11.01 INTRODUCTION

The general trend of the results of any public examination shows that large number of students fail. It yields the large amount of wastage in terms of time, money, and energy. Failures in a way, set the vicious circle of inefficiency. Many educators and researchers have discussed and analysed the results of failures. Many of them have explored the reasons of the failures such as:

1) Faulty examination system
2) Heavy curriculum
3) Unheathly school atmosphere
4) Disinterested teachers
5) Negligence of parents
6) Prevalence of first generation learners
7) Lack of guidance of 'How To Study'
8) Wrong approach to study habits.

11.02 REASONS OF FAILURES

The students have to face the above mentioned difficulties and it is also expected that, they must show the desired behaviour in the light of ideal objectives of education. The students come into contact with the teachers and other students, in the
school, and parents, at home. Parents and teacher's lead students for scoring maximum marks in the examination by memorization. It becomes an undue weightage of bookish knowledge rather than the students' becoming self-reliant learners. It is due to the domination of our examination system of all the aspects of educational system.

11.02 A) i) Faulty Examination System

Examinations are useful for evaluating the performance of the child. However the present examination system does not evaluate the child totally. It only tests them through writing covered in three hours. Hence it fails to test all the aspects of education of the child. It emphasis the memorization and mis-shapes the implementation of curriculum. The Mudliar Commission (1952)* has pointed out the influence of examination system affecting the entire educational system.

ii) Heavy Curriculum

The curriculum is the first dominating factor of examination system in educational system. It does not attend to the process that should govern the development of attitudes and skills along with the cognitive competencies.
B) i) **School Atmosphere**

Mostly in urban area, the teacher-pupil ratio has risen from 1:25 to 1:70 but there is no corresponding increase in the teaching staff or in equipments or other facilities. The classroom becomes congested and provides tiring surrounding. This situation probably results into boredom for the students and affects their interest in studies.

In addition to that no additional equipments such as library, laboratory are provided. All these factors affect the interest of the students.

ii) **Disinterested Teachers**

The teachers teach only that much which is possibly asked in written examinations i.e. the teachers pay more attention to passing of the examination rather than helping acquire some habits/skills and to bringing in a change in the behaviour. They have to complete the syllabus of every subject. It may result in the acquisition of the knowledge of the subject but inculcating the necessary habits, skills and attitudes is less covered due to the restriction of the freedom for teaching methods. The increased teacher-pupil ratio and lack of facilities the teacher is unable to pay the individual attention towards students.
C) i) Negligence Of Parents

For education of the wards, teachers and parents are the most responsible factors. But it is observed that some parents do not get themselves involved in the education of the child, and do not pay attention towards the child's progress. They provide only the finance to the students and suppose that their duties are over. So the students get deprived of parental guidance, motivation and encouragement and they fully depend on schools.

ii) Prevalence Of First Generation Learners

The expansion of education takes place due to the free, universal and compulsory primary education. Hence those first generation learners enter into school who have no educational background. The students are probably not motivated and are not guided at home.

D) i) Lack Of Guidance of 'How To Study'

Motivation and guidance are the major factors in the learning of the child. However the parents do not take any active interest in the study of child; parents guide the child, with the traditional methods of reading, writing and recitation and they are more interested in the highest scores in the examinations. It is an
inadequate way of guidance and may cause failures.

ii) Wrong Approach To Study Methods

The present position of proper guidance and skilled advice is not satisfactory in the schools. Hence, though the students may study hard, they do not acquire the required skills as a self-reliant learner.

All these factors result into the large number of failures of the students.

11.03 NEED OF THE STUDY

In order to remove the wastage of time, money and efforts in the educational system, the researcher decided to find out the ways to control the wastage and improve the performance of the students. The researcher had an experience as a teacher of mathematics since 1973. She had prepared a programme of basic operations of addition, subtraction, multiplication and division, and administered it for VII standard students. She found that, at the end of the year, the students' scores in mathematics had increased. She developed the study habits of the students in relation to mathematics. Hence the feeling was gathered that inculcating the study habits are a key for acquiring better performance. She also understood that all the remaining reasons mentioned above,
were beyond the control of one person. Only the factor of guidance of 'How To Study' is within the control of an individual teacher. Hence she decided to work in this field in two ways:

1) To explore the study habits of the students. How do they study? And what are the reasons behind their existing study habits/skills?

