

AN INVESTIGATION INTO THE STUDY HABITS OF RURAL AND URBAN
STUDENTS AT HIGHER SECONDARY LEVEL IN

DIVISION SAHIWAL



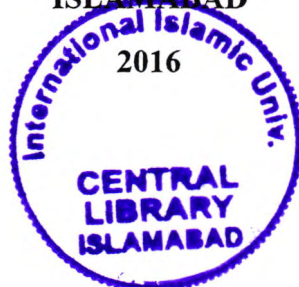
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STUDENTS AT HIGHER SECONDARY LEVEL**

IN DIVISION SAHIWAL



By

ABDUL WAHEED
(89-FSS/MSEDU/F10)

Submitted In Partial Fulfillment of the Requirements for the Degree of Master of
Science in Education at the Department of Education, Faculty of Social Sciences,
International Islamic University, Islamabad

2016



In the Name Of Allah, the Most Gracious, the Most Merciful

DEDICATED

TO

My Family

Robina, Abdullah and Fatima

FORWARDING SHEET

This thesis entitled "An investigation into study habits of rural and urban students at higher secondary level in Division Sahiwal" submitted by Abdul Waheed in partial fulfillment of the requirement, for the degree of Master of Science in Education, under my guidance and supervision, is forwarded for the further necessary action.

Dr. A. R. Saghir
Supervisor

APPROVAL SHEET

AN INVESTIGATION INTO THE STUDY HABITS OF RURAL AND URBAN STUDENTS AT HIGHER SECONDARY LEVEL IN DIVISION SAHIWAL


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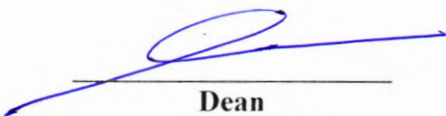

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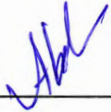
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STATEMENT OF UNDERSTANDING

I, **ABDUL WAHEED** Registration No. **89-FSS/MSEDU/F10** as a student of Master of Science in Education at International Islamic University Islamabad do hereby declare that the thesis entitled "AN INVESTIGATION INTO STUDY HABITS OF RURAL AND URBAN STUDENTS AT HIGHER SECONDARY LEVEL IN DIVISION SAHIWAL_", submitted for the partial fulfillment of Master of Science degree in Education is my original work, except where otherwise acknowledge in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining any degree from this or any other university or institutions.

Dated: _____

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ABDUL WAHEED

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Abdul Waheed

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ABBREVIATIONS & ACRONYMS

- Govt.: Government.
- HSS: Higher Secondary School
- I.T. Information technology
- NGOs: Non Governmental Organizations
- OWL: Online Web-based Learning
- SES: Socio economic status is income, property, or wealth, education and family background.
- S.H. Study habits

ABSTRACT

The aim of this study was to investigate the study habits of the students, at Higher Secondary level.

Population of the study was consisted of all the male and female students enrolled in rural and urban higher secondary schools of Sahiwal Division. There are 40 Higher Secondary Schools in Sahiwal Division with location-wise breakup 28 rural and 12 urban schools and gender-wise break-up of 20 for girls and 20 for boys.

Following were the objectives of the proposed study:

- i. To identify the study habits of the rural students.
- ii. To identify the study habits of urban students.
- iii. To explore the study habits of male and female students.
- iv. To compare the study habits of rural and urban students.
- v. To prepare rank order of the study habits of urban and rural students with reference to their frequency.

In this study Higher Secondary of Division Sahiwal was chosen as population of the study. The sample was consisted of 859 male and 719 female students. A questionnaire regarding the study habits of the students was prepared. The questionnaire was distributed to 50 students as pilot study and then to the whole sample of the population randomly to the students of Higher Secondary schools of Division Sahiwal.

To determine the study habits and identify different factors affecting student's achievement T test was used and tables were drawn. Analysis of data was carried out

to investigate the effect of study habits on student's academic achievement. On the bases of the findings of the research the conclusions were drawn.

Major conclusions of the investigation were indicating that the female students have better study habits such as time management, regularity in attendance exam preparation, motivation and the use of IT as a study habit. Most of the student s agreed that they must observe the good study habits.

