CHAPTER II

REVIEW OF RELATED LITERATURE
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This chapter deals with the review of related literature. Study habits refers to the studying of something that requires accurate repetitions of acquired study skills, one can study this problem by analyzing a number of possible related factors to see their effect on the study habits. Review of literature gives us the relevant material published in the problem area under study. The studies conducted during the last few decades in the field of study habits that are more relevant and pertinent to present investigation are discussed in this chapter.

2.1 NEED TO KNOW ABOUT RELATED LITERATURE

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. Only then will an effective search for specialized knowledge be possible. The search for reference material is a time consuming but very fruitful phase of research programme. Every investigator must know what sources were available in his field of enquiry, which of them, he is likely to use and where and how to find them. (Sukhia et al 1980)

According to Best (1959), “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds up accumulated and recorded knowledge of the past”.

Availability of adequate information about educational thought and research doesn’t by itself result in possession of its knowledge by the investigator. The investigator may be very keen to possess up-to-date information regarding his field,
and may try hard to be posted up to date, and yet fail to get enough information due to the non-existence of sources of such information (Sukhia, 1980).

In the field of education, as in other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to select a problem for research. But it is formed that generally the extent of important, up-to-date information regarding educational research and ideas possessed by educational workers, is very limited (Sukhia, 1980).

2.2. RELATED LITERATURE ON THE PRESENT STUDY

There are number of studies relating to the study habits had done in the past. In 1935 research workers interested in the improvement of the study habits, they paid attention to the discovery of effective study techniques and tried to improve study skills and habits of work through “how to study” courses and other systematic procedures. Cuff (1937) carefully derived study-habits inventory and found that it aids in finding the pupils in need of special guidance and helps to identify for remedial work for the good and bad study habits of individual cases. Reader and Gordon took up the validity study of Wrenn’s study habits inventory. Their investigation indicated a slight relationship between study habits score and scholastic achievement. Hence, Wrenn and Humber tried a later item analysis in 1941. This resulted in the revision of the original inventory.
Brown and Holtzman (1953) constructed a questionnaire to survey students study habits, as well as their attitudes' and motivation towards academic work. Items were compiled from group interviews with good and poor students, existing inventories on study habits, studies using observational and interview techniques and report on related experiments in the field of learning. Scoring keys based on validity studies in ten colleges were developed. Study habits basically consist of effective methods of study (Sorenson, 1954). Study is the total of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Study is hard work, no easy substitute is available (Armstrong, 1956).

Some reports stress that certain personality characteristics such as attitude, set and motivation towards scholastic activity are related to achievement rather than study habits (Anderson and Kuntz 1957, Ahamenn and Smith 1958 and De Sena 1964). Gratia and Whigham (1958) found that the correlation increased slightly when the Survey of Study Habits and Attitudes (SSHA) was administered after the students had some college experience. Thus, in comparison to a correlation of 0.24 when the SSHA was administered prior to entrance into college, a correlation of 0.32 was obtained after the students had experienced between one to two quarters of college. Other studies point out that for good academic success, good study habits and attitudes are important (Grown and Holtzman 1953 and 1968 and Srivastava 1967). Yudkin and Home (1963), surveyed 1209 working mothers and the factors, which may adversely affect the child or leave him unharmed. Brown and Dubois (1964) obtained significant correlation between SSHA scores and grades with engineering students but failed to obtain significance for science and humanities students. Patel (1976) observed the IX Class pupils of Petlad Taluka (Gujarat State). The students scoring above the median
of study habits are found superior in reading comprehension to students scoring below the median score of study habits.

Nanda (2000) studied on school students and observed that there is no significant difference between advantaged and disadvantaged groups of students in seriousness in the study habit area. 1) In the other three dimensions of study habits; both groups of students differ significantly.

Lavanya (2000) results indicates that there is significant differences identified on the study skills total for the experimental group on the pre and post test assessment of IX standard students from a school in Chennai.

Narayana Reddy (2001) reported that the residential pupils do not have better study habits than the non-residential pupils.

Nagaraju (2001) reported that the study habits of girls are better than that of boys. And pupils studying in residential locality have better study habits than urban and rural localities. There was a significant difference in the study habits possessed by boys and girls.

Bhaskara Rao. D, Somasurya Prakasa Rao. A and Bhuvaneswara Lakshmi. G (2004). In this study, it is found that the non-residential school students possess high study habits than residential school students, though it is insignificant. The management of the residential schools needs to devise suitable techniques to improve the study habits of their students. As the students possess high study habits, the
teachers of both Residential and Non-Residential schools should help in getting good results in examinations.

