated "the influence of school environment on academic achievement of student in secondary school in zone 'A' Senatorial District of Benue State, Nigeria. A descriptive survey design was adopted for the study. A sample of 250 teachers was used for the study. Result indicated that school climate, discipline and physical facilities have significant influence on academic achievement of secondary school students in zone 'A' Senatorial District of Benue State".

Shyamal Kumar Biswas (2015) compared "high and low academic achievers in respect of study orientation by using a modified study orientation scale (SOS) consisting of 52 items on different aspects of study orientation. The scale was administered on the sample of 360 students those were studying in class X in different schools of Purulia district. Result showed that there is no significant difference between the high and low achiever students in respect of their study orientation."

Suleyman Ertugrual Tugan (2015) investigated "the relationship between test anxiety and academic achievement of the 9th grade students at private faith high school. The sample comprised of 70 male 9th grade students of private Fatih high school in Beylikduzu, Istanbul, during the 2013-2014 academic years. Correlation analysis was used in order to determine the relationship between students' test anxiety and academic achievement. Result indicated that test anxiety has a negative relation with academic achievement".

V.R Santha Kumari and S. Chamundeswari (2015) investigated "the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method was used to select a sample of 457 students. Result

revealed that a significant difference was found between students in different categories of school and gender pertaining to achievement motivation, study habits and academic achievement".

Jaya Chawla (2016) investigated "the significance of relationship between achievement in chemistry and study habits. Sample of the study consisted of 151 IX class students selected randomly from two government school of Ludhiana city. Result of the study showed that there exists a positive and significant relationship between the two variables of the study".

Reeta Arora (2016) examined "the relationship between academic achievement and study habits of adolescents. a sample of 100 students studying in 9th class was randomly selected from senior secondary school of Ludhiana district of Punjab (India). Study habits inventory by Dr. N.S yadav has been used for data collection. Result analyzed that there is a strong positive correlation between academic achievement and study habits of adolescents".

Roya Sherafat and C. G. Venkatesha Murthy (2016) evaluated "whether study habits affect academic achievement among secondary and senior secondary school students of Mysore. The study was conducted on the sample of 625 students of Mysore City in India using stratified random sampling technique. Results indicated that the study habits facilitate higher academic achievement. Further, it was also found that secondary school students are significantly better than senior secondary students on study habits".

Zebun Nisa Khan (2016) investigated "the impact of socio- economic status as well as sex differences on study habits of class VII students (100) of government colleges of Amroha district. Finding indicated that there is a significant effect of gender on study habits of the subject. The effect of socio- economic status on study habit was found to be insignificant. Interaction effect of sex differences and socio- economic status was also not significant".

2.1 Research gap

The previous researches had focused on the impact of study habits on academic achievement. These researches did not make any attempt to study the study habits in references to different subject's i.e. English, mathematics, science, social studies of 6th and 8th grade students. In Indian context researcher did not find researches on the study habits of different subjects so in this study the researcher made an effort to examine the study habits in references to different subjects. a thorough review of literature revealed that not a single research focused on the guidelines that has to be develop for good study habits. Hence, the prime objective of this present study was to develop a guidelines and tips for good study habits. And to find out the major factor affecting study habits of different level achievers.