CHAPTER 1

INTRODUCTION

It has been observed that in the same institution when students study among them some students show excellent performance and while others either show poor results or drop out from the schools. The study in hand will find out the role of study habits in the academic performance of the students. In Pakistan, after finishing Matriculation in grade 9 and 10, the students 17 to 19 years in grade 11 and 12 take the Higher Secondary Examination. The Higher Secondary Certificate is subdivided in Science and Humanities Programs. A great number of students take admission in schools. Amongst them the number of students who reach at university level is very low. Why so many students drop themselves out and could not reach at higher level there are a number of factors involved in this context. Among these factors one of the factors is the lack of development of study habits among the students. Study habits are termed as the methods of study adopted by the students. The ways of study a student adopts to fulfill his educational assignments (Khan.Z.N, 2016). This factor can be observed at higher secondary level how students suffer when they do not develop study habits among themselves. In developing study habits the back ground of the students also very decisive, which plays an important role in developing good study habits among the students. When students are studying in different schools like rural and urban then there has been observed diversity in their study habits. In a community where children study in different setting such as rural and urban having different social backgrounds then they will not only have different study habits different by their classmates but also in their study timings. This difference in their study habits is due to their different socio economic backgrounds. This difference in

socioeconomic backgrounds provides different tendencies to work for rich and poor origin students. This factor is strongly influence the study habits of the students. If we observe rural area students about their study habits the students in rural areas after coming back from school have to work in their fields for example in some cases they have to bring fodder for their domestic cattle.(Alatukey,2015)

So their study suffers and they have to study after taking part in their domestic chores. On the other hand there is likelihood of a conducive and calm atmosphere for urban students. But the urban students have their own distractions. They usually face in the shape of cables internet and other electronic devices and their study habits are interlinked with these devices, for example some urban students when they are studying they are also enjoying the music as well., this is a unique phenomenon observed in urban students. Another thing is also seen that the students belonging to rural areas usually prefer to study at day time while the students in urban areas usually study late at night. Diversity is also seen in study habits of male and female students. Usually male students have different study habits than that of female students. Some students study while reading the text loudly and this habit is found in both the genres that are male and female students.(Reid, 2008)

The study habits are influenced by teachers, parents and peers. A strong interaction with these people is very helpful in developing study habits In some cases it is observed that the students are unable to study as they have no separate study room as a result they have to study in the same room where other family members are sitting while those members of his or her family are discussing their family affairs in such a condition it is very difficult for the student to study or to keep his concentration on the subject matter which is very necessary for proper learning. Many students

show careless attitude as they suffer from various nervous habits such as when they sit to study they think that one of their pencils is not sharpened and when they start sharpening the pencils they strike an idea that all of his pencils needs to be sharpened. In this way they waste a lot of time and are unable to concentrate to their studies. (Filippou, 2015)

Some students study in a systematic way by making schedule for their studies that they make time table for their academic activities. By making a time table helps them in a routine because it is also a remedy for those students who fall a victim to nervous study habits. Some people may say that it is a mechanical way of studies as some time study is enforced upon the student and this would be a boring phenomenon lacking motivation on the part of the student. Any how this method is very helpful for those students have lethargic attitude towards the studies and those students who do not come to their study desks for days. Some students have really very good study habits as they utilize their free time in reading and reviewing, such students are hardworking and they usually stand at high ranks among their fellow students. The important thing related to the study habits is that there must be a balance between the study timing and recreation and leisure time. The recreation is as necessary as study. Usually this balance is not maintained by many students. Here the school administration and student advisory council of the college can play an important role by making the students realize how they can maintain this balance. Regarding study habits some students are very systematic in their studies. They always have calendar of the semester or a year where there is annual system marked with exam dates project due dates and assignments. This thing keep them focused on their study matters and they excel against fellow students. Some students keep a weekly schedule of their classes and activities. This study habit make them aware about the incoming

events and activities so they are mentally well prepared and are in a better position to avail better advantage of those events or activities. The category of the students who organize their study in a well mannered way always use daily "to do" lists. This habit keeps their study in order and priorities maintained. Otherwise some subjects possibly be ignored which will be waiting for attention of the student. There is another category of the students who study by fits and starts, they have no time table or any schedule to be followed by them as sometimes they study in the middle of week or only in weekends. (Southard, 2015)