2.3. STUDY HABITS AND SELF – CONCEPT

Self – Concept refers to the experience of one’s own being. It includes what people come to know about them through experience, reflection, and feed – back from others. The self – concept is an organized cognitive structure comprised of a set of attitudes, beliefs, and values that cut across all facets of experience and action, organizing and typing together the variety of specific habits, abilities, out looks, ideas, and feelings that a person displays.

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Self-concept is operationally defined as a measure of the evaluation, which the individual makes and customarily maintains with regards to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant successful and worthy (Cooper Smith 1959, 1967). Despite controversy regarding the meaning of self as a unitary trait or an integrated system of situationally specific traits, all are agreed that self is a life space on life force for the individual and particularly for the adolescent (Gergen, 1971). The awareness of self comes through the gradual process of adaptation to the environment. (Piaget, 1969). It begins when an individual becomes aware of being a separate entity. This is when the individual can differentiate those events emanating from or involving ones self from those that are not related to self. The self then becomes the object of one’s knowing just as other environmental events can be objects of one’s knowledge (Turner 1973).
Singh (1987) conducted a study of 300 Scheduled Tribe students from class X of high and senior secondary schools of Kinnar and Lahaul and Spiti districts. Results showed that sex and self-concept interaction has significant relation with study habits of students.

2.4. STUDY HABITS AND PERSONALITY

Valdina (1953) cited that the study habits are important correlates of emotional aspects of persons. From her point the emotional feelings might prevent students from studying. Carter (1953) and Strange (1957) found that the personality structure is related to study habits.

Krishnan (1960), observed that the personality factor A (emotionally stable, social type), factor B (adjusted schizoid Vs maladjusted schizoid) and factor C (not named though indicating sociability) have a significant positive correlation with study habits of college students. Mc Reynolds and Church (1973) commented on the high rates of dropouts in students, participating in behaviour modification study skills programmes.

Rutkowski and Domino (1975) declared that there is definite and pronounced relationship between study skill variables and personality variables. His results showed that those definite personality characteristics are concomitant with good study skills. In the studies of Das (1975) anxiety measurement couldn't significantly differentiate between students who passed and those who failed in general science. Gupta (1978) declared that certain personality variables are related to achievement of
a particular sex, Factor B and J in the case of male adolescents and factor C, D and O in the case of females. Bhadra and Girija (1984), explored that the personality characteristics of high and low achievers on motivation to succeed, efficient work plan and competitiveness. They indicate that the two groups differ significantly. The achievers, who are good in all these aspects scored higher. The trend of the results and the personality scale descriptions suggest that the high achievers are highly motivated to succeed in whatever they want to accomplish in life. Sween (1984), Pathri (1985) and Meharotra (1986) considered self concept as a factor related to academic achievement.

Keshap (1993) found that the attitude towards study and for motive, and pugnacity – Sadism motive and attitudes towards study were found to be significantly related. Bhujendranath (1994) studied and concluded that the parents and teachers should encourage students to take risks there by the children will have balanced personality.

Rawat and Leela (1995), found that the parents – present students differed significantly from the parents – absent students on their personality adjustment, while they didn’t differ on study habits, except on comprehension and concentration dimensions of study habits.

Jammur (1961) conducted an investigation to find out some psychological factors related to study habits in college students. The findings were as follows.

1) Study habits are related to general personality adjustment as well as home, health, social and emotional adjustments 2) Scholastic achievement is related to intelligence, general personality adjustment, home, social, and emotional adjustment.
Kleijn and Topman (1994) conducted a study on cognition, study habits, test anxiety and academic performance among students.

H. Sam Sananda Raj & Sreethi. S. (2000) reported that procrastination behaviour of students can lead to the development of improper study habits.

Narayana Reddy (2001) conducted study on study habits of Residential and Non-Residential pupils and found that the HSPQ factors have significant influence on the study habits of Residential and Non - Residential pupils.

Nagaraju (2001) found the most of the personality factors do not show any significant influence on study habits of pupils.

In most of the studies, it is found that the personality factors would have influence on the study habits of pupils.

2.5. STUDY HABITS AND ACADEMIC ACHIEVEMENT

A habit is an automatic learned behaviour pattern that enables an individual to handle specific types of environmental situations. The students who has acquired good study habits, has developed a behaviour pattern, which enables him/her to sit down and begin working on his/her assignment with a minimum concentration. Individual study habits play a pivotal role in determining a pupil’s academic achievement. A student’s progress or failure in the classroom depends upon several
factors like interest in the subject, study facilities, own study habits and so on. Academic achievement is the achievement of the pupil during the course of his study, the standard of achievement in language, in subjects and in general knowledge.