2) To inculcate the study habits/skills of the students for better achievement through a programme. Therefore the problem for the present study was stated as under.

'To explore the existing study habits of students of standards VIII, IX, X in the city of Pune, with a view to (1) finding out the patterns of study habits and the relation between their study habits and performance (ii) Preparing and implementing a programme for modifying the study habits of students and (iii) testing whether such a programme changes their study habits in the desired direction and (iv) whether their performance too changes in the positive direction.'

A) Operational Definitions

a) Study: Study is a process of acquiring and retaining knowledge of a subject by one's own efforts.
b) **Study habit**: A study habit is a planned behaviour which leads the student to modify himself in the light of the desired educational objectives through exposing oneself to various acts such as listening, speech, discussion, reading, writing, observation and experimentation.

c) **Study skill**: Anything pertaining to study that the individual learns to do with ease and precision is termed as study skill.

d) **Programme**: With a view to developing the study habits and skills of the students, a series of activities planned and designed to make students self-reliant are noted as Programme or Treatment.

e) **Desired direction**: The change in the score on study habits inventory and academic achievement in the positive direction is termed as desired direction for the purpose of this study.

f) **Academic Performance (Achievement)**: Academic performance is that observable behaviour which is the result of activities related to the course of study. Examination scores are one such indicator of the performance.

**B) Hypotheses**

The present study tested the following set of hypotheses through survey:

(1) Students have no exact idea about
   a) Purpose of studying
   b) Objectives of schooling.
(2) Majority of the students do not use their time gainfully.

(3) Majority of the students do not properly use the facilities they get.

(4) Students do not acquire the essential skills for studying.

The researcher tested the following hypotheses through Experiment:

(1) The programme modifies the students' study habits in the desired direction.

(2) The programme modifies the academic achievement (performance) of the students in positive direction.

C) Objectives

The following objectives were kept in view for the present study.

(1) To find out the trends/patterns in the existing study habits of the students.

(2) To get the relationship between study habits and socio-economic background.

(3) To prepare a programme for developing the desired study habits.

(4) To find out the effect of the programme on study habits and the academic achievement.

(5) To know the teachers' views about students' study habits and what they do for developing the students' study habits.
D) **Assumptions**

(1) Study habit is a learnt thing.
(2) Study habits/skills can be changed.

E) **Limitations and Scope**

In order to interpret and use the findings of this study, the limitations and scope of this study are stated as under:

(1) The survey was undertaken in the city of Pune. Hence the trends or pattern of the study habits/skills revealed by the survey would be applicable to areas which are like PUNE.

(2) The study represented the patterns of Marathi Medium Secondary School students of standard VIII, IX and X.

(3) The programme was implemented by the teacher/investigator and experimenter.

(4) The findings of the experiment would be applicable to Marathi Medium Schools only.

11.04 **Chapter Second**

**REVIEW OF RELATED LITERATURE**

The present study focused on study habits/skills of secondary school students. It needed the background reading about the objectives, curriculum and evaluation of secondary education; and the literature related to the field of study habits/skills. This literature was
classified into primary and secondary sources. The available literature was mainly in English and some of it in Marathi.

For the ease of interpretation of literature, the literature was divided into four sections.
Section I - Concept of study habits/skills.
Section II - Contribution of previous researchers.
Section III - The programmes available for modifying the study habits/skills.
Section IV - The gaps which were to be filled in by the study.

The researcher analysed various programmes of 'How To Study' available in the written form. The main objective of these books was to help the student for a bright success in examination and improve their study habits. But it was found that
(1) These programmes were not tried out experimentally, and
(2) These programmes were restricted to the exploration of existing study habits.
(3) Most of the programmes were examination oriented.
(4) They were in English and it was impossible, for the students of secondary schools of Marathi Medium to read the programme and improve the performance.
(5) The previous researches had explored the relationship between study habits and one or more variables. But none of them had tried to find out the causes behind the relationship.