If we look at the attendance and participation of the students then some students are more regular than their classmates even in participation wise there is disparity found amongst the students. There are certain factors which contribute in forming of the habits as said by B.F. Skinner that "learning is done through repetition or habit formation". Some students go to their institutions so early while sometimes ,this habit also shows the interest and involvement of the students that how much weight age a student gives to his studies. Some students sit in the class where they can see all the activities going on in the classroom and they are always find a seat in the class with a vantage point otherwise they feel uncomfortable. Healthy study habits are the key to success for a student so it is the duty of the parents as well as of the faculty members to create good study habits among the students. On the other hand if there bad study habits are found in any student then no one can get rid of his or her careless attitude until the student himself or herself does not want to change him.(Laguardor, 2013)

Many students have sufficient time to get their assignments done but there are also some students who find it difficult to get their assignments done due to extra responsibilities they have to take for one reason or the other. So they cannot fulfill

their assignments in time and they suffer academically as well mentally. When they have to work while studying so not only they get poor health but also poor quality of education, as they cannot give proper time to their studies and get poor grades. Some students work on those subjects and classes which they find difficult while try to avoid to work on difficult classes and subjects. This thing shows their interest and motivation level which is very necessary for creating good study habits. Setting up of special goals in each study session is a habit which makes the students more focused and on targets. It helps them in realization of their higher objectives. Some students take breaks during the study. Taking breaks make them refresh and they can study for a longer period. Some students when they are studying readout the lesson loudly, while some study silently. Reading out aloud while studying hinders in comprehension of the lesson. The practices among the students are found that some of the students review the older material before taking the examination.

Division Sahiwal has diversity with respect to rural and urban population. Hence the researcher was motivated to **conduct** the study on the study habits of rural and urban students.

1.1 THE STATEMENT OF THE PROBLEM:

It is generally held that the good study habits in students are gradually disappearing, which is affecting their performance and as a result they quit studying. This phenomenon has special concern at Higher Secondary level .The problem under investigation pertains to finding out the major study habits of male and female students at Higher Secondary education level.

1.2 THE OBJECTIVES OF THE STUDY:

Following were the objectives of the proposed study:

- i. To find the study habits of the rural male and female students. The type of study habits observed such as time management, habit of class attendance and the use of information technology as study habits.
- ii. To identify the study habits of urban male and female students.
- iii. To compare the study habits of rural and urban students. The study habits relating their examination preparation and their notes taking.
- iv. To prepare rank order of the study habits of urban and rural students with reference to their frequency.

1.3 RESEARCH QUESTIONS:

Major research questions explored in the study included the following:

1. What are the study habits of rural students in rural areas of Division Sahiwal?
2. What are the study habits of the students of urban areas of Division Sahiwal?
3. What are the study habits of the male students of Division Sahiwal?
4. What are the study habits of female students of Sahiwal Division?
5. What are the major differences found in the study habits of rural and urban students?
6. What are the major differences in the study habits of male and female students?
7. What are the study habits most frequently adopted by rural students?
8. What are the study habits most frequently adopted by urban students?

9. What are the study habits most frequently adopted by male students?
10. What are the study habits most frequently adopted by female students?

1.4 THE SIGNIFICANCE OF THE STUDY

This study has the following professional benefits.

The study will be helpful providing guidelines to the students for the development of study habits and will prove a good guideline for their parents in this context. It will also provide an opportunity for the future researchers to get benefits from this study for the establishment of healthy study habits among the students.

CHAPTER 2

2.1 REVIEW OF THE RELATED LITERATURE.

The overall objective of this study is to investigate the different study habits found among rural and urban students. This chapter covers a review of related literature focusing on different aspects of the variables related to the research problem.

There have been found different study habits among the students of all areas whether live in rural and urban areas. These study habits are existed in different capacities among these students being male or female and rural and urban. Lack of good study habits among the students cause poor performance in their educational career and to inculcate among them the healthy study habits is needed acutely. There are different studies habits are found among the students. If we look psychologically, the role of these habits are very much contributory in the academic career of the students. The need is to look and observe these habits and discover how these study habits can be developed among the students so that they can benefit from these dispositions.

The students are most of the time not aware of about the factors which contribute in their failure in the exams. If the students only know how they can design their study then by using and adopting good study techniques and habits then a lot of failures can be avoided. There are a great number of study habits are practiced among the students and through a lot of researches different study habits are recommended by the worthy researchers.

2.1.2 STUDY HABITS FOUND AMONG THE STUDENTS

A wide range of study habits are exhibited in the studies. For example each study time should have a specific goal, in this way the students study time will be productive one and there are chances that the student may not be distracted from his chief assignment. Your sitting for the study must be goal oriented, this thing will create interest in one's work and after achieving smaller goals one is able to boost his confidence level. For example a student sets himself that he will learn twenty vocabulary items in this session.

