CHAPTER FIVE

SUMMARY, FINDINGS AND CONCLUSIONS

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CHAPTER FIVE

SUMMARY, FINDINGS AND CONCLUSIONS

5.0 INTRODUCTION

In earlier times, education was primarily meant for survival. Children were taught the necessary skills for living. Gradually however, man began to use education for a variety of purposes. Today we realize that education may be used not only for the purpose of survival but for a more enriched life.

According to John Dewey, “Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities” (Bhatia and Bhatia, 2004, p6)

In the present era of globalization, privatization and liberalization the concept of education is also changing and becoming vast. Education, which was teacher-centered, has now become child-centered. It means the student is the main and important factor of Teaching - Learning process. These are the days of self-directed learning, active learning and lifelong learning. The main aim of education is to give knowledge to the student and bring out all round development which will enable him to face this competitive world.

5.1 RESEARCH QUESTIONS

1. What is the importance of study habits techniques?
2. What are the present study habits of secondary level students?
3. Is there any difference between study habits of boys and girls?
4. Whether proper study habits can be developed through mnemonics, charts and laws of organization by Gestalt psychology or not?
5. How can proper study habits be developed through mnemonics, charts and laws of organization by Gestalt psychology?
6. Whether other techniques can be used to develop study habits of secondary level student or not?
7. How will study habits techniques affect the academic achievement of the student?
5.2 MEANING AND IMPORTANCE OF STUDY HABITS

“Study habit means a fixed routine behavior imbibed by an individual to learn.” (Yadav, Ansari, Savant, 2000, p 914)

Study habit is defined as “The complex of reading behavior of a person, resulting from the varying degrees of interaction, of a number of variable factors, when he seeks graphic records for acquiring information or knowledge”. (Nagaraju 2004, p16)

“In the literature, study skills are usually defined as students’ ability to manage time and other resources to complete an academic task successfully. ‘Study habit’ is the amount and kind of studying routines which the student is used during a regular period of study occurred in a conductive environment. (Ozsoy, Memis, Temur, 2009, p156)

Study habit is one such important strategy that evolved as a useful tool in leading students towards meaningful and proper learning. Study habit means tendency of a student to study in proper or improper way. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thirst for knowledge.

Learning occupies a very important place in our life. Teacher can create the situations that help the student to learn quickly and to retain it. Most of the things which we do or not do are influenced by what we learn and how we learn it. Efficient learning process does not depend on teaching alone but it depends on learning procedures and learning techniques as well. The acquisition, integration, organization and storage of knowledge are all facilitated by the use and practice of effective and efficient learning strategies and techniques.

Learning to learn is one of the main purposes of teaching. Training and Learning skills are major factors that help student for attaining the goal. Students need direction and guidance about how to study and how to become good achievers.

“Study habits contribute significantly in the development of knowledge and perceptual capacities.” (Yadav, Ansari, Savant, 2000 p 914)
There is a need to guide the students about the meaningful learning so that they are able to memorize things in a better way. Students improve their performance because they can learn most of the concepts clearly through proper study habits.

“Study habits refer to learning which leads to the achievement of a learner’s goal, through a prescribed pattern of steady behaviour.” (Ogbodo, 2010, p 229)

A student must know learning method and study habits, which helps him to achieve the goals of education. Learning through good study habits is the key process in human behavior. Parents and teachers always show concerns for child learning, because learning through good study habits influences our language, our skills, attitudes, interests and even our goals.