With these observations, the researcher decided to overcome some of the gaps. The prime need for improving the study habits/skills was to prepare the programme and try it experimentally. Hence,

(1) She prepared her own programme for secondary school students of Marathi medium school.
(2) The validity and reliability of the programme was tested.
(3) She prepared a questionnaire in order to find out the causes behind the formation of study habits.
(4) To overcome the huge wastage in public examination, she tried out the programme for improving the study habits and achievement of the students.

11.05 Chapter Three

PROCEDURE

This chapter is divided into two parts for the ease of the description of 'Survey' and 'Experiment'. The procedure of the experiment is given in chapter ten.

As mentioned in chapter one, the researcher wanted to find out the existing study habits of the students.
For this task the survey method was useful for collecting the data of students of standards VIII, IX and X, from Marathi Medium Schools in the Corporation area of the city of Pune. For this, the tasks to be completed were as follows:

1. Selection of the sample
2. Preparation, finalization and administration of the tools
3. Classification, analysis and interpretation of data
4. Reporting the results.

A) Sample

a) In the year 1983-84, the entire population of VIII, IX and X standard students in the city of Pune was 47500. Two percent students were selected randomly for the survey. Hence the total sample of students i.e. nine hundred and fifty (girls and boys both) was available for the survey which covered all the varied categories of family backgrounds, financial positions and surroundings and controlled the bias of any kind in the selection of the sample.

b) Along with the exploration of existing study habits, the researcher was interested to know the teachers views about the students' study habits/skills. Hence the another questionnaire was prepared for science teachers. The sample was selected from the science teachers of secondary schools, who taught the standards VIII, IX and X. The estimated population of science teachers in the
city of Pune was four hundred and fifty. Hence 10% i.e. forty five teachers was the sufficient sample for this additional work. The teachers were also selected randomly.

B) Tools

The tools used in this survey were

a) For students:

(1) Study habit inventory (Palsane)
(2) Academic achievement from school record
(3) A questionnaire

b) For teachers: A questionnaire.

(1) Palsane's study habit inventory was the only tool having Marathi version, measuring the scores on study habits and it was easily available in market. The reliability and validity is checked by test and retest method and this inventory was standardised and used in previous research works by other researchers.

(2) Tools measuring the academic achievement

The annual results in terms of scores in the examination were accepted as measure of academic achievement of the students.

(3) Questionnaire for clarifying related aspects of study habits

The scores on study habit inventory gave the quantity of study habits/skills. However the reasons behind it, remained unexplored. For the understanding about various
factors such as objectives of schooling, guidance, concept and meaning of studying a questionnaire was prepared.

For finding out these aspects the questionnaire was divided into following sections:
(1) General information and financial and social background of the students.
(2) Students' perception about the concept of study.
(3) Students' time budgetting.
(4) Their material facilities for studying.
(5) Guidance for studying.

b) The teachers' questionnaire was framed for knowing their views about the meaning of studying, concept of study habits/skills. Hence this questionnaire was also divided into following parts:
(1) General information of the teachers
(2) Meaning of study in the eyes of teachers
(3) Teachers' concept of study habits/skills.

c) **Tryout Of The Questionnaire**

Both the questionnaire were planned with the help of discussions with coresearchers and tried with five students and two experienced teachers for the unequivocal meaning of the questions. Then it was modified in terms of time saving and some open ended questions were turned into multiple choice. It was
then found that the inventory and the questionnaire could be filled in within forty minutes.

D) Administration Of The Questionnaire:

The researcher requested to all the heads of Marathi Medium Schools in the city of Pune for their assistance in administering the questionnaire. With the exception of two schools all the head masters co-opted well. The entire collection was completed within the period from 19th November to 18th December 1983. Care was taken about consistency in giving instructions at all classes in all the schools, and gave the assurance of secrecy to the students as well as to the teachers. The researcher was interested in discussions with students and teachers who were not included in the sample. Due to these discussions the researcher got the students' and teachers' ideas about study, study habits/skills. These ideas were useful to her in the interpretation of the data. It was observed that the teachers talked freely in discussions, whatever they did not answer in the questionnaire. In getting back the students' questionnaire there was no problem because the researcher herself administered it. But in the case of teachers five of them did not return the questionnaire.

Due to the rigour in the preparation and administration of the tools and in the selection of the sample the
reliable and valid data were available. Again the validity of the data was checked by the age groups of the students of standard VIII, IX and X.