Gordon (1941) found that the validity correlation coefficient between scores on study habits and course grades was higher when students were tested late in the semester than when tested at its beginning. Wrenn and Humber (1941) showed that the study habits are associated with scholastic achievement.

Mary Esthar (1945) analyzed the study habits of Catholic high school students by employing the Otis advanced examination and the Enrich study habits inventory. Statistically significant differences were reported between the study habits of the most successful students and between the bright and the dull students.

Carter (1948) administered a new test on 600 IX grade students. The items that discriminated significantly the 100 high achieving and the 100 low achieving pupils were included in the inventory. The test had further validity in fresh sample and it proved to be a valid predictor of grades.

Carter (1950) conducted two study method tests in 800 Educational psychology students. He compared the study habits score with the composite measures of achievement. The correlation ranged from 0.46 to 0.51.

Burnett (1951) reported that the students taking how to study courses increased their cumulative grade point averages.
Vedavalli (1953) found that there was no significant difference between degree and non-degree students in respect to their study habits. Carter's (1953) study method test was administered on 130 Educational Psychology students and 129 seniors in a California college preparatory high school. In Pre – instance, a correlation with mid – term test score was 0.40 and in the post instance the correlation with the senior year grade averages was 0.60.

A survey of study habits and attitudes (1953 – 67), reports that the reliability of the scales is high although some subscales give low correlation and that there is difficulty in predicting achievement especially for college or university students.

Brown and Holtzman (1955), Patel (1981) and Chauhan and Singh (1982) found a positive relationship between study habits and academic achievement of school going children. Carter (1955) found a moderate linear relationship between study methods and academic scores.

Brown and Holtzman (1956) constructed and validated a self – rating questionnaire that measured, “A student aptitude and motivation towards studying as well as his study habits.” The questionnaire was validated on a fresh sample of 219 men and 176 women. Correlation of 0.50 and 0.52 were obtained for the sample of men and women respectively. Krishnan (1956) showed that the Junior B.A, students had better study habits than senior B.A. students.
Ahmann, Smith and Glack (1958) reported that the raw scores yielded by SSHA failed to correlate, significantly, with the first semester grade point averages. It made no significant contributions to the prediction of these averages when included in a battery of tests.

Norton (1959) made an investigation on the relationship of study habits and achievement in IX Grade general sciences. He found that the achievement in general sciences wasn’t associated with study habits.

Diener (1960) obtained the similarities and differences between over achieving and under achieving students and also observed that the two groups differed significantly in respect of their study habits. The over achieving males had better study habits.

Krishnamurthy and T.R.S. Rao (1969) conducted a study on 300 children in Coimbatore. They observed that there is significant correlation between study habits and academic achievement of the urban students and also there is highly significant correlation between study habits and academic achievement of sub-urban students. Sten (1970) found that the study skills are important factor in achievement of degree first year students in Mathematics.

Richard, Donald and Morely (1971) observed that the feasibility and applicability of combining psychological conditioning techniques with a study technique in terms of its effect upon the academic performance of 'high risk' college students. Florence and Ronald (1971), revealed that in the case of boys, the total
SSHA score and attitudes subset predicted reading achievement, in the case of girls, the attitudes subset did predict a different criterion mathematics achievement.

Sinha (1972) found significant relationship between study habits and scholastic achievement. Marentic – Pozaranik (1974) found positive relationship between study habits and scholastic achievement of IX class pupils. Mc Causland and Stewart (1974) showed that academic aptitude, study skills and attitudes contribute to college success. Silverman and Riordens (1974) investigated that there was positive relationship between study habits and first semester grade of college freshman.

Girija, Bhadra and Ameerjan (1975) made a study on the relationship between study habits and academic achievement of first and final year students, of the undergraduates of university of Agricultural sciences, Bangalore. The two groups differed significantly with regard to their study skills and achievement. Benerjee and Papneja (1975) found that a positive relationship of study habits of college students to their academic achievement. Lynn (1976) showed lessons on note taking and study skills are directly related to the achievement. Patel (1976) showed that there is positive correlation between study habits and achievement in school subjects. Best (1977) found that there is positive relationship between study habits and academic achievement.

Asha Bhatnagar (1980) observed 600 X class students of Delhi and found that a positive relationship between involvement in studies with their academic achievement. Tuli (1980) observed that study habits are correlates of achievement in
Mathematics. Patel (1981) found that there was a positive Correlation between the study habits and their educational performance.

