Chapter -II
Review of Related Literature
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the internal review of the literature. It is an attempt to discover relevant material published in the problem area under study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of Study Habits that are more relevant and pertinent to the 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 programmer. Every investigator must know what sources are available in his field of enquiry, which of them he/she is likely to use and where and how to find them. (SUHKIA, 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".

W.R. BORG says: "The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow..."
and naive and will often duplicate work that has already been done better by someone else."


The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques. The information about the activities of previous investigations stimulates the researcher to use each bit of knowledge as a starting point for new and further progress.

2.2 RELATED LITERATURE ON THE STUDY-HABITS

There are number of studies relating to the study Habits / skills done in the past. However, only the literature pertaining to the independent variables used in the present study is referred in the succeeding pages.

The attempts to discover what constitutes effective study with reference to the method and working habits of good and poor students have been varied and numerous. In presenting this, chronological order was followed.

Mc. AUSTIN (1921) studied two groups of adults for investigating the importance of spacing the study for learning. One group was asked to read passages of a technical nature five times consequently in one sitting. The
other group read the passages once in a day for five days. A test, was given immediately the fifth reading, showed superiority in retention of only 4 % for the group which did all its reading in one sitting. This experiment suggests defect of cramming. This is reasonably good in immediate recall but rapid subsequent forgetting.

PRESSEY (1927) studied 31 pairs of probation students carefully matched on intelligence, academic reports, age and sex, one from each pair formed an experimental group. The experimental group was instructed on how-to-study. The control group received no such instruction or training. After a period of time, when the two groups were examined as to their achievements, academic grades of the trained groups were found to be above the grades of the untrained group. This difference was significant.

Special techniques and environmental factors affecting learning have been investigated extensively, although direct applications to study methods are relatively few. An investigation on outlining and summarizing as opposed to rereading and underlining were reviewed, by WOODRING AND FLEMMING (1935) who concluded that for most students outlining and summarizing seem to produce superior results.

The first Study-Habits Inventory, (SHI) was prepared in 1933 by WRENN, with a view to survey this feature among students. 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" course and other systematic procedures.
CUFF (1937) carefully derived study-habits inventory and found that it aims in finding the pupils in need of special guidance and helps to identify 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 investigations 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 (1933) prepared by WRENN.

BROWN and HOLTZMAN (1955) 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 reports 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 attitudes, set and motivation towards scholastic activity are related to achievement rather than study habits (ANDERSON, and KUNTZ, 1957; AHAMAN, SMITH and GLOCK (1958); and De SENA 1964). GRACIE and WHLEGHAM (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. (BROWN and HOLTZMAN, 1956 and SRIVASTAVA 1967). YUDKIN and HOLME(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.

HURNACK (1977) maintained that group discussion wastes time. The more the people in the group to explore issues and make discussions; the more time they have wasted.

MEHTA and SARASWAT(1984) in their studies on the children of class I reported the differences in family background and cognitive ability variables are unfavorable to the first generation learners.

NANDA (2000) studied on school students and observed that there is no significant difference between advantaged and dis-advantaged groups of students in seriousness in the study habit area. In the other three dimensions of study habits, both groups of students differ significantly.
LAVANYA (2000) results indicate 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.

BHASKARARAO, SOMASURYA PRAKASA RAO AND BHUVANESWARA LAKSHMI. (2004) found that the non-residential school students possess high study habits score than that of the residential school students, though it is insignificant. As the students possess good study habits, the teachers of both types of schools should help in getting good results in the examinations.

2.3 STUDY HABITS AND PERSONALITY

ROBINSON (1945) emphasized the importance of adjustment in the development of effective study habits. JACKSON (1949) reported that the persons having difficulties in motivation and personality structure also display difficulties in study habits. He stressed the effect of unfortunate emotional condition might persist for years and constitute one major problem in remedial work at all levels.
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 (1955) and STRANGE (1957) found that the personality structure is related to the 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.

JAMUAR (1961) conducted an investigation to find out some psychological factors related to study habits in college students and reported: 1) study habits are related to general personality adjustments as well as home, health, social and emotional adjustments. 2) Scholastic achievement is related to intelligence, general personality adjustment, home, social and emotional adjustment.

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 could not significantly differentiate between students who passed and those who failed in general science. GUPTA (1983) 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. GIRIJA and BHADRA (1984), explored that 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), PATHNI(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 thereby the children will have balanced personality. RAWAT 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.

SAM SANANDA RAJ and SREETHI (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 some of the HSPQ personality factors have significant influence on the study habits of Residential and Non-Residential pupils. NAGARAJU(2001) found that most of the
personality factors do not show any significant influence on study habits of pupils.