E) Analysis Of Data

Monthly income was the base of classifying students into various homogeneous groups. The four groups were arranged such that income level upto (monthly) Rs.

- $I_1$ group (monthly) 500
- $I_2$ group (monthly) 501 to 1000
- $I_3$ group (monthly) 1001 to 1500
- $I_4$ group (monthly) 1501 and above

Hence $I_1$ group was the representative of low income and social status group. $I_2$ was the lower middle income and social status group, $I_3$ was the middle income and social status group and $I_4$ was the higher middle income and social status group.

The total number of students in each group was

- $I_1$: 170 students
- $I_2$: 282 students
- $I_3$: 253 students
- $I_4$: 245 students

(Total 950 students.)
The data were interpreted for finding out the general trends of study habits/skills. The intra group comparison were made for further interpretation of the data. The percentage difference was the only statistics used for understanding the trend of study habits/skills.

In the light of this analysis the following chapters were framed.

(1) Socio-economic background of the students and students' facility for studying
(2) Students' view of studying
(3) Students' study activities and study habits
(4) Students' time budgetting
(5) Students' facility of guidance
(6) Teachers' reactions.

The experiment formed the separate chapter which was based on the data collected through experimentation and needed separate procedures and interpretation.

11.06 CHAPTER FOUR

Socio-economic Background and Facililites of the Students

The review of related literature pointed out that, socio-economic-status is one of the most influential factor in the study. Parental education, occupation, income and the material facilities, that depend upon the
finance, are the aspects of the socio-economic status. Hence the chapter was divided into following parts to know their socio-economic background:

1. Headship of the family
2. Parents' education and occupation
3. Income
4. Accommodation and availability of other facilities
5. The relationships of SES, with study habits and achievement.

It is assumed that the students get stability and security at home when the head of the family is a father. In this connection nearly 82% students have such a security and stability. Educated fathers may guide the students and encourage them in their studies. However in this study 70% parents are either illiterate or on par on the basis of the education, of their wards. Hence they probably would not guide the students in the studies. This situation is mainly observed in $I_1$ group, in which the percentage of illiteracy is more than in other remaining groups.

The occupation is mostly dependant on education. 64% parents were in service with the fixed income and the financial fluctuations did not occur, hence it assured an economical stability. The percentage of parents in
manual work and agriculture was more in $I_1$ as these parents were illiterate. Income is another factor which depends upon the education and occupation. The per capita monthly income in four groups was rupees 66, 150, 252, 540 of $I_1$, $I_2$, $I_3$ and $I_4$ respectively, and the average size of the family is the same namely five persons in the family. This ratio tells us the financial positions of these four groups and the facilities which are dependent on finance. The facilities, the students got in four groups were different in nature.

The financial position immediately was reflected in the accommodation which explored the locality and surrounding of the child. Twenty three percent students enjoyed the good facility of accommodation; they happened to live in bungalows or flats. However majority of the students lived in wadas or chawl. The percentage of slum area dwellers is 10.53% in which $I_1$ suffered the most (31.76%). The atmosphere in the house was mostly happy as seen from the total (61.48%).

The number of rooms per family revealed the availability of separate room for the students' studies. Only 38% students have three rooms or more than three rooms accommodation and can have a
separate room for their students. Out of these 38%, the separate room was used for other purposes at the time of study by their family members. Hence having a separate room for studying became meaningless even when they had it. Only 15-17% students have such a facility of separate room for studying. Nearly one third students had a proper arrangement for studying i.e., facility of a table and a chair.

The previous researchers have found the relationships between SES, study habits and achievement, better the SES better are the study habits and achievements. In the present study the researcher controlled the SES and computed the intra group comparisons on study habits and achievement. It was found that there is no significant statistical difference on the study habits scores or achievement scores in all the four groups.

11.07 Chapter Five

OBJECTIVES OF SCHOOLING AND PURPOSE OF STUDYING

If students know more about the objectives and their implied meanings, their study becomes meaningful and get a definite direction. Their attitude towards study also reflects in their understanding of attending
school and causes of studying. It also throws light on their study habits and skills which have the prime role in the "studies" of students. Obtaining knowledge and getting jobs were the main reasons for attending the schools.