Never show a lazy attitude in your planed study session as there are things which distract the students and they postpone their study for other day. This thing will pile up your work load and this thing leads to irritation and this cause errors. The time may come when you lose interest but it does not mean that you give the whole thing and do not come back to the desk for days. Some intelligent students fall a prey to this procrastination.

Believe it or not if you start your work with the most difficult subject then it will increase your efficiency for other works which are comparatively easier ones. So start your study with the most difficult work as in the start you will spend more energy to that work and more concentration. And always review your notes before starting an assignment as it will give you an idea about the day's work and you will concentrate more when you write and assignment . Reviewing the notes keeps you focused and goal oriented.

2.1.3 TIME MANAGEMENT AS STUDY HABIT

While studying makes sure that you are not distracted. As there are so many things like T.V, noise and even by sitting idle. So always chose a quiet corner of the room where you feel comfortable. But students are very social they do not study alone, and then they must do a group study this will make them study properly. But in this respect the group must be well prepared from studies point of view otherwise ill prepared group will be of no use. Do keep the habit of notes taking and always revise your notes at the weekends.

Time management is the most influential factor in the study of the students. Different student manage their time according to their own dispositions for example some students prefer to work by setting a time table. It makes the students more systematic and they look more focused. Some students do not work systematically rather they work by fits and starts. We have no criteria to judge that the students who work by making a time table are expected to perform better than those who work by fits and starts except their mark sheets. But there is likelihood that if the dullest student is made to work through a time table then good results can be gettable.

There must be variation seen in the time table of rural and urban students. It is a common perception that the rural students work during day time while the students who live in cities follow a different time table that is usually evening time. There is another factor which is also different that is how much time one student gives to his studies. The student who study science subject they make a time table which is of longer duration of studies comparatively to those students who study the humanities subjects. It really matters how much time one student gives to a particular subject.

One of the benefit of time table is that student divides his study period according to the importance of the subjects or he or she can allocate more time to one's favourite subject. Through this one knows about one's syllabus and how he is going to complete it within the stipulated time. Though it becomes sometimes very heavy, to stick to the allotted time for a particular period. There are also certain distractions faced y the students when they are not able to come to their desks. It is due to lack of interest in one's work, time hangs heavy on our shoulders when we have no likeness for a particular work.

2.1.4 STUDY HABITS PROSPECT OF GOOD FUTURE

Study requires two things, one is the prospect of good future it forces the students to work hard and the other thing is the interest of the student in a certain field. The mistaken ambition on the part of the parents leads to the failure of the students. So the parents need not to experiment on one's child when he is interested in one direction and the parents are forcing another direction. When time is wasted then nobody is ready to share the burden of failure. But in this case prime decision making should be in the hands of the student.

These study habits of the student s present s a picture of the student s and about the inclination that is where the students are heading to. These are the indicators for the performance of the students. Different students have different bends of mind and they really show these trends through their study habits .If we observe the study habits of the students then we may know how they are divergent in matter of their study habits. This diversity is so long as there is no. of students in different institutions. This diversity also shows that how humans are different according to

their dispositions. How each human being can be dealt with according to his disposition?

Study in morning time or day time may benefit some students and it may not be suitable for some students. This difference in study habits is due to different social and regional backgrounds. The trend may differ it is to be seen our research how there are trends existed among the rural and urban students regarding their study timing being at morning time or evening time. What are the general perceptions and what is the actual study relates, all these trends will be the target of our study. Either one segment of the showing popular trends or there is any opposite trend also existed.

Things become easier when there is management in doing performing different tasks. When one is committed to one's work then there is no difference in studying morning time or evening time. Every student is likely to manage his study time; it is the matter of availability of certain span of time for study. Either one student study at morning time or evening time, his study routine matters, if the student finds morning time suitable then he may choose the subjects that he finds difficult in his favourite time, and other time of the day can be devoted to those subjects which the student considers easier one, it all depends on the student.

If the students reading trend is taken then it is pitiable condition that most of the students find it difficult to go to libraries. Either it is the lack of interest by the students or is the poor time management by the part of the students that they are unable to find their way to libraries. There is overall decline is seen by the students so far library going is concerned. It is only poor management of time which is the most contributing factor for this negligence. Time management has directly been related to peace of mind and anxiety.

