CHAPTER TWO
REVIEW OF RELATED LITERATURE AND RESEARCHES

At a Glance

Review of related literature

Meaning

Objectives

Importance

Considering this

Places visited to take review of related literature and researches

S. Phule Pune University Library

S. Phule, Pune University Department of Education Library

S.N.D.T. Library Pune

I.I.E. Library Pune

T.M.V. Library Pune

ERIC database

Internet

Primary and secondary sources

Books, Articles, Journals and Research reports

Review of related literature

Historical context of study habits

Meaning of study habits and importance

Motivation

Environment of study

Time management

Reading skill

SQ4R technique

Preparation of notes

Preparation of mnemonic devices

Preparation of charts

Laws of organization

Review of related researches

Surveys

Correlational studies

Experimental studies

Research articles
INDEX

2.0 Introduction 29
2.1 Meaning of Review of related Literature 29
2.2 Objectives of Review of related Literature 30
2.3 Importance of Review of related Literature 30
2.4 Places visited to search related literature and researches 31
2.5 Review of related Literature 31
  2.5.1 Literature related to study habits 31
    2.5.1.1 Historical context of study habit 31
    2.5.1.2 Meaning of study 32
    2.5.1.3 Meaning of habit 32
    2.5.1.4 Meaning of study habits 33
    2.5.1.5 Importance of study habits 34
    2.5.1.6 Motivation 34
    2.5.1.7 Environment of the study 36
    2.5.1.8 Time management 36
    2.5.1.9 Reading skill 37
    2.5.1.10 SQ 4R technique 38
    2.5.1.11 Preparation of notes 39
    2.5.1.12 Preparation of mnemonic devices 40
    2.5.1.13 Preparation of charts 41
    2.5.1.14 Use of laws of organization explained by Gestalt psychologist 41
    2.5.1.15 Correlation and comparison 42
    2.5.1.16 Organization of study material 42
2.6  Review of related researches 42
   2.6.1  Surveys done in India 44
   2.6.2  Correlational studies done in India 47
   2.6.3  Experimental studies done in India 50
   2.6.4  Research articles in India 54
   2.6.5  Studies done out of India 58
   2.6.6  Research articles - out of India 60
CHAPTER TWO
REVIEW OF RELATED LITERATURE
AND RESEARCHES

2.0 INTRODUCTION

In the previous chapter, researcher gave the introduction about need and importance of present research work, its objective, operational definition, scope, limitations, delimitations etc. In this chapter, the reviews of literature, researches and its relation with the present research work are presented.

In the present chapter, researcher has given detailed review of the related literature and the related researches. In the review of related literature study habits, importance of study habits, study habits techniques are included. At the same time in the review of related researches, the details like author name, methodology of the study, tools, findings etc. are included.

2.1 MEANING OF REVIEW OF RELATED LITERATURE

Review of related literature consists of two words. Here in research, literature refers to a knowledge of a particular area of investigation of any discipline which includes theory, practical and research studies. Review means to organize the knowledge of the specific area of research and to show that his study would be an addition to this field. The researcher has to synthesize the available knowledge of the field in the unique way.

‘Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, Man builds upon the accumulated and recorded knowledge of the past; his constant adding to the vast store of knowledge makes possible progress in all areas of human endeavor.’ (Best and Kahn, 2006, p 37) Review of related literature forms foundation upon which all future work can be built.
The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. (Gay, 1996, p67)

2.2 OBJECTIVES OF REVIEW OF RELATED LITERATURE

The objectives of review of related literature are as follows -

• To find out proper direction of the research.
• To avoid repetition of previous research.
• To improvise the research work by trying to eliminate errors in methods, design or sampling etc.
• To identify the previous researches in the area and avoid the mistakes done previous researchers.
• To have the proper ideas of research subjects, conclusions, and assumptions and to put them in proper order.
• To get up-to-date information about what has been thought and done in a particular area of study.

2.3 IMPORTANCE OF REVIEW OF RELATED LITERATURE

• A study of related literature is an essential part of research report.
• It is necessary for the researcher to understand the existing literature and to study it.
• An exhaustive study of the related research helps to identify the thrust areas.
• The needful recommendation of the previous research helps in selecting or modifying the topic for new research.
• It serves as a guide to the researcher.
2.4 PLACES VISITED TO SEARCH RELATED LITERATURE AND RESEARCHES

Researcher visited the following places to take review of related literature and researches.

1. Savitribai Phule Pune University Library (Jaykar Library)
2. Savitribai Phule Pune University, Department of Education Library
3. S.N.D.T. Library, Pune
5. Tilak Maharashtra Vidyapeeth Library, Pune

Apart from the above places, Eric database and various related sites from Internet were also visited.

2.5 REVIEW OF RELATED LITERATURE

In review of related literature researcher reviewed following points-

i) Study habits

ii) Importance of study habits

iii) Various techniques included in study habits.

2.5.1 LITERATURE RELATED TO STUDY HABITS

2.5.1.1 HISTORICAL CONTEXT OF STUDY HABITS

The term study skills are used for general approaches to learning and skills for specific courses of study. There is much theoretical work done on this subject, including a vast number of popular books and websites. Manuals for students have been published since 1940s.