However nearly 3% students answered that they went to school as their parents wished it so; and there was no other work to do. It can be said that most of the students did not understand the real purpose of schooling or purpose behind studying. These students studied for getting knowledge or for better jobs. They also did not understand the meaning of studying. Only 5.89% students replied that study means acquiring knowledge in the light of previous knowledge.

The improper meaning and purpose naturally lead to inadequate study methods and study skills of the students. The source for the formation of study habits and of meaning of study were parents, teachers, friends and elder brothers/sisters. The parents and teachers were the primary sources for guiding them in studying but it is felt that these sources were not in a proper position for the task of guiding and motivating their wards. These sources also were generally ignorant of the real purpose of studying.
In brief, it is seen that the students did not have a proper idea about the purpose or objectives of studying. Their responses covered the three aspects (1) better jobs (2) knowledge (3) social status. However they did not refer to skills or self reliance.

As such the hypothesis that the majority of the students have no exact idea about (1) Purpose of studying and (2) Objectives of the schooling is retained.

11.08 Chapter Six

STUDY HABITS AND STUDY METHODS OF THE STUDENTS

As mentioned earlier, the learning process gets facilitated when the learners know the objectives and purpose of schooling and have good study habits/skills and study methods. This chapter reveals (1) the study activities and study methods of the students (2) the study skills acquired by the students

A) Some of the important study activities are (1) Concentration (2) Observation (3) Thinking (4) Meditation (5) Comprehension (6) Remembering (7) Recitation and (8) Revision.
B) Some of the study habits/skills/methods are as under:

i) Listening

ii) Discussion

iii) Observation

iv) Reading

v) Writing

Listening, discussions and observations are not generally included as study skills because they are not evaluated in the written examinations. Nearly 74.43% students discussed in their peer group but the quality and nature of the discussions remained unrevealed.

Reading is another study skill by which the students acquire the knowledge.

From the set of questions on reading it was clear that nearly 60% students read silently; 1/3rd of the students wrote the points when they read. It affects the concentration and thinking both. They did the lip movement and murmuring while reading. These activities generally obstruct speed of reading. Hence, it can be said that the students did not know the proper way of reading.

Writing is a useful skill and plays a crucial role in the written examination system. The students, teachers and parents are very keen about this skill. The students gave more stress on writing than on reading.
They prepared notes but the way of note making was not proper and the notes were not handled carefully. More than 50% students used ready made material instead of self prepared notes.

One third of the students did not divide the time at the examination in a proper manner or they did not prepare a format for answering the questions.

From above it can be said that students did not have proper habits/skills of studying.

11.09 Chapter Seven
TIME FOR STUDYING

Time is a basic and important input for any activity. The management of time helps in completing maximum work in minimum efforts. For students, the time for studies is available before and after the school hours. They must manage this time for their study. For this the guidance is needed and it can be available mainly from the parents and teachers. As mentioned earlier the students came into contact with teachers in the school hours. Due to the rigid time table and syllabus, it is not possible for the teachers to guide the students in their school. For the parents due to the illiteracy or their work schedule it becomes difficult to guide their wards. This chapter threw light on the existing situation of the
availability of time and the use of time by students.

It is seen from the time schedule of the day that the students did not account for all the twenty four hours. Hence it can be said that they did not bother about exactness in the use of their time. It is also seen that they did not prepare a time plan for holidays or vacation. But in general they spent

a) 5 ½ hours for schooling
b) 1 ½ hours for daily routine
c) 6 ½ hours in sleeping
d) Nearly 3 ½ hours in household work and recreation
e) 3 hours in home work and other studies.

The students had stated that they studied for three hours. Did they get the time for it? Was the time available to them? The time was available for nearly 75% students. It means nearly 25% students did not get time for study. However as recorded in the earlier paragraph, it was observed that almost all the students had reported that they got three to four hours for studying.

From these contradictory observations, it seemed that they possibly did not understand how to use the time.
These students reported some reasons for non-availability of time such as household work, disturbance due to T.V. and radio programmes or guests etc.

It was also observed that only 50% students utilized their time gainfully. 68% students completed their homework as this was a compulsory school activity for them. Nearly 32% students did not do the homework. They reported the reasons such as forgetfulness, household work, idleness. From these responses it is seen that they seemed more or less careless of their studies.