2.1.5 STUDY HABITS AND STUDY TARGETS

The students who manage their time according to their study needs they meet their study targets so easily comparatively to those who do not bother to manage their time. In life in every profession it is timing that matters. The student's study life presents the true picture of their personality through time management. Procrastination in an academic work is either due to lack of time management or some other factors also involves. The students most of the time show procrastination because of their lazy nature, and some time they are not able to manage their time. Time management is also a factor among factors such as disposition, cognition and mental interest of the student. Though wholly it cannot be blamed that procrastination is due to lack of time management but it is also true that it is also an important factor to be considered in this respect (Solomon, 1984).

Those students show lack of interest in time management they show lesser level of satisfaction than those students who manage their time properly. Those students who manage their time they also enjoy their leisure time well comparative to those who do not care to manage their time. It also shows the level of satisfaction by the part of the student which is very necessary for smooth study. Time management is a key factor in removing the academic stress and anxiety (R Misra 2000).

Academic performance and time management is also co related. Those students who manage their time properly show higher grades comparatively to those who don't pay any attention for management of time. This trend of better time management is a good indicator of the performance of the students and in lowering stress. (T H Macan 1990).

Performance of college students and impact of study time and study habits is very important in educational career. For example some students manage their study time in a way that they carry all the other activities with them which is necessary for life without suffering their studies. For example if a student is interested in sports alongside the studies by dividing the time in the relevant activities. In this way his academic performance will not suffer and he will also enjoy the games of his choice. More over it it is not possible to study all the time ignoring all activities completely. For a better performance proper study time with positive study habits are needed (Nonis, 2010).

Psychological and study skill matters predict the outcome of college performance. The colleges where students are motivated to self management and treated psychologically show better research than that college that neglects this aspect of academic session. It is quite essential for the college authorities that do investigate their student either their student managing their studies or falling a prey to psychological problems and how far his study skills are suited to his studies. If college authorities are awake to their work of guidance then many students can be saved from complete failure (Robbins, 2004).

2.1.6 STUDY HABITS AND ACADEMIC EXPERIENCE

For many college students academic experience may be tough University counseling often offer services relating time management. 165 students were offered a questionnaire where their time management behaviors, self-perception of performance, stress, and grade point average (GPA) was assessed. Two major findings were revealed by the study. The students who observed control of time , they

were found significantly better in their relative performance, their satisfaction for work and life, less role over load, less role ambiguity and a fewer job related tensions.

Robinson (1990) points out that a student who knows how to plane his time and how he is to avoid from recreational distractions. Whatever time a student spends on study, it is observed that students miss their study time due to ill time planning. Beside study recreation is also very necessary to avoid stress in the studies. The selection of time is very necessary as student oneself knows better which time of the day is the most suitable time for him. The biggest challenge for the students to resist the fun and recreation time, if a student can keep a balance between these things then he will be in a position to complete his work in time.

(Bellow, 2000) suggests that for a better time planning one must keep a diary or a time table so that it must be determined that on which hour of the day what subject is to be studied and to what extent. If it is not followed then some subjects will be given more time and others will suffer and in this way overall performance of the student is affected. For a better performance time management in the study is very necessary.

A research study by (Britton, 1991) tested the hypothesis that the college grades can be predicted by time management observance. In the prospective study 90 college students were tested and they completed a time management questionnaire in 1983. Later their high school scholastic aptitude record was tested and that record showed a regression in their performances .And was concluded that time management habits had an effect on the academic performance of the students.

Students tested in the study were belong to first year in four faculties and the group having study habits regarding time management was found in good

performance and also they found that those students who were less anxious about their studies were the group with study habits of time management. After the study the counseling was suggested for those students who experienced anxiety because of ill time management. Through counseling their anxiety can be removed and their performance can also be improved by the use of proper time management (Klein,1994)

Time management in studies has a direct relation with the performance of the students. University administration often offers services which help the students to build healthy study habits for the better performance and effective college attitude towards studies. The findings suggest that those students who observed better control of time they expressed better grades in their GPA. (Solomon, 1984).