Chopra (1982) identified that the study habits were positively related to academic achievement. Tiwari (1982) and Shanmugasundaram (1983) indicated a positive relationship between the study habits and academic achievement. Singh (1984) found that the study habits of boys and girls differed significantly at different levels of academic achievement. Gadzella, Bernadelta and James David (1984) found that effective study skills lead to academic success. Premalatha Sarma (1986) in a study on achievement of rural girls found that Poor study habits were highly associated with under achievement.

Deb and Gravel (1990) revealed that after their investigation on B.Sc. final year Home science students, the Component of study habits is positively correlated with the academic performance of students \((r=0.39)\). Students with good study habits do better academically. Therefore parents and teachers should help to promote good study habits in their children right from the beginning.

Gary Lee (1990) indicated that there were significant differences between study habits and achievement on the subjects. Ramaswamy (1990) observed that there is significant difference between high and low achievers in study habits among boys and girls. Patnaik and Basavayya (1991) reported that there was no significant relationship between study habits and achievement in mathematics. Ruth Lee (1992) conducted a study on development of a study skill to improve grades in IX and X students. It is found that development of study skills, increased student achievement.
Stella and Purushothaman (1993) showed that there is no significant difference between the study habits of under achieving boys and girls. Ekins and Judith (1993) investigated on study approaches of distance learning students and studying in a second language. He reported that command of English is related to the study approaches and skills and it is likely to lead to academic success and persistence.

On Tse Ka and Watkins (1994) found that the study habits are significantly correlated with the school grades of first year school students in Hong Kong. Aruna (1994) concluded that scholastic achievement of the X class pupils and significant influence on their study habits. Rawat Leela (1995) showed that there was no significant difference between the study habits of boys and girls and their academic achievement. Fruntera, Lucy and Rosalind (1995) found that the students study behaviour was significantly related to their success.

Varma (1996) showed that students possessing good study habits scored higher achievement than students possessing poor study habits in English, Hindi, and Social studies. On the other hand, students having poor and good study habits scored almost equal achievement in Mathematics and General science. Narayana Koteswara (1997) showed that the study habits total score significantly influenced on reading achievement of high school students.

Gordan, Darlene (1998) found that the students having good study habits possessed good achievement. Vanden Hurl et al (1998), showed that the study habits of medical students were correlated with their academic achievement.
Yalamne et al (1999) showed that the student’s individual study orchestrations were related to their success.

Panchanathan (1999) found that maintaining emotional balance among students through a psychologist by using auto counseling increased their academic performance.

Shinde, V.R. (2001) found that imparting study skills training may enhance the scholastic achievement of students.

Sam Sananda Raj and Sreethi. S. (2000) found that study habits and academic achievement on students are positively and significantly related.

Archana and Mona Sharma (2002) conducted a study on 26 V Grade children in Indore. The result found that the instructional material on making skill classification could positively influence the achievement of students on the criterion test.

Govinda Reddy (2002) found that some of the study habits areas have significant influence on achievement of DIET students.

Bhaskara Rao, Somasurya Prakasa Rao & Bhuvaneswara Lakshmi (2004) have identified a positive relationship between study habits and achievement.
The above studies on study habits and academic achievement have shown that they are related variables, which influences the quality and quantity of work output. Academic achievement can be improved by creating good study habits by which student can stimulate towards study.

2.6. STUDY HABITS AND SOCIO - DEMOGRAPHIC VARIABLES

The term socio, Demographic variables include Sex, Locality, Caste, Age, Parent’s occupation, and Educational status of the family, income, Size of the family, Type of school etc.,

2.6.1. STUDY HABITS AND SEX

In a male dominated society, girls are deprived in the society in all aspects – Partiality in treatment – Predetermined notion of parents – restrictions in their mobility – lack of freedom to girls – partiality of parents – social evils like dowry have been biggest impediments for girls to progress in the field of education compared to boys.

Many research studies have proved the relationship between study habits and sex. \[ R = 0.15 \]

Mc Causland and Stewart (1974) found that females in High schools and Colleges obtained higher grades than males in their study habits and attitudes.
Nirmala Kanta (1979) found that there was no significant difference between the boys and girls in respect of their study habits.

Asha Bhatnagar (1980) showed that the girls found more satisfaction than the boys did in their needs through studies. Jagadeswara Reddy (1980) found that there was no significant difference between the study habits of VIII class boys and girls. Bose and Mishra (1980) found that sex difference played a vital role in study habit pattern. Rajeswari (1980) found that there was no significant difference between male and female students of Intermediate in their study habits.