In 1950s and 1960s, College instructors in the fields of psychology and the study of education used research, theory and experience with their own students in
writing manuals. In 1979 Marvin Cohn advised the parents about study habits in his book *Helping Your Teen-Age Student*. In 1986, when Dr. Gary Gruber’s *Essential Guide to Test Taking for Kids* was first published, the author had written 22 books on taking standardized tests. A work in two volumes, one for upper elementary grades and the other for middle school, the Guide has methods for taking tests and schoolwork. (Wikipedia)

### 2.5.1.2 MEANING OF STUDY

According to Nagaraju (2004), Study means application of the mind to a problem or subject, a branch of learning, an investigation of a particular subject.

Study skills or study strategies are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one’s life. (Wikipedia)

Study skills may tackle the process of organizing and taking in new information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information, effective reading, and concentration techniques, as well as efficient note taking. (Wikipedia)

### 2.5.1.3 MEANING OF HABIT

Habit means fixed routine responses to the particular situation by human being.

Habit is a pattern of various activities which are done by the learner without conscious efforts.

‘Habit implies a fixed routine response to a specific situation’. (Nagaraju, 2004, p 13). Everything that we do as a part of daily routine i.e. our walking, talking, dressing, eating, writing, reading, driving etc. are the activities performed by us seem to be quite easy and mechanical though initially they are quite difficult to perform. All these learned activities are commonly called as ‘Habit. If an action is repeated several times under similar circumstances, it is done involuntarily without much effort. It is done as reflex action. It is known as habit of the particular person.
Nagaraju stated that habits are formed, learned and developed in a planned way. (Nagaraju, 2004, p13). Habits are very important and play significant role in shaping the personality of the individual.

Education inculcates proper habits in the students. Habits like thinking properly, reasoning, punctuality helps pupil to adjust, learn and achieve all essential knowledge and skills in a short time with great facility.

2.5.1.4 MEANING OF STUDY HABITS

Study skills are usually defined as students’ ability to manage time and other resources to complete an academic task successfully.

Ozsoy, Memis and Tamur (2009) stated that ‘Study habit’ is the amount and kinds of study routines which the student used during a regular period of study occurred in conducive environment. In the literature, study skills are usually defined as students’ ability to manage time and other resources to complete an academic task successfully. The student’s approach to learning is highly individualistic with a wide variation of technique observable.

The learner’s Dictionary has defined study as a “Mental effort to obtain knowledge”.

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

According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.”

Crede and Kuncel (2008) define study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment.
2.5.1.5 IMPORTANCE OF STUDY HABITS

“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 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 help him to achieve the goals of education. Learning through good study habits is the key process in human behavior. Parents and teachers always show concern for learning of the child 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, many a times the poor study habits are to be blamed. The students do not have proper attitude towards study so they hardly care for developing good study habits. Many students learned the things for longer time, hours and hours continuously without understanding. During examination forgetting the initial word of an answer, make it difficult for the students to recall the entire answer. Therefore they should have proper study habits, which would help them to study and to retain the concepts correctly and with proper comprehension.

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

2.5.1.6 MOTIVATION

It is a well known fact that motivation is the important factor in the learning process. Motivation is a requisite as a base for the new learning. Motivation of students is very important for better output in the academic pursuit. Motivation is an
inner desire, urge and drive to behave or act to achieve the goals of life. The inner conditions such as wishes, desires and goals activate to move in a particular direction in behavior. Motivation is doing something because a person wants to. It makes a person to go to practice every day and work hard.

Motivation is something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. (Mangal, 2010, p138).

Motivation may be considered to be anything, material or non material which energizes and directs a person’s behavior towards achieving a set goal. “Motivation is a general positive force that is responsible for people achieving their potential and performing good works.” (Osa-Edoh and Alutu, 2012, p 228)

Motivation is mainly of two types -

- Intrinsic Motivation
- Extrinsic Motivation

**Intrinsic Motivation** – It is a desire which forces the person to work on his own. Something from within is forcing the individual to do the necessary act to get something or achieve the goal. It is long lasting in nature and is effective in promoting students learning.

**Extrinsic Motivation** – It is an urge or force from outer world to act or to do something. The person may study to get reward or prize only but not to gain knowledge.

Motivation refers to whatever is within the individual that propels the individual in to some sort of action. The learning or behavior theory suggests that all behavior is dependent on the needs of the individual and that the learning that takes place only when behavior is being motivated.

Motivation as a state of organism, which involves the existence of a need that moves of drives the organism from within and directs its activities to a goal that can bring about the satisfaction of the need. (Nagaraju, 2004, p 7).
2.5.1.7 ENVIRONMENT OF THE STUDY

Environment of the study includes physical conditions during study time. The place of the study should be clean, calm and free from distractions. The room should be properly ventilated and must have sufficient light.

The furniture in the room should be as per the requirement and supporting to the seating arrangements to maintain correct and comfortable posture. Study table should be clean and contain only and all the necessary things.

The study area should be fixed and one should study at the same time daily to create the association with the surroundings which helps to concentrate on the study.

The stress free, happy and peaceful home environment is essential to focus on the study.

2.5.1.8 TIME MANAGEMENT

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. (Wikipedia)

It is a meta-activity with the goal to maximize the overall benefit of a set of other activities within the boundary condition of a limited amount of time. (Wikipedia)

Time management is a process by which an individual manages use of the time available to him/her. Time can be managed by keeping record of all activities throughout the day for one week. If a student is able to manage his time properly he can get success in studies as well as in the extra-curricular activities. It is very important to plan the time of the study. Time schedule helps to adjust the study periods and other activities according to the needs of the individual. It helps the learner to carry out their day-to-day activities effectively which results in achieving their goals easily.
The overall process of time management is composed of three major functions

1. Planning
2. Organization
3. Controlling

The following things/action/aspects of time management play important role in time management

- Proper planning is very essential to get success. Failing to plan is planning to fail. To achieve the goals proper planning is must.
- The next step in planning is to follow the plan. Only planning and doing nothing will not be helpful in getting success. Accurate implementation of the plan is a necessary thing in managing time.
- Prioritizing of the task should be done.
- Achievable deadlines should be set to complete the task. At the same time it is important to stick to the deadline for the same.
- Procrastination is a big hurdle in time management. It may give undue stress. Therefore it is necessary to stick with the deadline.