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

“Learning involves the development of proper study habits and skills. The problem of study habits is one of the universe importances both from theoretical and practices points of view. Theoretically, efficient learning depends upon the development of efficient study habits and skills.” (Nadeem, Puja, Bhat, 2014, p91)

It is known fact that every person has its own way of learning. It is also true that what works for one person may not work for another. So if certain techniques are used by the students to develop their study habit it may show different and good results. There is no magic formula for success in examination but hard work and use of study habits may help to change the results. According to proverb ‘Practice makes man perfect’ but we can say that ‘Perfect practice makes man perfect’. For students to be achievers the way of ‘perfect practice’ should be shown to make them ‘perfect in the studies’.
5.3 NEED OF THE PRESENT RESEARCH STUDY

In past, students have learnt to take notes in linear form, either copying them from the teacher or creating their own notes. This approach can be useful to some students, but it is not clear to other students and does not have as many possibilities which study habit provides.

For all students academic achievement has a great value in their career but at the same time all the students can never gain or reach the same level of achievement in the examination. The percentage of failures at secondary level is also increasing. There are many factors affecting the achievement like stress, tough competition, low confidence level, lack of motivation, improper attitude towards study and also way of studying. A large number of failures at secondary level are an issue of great concern for teachers, parents and administrators.

The target of the study is secondary level std. 9 students, as these students are in the stage of self study. They want to do independent studies. Secondary level is the junction between primary education and college education. If at this age proper study habits are developed, it will stay with the students forever and will help them to shape up their interests, attitudes, skills and even goals.

The sample chosen by the researcher is mostly from lower middle class, most of the students work to earn for their family and also for their education. They have a strong desire to get education. These students have less facility for their study at home. There is a lack of personal attention to these students. The students from lower middle class of the society have less exposure to various activities related to their study habits. Researcher felt the need to judge their study habits at present and to guide these students to have desirable study habits which will help them to better their lives and future.

In today’s world of tough competition, it is the need of the hour that students should develop proper study habits. They should know the proper, efficient and systematic way of learning to face various competitions. If the parents are well aware of the situation they can guide their children or make arrangements for the same but the researcher thought of lower middle class students wherein the parents are also not aware of all these things.
Researcher felt the need to find out, whether there is any difference between study habits of boys and girls because from Maharashtra state Secondary School Certificate results the remarkable difference in the passing percentage of boys and girls was observed. The average percentage of boys and girls for the years 2010 to 2013 was 87.625 and 89.07 respectively. This indicates that percentage of girls is more than boys. The sex wise percentage of results is mentioned in the summary of S.S.C. board results. (mahresult.nic.in) (Refer appendix R).

The reviews taken by the researcher also indicate that study habits of boys and girls are different. Nirmal, Kanta (1979) and Singh, Muktesh, and Snehalata (2010) stated that girls had better study habits than boys. And Shejwal, B.R. (1980) reported that boys had better study habits than girls. Whereas Nagailinkim, Caraline (1988) noticed no significant difference study habits of boys and girls. Therefore researcher felt the need to study whether there is any difference between the study habits of boys and girls or not.

Many researchers have carried out surveys on study habits to identify and judge the study habits of students. They have located many problems faced by students during studies and factors affecting studies of the students. At the same time very few researchers have implemented programme to guide the students to develop proper study habits. Researcher felt the need not only to locate the problems of students in their studies but also orient them to overcome them.

Thus there was a need that study habits programme should be developed, implemented and its effectiveness should be checked for the benefit of students, teachers and parents as well.

5.4 STATEMENT OF THE PROBLEM

To study the effectiveness of study habits programme on the Science achievement of standard 9 students from Semi English Medium schools in Pune city.
5.5 OBJECTIVES

1. To assess the existing study habits of Semi English Medium students of std. 9.
2. To find out the difference between study habits of boys and girls.
3. To develop and implement the programme to inculcate desirable study habits.
4. To study the effectiveness of the study habits programme in terms of study habits, Science achievement and gender of the students.

5.6 OPERATIONAL DEFINITIONS

• Effectiveness

  Conceptual definition: It is a change produced by an action or other cause, a result.

  Operational definition: It is the extent of fruitfulness of the programme and it is checked in terms of science achievement and study habits of the students.

• Study habits

  Conceptual definition:

  Study – Time and effort spent in reading etc. to gain knowledge.