GURAVAIAH (2004) reported that some of the HSPQ personality factors have significant influence on study habits of X class pupils studying in Residential and Non-residential schools. RAJANI(2004) reported that some of the personality factors viz. B,C,E,G,H,O, Q3 and Q4 of HSPQ have significant influence on study habits of Intermediate students.

In most of the studies, it is found that the personality factors have influence on the study habits of students. Hence, personality is taken as one of the variable in the present investigation.

2.4. ACADEMIC ACHIEVEMENT

Academic achievement is of paramount importance, particularly in the present socio-economic and cultural contents. Obviously, in the school/college, great emphasis is placed on achievement right from the beginning of formal education. The school/college has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The school/college performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and open out avenues for advancement primarily in terms of achievement.

The central aim of all formal educational efforts is academic achievement on the part of the students. Even though, it is desirable to have all-round development in the child as the goal of educational process where academic achievement would be just one of the dimensions. But in most of
the educational institutions, academic achievement continues to be the exclusive concern narrowing down the very concept of educational process.

Nevertheless, it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. In general, achievement refers to the academic or scholastic achievement of the students at the end of an educational programme. To maximize the achievement within a given set up, is the goal of every educationist, a teacher or an educational administrator. Research has come to our aid looking into what variables—personal, home, school/college etc, promote achievement and what are determinants to it.

The present investigation took note of the above facts and attempted to treat some of the prominent intellectual and non-intellectual factors as psychological and sociological factors and coined as psycho-sociological factors. The relation of certain psycho-sociological factors and the study Habits of B.Ed. students that influence their academic achievements is investigated.

2.4.1 Achievement In Theory, Practical & Total(Both)

There are theoretical aspects and practical aspects in primary and secondary teacher-training courses. Some of the studies related to scholastic achievement of teacher-trainees in theoretical aspects are presented here-under.
PATTED (1975) studied 200 B.Ed. students to find out the relation between perceptual factors and success in teacher education course. The study revealed that out of five perceptual factors, self perception on student perception, teacher professional perception and instructional goal perception emerged as significant correlates for success in B.Ed. examination as a whole.

VYAS (1982) found that the university theory marks of B.Ed. students could be predicted on the basis of academic achievement, verbal intelligence and teaching aptitude in case of a total sample (N=300); whereas in the case of the male sample, predictors were academic achievement, verbal intelligence, attitude towards teaching and Socio-Economic status (SES). In the case of female sample, the predictors were academic achievement and teaching aptitude.

GOPALACHARYULU (1984) reported that multiple regression analysis revealed that SES, attitude towards profession and training, Factors: B, N and Q2 of 16 PF were significant with the criterion of achievement in theory of student-teachers of TTI.

GOVINDA REDDY (2002) investigated that (1) Achievement in practical work and practical Examinations, (2) Total achievement, (3) study-habits, (4) personality factors F,M and Q4 of 16 PF, (5) Age, (6) caste, (7) group subjects at intermediate level, (8) SES and (9) region have significant influence on the total achievement of DIET students (primary school teacher training students). He also observed that (1) attitude towards teaching profession and training, (2) personality factors A, B, C, E, G, H, I, L, N, O, Q1, Q2 and Q3 of 16PF, (3)
Marital Status, (4) Education of Father, and Mother (Both), (5) mother employment, (6) family income, (7) place of birth, (8) birth order and (9) sex do not have significant influence on the total achievement of DIET students.

LAXMIDHAR and SUSHANT KUMAR ROUL (2004) observed that there is positive significant correlation between the performance of B.Ed. student-teachers (N=650) in Theory and Practical.

PATHAK (1979) observed that the quality of the output as judged by the examination results of B.Ed. trainees was poor so far as the knowledge foundation of educational theory and practice was concerned; about 71% got third division in theory; however, it was considered satisfactory in respect of competence to teach in the class-room situation.

PATIL (1984) reported that the correlation between attitude of B.Ed. students towards teaching profession and their achievement (r=0.16) was positive and significant.

BATTACHARYA (2001) investigated that (i) Enhancement of learning time in techniques of teaching and evaluation yields higher achievement of prospective teachers. (ii) It is also observed that the dedicated and determined educators perform well with the strategies of increasing academic learning time.