As mentioned earlier the students got nearly four hours per day for studying. They wanted to study at specific timing of the day. They revealed some reasons as mentioned below.

(1) The particular time provided calm and quiet atmosphere
(2) They could remember well
(3) They had household work before or after that
(4) They could spare only that time.

From above, it is observed that, half of the students reported that they used their time gainfully. But 70% students did not prepare a time plan or they could not explain the purpose behind it. Thirty percent of them did not complete their homework as it was a compulsory
activity on school level. Hence the hypothesis 'Majority of the students do not use their time gainfully', is not rejected.

11. 10 Chapter Eight

FACILITY OF GUIDANCE

Guidance is useful and essential in the students' lives. It can be obtained from teachers and parents. It is useful in giving motivation and stimulation to the students. In the present study nearly 3/4th of the students had an availability of guidance. However the way and the quality of guidance remained unrevealed. There were two main sources of the guidance.

(1) Personal guidance - Guidance given by teachers and parents

(2) Material guidance - Guidance through books.

The parents guided them in the form of instructions. The instructions consisted of 'read, write, recite, work regularly.'

The teachers guided them in school subjects but they would not get more time due to the rigidity of the time table. Nearly 50% students got the guidance from parents and teachers each; and 64% parents and 41% teachers made studying compulsory for the students.
The purpose behind it was success in the examination for improving the confidence, concentration and regularity. The students went in for additional guidance through tuitions. The purpose of the tuitions was mainly extra guidance for the success in the examination.

The students obtained guidance through books. The books were available in the school library. The majority of the students did not enjoy the facility of library other than the school library. Nearly 60% students got the books from the school library. Nearly 40% students used the guides. They used the library for extra knowledge, and the books for leisure time. They used the library mostly in the recess.

From above observations, it was concluded that majority of the students did not properly use the facilities they get and hypothesis about the facility is not rejected.

Chapter Nine

TEACHERS’ QUESTIONNAIRE

Teacher is a trained person for guiding the students in studies, study habits/skills. In order to know the ideas of the teachers about the concept of the study, study habits/skills, and their personal role in encouraging and motivating the students, the questionnaire was framed. The sections of the
questionnaire were
(1) General information of the teachers
(2) Teachers' views about the study, study habits/skills and study activities
(3) Teachers' classroom teaching.

Most of the teachers had at least minimum of five years experience in the school. As they were experienced teachers, it was understood that, they might have formed an idea of 'How To Study'. But from their answers it was revealed that only 4.44% teachers had interpreted the meaning of study in the correct educational sense. Most of the teachers had related the meaning and purpose of studying to passing of the examination. This purpose of theirs again reflected the domination of the existing examination system.

Nearly half of the teachers guided all the students before or after the school hours. From the teachers' views observing, reading and writing are the effective study activities and they had observed that the students studied through reading and writing only. According to the teachers, the teachers and parents were the responsible agents in the studies of the students.
This investigation was to find out the efficacy of the programme for modifying the study habits and achievement in the positive direction. This chapter describes all the related aspects of the preparation, implementation of the programme and testing the efficacy of the programme experimentally. Thus, this chapter was divided into three sections.

Section I - Details of decisions regarding the experimental design and necessary steps involved in the conduct of experiment.

Section II - Interpretation of the experimental data.

Section III - Discussions of the results of the experiment.

For conducting the programme, the following tasks were undertaken.

1. Selection of the design
2. Selection of the school and the standard
3. Preparation of the programme
4. Conduct of the programme as a treatment of the experiment
5. Analysis of the data.
A) **Experimental Design**

Solomon Four Group Experimental Design was selected for finding out the efficacy of the programme. This design is sufficiently strong in controlling the factors affecting the internal validity.

The structure of the design is as follows:

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$X$ = Treatment  
$R$ = Randomization  
$0_1, 0_3$ = Pretested groups  
$0_2, 0_4, 0_5, 0_6$ = posttested groups.

B) **Tools**

1) To find out the homogeneity of four groups on I.Q. the NVTI (Nafde's Non Verbal Test of Intelligence) was administered with the help of an expert. Palsane's Study Habit Inventory was used for obtaining the direct scores on study habits.