Proper planning and organizing time helps to minimize worry and indecision that may arise in case of any extra work. Time should be planned on the basis of needs and purposes. Adequate time should be allotted to each task so that no particular task consume more time than necessary.

2.5.1.9 READING SKILL

Reading is the basic skill in any kind of study. Reading ability includes various factors such as good vocabulary, speed of reading, right accent, intonation, proper voice modulation, comprehension, independent selection of appropriate material for reading and locating information.
Pandit Nehru rightly said “The reading habit should be developed with the thinking habit. If the people give up reading habit obviously they become lopsided and cease to glow.” (Nagaraju, 2004, p9)

General understanding of a text can be achieved through reading. It gives confidence and enjoyment to the student.

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

(www.sil.org/lingualinks/litercy/.../whatarereadingskills.htm)

Speed of reading is an important factor. Silent reading is faster than loud reading. It is essential to adjust the reading speed as per the importance of the matter. A student must read carefully to understand the concepts and ideas. Those concepts and ideas should be remembered and summarized systematically by the student.

### 2.5.1.10 SQ4R TECHNIQUE

Thomas and Robinson in 1972 developed the strategy for effective reading/learning. In this technique, the learners are taught a systematic approach to learn the desired material in a sequential manner by following certain steps. The technique is known as SQ4R technique, which includes Survey, Question, Read, Reflect, Recite and Review. (Mangal, 2010, p269)

**Survey** – The matter is surveyed by reading only titles, headlines, noticing graph, maps, figures, summary etc.

**Question** – In this step student has to ask various questions to himself like why, what, when how, where, who depending on the content/matter surveyed.

**Read** – The matter is then read to understand the concept by keeping all the questions in mind.

**Reflect** – In this step the matter has to be made meaningful by linking it with previous knowledge, comparing and correlating the facts.

**Recite and Recall** – The information provided in the material has to be remembered through recitation and recall, may be orally or in writing.
Review – In this step the matter has to be reviewed, after finishing the whole chapter, the student asks the questions to himself. In case he is unable to answer them, he has to read the material again and evaluate his learning performance.

Reading in a meaningful and systematic way is very essential to develop proper study habits. Unnecessary body movement should be avoided during reading. Speed of reading should be as per the matter and its difficulty level for the student.

2.5.1.11 PREPARATION OF NOTES

Note taking is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything. Note taking is a form of self-discipline. (Wikipedia)

Note taking is a form of self recitation. Proper note taking is itself a part of study skills, and has to be improved and developed. During preparation of the notes one has to read the matter again and again, understand it and then note it down by using any form of note taking.

Note taking is the activity aid to learn, remember and ultimately to get success in any examination.

Sequential or linear note making - It is a traditional approach of making notes in the form of lists or phrases. Main points are written in sequence. It may include copying the paragraph from the book or only main ideas/concepts or points.

Pattern note making or mind mapping – This technique is more visual than linear approach. In this various patterns are used to prepare the notes like arrows, circles, lines, flow charts etc. In 1979, Tony Buzan advocated the concept of mind mapping which involves making notes with patterns and by using images.

Main features of notes are as follows –

- Note should be concise, brief and accurate.
- Abbreviations should be used to aid note making
• Use of diagrams will not only make the notes much easier to read and more presentable but also help to memorize the subject material
• Important points, ideas or concepts should be underlined or highlighted
• Page should be divided into meaningful portions to note heading, main points, formulas, figures, summary etc.
• Reliable and recommended proper resources should be used to prepare the notes.
• Symbols, images, colours can be used to make it catchy.

2.5.1.12 PREPARATION OF MNEMONIC DEVICES

‘Mnemonic’ is a Greek word meaning ‘aid to memory’ The device helps us to remember information is known as mnemonic and entire system to improve or develop memory is called “mnemonics”. This system usually makes use of visual imagery to provide useful associations and connections for remembering the required material. (Mangal, 2010, p270).

Mnemonic is any learning technique that aids information retention. Mnemonics aim to translate information into a form that the brain can retain better than its original form. Mnemonics vary in effectiveness for several groups ranging from young children to the elderly. Mnemonics learning strategies require time and resources by educators to develop creative and effective devices.--Wikipedia

Mnemonics are the techniques for remembering information that is otherwise quite difficult to recall. The idea to use mnemonics is to encode difficult to remember information in a way that is much easier to remember.

The fundamental principles in using mnemonics are imagination, association and location.

**Imagination** - Any image, picture, sign or symbol can be imagined and correlated to remember the information.

**Association** – The imagined figure can be associated with any other thing to create association which aid to memory. It can be done linking colour, shape, size, intensity, quality, quantity etc.
**Location** – The association can be done by placing the image close to each other, or imagining the location of the particular thing to remember it.

The few popular methods of mnemonics are as follows-

**Initial letter strategy** – In this, the initial letters are the focus for remembering and association. E.g. Seven colours of the rainbow can be remembered by the word ‘VIBGYOR’

**The keyword method** – This method makes use of imagery for remembering the difficult, uncommon and unfamiliar words and items.