MANCHALA (2005) investigated that (1) there was significant influence on scholastic achievement of B.Ed. students in Theory, practical work and total achievement with respect to the academic variables viz (i) Ed.CET. marks. (ii) practical work unit-I&II (iii) class obtained in practical work (iv)
objective achievement test scores. (2) Also she observed that Personality Factors A, B, C and F of 16 PF have significant influence on scholastic achievement in Theory. (3) Personality factors B and I have significant influence on scholastic achievement in practical work. Personality factors A, B and C have significant influence on total scholastic achievement of B.Ed. students; 4) All the 12 areas of TAI have significant influence on scholastic achievement of B.Ed. students in Theory, practical work and total achievement. Better attitude is associated with better scholastic achievement. (5) All the ten areas of SHI have significant influence on scholastic achievement of B.Ed. students in theory, practical work and total achievement. Better study habits are associated with better scholastic achievement.

PANCHALINGAPPA (2006) found that lack of self-confidence, test anxiety, general anxiety and poor study-habits are all causal factors associated with under achievement in Mathematics at secondary level.

2.4.2. 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 student 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 the pupil’s academic achievement. A student’s progress or failure in the class-room depends upon several factors namely interest in the subject, study facilities, own study habits and so on. Academic achievement is the
achievement of the pupil during the course of study, the standard of achievement in language, in subjects and in general knowledge expected of a pupil. Some of the studies reviewed showing the relation between study habits and academic achievement are presented here under.

Into the first study habits inventory of WRENN (1933), the items were based on the responses of the high achieving and low achieving students, who were matched with regard to their intelligence and major fields of study. CUFF (1937) used a questionnaire to survey the student habits of grades IV to XII students. Half of the total samples were defective in their achievement due to lack of study habits. WOODRUF (1940) found that study habits failed to show definite relationship with academic success. GORDEN (1941) found that the 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 and the least successful students and between the bright and the dull students. CARTER (1950) conducted two study method tests on 800 Educational psychology students. He compared the study habits score with the composite measures of achievement. The correlation coefficient ranged from 0.46 to 0.51. BURNETT (1951) reported that the students taking how to study courses
increased their cumulative grade point averages, 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 average was 0.60.

A survey of study habits and attitudes (SSHA) (1953-67) reports that the reliability of the scales is high although some sub-scales 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 positive linear relationship between study methods and academic scores.

AHMAN, SMITH and GLOCK (1958) reported that the raw scores yielded by study and attitude inventory for college students 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 achievement in general sciences was not 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. JAMUAR (1961) found a correlation of 0.51 between study habits and achievement.

BROWN and DUBOIS (1964) found that study habits and attitude scores of college students are moderately correlated with academic performance. SINHA (1960) found significant relationship between study habits and scholastic achievement. RICHARD and VIRGINIA (1967) showed that the degree of good study habits predicted academic achievement better than ability measures. SAMUEL and RAO (1967) conducted a study on a sample of 500 pre-university course (PUC) students and found that there is significant positive correlation between the study habits score and academic achievement of the students.

AGGARWAL and SAINI (1969) revealed that the coefficient of correlation between the study habits score and the scores on achievement in Mathematics of VIII and IX class pupils when computed came to be +0.14. Although this index may seem to be quite poor, it was found to be significant at the 0.05 level of confidence. The poor correlation does not however imply that study habits are not important and do not help in achievement. Low correlation here can be attributed to some other factors.

KRISHNA MURTHY and 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 factors 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 case of girls, the attitudes subset did predict a different criterion Mathematics achievements.

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 RIODENS (1974) investigated that there was positive relationship between study habits and first semester grades of college freshmen.

GIRIJA, BHADRA and AMEERJAN (1975) made a study on the relationship between study habits and academic achievement of first and final year students of undergraduates of University of Agricultural Sciences, Bangalore. The two groups differed significantly with regard to their study skills and achievement. BENERJE and PAPNEJA, GEETHA (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 students of X class of Delhi and found a positive relationship between involvement in studies and 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 educational performance.

CHOPRA (1982) identified that the study habits were positively related to academic achievement. TIWARI (1982) and SHANMUGA SUNDARAM (1983) indicated a positive relationship between the study habits and academic achievement. SINGH (1984) found that the study habits of Boys of girls differed significantly at different levels of academic achievement.

GADZELLA, BEMADETTE, WILLIAMSON and JAMIES 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 and also reported that the under achieving rural girls significantly differ in their study habits from the high achieving rural girls of IX and X classes.

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 achievement of college freshmen and their study habits. 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 the student achievement.

STELLA and PURUSHOTHAMAN (1993) showed that there is no significant difference between the study habits of underachieving boys and girls. 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 IX class pupils has 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 ROSALAND (1995) found that the students' study behaviour was significantly related to their success.