  Habits – Anything that a person does it often.

  Operational definition: It is a habit of the student during study which considers following areas and is measured by Study habits inventory by Dr. M.N. Palsane.

  ➢ Physical conditions for study
  ➢ Reading ability
  ➢ Note taking
  ➢ Factors in learning – Motivation
  ➢ Memory
- Health
- Budgeting time
- Taking examination

- **Study habits programme:**

  **Operational definition:**

  It is the set of activities to inculcate desirable study habits in students which includes:

  - Motivation
  - Preparation of charts
  - Preparation of mnemonic devices
  - Use of the laws of organization explained by Gestalt psychologist
    - 1) Law of proximity
    - 2) Law of similarity
    - 3) Law of closure
    - 4) Law of simplicity
  - Proper time management
  - Use of good reading skills
  - Use of various techniques of note making
  - Correlation of the topic with other topics
  - Comparative study
  - Proper organization of material
  - Use of proper resources to get information
  - Setting short range goals
  - Taking interest in study
➢ Practice to raise confidence
➢ Taking efforts for proper understanding

• **Science Achievement**

  **Conceptual definition:**

  **Science** – Science is one of the compulsory subjects taught at secondary level of schooling.

  **Achievement** – It is something which someone has succeeded in doing especially after a lot of efforts.

  **Operational definition:** Science achievement means performance of the students in the Science test developed by researcher for Semi English medium students of std.9.

• **Standard 9 Student**

  The one, who has passed standard 8 and studying in further standard in Semi English Medium School from Pune city.

5.7 **SIGNIFICANCE OF THE PRESENT RESEARCH**

Habits play a very important role in our lives. Study habits are also very imperative for all students for perfection in studies.

The present research will be useful for all the students, parents, teachers, head masters and automatically to the community as it would guide them to do their work efficiently, systematically and in perfect manner.

As Proper study habits help persons to better their future, to develop proper attitude towards study and avoid wasting time or energy unnecessarily. The present research work will help students for the same.
The present research work will help the students to develop proper study habits, actualize their abilities and potentials.

“A well planned study programme gives students the freedom to pursue their interests in school subjects and such freedom leads to the development of their personalities.” (Ogbodo, 2010, p229). Here in the present research also, researcher had planned study habits programme for development of the students.

Many students have the urge to study and gain better achievement but they are not well aware of the strategies or techniques to study effectively. Students can be benefitted if an effective study habits programme is developed and implemented in the schools. This will enable them to do smart work during their studies.

Secondary level students run through the stormy period of their lives. They are full of energy and are ready to accept new challenges. They have an urge to learn new things always. This research work will be useful to fulfill their urge of learning in a systematic way and also help them to control and channelize their energy in a proper way. It will be useful for them utilize time profitably, to motivate them to study, to learn various techniques of study. It will guide them to do smart work along with hard work.

The present research work will be important for lower middle class of the society, as it is mentioned, it will help the students to be independent in their studies. Most of the students are engaged in other activities apart from their study. The various techniques from present research, like time management, note making, reading skill will help them to do smart work which will develop confidence in them. As these students are having lack of personal attention, less exposure to various study habits activities, the study habits programme from present research will help them to overcome such problems.

This programme will be important to create healthy atmosphere in the schools as it may develop good relationship between teacher and his/her students.

It will provide guidelines to the teachers to orient their students to develop proper study habits and to plan and conduct study habits programme in future.

The present research work is important as it will help parents and teachers to guide the students as per their own learning styles. As we know some students are
auditory learners, some are visual learners while some are kinesthetic learners. The present research will guide to develop study habits as per each student's own learning styles as it includes various elements for different categories of learners.

Thus the present research is important to enable the students to be independent in their studies, to use proper techniques during studies and to have proper development as a learner. It is important for parents, teachers, principals, administrators to improve educational process. Ultimately this research work can contribute for the betterment of the future community.