### 2.5.1.13 PREPARATION OF CHARTS

Charts and diagrams are very helpful in presenting certain relationship and continuity in various phases of science. Students can often prepare diagrams and charts which may be kept and placed for display.

### 2.5.1.14 USE OF LAWS OF ORGANIZATION EXPLAINED BY GESTALT PSYCHOLOGIST

Gestalt is a German noun which means ‘organized whole’, in contrast to a collection of parts. Gestalt psychologists consider the process of learning as an organized whole. (Mangal, 2010, p201).

The basic idea of the theory is that a thing cannot be understood by the study of its constituent parts but only by the study of it as a totality or whole. In fact the focus of Gestalt theory was the idea or grouping.

The laws of organization have been explained in the context of perception and problem solving by Gestalt psychologist.

1. **The Law of Similarity**

   Elements which are similar in size or form or quality or intensity have a tendency to be grouped. Learning similar things are easier than learning dissimilar things.
2. **The Law of Proximity**

   According to this law elements that lie close together in space or in time are easily perceived as one group.

3. **The Law of Closure**

   Items are grouped together if they had to complete some entity and meaning.

4. **The Law of Simplicity**

   Items tend to be organized into simple figures according to symmetry, regularity, and smoothness.

2.5.1.15 **CORRELATION AND COMPARISON**

   Correlation of the subject with life, other subjects, and other topics helps to understand and remember the topic/idea/concept easily. At the same time comparison can be done to understand and remember it which helps to achieve goals of study.

2.5.1.16 **ORGANIZATION OF STUDY MATERIAL**

   The study material should be organized properly to save time and stress. It will help to study peacefully. Though seem to be very negligible thing, it plays important role during study.

2.6 **REVIEW OF RELATED RESEARCHES**

   The review of related researches is taken in detail over here. The following sources were used for the study and it is classified as under in various categories.

   **The sources are as follows** –
   
   - Survey of research in education by Buch M.B. (1\textsuperscript{st} to 6\textsuperscript{th} survey)
   - Encyclopedia of Educational Research
   - Indian Educational Review (NCERT)
• Journals
• E-journals
• Marathi Journal – Jeevan Shikshan
• Marathi Journal – Shikshan Sankraman

The researches were classified in the following categories-

1. Surveys
2. Correlational studies
3. Experimental studies
4. Research Articles in India
5. Studies done out of India
6. Research Articles out of India

Figure 2.1 Classification of related researches
## 2.6.1 SURVEYS DONE IN INDIA

### Table 2.1 Surveys done in India

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Researcher</th>
<th>Year</th>
<th>Level</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Nagailinkim, Caraline</td>
<td>1988</td>
<td>M.Phil</td>
<td>An investigation into the attitude and study habits related to achievement in mathematics of class IX students in Shillong.</td>
<td>M.B. Buch 5th Survey</td>
</tr>
<tr>
<td>5.</td>
<td>Sen, Barat Kalpana</td>
<td>1992</td>
<td>Ph.D.</td>
<td>An investigation into the personality makeup, intelligence and study habits of high and low achievers.</td>
<td>SNDT Women’s University Library, Pune</td>
</tr>
</tbody>
</table>
Nirmal, Kanta (1979) compared study habits of high school students with scholastic performance and found out the variation in study habits with age, sex, urban or rural area, parental education and occupations. The survey was conducted with sample size 2966 students of class IX and X. Study habit inventory by Joshi and Pandey was used which is an adaptation of Brown Holzman’s survey of study habits and attitude. The major findings of the study were-

1. Scholastic performance in various school subjects had low but positive relationship with study habits.
2. Science group students scored higher on study habits test.
3. Girls scored higher on study habits inventory.
4. The level of parental education favored the study habits scores of students.
5. The family income was positively correlated with Study Habits scores.

Shejwal, B. R. (1980) did survey at Ph.D. level to identify the good and poor study habits of students and the difference between Study habits of boys and girls. The study habits inventory by Dr. M. N. Palsane was used for the same. The randomly selected sample was fifty boys and fifty girls residing in a hostel exclusively meant for economically backward students from rural area.

The major findings of the study were-
1. The boys were found to have better study habits than girls.
2. The students had problem in planning their time for study, developing good reading habits, learning and memory skills and taking examinations.

Nagailinkim, Caraline (1988) surveyed 326 students of class IX and X to investigate into the attitude and study habits related to achievement in Mathematics.

The major findings were –
1. No significant difference was found in the study habits of high, average and low achievers in mathematics.
2. Male and female students did not show significant difference in their attitude as well as study habits scores.

**Kulshrestha, Pradeep Kumar (1992)** studied the effect of school environment on adjustment, study habits and achievement of high school students. The study was carried out for Ph. D. level by conducting survey. In this study 500 students of class XI were selected by stratified random sampling. Study habits test by Dr. B. V. Patel was used. The major conclusion drawn was regarding home environment, reading, note taking, planning of subject and habit of concentration. It showed that all the aspects did not differ significantly.

**Sen, Bharat Kalpana (1992)** identified that study habits, achievement and intelligence achievement were positively correlated. The study was carried out at Ph. D. level by survey. In the study 186 high achievers and 227 low achievers girls and boys were selected for the same. The study concluded stating that there was an overall significant difference between high and low achievement groups in study habits.