VARMA (1996) showed that the students possessing good study habits scored higher achievement than the 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. VENDEN HURL et al., (1998) showed that the study habits of medical students were correlated with their academic achievement. LINDBLAM – YALAMNE et. al.,(1999) observed that the students individual study orchestrations were related to their success.

SAM SANANDA RAJ and SREETHI (2000) found that study habits and academic achievement of students are positively and significantly related.

KUMAR (1998) in his study concluded that there existed a significant positive correlation between academic performance and study habits.

BISWAS (2001) reported that total hours spent on the studies, the reading techniques followed, notes taking, the quantum of units (content covered), the number of activities attempted, etc., have shown some effect on the academic performance of the distance learners (N=150) of PG DDE programme of IGNOU.

KUMARAN and KAMALA (2001) investigated that the successful learners who secured 35% and above marks in science subjects, had better study habits than the unsuccessful learners of higher secondary schools.
NAGARAJU (2001) concluded that the academic achievement of the pupils in X class public examinations in all the school subjects and total academic achievement have significant influence on the study habits score at 0.01 level. The pupils who have better academic achievement have better study habits. There is perfect positive correlation between the academic achievement and study habits of the pupils (N=1800).

SHINDE (2001) found that imparting study skills training may enhance the scholastic achievement of students. ARCHANA and MONA SHARMA (2002) conducted a study on 26 fifth grade children in Indore. They found that the instructional material on making skill classification could positively influence the achievement of students on the criterion test.

GOVINDA REDDY (2002) observed that some of the study habits areas have significant influence on achievement of DIET students. NAVEEN KUMAR REDDY (2003) found that study habits and academic achievement of students are positively and significantly related. BHASKARA RAO, SOMASURYA PRAKASH RAO and BHUVANESWARA LAKSHMI (2004) identified positive relationship between study habits and achievement.

VAMA DEVAPPA (2002) observed that study habits of pre-university science students (N=480) was found to be positively and significantly related to achievement in Biology.

GURAVAIAH (2004) revealed that the academic achievement of the pupils in X class examinations in all the school subjects and total academic achievement does not have significant influence on study habits score of the
pupils (N=1200). RAJANI (2004) observed that there is positive significant relationship between the academic achievement of intermediate students (XII standard) in the public examinations and their study habits (N=1200) at 0.01 level.

PANCHALINGAPPA (2006) observed significant difference between normal and under-achievers in respect of their study-habits and mathematics achievements at secondary level.

MANCHALA (2007) observed that there is significant influence of study habits on scholastic achievement of B.Ed. students in Theory, practical work and total achievement and concluded that the better study habits is associated with better scholastic achievement.

It is observed from the above studies that there is only one study showing the relation of study habits and scholastic achievement of B.Ed. students. Therefore the relation of study habits and scholastic achievement of B.Ed. students is investigated in the present study.

2.5. 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 binding together the variety of specific habits, abilities, outlooks, ideas and feeling that a person displays.
Self-concept is operationally defined as a measure of the evaluations, which the individual makes and customarily maintains with regard 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). Despite controversy regarding the meaning of self as a unitary trait or an integrated system of situation ally specific traits, all are agreed that self in 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, 1949). It begins when an individual becomes aware of being separate entity. This is when the individual can differentiate those events emanating from or involving one's self from those that are not related to self. The self then becomes the object of one's knowing. Just as other environmental event can be objects of one's knowledge [TURNER, 1973].

SINGH (1987) conducted a study on 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 had significant relation with study habits of students.

GURAVAIAH (2004) found a significant influence of self-acceptance on study habits of residential and non-residential pupils. RAJANI(2004) found that the self-concept constructs viz., (1) Abilities, (2) Beliefs and convictions, (3) present, past and future, (4) self-confidence, (5) self-acceptance, and (6) Total score of self-concept, have significant influence on study-habits. The
remaining areas of self concept do not have significant influence on study-
habits.

PANCHALINGAPPA (2006) noticed that self-confidence and poor
study habits are all causal factors associated with under achievement in
Mathematics at secondary level.

From the above studies, it is observed that there is not even single
study showing the relation between study-habits and self-concepts of B.Ed.
students. Hence, the investigator selected self-concepts as one of the variable
in the present study.

2.6. STUDY-HABITS AND SOCIO-DEMOGRAPHIC AND
PERSONAL VARIABLES.

The socio-demographic and personal variables such as Gender/Sex ,
Locality, Caste, Age, Parents' Education, Parents' Occupation, Income of the
Family, Size of the Family, Type Of school/College etc., may have some
relation with study- habits of the students.

2.6.1 Study Habits and Sex/Gender

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.