5.8 ASSUMPTIONS

- Study habits can be developed. (Nagaraju, 2004, p17)
- Academic achievement can be measured through an achievement test developed by the researcher. (Best and Kahn, 2009, p301)

5.9 HYPOTHESES

1. There will be a significant difference at 0.01 level between the mean scores of study habits of boys and girls of std. 9 before implementation of the study habits programme.

2. There will be a significant increase at 0.01 level in the mean scores of study habits of students of std. 9 after implementation of the study habits programme.

3. There will be a significant increase at 0.01 level in the mean scores of Science achievement of std. 9 students after implementation of the study habits programme.

4. There will be a significant increase at 0.01 level in the mean scores of study habits of boys of std. 9 after implementation of the study habits programme.

5. There will be a significant increase at 0.01 level in the mean scores of study habits of girls of std. 9 after implementation of the study habits programme.
6. There will be a significant difference at 0.01 level in the mean gain scores of study habits of boys and girls of std. 9 due to the implementation of study habits programme.

7. There will be a significant increase at 0.01 level in the mean scores of Science achievement of boys of std. 9 after implementation of the study habits programme.

8. There will be a significant increase at 0.01 level in the mean scores of Science achievement of girls of std. 9 after implementation of the study habits programme.

9. There will be a significant difference at 0.01 level in the mean gain scores of Science achievement of boys and girls of std. 9 due to the implementation of study habits programme.

10. There will be a significant difference at 0.01 level between the mean scores of study habits of boys and girls of std. 9 after implementation of the study habits programme.

5.10 VARIABLES

**Independent variable** – Study habits programme

**Dependent variable** – Science achievement (score of the test) and Study habits of the students

**Controlled variable** – Age group of the students, Subject, Medium of instruction and Physical environment of the school.

5.11 LIMITATIONS

Aspects like parental instructions, social family background of students, facilities at home, care taken at home and home environment are beyond the control of researcher and their effect was not considered.
5.12 DELIMITATIONS

- The present research was delimited to std. 9 students of Semi-English medium schools only.
- The present research was delimited to Science subject only.
- The present research was delimited to Pune city only.
- The present research dealt with above mentioned habits as desirable study habits.

5.13 REVIEW OF RELATED RESEARCHES

In the present research researcher had taken comprehensive review of related literature and researches. During the process researcher could find 33 related researches out of which 27 studies were from India and 6 studies were from out of India. Researcher could find only 4 experimental studies done in India in study habits area. The closely related researches were as follows.

Ghalsasi, P.G. (1988)
Rathod, Sarika (2009)
Bandavane, Sharda (2012)

Ghalsasi done an experimental study in the field of study habits/skills of students in secondary school. The major findings of the study were -

1. The majority of the students had no clear idea about the purpose of studying and the objectives of schooling
2. Not more than 50% of the students got guidance from parents. In the above study,

Bandavane and Rathod had developed a study habits programme and studied its effectiveness on the academic achievement. The present research is also similar to it but in present research, the programme implemented was different and was conducted on IX standard students. In addition to the techniques used by Bandavane
and Rathod many other techniques were included in the present research. Both of them found a positive effect of study habit techniques on the academic achievement.

The review also reveals that though many of surveys are done, there was a big gap of experimental studies in study habit area i.e. After Ghalsasi (1988) the experimental study was made by Rathod in 2009.

Therefore the researcher felt the need to do research by experimental method considering various aspects and suggestions given through reviewed surveys, correlational and experimental studies.

5.14 RESEARCH METHOD

The researcher chose Experimental method as in the present research, researcher wanted to find out the effect of study habits programme on the Science achievement of the students.

5.15 RESEARCH DESIGN

Single group pretest-posttest design.

\[ X_1 \circ X_2 \]

5.16 POPULATION

The targeted population of the present study was all secondary level students of std. 9 of Pune city from Semi-English Medium schools.