**Patil, Eknath Bhansing (1993)** for his M. Phil. level research observed the problems of night school students and their study habits. Dr. M. N. Palsane’s study habits inventory was used for it. The study concluded that according to norms of Palsane’s Study Habit Inventory about 98 % students have unsatisfactory to very unsatisfactory study habits.

**Nagaraju, M.T.V. (2004)** collected data about the high school students study habits, personality, intelligence, sociological factors and academic achievement so as to get their influence in developing effective study habits. The major finding was factors like personality, intelligence, achievement, caste and region are associated with the study habits of the pupils.

In the above researches, Nirmal Kanta, Shejwal, Caraline, Kulshetra, Pradeep Kumar, Sen, Bharat Kalpana all have studied the study habits of students and their
relation to other factors like intelligence, environment, and achievements. Only Patil had studied the problems of night school students and their study habits.

**RELEVANCE WITH THE PRESENT RESEARCH**

All the above studies were done by survey out of which Nirmal Kanta used Study Habit Inventory by Joshi and Pandey where as Patil Eknath had used M. N. Palsane’s Study Habits Inventory.

Researches so far reviewed revealed that the students had problem in planning their time for study, memory skills, note taking and looking in the skill of taking examinations. In the present research too, researcher has used study habit inventory by Dr. Palsane to assess the study habits of the students. This review helped the researcher to plan the programme for study habits.

### 2.6.2 CORRELATIONAL STUDIES DONE IN INDIA

**Table 2.2 Correlational studies done in India**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Researcher</th>
<th>Year</th>
<th>Level</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jamuar, K.K.</td>
<td>1961</td>
<td>Ph. D.</td>
<td>Some psychological factors underlying the study habits of college students</td>
<td>Pune university</td>
</tr>
<tr>
<td>2.</td>
<td>Saxena, S.K.</td>
<td>1981</td>
<td>Ph.D.</td>
<td>Self concept, study habits and school attitude as correlates of socio economics status and cultural setting in different divisioner and failures of high school students of Kanpur district</td>
<td>M.B. Buch 3rd survey</td>
</tr>
<tr>
<td>3.</td>
<td>Sarode, V.B.</td>
<td>1995</td>
<td>Ph.D.</td>
<td>A study of impact of socio-economic status, study habit and academic motivation on academic achievement of higher secondary students of rural area</td>
<td>Pune University</td>
</tr>
<tr>
<td>4.</td>
<td>Patil, Minakshi</td>
<td>2004</td>
<td>M.Ed.</td>
<td>इतिहास र शिक्षा विद्याध्यायच्या अभ्यासासाठीच  व मैट्रिक्स विषय यांतील संपादन यांच्या सहस्वंबंधाचा अभ्यास</td>
<td>SNDT Women’s University Library, Pune</td>
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<td>Sr. No</td>
<td>Name of Researcher</td>
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<tr>
<td>5.</td>
<td>Patil, Suhas</td>
<td>2007</td>
<td>M.Ed.</td>
<td>सदाशिवराव माने विद्यालय अक्लूज मंधील इयता नववीच्या विद्याध्याची विज्ञान अभिमूलची विज्ञानातील संपादन व अम्यास सवयी गणमंडील परस्पर संबंधाचा अम्यास.</td>
<td>Pune University</td>
</tr>
<tr>
<td>6.</td>
<td>Sonar, Vijaya</td>
<td>2009</td>
<td>M.Ed.</td>
<td>माध्यमिक शाखेतील इयता नववीच्या विद्याध्याच्या अम्यास सवयी व त्यांचे संपादन यांच्या सहसंबंधाचा अम्यास</td>
<td>SNDT Women’s University Library, Pune</td>
</tr>
</tbody>
</table>

**Januar, K.K. (1961)** for Ph. D. studied correlation of some psychological factors underlying the study habits of college students. The major findings given by the researcher were-

1. Study habits are positively related to academic achievements.
2. Study habits are related to personality and adjustment.
3. Study habits are positively related to the background factors like position in the family, father’s occupations, hobbies, future educational and vocational plan of the students.
4. Some environmental habits like well lit rooms had positive relationship but noise and ventilation have negative relationship.

**Saxena, S. K. (1981)** did an ex-post facto correlational study to find out the difference between study habits of rural culture students and urban culture students.

1. Rural culture promoted better study habits and achievement level than the urban culture.
2. The socio economic status had the most significant effects on self concept, study habits, school attitude of difference divisioners as well as failures of high schools.

**Sarode, V.B. (1995)** for Ph. D. degree studied the impact of socio-economic status, study habits and academic motivation on academic achievements of higher
secondary students of rural area. 10 higher secondary schools of rural area from Jalgaon district were selected. The study concluded that

1. Good study habits and academic motivation increases academic achievements.
2. When study habits are stratified in good study habits, Normal study habits and Poor study habits -
   a. Good study habits students shown significant difference in academic achievement than normal study habits students.
   b. Poor study habits students shown significant difference in academic achievement than good study habits students.
   c. Normal study habits students had no significant difference on academic achievement than poor study habits student.

Patil, Minakshi (2004) observed the correlation between study habits of IX students and achievement in history. The sample size was of 120 students. The major finding was there was low but positive correlation between study habits of IX standard students and achievement in History.

Patil, Suhas (2008) conducted a study to find the correlation between study habits of IX standard students and interest and achievement in Science. The study concluded that there was correlation between science achievement and interest, science interest and study habits and science achievement and study habits.