It is claimed by popular literature relating time management there is an increased satisfaction and performance less tensions and enhanced academic excellence. To recover this shortcoming, a process model of time management was suggested and tested. 353 employees in different jobs accomplished several scales; performance rating were provided by the supervisors. Findings of the job management proposed that engagement in time management definitely have useful effects on job satisfaction and tensions and it was less effective on job performance. It was found that time management training was not as beneficial relating the performance. (Macan,1994)

A relationship between class attendance and class grades is revealed a high percentage of class grades for those students who attended the classes regularly. Class attendance is a better forecaster for college students than any other predictor can be used to predict the scores in admission tests or high school GPA. Class attendance

also shows a unique variance with respect to college grades being its perspective independence from standardized admission tests and high school GPA and also showing weak relationship with student traits such as motivation and conscientiousness. Compulsory policies relating attendance appear to have a small healthy impact, as average grades are concerned. Implications for framework regarding theory for students' academic efficiency and emotional policy are discussed.

The students who were successful, that is, those who completed the first two years were probably those students who did not adopted regular study methods than when they came in the college at the beginning but more possibly to report using deep level ideology to study that is higher scores on the stages like synthesis and analysis of a on brief form of inventory of learning processes. Time lagged correlations favor the outcome that the students thought of learning and study habits are more gift of their present and previous academic performance than academic performance due to their learning as well as study habits. (Bart ling, 1987)

2.2 ATTENDANCE AS STUDY HABIT

The attendance of students individually differed across courses; this thing is throwing doubts on the efficacy of individual level frameworks to know about attendance. They argue that intentions to attend are affected by various contextual problems, including understanding of legitimate accounts for the atmosphere, pedagogic ideas in use, and student's concepts of importance of classes. They conclude that check the absence in the classes and increase student learning, it is necessary to better imagine how both prevailing local norms, traditional values,

assessment practices and curriculum design collectively to facilitate absence of the students. If it is focused on accounts allowed those to better comprehend student absence rather than taking it an indispensable aspect of contemporary student attitude and in this respect nothing can be done.

Doss, points out how student attitude, course characteristics, teacher attributes and class attendance affects the performance of the students. There are many factors that influence the grades as well as attendance are pre grade point average, motivation, hours worked on jobs, nature of class lectures and quality teaching. This research provides a solid pragmatic proof of the impact of class attendance on student performance (Doss, 1996).

2.2.1 DIFFERENCE IN LEARNING BEHAVIOUR AND CLASS ATTENDANCE

It is a quantitative study that examines the increase in population of Society College and their contact in serious electronic games. Serious gamers are students who spend their important time in playing these games, especially those games which have instructive or learning result. So far as the study habits are concerned, these students are not deliberant in playing these games, and they do not know the effects of the games on their health primarily in society college students. This is a matter of grave concern for their parents. This thing affects their class attendance.

The study at hand investigates the differences in class attendance and their learning behaviours in society college students, with a look upon their playing games. The results of the study shows that those who were serious gamers ranks were linked

with the habits of eating and work outs of the students but this was not linked with learning behaviour (Johnston, 2014).

Records regarding the class attendance during the particular class periods were maintained that each student bunk during the each semester. Records were also taken of the class meetings when the material conforming to each multiple choice test question was conducted. The study reveals that the students who missed the class on a particular day they were significantly more likely to answer incorrect responses due to their absence in the classroom than those students who attended the class on that particular day. (Mar burger, 2001)

2.2.2 STUDENT'S ABSENTEEISM

Student's absenteeism was examined during a Principles of Economics course through multiple choice questions. It was found those students who were present in the class more likely they responded more correctly than those students who were absent from the class. It is a clear indicator that for a better performance in the course the attendance of the students is very crucial. (Mar burger, 2010)

If we examine the relationship between study time and performance of students there has been mixed results. There has noted the relationship as being positive, negative. When it is proved that students are devoting less time to their studies then it was very difficult for the educators to motivate and encourage their students to involve in useful study attitude to first comprehend the real nature of the relationship. The authors also researched the effect of a third variable, study habits. That was based on the sample of business students, and it was found that it had a

positive relationship on student performance but some had negative relationship. The findings also showed that on study habit has a positive impact on the students while other one had a negative one. But it was proved that the more time spent on study is directly enhances the performance of the students.(Nonis, 2010).

Student finds motivated when different strategies are involved; they can be motivated through reward and punishment. The concept of objective can also be helpful. Higher the objective the students are more motivated to do work. Without motivation of any type it is quite difficult for them to pay due attention to their studies. The student s who know the pleasure of success and the disappointment of failure get themselves busy to the fullest to enjoy this pleasure and to avoid the disgrace. Some students keep themselves motivated to do work as they have the objective before their eyes and some at the approach of exams. (Tuckman, 2003).