5.17 SAMPLE

The researcher selected students of std. 9 from Semi-English Medium schools. A sample of 79 students was selected.
5.18 METHOD OF SAMPLING

Purposive and Incidental sampling

5.19 TOOLS

5.19.1 Tools of data collection

1) Study habits inventory by Dr. N.M. Palsane – To assess the existing study habits of the students.

2) Achievement Test – To find out achievement of the students in science.

5.19.2 Statistical tools

1) t-test.
5.20 PROCEDURE OF THE STUDY HABITS PROGRAMME

- Formation of the study habits programme
- Pilot study
- Changes in the study habits programme to overcome the shortcomings found out during pilot study
- Assessment of study habits of the student before implementation of study habits programme
- Traditional teaching
- Science achievement pretest
- Implementation of study habits programme
- Science achievement posttest
- Assessment of study habits of the student after implementation of study habits programme

Figure 5.1 Procedure of the study habits programme
5.21 PLANNING OF THE STUDY HABITS PROGRAMME

The study habits programme was based on the following theories, laws, or techniques -

- Theories of learning (Mangal, 2010, p181)
- Theories of Motivation (Mangal, 2010, p138)
- Laws of organization explained by gestalt psychologist (Mangal, 2010, p201)
- Memory and training in memory (Mangal, 2010, p257-267)

After taking deep review of related literature, researcher followed following steps for formation of study habits programme.

1. Orientation lecture to motivate students to study.
2. To give general introduction about the programme.
3. Preparation of the manual containing study habits techniques.
4. Explanation of manual and various techniques step by step to the students.
5. Implementation of the programme in teaching using various techniques mentioned in the manual.

5.22 IMPLEMENTATION OF STUDY HABITS PROGRAMME

In this present research study habits programme included following things.

I. Guest lecture on ‘Motivation for Study Habits’ was delivered.
II. General instructions regarding the study habits programme were given to the students.
III. The charts were prepared and displayed in the classrooms based on the manual prepared by the researcher.

Chart 1 - Keep this in your mind
IV. Explanation of each chart and technique included in the manual by giving examples from Science.

5.23 ANALYSIS OF THE DATA

1. The collected data regarding the study habits inventory were assessed by the researcher as per the instructions given in the manual by Dr. M.N. Palsane

2. The effectiveness of the study habits programme was studied by applying ‘t-test’. The ‘t-test’ was used to study the significant difference between pretest and posttest scores of Science achievement test.

5.24 FINDINGS

a) Findings for Objective 1 - To assess the existing study habits of Semi English Medium students

1. Before implementation of the study habits programme, very few (1.43%) students had excellent study habits.

2. Only 20% of students had good study habits.

3. Most of the students (38.57 %) had average study habits.

4. The percentage of students, who had unsatisfactory study habits was also more (32.86%) .

5. Few students (7.14%) had very unsatisfactory study habits.
b) Findings for Objective 2 - To find out the difference between study habits of boys and girls.

1. None of the girls (0%) had very unsatisfactory study habits but very few boys (11.11%) had it.

2. The percentage of girls (24%) is less than that of boys (37.78%) in unsatisfactory category.

3. Most of the girls (40%) and boys (37.78) had average study habits.

4. Few boys (13.33%) and more girls (32%) had good study habits.

5. Very few girls (4%) had excellent study habits but none of the boys had it.

c) Findings for Objective 4 - To study the effectiveness of the study habit programme in terms of study habits, Science achievement and gender of the students.

- Effectiveness of study habits programme in terms of study habits -

1. The percentage of students lie in various categories of study habits was different at Pre SHI and Post SHI.

2. At Pre stage, few (1.43%) students had excellent study habits but at Post stage it reached to 61.43%

3. 20% of students were in ‘good’ category of study habits at Pre stage and at Post stage 27.14% of students were found in the category of ‘good’ study habits.