Sonar, Vijaya (2009) conducted a correlational study at M.Ed. level. The study was carried out to find out the correlation between study habits of IX standard students and their achievements. 50 students from standard IX were selected by incidental sampling method. The study found that study habits and academic achievement were positively correlated. The students were not aware of proper study habit techniques like note taking, reading skills and taking examinations. It also suggested that mostly all students were in need of guidance for the same.
RELEVANCE WITH THE PRESENT STUDY

All the above mentioned studies were of correlational and survey type. Most of the studies found that there was positive correlation between study habit and academic achievement. Only Sarode and Jamaur studied other psychological factors like academic motivation, personality, adjustment, hobbies etc. All the studies also suggested that there was a need of giving guidance to the students for developing proper study habits.

Thus, all the above studies were correlational, but the present study was carried out in an experimental way as the students were in a need of guidance to develop favorable study habits.

2.6.3 EXPERIMENTAL STUDIES DONE IN INDIA

Table 2.3 Experimental studies done in India

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Researcher</th>
<th>Year</th>
<th>Level</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Malhotra, M.M.</td>
<td>1980</td>
<td>Ph.D.</td>
<td>Effect of systematic approach to instruction in mechanics of structures on achievement, Transfer of learning, motivation, study habits and attitude of poly technique students</td>
<td>M.B. Buch 3rd survey</td>
</tr>
<tr>
<td>2.</td>
<td>Ghalsasi, P.G.</td>
<td>1988</td>
<td>Ph.D.</td>
<td>A descriptive and experimental study in the field of study habits/skills of students in secondary school</td>
<td>Pune University</td>
</tr>
<tr>
<td>3.</td>
<td>Rathod, Sarika</td>
<td>2009</td>
<td>M.Ed.</td>
<td>A study of effectiveness of study habit programme on the academic achievement of VIII std. students</td>
<td>Pune University</td>
</tr>
<tr>
<td>4.</td>
<td>Bandavane, Sharda</td>
<td>2012</td>
<td>M.Ed.</td>
<td>इयत्ता सातवीं वर्षाच्या विद्यार्थी सांगणे विद्यार्थी काही घटकांसाठी अम्बास सविधी कार्यक्रमांचे विकसन व त्याच्या परिणामकारकता अम्बास</td>
<td>SNDT University Library, Pune</td>
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</tbody>
</table>
Malhotra, M.M. (1980) developed a model of system approach to instruction in mechanics of structures. The study done at Ph. D. level compared the effects of systematic approach to teaching and conventional method of teaching on the achievement, transfer of learning, motivation, study habits and attitude of poly-technique students. For the study 439 students of civil engineering were selected for the study. The study showed that students taught under the systematic approach to instruction did not improve their study habits and attitudes.

Ghalsasi, P.G. (1988) carried out an experimental study in the field of study habits/skills of students in secondary school. The objectives put forth were to find out the trends and patterns in the existing study habits of students, to explore the relationship between study habits and socio-economic background, to develop the desired study habits/skills, to find out the effect of the programme and to ascertain the teachers’ views about students’ study habits/skills. A random sample of 950 students studying in classes VIII, IX and X from Pune city was selected. 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.
3. The analysis of variance of study habits indicated that the treatment through the programme provided was effective in changing the study habits in desired direction
4. The analysis of co-variance of academic achievement indicated that treatment through the programme was effective in improving the achievement in the positive direction.

Rathod, Sarika (2009) did an experiment to study the effectiveness of study habits programme on academic achievement of VIII standard students. Total sample of 66 students were selected by purposive sampling which is further divided into control group and experimental group by simple random sampling. Two equivalent
groups pre test-post test design was used. First the self prepared questionnaire was used to assess the study habits of the students. Then the study habits programme was implemented to the experimental group. The programme included concept mapping, preparation of mnemonic devices, preparation of notes and preparation of charts. The study was done for science subject. The major finding of the study were-

1. Almost all the students used to do rote learning and mugging up and not a single student used any other technique to learn or study the subject.

2. The study habit programme was effective and the achievement of the students in the experimental group was significantly good than those of the control group.

This study also suggested that action research can be undertaken to inculcate proper study habits among the students.

Bandavane, Sharda (2012) developed a study habit programme and studied the effectiveness of it for few topics in science on VII standard students. A survey was made to know the study habits of student by using Palsane’s study habit inventory. The study habit programme was implemented on 44 students selected by incidental sampling. The experimental design was single group pre test- post test. Use of charts, concept mapping technique for memorization, Power Point presentations, comparison, minds mapping was done during the study habits programme. The major findings were-

1. The students were curious to know various study habits.

2. Most of the students had unsatisfactory study habits.

3. There was significant difference between pre and post achievements of the students after implementation of study habits programme.

The study suggested that such type of study habits programme considering other aspects and technique should be implemented for better achievement.
RELEVANCE WITH THE PRESENT RESEARCH

It was clear from the aforementioned review that very few experimental studies were done on study habits in India. It also showed that academic achievement can be improved by use of study habits. In the above study, Bandavane and Rathod implemented a study habits programme and studied its effectiveness on the academic achievement. The present research is also similar to it but in the present research, the programme implemented was different and was conducted on standard 9 students. In addition to the techniques used by Bandavane and Rathod many other techniques were included in the present research.