2.2.3 MOTIVATION FOR THE STUDENTS TO READ TEXTBOOKS

How and when the students use the text books. The results indicate that the student knows that the text book be used and they also know their feasibility but inspite of this knowledge that professors expect them to read but they do not read the text books. The student should be motivated to read the text books and the strategies were discussed how the reading habit of students be increased. (Berry, 2010).

Different students read the different text books for different purpose. Some read the magazines and sport books; this trend was found in urban students. During the exam student s use different techniques for reading text books to get the general idea about the text or they go for detail as is required accordingly. Magazines were

the most popular reading material for both male and female students while comic topics and internet were also preferred. But most students read about celebrities in leisure time. (Hassell, 2007)

People belonging to different cultures show different reading trends as in the conversation of some ethnic groups there found some spontaneity and some people show reading trends based on the questioning. This diversity in reading habits is based on ethnicity and the similar ethnic groups show the same reading pattern which is quite different to other ethnic groups. These trends are developed due to longer interactions of the similar groups. This also leads to the same speaking patterns in the same group. (Anderson, 1994)

The main distraction for book reading is the electronic media as the students find it quite interesting to watch T.V or to sit on internet rather to read books. There are various reasons for this shift such as the students find it easier to get information by listening to a lecture or reading some sort of notes provided by the teachers. They find the book reading as laborious task as well as time consuming more due to lack of cohesion that find it difficult to comprehend the text. Moreover text books are lengthy and the students get bored while reading these long materials. Book reading has become a female reading habit as male look too busy to read books. (Johnson, 2006)

Self regulating activities are very important to keep the student on track. For these purpose different activities are used such as when the student studies they must have a specific goal in their mind that they sit for study to do an assignment and unless that assignment is not done they should stick to their task. The process of goal setting provides the student an opportunity to observe their own behaviour and also pin point the areas of improvement. It helps the students to identify what they require

in their studies and in this respect their certain student's differences are found. (Zimmerman, 1990)

Struggling readers can be motivated through different reading strategies. Such as knowledge goals can be constructed as the basis of reading instruction. Text must not be superficial rather they should be written on the bases of real world life situations and experiences. Students must be provided with abundant of interesting reading material. Some choice must be provided in the material to read. Reading strategies are told to the students. Collaboration in many aspects of learning should be made (Guthrie, 2003)

2.2.4 STUDY HABIT AND ATTITUDE

A study conducted by Statistics Canada where the study habits of male and female students were compared in 2003. However the young students attendance is compared then the college was attended by the young women and men equally. Gender divide in university participation in spite of its importance in ignored. In this study new Canadian data is used in which relating information school marks, standardized test scores, socio economic background characteristics and influences of parents and peers of boys and girls to try to know the big gender gap in university attendance. (Frenette & Zeman, 2007)

Skill, study habits and attitude constructs and inventories were found to rival standardized tests and previous grade as indicator of academic Study habit, skill, and attitude inventories and constructs were found to rival standardized tests and previous grades as predictors of academic presentation, producing considerable incremental

cogency in forecasting academic performance. This meta-analysis observes the theory validity and analytical validity of 10 study skill constructs for college students. We found that study skill records and constructs are mostly self-governing of both high school grades and scores on regular admissions tests but temperately related to several personality constructs; these results are varying with preceding models.

Study inspiration and study skills display the strongest associations with both grade point average and grades in separate classes. Academic related anxiety was found to be significant negative interpreter of enactment. In addition, noteworthy disparity in the cogency of precise inventories is shown. Scores on customary study habit and attitude records are the most foretelling of performance, whereas scores on accounts based on the prevalent depth-of-processing viewpoint are shown to be least prophetic of the inspected standards. Overall, study habit and skill trials improve calculation of academic presentation more than any other no intellectual specific difference variable observed to date and should be viewed as the third pillar of educational achievement.(Crede & Kuncel, 2008)

It is observed that that the attitudes towards computers not only role in defining the extent to which students take the computer as a learning instrument but also future tenacities towards the computer such its use as for further study and vocational behaviors. A sample of 183 post-secondary students was evaluated for their computer behaviors using a Likert-type questionnaire with three subscales, Computer Significance, Computer Amusement, and Computer Unease. Moreover, the effects of gender and computer possession at home were also surveyed. *It was* discovered no major variances in computer attitudes by gender although male students conveyed more encouraging attitudes towards the computer than female students.