Patel (1981) found that girls of both rural and urban areas were far better in study habits than boys of respective areas. Rama Rao, Parvathi and Swaminathan (1983) studied on study habits of 140 adolescence boys and girls of employed and non-employed mothers and found that adolescent girls of non-employed mothers had significantly more favourable attitude than the other three groups. Christian (1983) found that boys and girls didn't significantly differ with regard to study habits.

Chauhan and Singh (1985) showed that there was no influence in the study habits of boys and girls. Premasagar found that there was no significant difference between study habits of boys and girls. Chauhan (1987) found that the mean scores of study habits of boys were higher than that of girls in both scheduled caste and non-scheduled caste adolescents. Dubule and Mrinal (1989) found that no sex differences were observed in any area of study habits of first generation learners.
Ramaswamy (1990) found that a significant difference between boys and girls of high and low achievers. Lilly and S.S. Raju (1991) found that there was significant difference between study habits of boys and girls of IX standard. Venkata Chalapathi (1991) found that there was no significant difference between the study habits of male and female of second year degree course. Bhadri (1992) showed that there was no significant difference in the study habits of boys and girls of X standard Government high school students.

Stella and Purushothaman (1993) showed that there was no significant difference between the study habits of under achieving boys and girls. Aruna (1994) observed that there was no significant impact of sex on the study habits of IX class pupils. Manchala (1996) found that girls had better study habits than that of boys of IX class. Sampath and Gnana Guru (1997) observed that there was no significant difference between boys and girls of higher secondary commerce students in respect of their study habits.

Ramachandra Reddy and Nagaraju (2001) found that there was no significant impact of sex on the study habits.

Narayana Reddy (2001) identified that the girls do not have better study habits than the boys.

Nagaraju (2001) found that the study habits of the boys are less than that of the girls.
Nagaraju, Manchala & Sumalatha (2002) identified that the boys significant at 0.01 levels. Boys differ significantly from girls in their study habits. Hence, sex has significant impact on the study habits of the pupils.

Bhaskara Rao, Somasurya Prakash Rao and Bhuvaneswara Lakshmi (2004) identified that there was significant difference in the study habits possessed by boys and girls.

Wrenn & Humber (1941), Kakkar (1967), Samuel and Sundara Raja Rao (1967), Richard & Virginia (1967), Saini (1968), Kulsharestha (1971), Venkatarami Reddy (1972), Bose and Mishra (1980) were investigated study habits of pupils/students in relation with sex and reported the results accordingly.

2.6.2. STUDY HABITS AND LOCALITY

Study habits of students also depend upon the locality. Students of rural areas don't have facilities compared to the students living in urban areas. Educational facilities like having libraries and other Educational Institutions, availability of other facilities like uninterrupted power supply, Medical facilities etc. also help students to concentrate more on studies. The reason is applicable to the people of Tribal communities in forest areas. When they have developed their own distinct food, dress and other cultural habits; we can't expect a different kind of study habit from the pupils of the community living in seclusion away from the hub of development going on in other areas.
There are many studies on study habits and locality.

Nirmala Kanta (1979) found significant difference between the Urban and rural boys in respect of their study habits, but found no such difference between urban and rural girls. Asha Bhatnagar (1980) shows that the students from urban schools show more involvement than students from urban schools in their studies. Rajeswari (1980) observed that there was a significant difference between urban and rural intermediate students in their study habits.

Patel (1981) found that there was no difference between the mean scores of study habits of intellectually backward pupils from urban and rural areas. Muniratnam (1984) showed that there was a significant difference between the urban and rural IX class pupils. Rai and Kumari (1986) found that the rural area B.Ed. students had exhibited better study habits than those of urban area B.Ed. students.

Ramamohan Babu (1988) showed that there was significant difference between the locality of (residential and non residential) VIII class pupils and their study habits. Stella and Purushothaman (1993) found that there was a significant difference between the study habits of under achieving urban and rural pupils. This implies that urban pupils have better study habits than the rural pupils.

Aruna (1994) found that there was significant difference between study habits and locality of IX class pupils. Manchala (1996) showed that urban pupils had better study habits than rural pupils. Sampath and Gnana Guru (1997) found that there was
significant difference between higher secondary commerce students in urban and rural schools in respect of their study habits.

Narayana Reddy (2001) identified that there was no significant influence of locality on study habits of pupils.

Nagaraju (2001) studied that the pupils studying in residential locality have better study habits than urban and rural localities.

Nagaraju, Manchala, and Sumalatha (2002) observed that the value of 'F' for the interaction Locality X sex is 4.64, which is significant at 0.05 level. Hence, there is significant interaction effect of Locality X sex on the study habits.