The review also reveals that though many of surveys were done, there was a big gap of experimental studies in study habits area i.e. after Ghalsasi(1988) experimental study was done 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.
## 2.6.4 RESEARCH ARTICLES IN INDIA

Table 2.4 Research articles in India

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Researcher</th>
<th>Year</th>
<th>Title</th>
<th>Type of study</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yadav, V.S., Ansari, M.R and Savant, P.A.</td>
<td>1999</td>
<td>A critical analysis of study habits and academic achievement of college students</td>
<td>Survey</td>
<td>Internet Karnatak a journal of Agricultural Sciences</td>
</tr>
<tr>
<td>3.</td>
<td>Sharma, Sonia</td>
<td>2012</td>
<td>Effect of concept mapping strategy on the learning outcome in relation to intelligence and study habits</td>
<td>Experimental</td>
<td>Internet <a href="http://www.shreeprakashan.com">www.shreeprakashan.com</a></td>
</tr>
<tr>
<td>4.</td>
<td>Acharya, Sunita</td>
<td>2012</td>
<td>Study habits and its effect on academic achievement of tribal and non tribal students at secondary level</td>
<td>Survey</td>
<td>Internet <a href="http://www.shreeprakashan.com">www.shreeprakashan.com</a></td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Chand, Suresh</td>
<td>2013</td>
<td>Study habits of secondary school students in relation to type of school and type of family</td>
<td>Survey</td>
<td>Internet <a href="http://www.indianresearchjournals.com">www.indianresearchjournals.com</a> ISSN-2277-363</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of Researcher</td>
<td>Year</td>
<td>Title</td>
<td>Type of study</td>
<td>Source</td>
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<tr>
<td>7.</td>
<td>Dr. Anwar, Ehtesham</td>
<td>2013</td>
<td>A correlation study of academic achievement and study habits: issues and concerns</td>
<td>Correlational</td>
<td>Internet <a href="http://www.ocwjournalonline.com">www.ocwjournalonline.com</a> ISSN-2322-0147</td>
</tr>
<tr>
<td>8.</td>
<td>Patil, Deepa</td>
<td>2013</td>
<td>इयता २३ वी कलाशाखेतील विद्याध्यापिता अभ्यास सव्ये आणि शाळेत संपादन यांतील सहसंबंधाचा अभ्यास</td>
<td>Survey</td>
<td>Shikshan Tarang</td>
</tr>
<tr>
<td>9.</td>
<td>Dr. Sandhu, Sukhdev Singh</td>
<td>2014</td>
<td>Academic achievement of adolescents in relation to achievement motivation and study habits</td>
<td>Correlational</td>
<td><a href="http://www.emrinet.net">www.emrinet.net</a> Shansho dan kranti ISSN-2321-0397</td>
</tr>
<tr>
<td>10.</td>
<td>Nadeem, N.A., Puja, Javeed Ahamd, Bhat, Shabir Ahmad</td>
<td>2014</td>
<td>Study habits and academic achievements of Kashmiri and Ladakhi adolescent girls: a comparative study</td>
<td>Survey</td>
<td>Turkish online journal of Distance Education ISSN-1302,64 88,Vol-2</td>
</tr>
</tbody>
</table>
Yadhav, Ansari and Savant (1999) administered study habit inventory on B.Sc. Students. The results revealed that plan of study, method of study, concentration, preparation for examination and perfection of subject were significantly related to academic achievement. More than fifty percent of the students had problems in above mentioned areas.

Singh, Muktesh, and Snehalata (2010) examined the nature, type and characteristics of study habits in high school children in relation to various variables like gender, age, class grade and scholastic achievement. It was reported that girls have better study habits than boys and no significant difference was observed between students in relation to class grade, and age of students.

Sharma, Sonia (2012) in her experimental study, observed the effect of concept mapping strategy on the learning outcome of students of 9th class in relation to intelligence and study habits. It was found that concept mapping strategy was significantly superior to traditional method in teaching retention of Social studies.

Acharya, Sunita (2012) examined the effects of study habits on academic achievement of tribal and non-tribal students at secondary level by using Dr. D. Gopal Rao’s Study Habit Inventory. The study concluded that study habits had a significant impact on academic achievement of tribal and non-tribal students at secondary level.

Dr. Chand, Suresh (2013) used Dr. B. V. Patel’s Study Habit Inventory to find the study habits of students studying in government and private schools. The findings of the study revealed that no significant difference exists between Government and private secondary school students on reading, note taking, concentration, habit and interest, school environment component of study habits and total study habits.
**Kaushar, Mehnaz (2013)** found out the relationship between the time management skills and academic achievement of students. The study reported that there was a significant positive relation between time planning, time management and academic performance of the students.

**Dr. Anwar, Ehtesham (2013)** did a correlational study to investigate the degree of relationship between study habits and academic achievement of senior secondary school students. The study revealed high and positive relationship between study habits and academic achievement and good study habits result in high academic achievement. It was suggested that necessary study skills must be taught to the students with a view to improve their academic performance.

**Patil, Deepa (2013)** found out the correlation between study habits and academic achievement with the help of Dr. M.N. Palsanes’s Study habit inventory. The study identified positive and high correlation between study habits and academic achievement. The suggestion given by the researcher was, it is necessary to guide the students to develop proper study habits.

**Dr. Sandhu, Sukhdev Singh (2014)** conducted a study to investigate the relation between Academic Achievement of Adolescents and achievement motivation and study habits. The findings showed significant and positive relation between Academic Achievement of Adolescents and achievement motivation and study habits.