4. At Pre stage, 38.57% of students had ‘average’ study habits and at Post stage level only 11.43% had ‘average’ study habits.

5. At Pre stage 32.86% and 7.14% of students belonged to the categories of ‘Unsatisfactory’ and ‘Very unsatisfactory’ respectively where - as after implementation of the study habits programme no student belonged to these categories.
• **Effectiveness of study habits programme in terms of Science achievement** -

6. There is a significant increase at 0.0.1 level in the mean scores of the Science achievement of std. 9 students after implementation of study habits programme.

• **Effectiveness of study habits programme in terms of genders** –

7. Most of the boys (53.33%) had excellent study habits at Post stage

8. Percentage of boys in ‘good’ category was increased up to 31.11% at Post stage from 13.34% .

9. At the same time, the percentage of boys in average category reduced to 15.55% from 37.76 % which means very few boys had average study habits at Post stage .

10. None of the boys belonged to ‘unsatisfactory’ and ‘very unsatisfactory’ category at Post stage.

11. Percentage of girls in excellent category increased from 4% to 76% and it was decreased in ‘good’ and ‘average’ category.

12. No girl was present in ‘unsatisfactory’ and ‘very unsatisfactory’ category at Post stage.
d) Findings as per the hypotheses testing

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Null Hypotheses</th>
<th>Acceptance /Rejection of Null Hypothesis and its significance</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There will be no significant difference at 0.01 level between the mean scores of study habits of boys and girls of std. 9 before implementation of the study habits programme</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was difference between the mean scores of study habits of boys and girls of std.9 before implementation of the study habits programme</td>
</tr>
<tr>
<td>2.</td>
<td>There will be no significant increase at 0.01 level in the mean scores of study habits of the students of std. 9 after implementation of the study habits programme</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was increase in the mean scores of study habits of the students of std. 9 after implementation of the study habits programme.</td>
</tr>
<tr>
<td>3.</td>
<td>There will be no significant increase at 0.01 level in the mean scores of Science achievement of std. 9 students after implementation of study habits programme</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was increase in the mean scores of Science achievement of std. 9 students after implementation of study habits programme.</td>
</tr>
<tr>
<td>4.</td>
<td>There will be no significant increase at 0.01 level in the mean scores of study habits boys of std. 9 after implementation of the study habits programme</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was increase in the mean scores of study habits of boys of std. 9 after implementation of the study habits programme.</td>
</tr>
<tr>
<td>5.</td>
<td>There will be no significant increase at 0.01 level in the mean scores of study habits of girls of std. 9 after implementation of the study habits programme.</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was increase in the mean scores of girls of std. 9 after implementation of the Study habits programme.</td>
</tr>
<tr>
<td>6.</td>
<td>There will be no significant</td>
<td>Not significant at</td>
<td>There was no difference</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Null Hypotheses</td>
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<tr>
<td>7.</td>
<td>There will be no significant difference at 0.01 level in the mean gain scores of study habits of boys and girls of std. 9 due to the implementation of study habits programme</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was increase in the mean scores of Science achievement of boys of std. 9 after implementation of the study habits programme.</td>
</tr>
<tr>
<td>8.</td>
<td>There will be no significant increase at 0.01 level in the mean scores of Science achievement of girls std. 9 after implementation of the study habits programme</td>
<td>Significant at 0.01 level Rejection of Null hypothesis</td>
<td>There was increase in the mean scores of Science achievement of girls std. 9 after implementation of the study habits programme.</td>
</tr>
<tr>
<td>9.</td>
<td>There will be no significant difference at 0.01 level in the mean gain scores of Science achievement of boys and girls of std. 9 due to the implementation of study habits programme</td>
<td>Not Significant at 0.01 and 0.05 level. Null hypothesis is accepted</td>
<td>There was no difference in the mean gain scores of Science achievement of boys and girls of std. 9 due to the implementation of study habits programme.</td>
</tr>
<tr>
<td>10.</td>
<td>There will be no significant difference at 0.01 level between mean scores of study habits of boys and girls of std. 9 after implementation of the study habits programme</td>
<td>Not Significant at 0.01 level. Null hypothesis is accepted at 0.01 level. Significant at 0.05 level, so null hypothesis is rejected at 0.05 level.</td>
<td>There was no difference at 0.01 level in the mean scores of study habits of boys and girls of std. 9 after implementation of the study habits programme. There was difference at 0.05 level in the mean scores of the study habits of boys and girls of std. 9 after implementation of the study habits programme.</td>
</tr>
</tbody>
</table>
e) **Findings from the qualitative analysis of the feedback forms filled by the students** –