Bhaskar Rao, Somasurya Prakash Rao, and Bhuvaneswara Lakshmi (2004) identified that the students of Residential and Non-Residential secondary schools possess high study habits without any significant difference between them. But the residential schools are supposed to develop good study habits when compared to non-residential schools, because the students stay in the schools throughout the curricular and non-curricular activities in the study. It is found that the non-residential school students possess high study habits than residential school students, though it is insignificant.

Vedavalli (1953), Samuel and Rao (1967), Venkatarami Reddy (1972), investigated the study habits of rural and urban pupils and reported the results accordingly.
2.6.3. STUDY HABITS AND CASTE

The main social evil of our society is caste system which came into existence on the basis of occupation has inhibited a blow and subjected weaker sections to untold suffering and the upper castes have several advantages and facilities at the cost of the lower strata of the society. Distinct intellectual qualities and study habits have been evolved in each strata of the social system, depending upon their background. Even if we take statistics of educational achievements and study habits of each caste we observe the upper castes domination and gradual decline down the line of caste hierarchy.

Education not only changes the attitudes and values but also helps in getting important positions in social structure. Does the development of any community depend upon its educational attainment?

Asha Bhatnagar (1980) found that, the non-scheduled Caste X class pupils showed more involvement in study habits than scheduled caste pupils. Bhadra and Girija (1984) found that there was no significant difference between the high and low achievers of scheduled caste and scheduled Tribe students with their study habits.

Chauhan (1987) observed that the study habits of the both scheduled caste and non – schedule caste adolescent boys and girls differ significantly. Chauhan and Singh (1987) reported that the schedule cast students had poor study habits in comparison to the non-scheduled caste students.
Aruna (1994) reported that caste had not significant impact on study habits of IX class pupils.

Manchala (1996) investigated that there was significant influence of caste on the study habits of IX class pupils.

Nagaraju (2001) reported that caste has significant influence on the study habits of X class pupils.

V.R. Shinde (2001) found that many children of India are first generation students coming from poor family have neither awareness nor resources to cultivate their good study habits. The Adiwasi (Tribal) students are not exceptional for this kind of awareness.

2.6.4. STUDY HABITS AND AGE

Mental faculties get sharpened and students develop more understanding capacity and evince much interest in learning with the advance of age. Same thing may turn upside down depending upon the several factors, which influence the personality of student in the process of aging.

Parental care during childhood – Child hood life – society - friends – environment. Education facilities made available during earlier period, changes of income, life style, area of parents in the course of students education from early
childhood into adolescence age, sudden death, decease, any other calamities, which can adversely affect the mental condition of students.

Living conditions, moral character and lifestyles of parents, behaviour of friends during childhood, relationship of parents, study habits of classmates and close circle influence the study habits of pupils.

Cuff (1937) investigated that there was destructive difference between chronological age and their study habits of high school pupils. Samuel and Sundara Raja Rao (1967) found that there was no correlation between the age and the study habits scores. Jammur (1971) showed significant inverse relationship between the study habits and the age of the students. Venkatramaiah (1975) investigated that the coefficient of correlation between the study habits and the age of VIII class pupils was significant.

Premasagar (1987) found that pupils of high school classes with correct chronological age with respective classes possessed better study habits than over age.

Nagaraju (2001) investigated that the age of X class pupils has not any significant influence on their study habits.

Narayana Reddy (2001) found that the age do not show any significant influence on study habits of Residential and Non-Residential pupils.
2.6.5. STUDY HABITS AND OCCUPATION OF THE PARENTS

India with a large agrarian rural population, occupation plays vital role in their lives. Children imitate, imbibe and acquire the skills of their parents through their continuous observations and participation in the professional, occupational activities of their parents. Because of these reasons we observe most of the singers, dancers, poets, sports persons, academicians sprouting from the families having similar profession or occupation.

Suitable atmosphere to evolve positive study habits is found in the families of educated persons. If parents are voracious readers and they maintained books, journals, newspapers their children also automatically get influenced by the habits and atmosphere of their parents.

Rama Rao, Parvathi and Swaminathan (1983) investigated that there existed no difference either between children of employed and non-employed mothers in their study habits. Aruna (1994) observed that there was no influence of parent's occupation on study habits of IX class pupils. Manchala (1996) showed that there was no significant influence of mother’s occupation on study habits of IX class pupils, but father’s occupation had significant influence on the study habits of the pupils. Nagaraju (2001) reported that parent's occupation has significant influence on the study habits of the X class pupils.
2.6.6. STUDY HABITS AND EDUCATIONAL STATUS OF THE FAMILY

For all discerning people it is a known fact that the background of the parents only largely determines the destiny of these progeny. In India where family bonds are very strong, parents cast indelible impressions on their children right from their cradle to classrooms. Educated parents, influence their children through their well cultural behaviour, knowledge, reading habits and also guide them properly in times of need.