**Nadeem, Puja and Bhat, (2014)** did a survey to find out the study habits and academic achievement of adolescent girls of Kashmiri and Ladakhi. Dr. Palsane and Dr. Sharma’s Study Habit Inventory was used to collect data. The study reported a significant difference between Kashmiri and Ladakhi girls.
RELEVANCE WITH THE PRESENT STUDY

To sum up the above studies revealed that many academicians are studying the topic of study habits of students. Almost all the studies found the positive correlation between study habits and academic achievement of the students.

Anwar and Patil also suggested that the guidance should be given to students to improve their study habits. Mehnaz Kaushar reported a positive relation between time management and academic performance and Sonia Sharma studied effectiveness of concept mapping strategy. This helped the researcher to include time management aspect in the programme.

Two of the above studies i.e. Patil and Nadeem, Javeed and Bhat used Dr. M. N. Palsane’s Study Habit Inventory which was also used by the researcher in the present research.

2.6.5 STUDIES DONE OUT OF INDIA

Table 2.5 Studies done out of India

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Researcher</th>
<th>Year</th>
<th>Level</th>
<th>Title</th>
<th>Type of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bray, Margaret R.</td>
<td>1978</td>
<td>Ph. D.</td>
<td>A comparison of counselor attention, counselor attention plus modeling, and supervised study control treatments in changing study habits, attitudes, behaviors, and grades</td>
<td>Experimental</td>
</tr>
<tr>
<td>2</td>
<td>Chow, Zee Lisu</td>
<td>1980</td>
<td>M.Ed.</td>
<td>Effectiveness of a study skills programme in relation to study habits, attitudes and academic achievement for students in a secondary school in Hong Kong</td>
<td>Experimental</td>
</tr>
<tr>
<td>3</td>
<td>Chenmin, Kim</td>
<td>2007</td>
<td>Ph. D.</td>
<td>Effects of Motivation, Volition and Belief change strategies on attitudes, study habits and achievement in Mathematics Education</td>
<td>Experimental</td>
</tr>
</tbody>
</table>
Bray, Margaret R. (1978) did experimental study for Ph. D. to compare counselor attention, supervised study control treatments in changing students study habits and attitudes, grades and class behavior. A pre test post test experimental design was employed. It was observed that no significant treatment effect existed for study habits and study attitudes.

Chow, Zee Lisu (1980) at M. Ed. Level through the experimental study reported that, in two equivalent group pre test- post test design, the treatment group showed no significant change in study habits and attitudes of the students. But the students in study skills programme did significantly better in post test.

Chenmin, Kim (2007) observed through his experimental study that the types of email messages were not resulted positively to change students study habits. The control group students were sent motivational emails time to time to study and change their habits but no change was observed.

RELEVANCE WITH THE PRESENT STUDY

It may be seen from the brief review of researches mentioned above that the aspects like motivation, academic achievement and attention were studied in the researches. In all the above studies experimental method was used which is similar to present research. Chow Zee Lisa studied the effect of study skill programme on academic achievements of the students which is very similar to the present study.
## RESEARCH ARTICLES - OUT OF INDIA

### Table 2.6 Research articles - Out of India

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Researcher</th>
<th>Year</th>
<th>Title</th>
<th>Type of study</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gokhan Ozsoy, Aysel Memis, Turan Temur</td>
<td>2009</td>
<td>Metacognition, study habits and attitudes</td>
<td>Correlational</td>
<td>Internet IEJEE-journal ISSN - 1307-9298 <a href="http://www.iejee.com">www.iejee.com</a></td>
</tr>
<tr>
<td>2.</td>
<td>I. Oriahi Christiana</td>
<td>2009</td>
<td>Influence of motivation on students academic performance</td>
<td>Correlational</td>
<td>Internet The Social Sciences Journal ISSN-1818-5800</td>
</tr>
</tbody>
</table>

Gohan Ozsoy, Aysel Memis and Turan Temur (2009) investigated the relationship between fifteen grade student’s metacognition level and their study habits and attitudes. The results revealed that there is a medium positive relationship between metacognitive knowledge and skills and study habits. Additionally, the results of the study showed that there is no significant relationship between metacognition and study habits and attitudes for low and medium achievers but there is a significant relationship for high achievers.
Oriahi Christiana (2009) did survey to investigate the influence of motivation on students’ academic performance. Self-developed motivational questionnaire was used for data collection. The study found that motivation of students is very important for better output in the academic pursuit. Student’s motivation has high positive correlation in their academic performance. The study also suggested that various activities should be conducted in the schools and at home to motivate the students so that they can do better in their academic pursuit.

G.I. Osa-Edoh and A.N.G. Alutu (2012) made a survey of students’ study habits in selected secondary schools. Study habit inventory by Bakare (1977) was used for data collection. The study found that-

1. The correlation between study habits and students’ academic performance is high.
2. There is significant difference in the academic performance between male student in the junior secondary schools and female students in senior secondary schools.
3. Students don’t know how to study and effective study methods.

It suggested counselor or evaluator can help the students to imbibe effective study habits.

RELEVANCE WITH THE PRESENT STUDY

The above research articles reviewed were correlational studies which helped the researcher to consider other aspects like motivation and attitude of the students. This enabled the researcher to plan the study habits programme.

To sum up, it can be stated that many academicians have worked on this area of study habits but most of the researchers conducted surveys. Most of the studies also suggested that there was a need to provide guidance to the students regarding their study habits for their betterment. All these reviews helped the researcher to design the programme for the present research work.

To Conclude:

In this chapter researcher gave the details of review of related literature and researches. The description of research methodology, preparation and implementation of the study habits programme is presented in the next chapter.