WRENN and HUMBER (1941) in their study on low and high scholarship, found that women are poorer than men in study skills. VEDAVALLI (1953) found that male college students had better study habits than female college students. SAMUEL and RAO (1967) found that there is no difference between the study habits scores of boys and girls of the pre-university class. AGGARWAL and SAINI (1969) didn’t find any sex difference in study habits. KRISHNA MURTHY and RAO. (1969), observed that there is high significant correlation between maintaining a schedule of work and study habits in case of urban girls (r=0.36) and sub-urban boys (r=0.30).

FLORENCE and RONALD (1971) observed that the SSHA scores of elementary boys differed from the girls. KULSHRESTHA (1971) found that study habits are more popular among girls than boys. REDDY (1972) found that there is no significant difference between boys and girls of high school classes in their study-habits. 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 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 has significantly more favorable attitude than the other three groups. CHRISTIAN (1983) found that boys and girls did not significantly differ with regard to study habits.

CHAUHAN and SINGH (1987) showed that there was no influence on the study habits of boys and girls. PREMA SAGAR (1987) 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 a significant difference between boys and girls of high and low achievers. LILLY and SUNDARA RAJAN (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 students of second year degree course. BHADHRI (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 have better study habits than that of boys of IX class. SAMPATH and SELVARAJA 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 mean score of the study habits of the boys are less than that of the girls, GURU PRATHAP REDDY (2001) observed no significant impact of sex on study-habits of VI class pupils.

NAGARAJU, MANCHALA & SUMALATHA (2002) identified that the boys differ significantly from girls in their study habits at 0.01 level. Hence, sex has significant impact on the study habits of the pupils.

MARY RATNA KUMARI (2003) studied the study habits of High school pupils in Krishna District and reported no significance difference between boys and girls. BHASKARA RAO, SOMA SURYA PRAKASH RAO and BHUVANESWARA LAKSHMI (2004), identified that there was significant difference in the study habits possessed by boys and girls. But GURAVAIAH
(2004), RAJANI (2004), and SRIDHAR (2004), did not identify the significant difference in the study habits regarding the variable – Gender.

It is clear from the above studies that there are a few studies on the study habits showing the relation of Sex/ Gender and the study habits of B.Ed. students. So the investigator selected Gender/Sex as one of the variable in the present investigation.

2.6.2. Study -Habits And Locality / Native Place.

Study habits of students also depend upon the locality. Students of Rural areas do not have facilities compared to the students living in Urban areas. Educational facilities like having libraries and other educational institutions, availability of other facilities like un-interrupted 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, where they have developed their own distinct food, dress and other cultural habits. We cannot 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.

Some of the related studies to the variable locality/ native place are given below:

VEDAVALLI (1953) showed that the rural college students have slightly better study habits than urban college students. PERUMAL and VISVESWARAN (1966) found that there was significant difference between
residential high school students and non-residential high school students in their habit patterns.

SAMUEL and RAO (1967) showed there was no significant difference between the study habit scores of the residential and day scholars of PUC students in Coimbatore. KRISHNA MURTHY and RAO (1969) observed that there was no significant difference between urban and sub-urban high school students in their study habits. REDDY (1972) observed that there was no significant difference between rural and urban pupils in their study habits.

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) showed that the students from urban schools showed more involvement than students from rural schools in their studies. RAJESWARI (1980) observed that there was a significant difference between rural and urban 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. RAMA MOHAN 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 underachieving 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, PRATHIMA CHOWDARY (1994) observed that there was no significant difference between the B.Ed. women students of different localities in their study habits. MANCHALA (1996) showed that urban pupils had better study habits than the rural pupils. SAMPATH and SELVARAJA 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 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. MARY RATNA KUMARI (2003) observed no significant difference between the study habits of rural and urban students. GURAVAIAH (2004) found a significant influence of locality on study habits of residential and non-residential pupils. RAJANI (2004) found no significant influence of locality on the study-habits of the intermediate students.
2.6.3. Study -Habits and Caste(Community)

Caste system is a special social condition prevailing in India. Surprisingly for one cause or the other almost all the Indian researchers neglected this variable in their studies relating to teacher training. There are reservations of seats in the name of caste or community in educational institutions; reservations of jobs are there in the name of caste. There are so many associations in the name of castes for uplifting of the people in it. Then why this variable is neglected in the field of educational research is not known. So, in the present investigation, the investigator is interested to include this variable also. Some of the studies showing the influence of caste on study habits of students are presented here under.

ASHA BHATNAGAR(1980) found that, the non-scheduled caste pupils of X class showed more involvement in study than scheduled caste pupils. GIRIJA and BHADRA (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) showed that the study habits of both scheduled caste and non-scheduled caste, adolescent boys and girls differ significantly. CHAUHAN and SINGH (1987) reported that the scheduled caste students had poor study habits in comparison to the Non-scheduled caste students.