2) According to the need of the design, the four groups of thirty students each, of the standard VIII were
randomly selected from New English School, Tilak Road and the treatment through the programme was administered randomly on the two groups. The content of the programme is as below.

a) Purpose and meaning of study
b) Purpose of schooling
c) Objectives of different subjects
d) Preparation and importance of time table
e) Use of a job list and diary
f) How to listen to and how to discuss.
g) SQ3R - meaning and importance
h) Types of reading
i) Making notes
j) How to answer the questions
k) Revision
l) General instructions for writing an essay
m) How to take examinations.

C) Tryout of The Programme

The first tryout of the programme was executed in Apte Vidyalaya, Pune-4 for the students of standard X in the Summer Vacation 1981.

The second tryout was undertaken in New English School and Vidyarthi Sahayak Samittee, Pune for the students of standard X in the Summer Vacation 1982.
The third tryout was carried out in New English School, Tilak Road for the students of standard VIII, during the months of August to October 1982.

D) **Significance Of The Tryout**

The decisions about the content, methodology and time duration of the programme were taken after the tryouts.

After finishing the above tasks, the sample was selected from NEST, of the standard VIII, for the ease in the administration of the programme. The time duration for the same was from June 22nd to September 30th, 1983; for two groups, on the alternate day. The alternate free day of the treatment was given for the practice of the study skills, which were exposed to them.

E) **Results and Conclusions**

Due to the random selection of four groups it was assured that they were on par on I.Q., scores on study habits and achievement scores.

1) Initially the four groups were homogeneous on the basis of I.Q.
2) The $O_1$ and $O_3$, pretested groups were on par on achievement scores.
3) $O_1$ was significantly superior to $O_3$ on study habits scores.
After the completion of the treatment, the post test was administered to all the four groups. Analysis of Variance, 't' and Covariance, techniques were used. 

(1) The analysis of variance of study habits indicated that the treatments through programme and testing, both were effective for changing the study habits in the desired direction.

(2) The further analysis by 't' indicated that the programme was effective in improving the study habits in the desired direction.

(3) The analysis of covariance of academic achievement indicated that the treatment through programme was effective for improving the achievement in the positive direction. Hence both the hypotheses, in Chapter ten formed for experiment were not rejected.

F) Implication Of The Results

The 'Review of Related Literature' has revealed that, study habits are directly related to the academic achievement. The present study has explored the same relationship between these two variables. Hence, if one wants to increase the achievement of the students and minimize the wastage due to failures on his own (single) efforts, the study habits should be improved.
From the above results and discussions it is seen that, the programme is effective for changing scores on study habits and achievement in the desired direction.

The programme for study habits and skills is tested input for making the students self-reliant learners. Hence, this programme could be introduced as short-duration course at different school levels, so as to increase the study habits/skills and achievement of the students.

11.13 RESTATEMENT OF THE PROBLEM

The set of hypotheses stated for survey as well as for experiment were not rejected. Hence the problem statement does not need any change or improvement. Hence it was retained as it was.

11.14 SUGGESTIONS

In order to improve study habits; skills of the students the following suggestions are made in the existing school system. It is felt from the survey that the students need guidance in the following matters:
1) Organization of time is a basic skill. Hence elders should guide the school students for how to manage the time.

2) 'Purpose of Study' gives the clear idea of 'why to study'. Hence the teachers should explain the students the purpose of teaching any subject.

3) Library is a useful facility for acquiring the knowledge. From the results of present study it is revealed that most of the students did not take the benefit of this facility. The teacher should encourage them for utilizing the library.

B) A preparation of a teaching programme for fresh as well as experienced teachers in giving guidance in 'How to Study'.

C) Inclusion of the programme of 'How to Study' in the secondary school time table.

11.15 PROBLEMS FOR FURTHER STUDY

(1) To prepare a programme for improving the skills of listening, discussions, and observations in the secondary school students.

(2) To prepare a programme for improving the reading habits of the secondary school students in the desired direction.
(3) A study of the guidance given to the students in the process of learning.

(4) A study of guidance to school students for their organization of time.

(5) To prepare a training programme of giving guidance in 'How to Study', for fresh and experienced teachers.