1. Students were motivated to study.
2. Students learnt various techniques to study.
3. Students received proper direction to study.
4. Students started studying in a disciplined manner regularly.
5. Students used various Study habits techniques taught by the researcher like –
   - Preparation of charts
   - Preparation of mnemonic devices
   - Preparation of time table and To-Do List
   - Use of reading skills
   - Preparation of notes
   - Correlating the topics
   - Meditation
   - Time Management

f) **Findings from the qualitative analysis of the feedback forms filled by the parents** -

1. Parents observed positive change in the study habits of the students.
2. Parents agreed that the programme helped the students to increase their Science achievement in following way –
   - Students started studying regularly.
   - Students began to study with concentration.
   - Students started using various techniques to study.
   - Students observed to be seated at one place during study time.
3. Parents also suggested that such kind of programme should be arranged in the schools to help the students.

4. Parents opined that the programme will help the students in their future.

5.25 CONCLUSIONS

a) The following conclusions were drawn from the data collected through study habits inventory.

1. Before implementation of the study habits programme, study habits of the students from std. 9 A from H.B. Girme High School were in average category.

2. Girls had better habits than boys before implementation of the study habits programme.

3. There was a significant difference between study habits of boys and girls before implementation of the study habits programme.

4. Most of the students had excellent study habits after implementation of the study habits programme.

b) The following conclusions were drawn from hypotheses testing of the collected data.

5. There was significant increase at 0.01 level in the mean scores of study habits of std. 9 students after implementation of the study habits programme.

6. There was a significant increase at 0.01 level in the mean scores of the Science achievement of std. 9 students after implementation of study habits programme.

7. There was improvement in study habits of boys and girls after implementation of study habits programme.

8. There was significant increase at 0.01 level in the mean scores of study habits of boys of std. 9 after implementation of the study habits programme.

9. There was significant increase at 0.01 level in the mean scores of study habits of girls of std. 9 after implementation of the study habits programme.
10. There was no significant difference at 0.01 level in the mean gain scores of study habits boys and girls of std. 9 due to the implementation of study habits programme.

11. There was significant increase at 0.01 level in the mean scores of the Science achievement of boys of std. 9 after implementation of the study habits programme.

12. There was significant increase at 0.01 level in the mean scores of the Science achievement of girls of std. 9 after implementation of the study habits programme.

13. There was no significant difference at 0.01 level in the mean gain scores of Science achievement of boys and girls of std. 9 due to the implementation of study habits programme.

14. There was no significant difference at 0.01 level between study habits of boys and girls of std. 9 after implementation of the study habits programme.

15. There was significant difference at 0.05 level in the mean scores of the study habits of boys and girls of std. 9 after implementation of the study habits programme.

c) The following conclusion was drawn from qualitative analysis of the feedback form filled by parents and students.

16. Students started studying regularly by following various study habits techniques taught by the researcher.

d) Conclusions about the effectiveness of the study habits programme

17. Science achievement of the students was increased and study habits of the students were improved significantly therefore the study habits programme was proved to be effective for std. 9 students.
18. The conclusion can be generalized to other students from various classes of the society depending on the facilities or exposure available to them, but when the study habits programme will be introduced to them as a whole, effectiveness of it may remain the same.