ARUNA(1994) reported that caste had no impact on study habits of the IX class pupils. PRATHIMA CHAOWDARY (1994) also found no significant difference between the B.Ed. women students of different castes in their study habits.
MANCHALA (1996) investigated that there was significant influence of caste on the study habits of IX class pupils.

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

GURAVAIAH (2004) observed a significant influence of caste on study habits of Residential and non-residential pupils. RAJANI (2004) also observed a significant influence of caste on study habits of intermediate students. It is clear from the above studies that there is only one study showing the relationship of caste and study habits of B.Ed., women students. Hence, caste/ community is taken as one of the variable in the present investigation.

2.6.4 Study-Habits and Age

With the advancement of age, the mental faculties of the students get sharpened. So, students evince much interest is learning and also have more understanding capacity. Age of students may have relationship with their study habits. Some of the related studies are presented hereunder.

CUFF (1937) observed that there was distinctive difference between chronological age and their study habits. SAMUEL and RAO(1967) observed no correlation between the age and the study habit scores. JAMUAR (1971) indicated significant inverse relationship between the study habits and the age
of the students. VENKATARAMANAI AH (1975) found that the correlation coefficient between the study habits and the age of VIII class students was significant.

PREMA SAGAR (1987) observed that pupils of high school classes with correct chronological age with respective classes possessed better study habits than overage. PRATHIMA CHOWDARY (1994) observed no significant difference between the B.Ed. women students belonging to different age groups in their study habits.

NAGA RAJU (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 did not show any significant influence on study habits of Residential and Non-residential pupils. GURAVAIAH (2004) found no significant influence of age on study habits of X class pupils.

It is observed from the above studies that there are very few studies showing relation of age with study habits of B.Ed: students. Therefore age is taken as one of the variable in the present study.

2.6.5. Study -Habits and Occupation of the Parents.

India with a large agrarian rural population, occupation plays a vital role in their lives. Children imitate, imbibe and acquire the skills of their parents through their constant 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 person. If parents are voracious readers, they maintained books and study atmosphere in their homes. Some of the studies-reviewed are presented here under.

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 parents occupation on study habits of IX class pupils. MANCHALA (1996) showed 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.

GURAVAIAH (2004) and RAJANI (2004) found that Mother's occupation did not have significant influence on the study habits of X class pupils and intermediate students respectively.

From the above reviews, it is clear that there is no single study on the relation of occupational status of parents and study habits of B.Ed. students. So, the investigator included the occupation of father and occupation of mother as variables in the present study.
2.6.6. Study-Habits and Educational Status of the Family.

Educational status of the family i.e., Education of parents, brothers and sisters may influence the study habits of the students, as the students may receive proper guidance from their family members how to carry out their studies effectively. Some of the studies reviewed are given below.

SAMUEL and RAO (1967) found that there was no significant correlation between the educational status of the family and study habits score. AGGARWAL 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.

KRISHNA MURTHY and RAO (1969) showed that the educational status of the family of the urban students did not correlate with the study habits of sub-urban 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. PRATHIMA CHOWDARY (1994) found that there was no significant difference between the study habits of B.Ed. women students regarding their parents and brothers' educational level, but she noticed a significant difference regarding their sisters' educational level.

MANCHALA (1996) found that there was significant influence of parent's educational qualifications on the study habits of 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 (2002) observed that there was a significant influence of family educational status on the study habits.

GURAVAIAH (2004) found significant influence of Mother's educational qualification on the study habits of X class pupils, but father's educational qualifications did not have significant influence on the study habits of X class pupils. RAJANI (2004) observed significant influence of qualifications of both father and mother of intermediate students on their study habits.

It is noticed from the above studies that there is no study showing the relation between educational status and study habits of B.Ed. students in general. Hence father's education and mother's education are included as variables in the present study.

2.6.7. Study Habits and Income of the Family

Income of the parents plays a pivotal role in determining all the kinds of habits including study habits of the children. The day-to-day activities of several economically marginalized sections of Indian population are related to the bare minimum requirements of their basic needs for their survival. They have neither knowledge nor spare time for 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 the positive parents and economically sound background, get entry into the corporate institutions where they are provided under intensive study with better teachers' and instructive facilities. This is the reason for the so-called success of an individual in studies largely depends upon income of the family.

Some of the related studies on this variable are presented below:

SAMUEL and RAO (1967) showed that there was no significant difference between the study habit scores and the economic background of the parents.