Samuel and Rao (1967) found that there was no significant correlation between the educational status of the family and study habits score. Agarwal and Saini (1969) found that there was no significant correlation between the study habits and educational status of the parents of VIII and IX class students of Ambala District.

Krishnamurthy and Rao (1969) showed that the educational status of the family of the urban students didn’t correlate with the study habits of suburban students ($\chi^2 = 3.92$). Aruna (1994) showed that there was no influence of parent’s education on study habits of the IX class pupils. Manchala (1996) found that there was significant influence of parent’s educational qualifications on the study habits of the IX class students.

Nagaraju (2001) investigated that there was significant influence of educational status of the family on the study habits of X class pupils.

Nagaraju, Manchala and Sumalatha. K. (2002) investigated that there was a significant influence of family educational status on study habits.
2.6.7. STUDY HABITS AND INCOME OF THE FAMILY

Income of the parents plays a pivotal role in determining all kinds of habits including study habits of their children. The day-to-day activities of several economically marginalized sections of the Indian population are related to realizing the bare minimum day-to-day requirements of their basic needs for their very survival. They have neither knowledge nor spare time nor financial ability to concentrate on bringing up their children. This is the reason that there are only isolated instances of excelling academic performance by certain students whose parents are very poor.

Parents belonging to high-income groups spare their attention to provide best available education and provide all facilities and create conducive atmosphere to inculcate reading habits. Students with positive parents and economically sound background, they gain entry into the corporate colleges where they are under intense scrutiny and observation with better teacher and instructive facilities. This is the reason for the so-called success of an individual largely depends upon income of the family.

Krishna Murthy and Rao (1969) found that a positive correlation between the economic status of the family of the students and their study habits. Venkatramaiah (1975) found that the coefficient of correlation between study habits and socio-economic status of VIII pupils was significant. Keetz (1979) conducted a study on 182 entering freshmen of West Chaster College (U.S.A) and found that there was no relationship between the families' social position and level of study habits.

Kalpana Tandon (1981) found that most of the students studying in Home Science undergraduate course belonged to high middle class only. Muniratnam (1984)
showed that there was a significant relationship between study habits and socio-economic status of the IX class pupils. Chauhan and Singh (1985) found that students of high economic status had significantly better study habits than students of low economic status. Aruna (1994) showed that there was no impact of the family income upon their study habits of the IX class pupils. Manchala (1996) found that there was no significant influence of income of the family on study habits of the pupils.

Nagaraju, Manchala and Sumalatha (2002) identified that the value of ‘F’ for the influence of annual income of the family on study habits score is 1.04, which is not significant at 0.05 level. Hence, annual income of the family has no significant influence of the study habits.

2.6.8. STUDY HABITS AND ORDER OF BIRTH

In an agrarian country like India, where the concept of large families is the order of the day. All members of the family can’t get equal performance in the matter of education. With the meager income that is generated by the breadwinner of the family, can’t spare much for the educational requirements of their children. Hence priority plays pivotal role in choosing one among the children to educate. Many parents in rural areas where in urban areas also require the help of their children in their occupation / profession / (Small families with single child can put all attention). Some times parents may identify a suitable child through their observation to provide education.

Aruna (1994) observed that there was no significant impact of birth order on study habits of IX class pupils.
Manchala (1996) reported that there was no significant influence of birth order on study habits of the IX class pupils. Nagaraju (2001) found that birth order of the pupils does not have any significant influence on the study habits of X class pupils.

2.6.9. STUDY HABITS AND SIZE OF THE FAMILY

'Family, which in considered from the times immemorial on the cradle of the civilization' plays vital role in moulding the personality of its members belonging to younger generation of the family with their valuable guidance and personal care. But, because of the disintegration of joint families innumerable individual families have been emerged because of changed socio-economic conditions and advanced technology, which resulted in globalization.

Individual families have become more conscious of the ill effects of large families and convenient disadvantages in the competitive world and opting the norms of 'small family' by adopting family planning methods. Such families are providing relatively better facilities and educative atmosphere for their children to concentrate more on education. Positive study habits have been evolved right from their childhood, only in those families whose parents are condemn of the ill effects of the large families.