5.26 OBSERVATIONS

1. Students showed enthusiasm during all sessions of the programme.

2. Students were eager to learn new study habit techniques.

3. They were eager to listen and clarify their doubts.

4. Students gave very good response and feedback for the guest lecture conducted by Dr. Shobha Joshi on ‘Motivation for study habits’.

5. Students showed interest in preparation of mnemonic devices.

6. Students shared the mnemonics and concept maps prepared by them with their friends.

7. Students prepared very good charts.

8. Students came up with new ideas for pattern note making.

9. It was easy for the students to understand and remember the various concepts due to note making techniques.

10. Students realized the importance of study habit techniques in learning Science.

11. Teacher student interaction in the classroom was improved.

12. If students received the proper guidance in the class they can improve in their studies.

13. The study habit techniques are student friendly because students themselves can prepare simple concept maps, mnemonic devices, notes and charts on their own.
5.27 SUGGESTIONS

A) FOR THE TEACHERS

• Primary, Secondary as well as higher secondary teachers can practice regularly the study habit techniques through classroom for betterment of teaching learning process.

• Primary, Secondary as well as higher secondary teachers can apply the study habit techniques for remedial teaching

• Primary school teachers can inculcate proper study habits among the students so that students find easy to learn on higher level.

• The teachers at all level can use study habit techniques for the preparation and planning of their lessons.

• Teachers can motivate the students to follow the study habit techniques in their study.

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

B) FOR THE HEAD MASTERS

• Head masters can motivate the different subject teachers to practice novel ideas related to study habits in the classroom situation.

• Head masters can guide the teachers and students about the study habit techniques and its effect on achievement.

• To develop good study habits various programmes can be arranged in the school.

• Head masters can organize orientation programmes in their schools for parents on study habits in the schools

C) FOR THE PARENTS

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

5.28 TOPICS FOR FURTHER RESEARCH

• Effectiveness of study habits programme on the academic achievement of Geography, History, English (any other subject) for Secondary level students.
• Survey of difficulties faced by students in learning concepts, terms, laws from different subjects and to suggest the remedies through the application of different study habits technique.
• Effectiveness of study habits programme on the academic achievement of the Primary level students
• Effectiveness of study habits programme on the academic achievement of the Higher Secondary level students.
• Survey of study habits of night school / college students.
• Effectiveness of study habits programme on the academic achievement of the night school / college students.
• Survey of study habits of higher economic class students.
• Survey of study habits of gifted students.
• Effectiveness of study habits programme on the academic achievement of gifted students.
• Preparation of study habits programme for special students.
• Effectiveness of study habits programme on the achievement of special students.
• Effectiveness of study habits programme on the academic achievement of the students from rural area.
• Same research can be applied on large scale by considering large geographical area.
5.29 CONTRIBUTION TO THE FIELD OF EDUCATION

The study habit techniques are useful tools in leading students towards meaningful learning. In earlier chapters we have seen the importance of study habit techniques, some of the major contribution to the field of education are as follows-

- The study habits programme from the present research will help students to develop proper study habits.
- Teachers can directly implement the programme in their schools.
- The same programme can be used for other subjects in the schools by teachers.
- The manual from the present research work will work as a guideline for the students, teachers and parents.
- Head masters can orient teachers to run study habits programmes in their schools.
- The study habits programme provide a method of self learning to the students.
- Teachers can do their lesson planning for Science as well as other subjects by using the techniques from study habits programme.
- If the same programme will be implemented in schools it will be a good step towards child centered Education.

5.30 EPILOGUE

The review taken for the research work put forth the importance of study habits for students. In our world of competition, it is the need of time that students should know proper, efficient and systematic way of learning. Study habits lead students towards achievement. Not only this, it develops interest, confidence and ability to work hard for their betterment. All these qualities and more are essential for all round development of the student. Here researcher feels happy and satisfied as this research work contributed for the same.