DAFTUAR (1967) and JAMUAR (1971) found significant relationship between the study habits and the economic status of the family.

AGGARWAL and SAINI (1969) found that there was no significant difference between the study habits of students and the economic status of their parents. KRISHNA MURTHY and RAO (1969) found that a positive correlation between the economic status of the family of the students and their study habits.

VENKATARAMANAIJA (1975) found that the coefficient of correlation between study habits and socio-economic status of VIII class 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 under graduate course belonged to high middle class only. MUNIRATHNAM (1984) showed that there was a significant relationship between study habits and socio-economic status of the IX class pupils. CHAUHAN and SINGH (1987) 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 XI class pupils. PRATHIMA CHOWDARY (1994) observed that there was no significant difference between the B.Ed. women students belonging to different annual income groups in their studies.

MANCHALA (1996) found that there was no significant influence of income of the family on study habits of the students.

NAGARAJU (2001) observed that the Annual income of the family of the students has significant influence on the study habits score.

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 on the study habits of the students.
GURAVAIAH (2004) found that there was no significant influence of the economic position of the family on the study habits of pupils whereas RAJANI (2004) found significant influence.

2.6.8. Study - Habits and Order of Birth:

Birth order means first or second or third etc., born child to the parents. It is assumed that the birth order may influence the study habits of the student. Some of the studies are presented below.

KEETZ (1979) found that there was no significant relation between the study habits and birth order of the school student.

ARUNA (1994) found that there was no impact of the 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 the birth order of the pupil does not have any significant influence on the study habits of X class pupils.

GURAVAIAH (2004) and RAJANI (2004) observed that the birth order of the pupils does not have significant influence on the study habits of pupils.

It is clear that there is no study showing the relation of birth order of B.Ed. students and their study habits. Therefore, birth order is taken as one of the variable in the present study.
2.6.9 Study Habits and Size of the Family/Total Children.

It is assumed that the size of the family/total children in the family may influence the study habits of the students. Some of the related studies are given here under.

KEETZ (1979) found that there was no significant influence of the size of the family on the study habits of the pupils.

PRATHIMA CHOWDARY (1994) observed that there was no significant difference between the study habits of B.Ed. women students regarding their family size.

MANCHALA (1996) concluded that the size of the family had no significant influence on study habits of IX class pupils.

NAGARAJU (2001) found that the size of the family does not have significant influence on the study habits of X class pupils.

GURAVAIAH (2004) observed that Total children to the parents do not have significant influence on study habits of X class pupils. RAJANI (2004) found significant influence of total children to parents on the study-habits of intermediate students.

It is noticed from the above studies that there is only one study showing the relationship of size of the family/total children in the family with the study habits of B.Ed. students. Therefore, total children to the parents/Size of the family is studied as one of the variables in the present study.
2.6.10. Study- Habits and Type of College/Institution

The type of college/institution may have significant influence on the study habits of the students. Some of the related studies are given here under.

ASHA BHATNAGAR (1980) found 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) reported that there was significant difference between the study habits of Residential and Non-residential school pupils studying VIII class.

PRATHIMA CHOWDARY (1994) observed no significant difference between B.Ed. women students studying in Government and non-government colleges regarding their study habits.

NAGARAJU (2001) found that the type of school has significant influence on the study habits of X class pupils.

GURAVAIAH (2004) noticed that the Residential pupils have significantly better study habits than the Non-Residential pupils. RAJANI (2004) found that management does not have significant influence on study habits.

BHASKARA RAO, SOMASURYA PRAKASH RAO and BHUVANESWARA LAKSHMI (2004) found that the Non-residential school students possess good study-habits than Residential school students, though it is insignificant.
It is observed from the above studies that there is not even a single study on the study habits of B.Ed. students and the type of institution. So the investigator has chosen the type of institution, as one of the variable in the present study.

2.7. ATTITUDE TOWARDS TEACHING:

It is assumed that there is a relation between study-habits and the scholastic achievement of students. Further there is a relation between attitude towards teaching and the scholastic achievement of students in teacher-education courses. Attitude towards course content has been identified as an indicator of the student's achievement. Also the teacher-trainees with favourable attitude towards teaching profession, teaching and teacher training may have better attainments which in turn influences their study-habits. Some of the studies are given here-under.

JAYAMMA (1962) constructed and standardized an inventory for predicting teacher efficiency. Personality variables used in the study were, attitude, aptitude, intelligence, interest, adjustment etc.