However, illiterate parents in rural areas with agrarian basis are still unaware how adversely affects the educational prospects of their children. If they opt for large families with more children and failed to provide basic facilities and proper attention
on their studies that is why we find students belonging to small families except more in academics not owing to their intelligence but for the converted efforts and individual attention of their parents, where it is possible only when the size of the family is limited.

Hence we can conclude that the size of the family largely determines the study habits of their children who require emotional, psychological, social and monitory support for their academic excellence.

Keetz (1979) reported that there was no significant influence of the size of the family on the study habits of the pupils. Manchala (1996) concluded that size of the family had no significant influence on study habits of IX class pupils. Nagaraju (2001) investigated that the size of the family doesn’t have significant influence on the study habits of X class pupils.

2.6.10. STUDY HABITS AND TYPE OF SCHOOLS

Asha Bhatnagar (1980) reported that the public (private) and the Central Schools provide more needed satisfaction and study habits than the government and private aided schools. Rama Mohan Babu (1988) investigated that there was significant difference between the study habits of residential and non – residential school pupils studying VIII class. Nagaraju (2001) found that the type of school has significant influence on the study habits of X class pupils.
Bhaskar Rao, Somasurya Prakash Rao and Bhuvaneswara Lakshmi (2004) found that the Non-Residential school students possess high study habits than Residential school students, though it is insignificant.

2.6.11. MISCELLANEOUS STUDIES

Ekins Judith (1993), investigated on study approaches of distance learning students and studying in second language. He reported that command of English is related to the study approaches and skills likely to lead to academic success and persistence.

Beidal (1999) showed that the use of study skills strategy decreased the anxiety and improve the academic achievement. Guruprathap Reddy (2001) observed that the sex doesn’t have significant impact on study habits of 6th class pupils.

Some psychologist tried to investigate, whether study skills could be improved through training and whether the improvement in study skills would be due to the improvement in pupil’s achievement. According to Pressy (1927) report, academic grades of trained groups (they were instructed on how to study) were found to be above the grades of the untrained groups (no such instructions on how to study). The difference was significant.

Rawat Leela (1995) showed that there was no significant difference between the study habits of boys and girls and their academic achievement. Frunteras, Lucy and Rosalind (1995) found that the students study behaviour was significantly related to their success. Richardson (1995) examined 227 American University students (Group
1) response to a shortened version of the approaches to studying inventory with the responses of British students (Group 2). Results indicate that this basic study orientation is interpreted in a manner that is distinctive to each particular cultural context.

Williamson (1935), Edgar Dale (1969), Berg And Rental (1966) were of the view that students often fail because they do not know how to study and they lack guidance and direction. Some psychologists have tried to investigate whether study habits could be improved through training and whether the improvements in study habits could be measured by the improvement in the pupil's achievement. Bamman (1954) found statistically significant increment in the test-retest performance of 152 study skills program students as compared with the results obtained on 60 controls subjects. Howell (1950) reported positive results when instruction in study skills was given to 264 schoolboys and girls. Tresselt (1952) also reported that scores on the study habits tests showed significant improvement as a result of training in study skills program. Pressey (1928) found 3 ½ years later that 58% of the trained group had maintained passing grade average or had left college with satisfactory grade records, but only 18% of the control group, but none of the control group were graduated. Berg and Rental (1966) found those students who are motivated to improve and who voluntarily enroll in study skills course raise their grade point average. Burnet (1951) reported the extent to which students taking. "How to study" course increased their cumulative grade point averages.

Shinde (1993) found that imparting study skill training programs have increased the scholastic achievement of the students of IX standard. Sherburne (1938), Adams, Curnine and Gurshan (1982), Prather (1982), Raheim (1984) attempted to determine it susceptibility to improvement through training programs. Panchanathan,
(1999) found that maintaining emotional balance among students through a psychologist by using auto counseling increased their academic performance. The result emphasized the need for emotional balance among the youth. Above all the results drawn by various researchers indicate that training in study skills has a positive impact on the learner’s performance.

2.6.12. APPRAISAL

It is clear from review of literature presented in foregoing pages that a few studies have been carried out in the area of study habits. But by and large except on a few variables, results obtained are not coinciding and hence warranting further exploration. Further, studies on the relative impact of each of the several independent variables that affect study habits are rare to find. The review of related literature reveals that there were no comparative studies of study habits of Residential and Non-Residential pupils in relation to certain psycho – sociological factors. It is a novel and unexplored one. Further the study aims at providing some mathematical models with which it can be possible to predict the study habits of Residential and Non-Residential pupils. Hence, the need for research on such studies in the area of study habits is warranting.