PRAKASH (1979) showed that female student-teachers (N=100) were more favorable than male student teachers (N=130) in their attitude towards teaching profession. There is statistically significant difference at 0.01 levels. Arts student-teachers (N=160) have more favorable attitude towards teaching profession than the science student-teachers (N=70). It is statistically significant at 0.01 levels.
RAMA MISHRA (1985) observed that there is a significant relationship between professional attitude and teaching behaviour of the teachers (N=200) of secondary schools.

JYOTSNA SAXENA (1995) reported that both effective and ineffective secondary school teachers were found to be well-adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession.

SHAMSUDDIN (1996) observed that in spite of secondary school-teachers' (N=200) liking for the noble and honourable profession of teaching, they fail to put their best into it due to their economic difficulties at home.

ANAMALAI (2000) showed that men (N=265) and women (N=135) high school and higher secondary school teachers do not differ in their attitude towards teaching. Location of the school, age and level of teaching did not have any influence upon the teachers' attitude towards teaching.

PANDA (2002) inferred that majority of the college teachers of Assam and Orissa had highly favourable attitude towards teaching profession. College teachers of Assam (N=200) and Orissa (N=200) did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status. KANNAN and SUBRAMANIAM (2005) noticed no significant difference between Government and Management (aided) primary school – teachers in their attitude towards teaching and a significant difference between male and female teachers.
The above studies revealed that there is no single study showing the relation of study habits and attitude of B.Ed. students towards teaching profession and teacher training. Hence, attitude of B.Ed. students towards teaching profession is taken as one of the variable in the present study.

2.8 MISCELLANEOUS STUDIES

HUGH.M.B (1931) showed that the students' grade and study time was correlated and the PEARSON'S 'r' was 0.317. GORDEN (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. CARTER (1948) administered a new test on 600 IX grade students. The items that discriminated significantly the 100 high achieving and 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.

VEDAVALLI (1953) found that there was no significant difference between degree and non-degree students in respect to their study habits. KRISHNAN (1956) showed that the Junior B.A. students had better study habits than senior B.A. students. AHMAN, SMITH and GLOCK (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.
REDDY A.V. (1972) reported that study habits did not differ from pupils studying in one class to another. Goldfried and D'Zurilla (1973) found that the correlation between grades and study habits was 0.16. Mc. Causland and Stewart (1974) found that females obtain higher grades than males because females study more efficiently and accept academic standards more willingly.

Giriya, Bhadra and Amerjan (1975) showed that there was no significant difference among the first and final year undergraduate students in their study habits. Patel (1976) found that the study habits had significant relationship with reading ability.

Deb (1990) found that the college environment was correlated to the study habits of the final year B.Sc. Home science students. Adi Narayana Reddy and Indira (1993) found that the study habits of the neo-literates were not similar to the literates. Varma, Shaik and Sangita (1997) found that the level of academic motivation and test anxiety had a significant impact on the study habits of adolescent students. NANDA (2000) showed that advantaged group of students have greater mean score than the disadvantaged group of students.

Beidal (1999) showed that the use of study skills strategy decreased the anxiety and improve the academic achievement.

Some psychologists 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. The difference was significant.

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.

TRESSELLT (1952) reported that scores on the study-habits tests showed significant improvement as a result of training in study-skills programme.

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 skills training programmes 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 is susceptibility to improve 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 youth.

Above all the results drawn by various researchers indicate that training in study skills has a positive impact on the learner's performance.
2.9 APPRAISAL:

It may be seen from the brief review of literature presented in the foregoing pages that a number of studies have been carried out in the area of Study-Habits. But by and large except on a few variables, the 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.

Selection of certain important demographic variables, sociological variables and psychological variables are supported by many other studies; even though, they are not exhaustive for obvious reasons.

Review of literature reveals that an extensive study of the influence of study-habits in relation to certain psycho-sociological factors especially at B.Ed. College level is very rare. It is an attempt to see the relationship between presage and product variables.

The area under investigation is a novel and un-explored one with respect to the population of B.Ed. students and their nature of work.

Another interesting feature observed is that majority of the studies in the area of Study-Habits confined to simple correlation analysis between predictors and the criterion variables. Individual and cumulative effects of several independent factors on Study-Habits could be assessed more accurately by employing regression analysis. Therefore, the main aim of the study is to predict the multiple effects of the independent factors on Study-
Habits of B.Ed. students and further to suggest suitable regression equations in the prediction of study-habits score of B.Ed. students.

Hence the need for research on the area of study-habits of B.Ed. students is warranting.

The above crucial conditions lead the investigator to make an attempt in this area of study-habits of B.Ed. students in relation to certain psychosociological factors. Keeping all these observations in view, the problem is stated clearly with its objectives, and suitable hypotheses are formulated in the succeeding chapter.