Major differences in computer attitudes were found between students who possess computers at home and those who do not. Students who own a computer at home also described a lower level of computer unease compared to those who do not. (Taylor & Francis, 2006)

2.2.5 STUDY HABITS AND GENERAL STRATEGIES

If we look into the study strategy inventories then when we have to examine the strategies usually students adopt, for example some students study when there is complete calm prevails and there are students who prefer group study. There are students they study when some music is on usually during the study of mathematics. The place of study must be specified as Virginia wolf has said that a must have a room of one's own. Some students are disturbed when they find the place of their study is changed. So general study strategies are really count for good study. (Entwistle, 2004).

Study Habits and general strategies. There are 101 exam strategies one can adopt while studying. For example some students review the older material first that they have learnt earlier. This thing make them co relate the subjects learnt before and the lessons learnt fresh. Some students only review over one session and some prefer to have more session for revision, it on depends on one's satisfaction level. They are students who study throughout the year and there are students who prefer only to study just few days before exam. It may be because of their dispositions. Some students prepare exam questions and they also answer while they are studying. (Silberman, 1996).

General study strategies are used to make the learning process more effective. If we look at the strategies adopted by good reader such as they while reading spontaneously correct the errors or they are provided control reading and they also correct themselves through different study habits. Student adopts different strategies to make their study more efficient. In preparing different assignment these strategies are very helpful such as comprehension and memory skills (Paris, 1981).

There are certain strategies which if not adopted in higher classes then the students may face difficulties: The students who are inefficient in adopting the good studying habits such as time management good planning of their studies, for them it becomes difficult to complete the assignments in time. So the students must go well prepared in higher classes that they must know the required skills to plan out their studies properly. (Tait, 1996)

The personal and environmental influence in the expository text's evaluation shows the students skill that what strategies they adopt in the evaluation of a given text. Task orientation with the perceptions of teacher goal set for this purpose is evident in this respect is that the students with a proper training of reading comprehension will be able to perform better than those who lack the required training. (Nolen, 1990)

2.2.6 STUDY HABITS AND EXAM STRATEGIES

Study habits and exam strategies. Study habits and exam strategies are exponents of student's frame of mind as some students study according to the exam format and in this way they are able to perform well in the exam. But there are students who prefer to wide study and want to study each and every thing on a wider canvas. Some students prefer to study in small study groups and in this way they find

themselves comfortable. Some students try to study before some peer in this way they find it satisfied more over they feel quite at home when someone is guiding them. There are students who study only when in each hour they are told what to do. The students have also been found that who study while explaining concepts to others (Elliot, 1999)

Different strategies are used by the students to ensure success in the exams. Some students make notes throughout the year so that they may be able to revise the material in short time. In this way they need not to go through the whole material. Near the exams the students are highly motivated and in this way they try their level hard to learn and everything from exam point of view. At this time they are aware about their social and external factors that how they can affect their performance. (Etten, 1997).

For success in exam different exam strategies really matter, such as when the exams are to start then start studying now not tomorrow. Likewise focus on the topics which are difficult one and demand your attention first. Always set targets and dates to complete, it will keep you busy and in touch with the exam preparation. Select, organize and review the material, in this way you will remove the undue stress on yourself. (Wachelka, 1999)

Exam anxiety is the most common for all the students. But this anxiety cannot be lessened unless certain strategies are not adopted one of them is to keep oneself calm. If this anxiety is not removed then it affects the performance and psychological problems. A variety of intervention techniques are used in which cognitive behavioral methods are most useful for the treatment of test anxiety. (Neuderth, 2009)

The performance of students using the learning exam techniques is improved comparatively to those who do not use these strategies. These strategies not only enhance the confidence level but also their exam stress is also decreased. Engagement of learning strategies play very vital role in the preparation of the exams. Student's performance can also be improved by setting before them goals to achieve. (Fleming, 2002)

When exams are impending the students use different learning styles and approaches verses avoidance coping. Thoughtful learners are more likely to use the approach coping strategies during exam preparation than those having shallow thinking to remain cognitively isolate from course material expand to their exams. Thoughtful learners adopt better learning styles and exam strategies than the students whose thought cognitively is superficial. (Appelhans, 2002)

2.2.7 NOTES TAKING AS STUDY HABIT

Notes taking of study habits. Notes taking as study habit are found among several students. Some students find it quite confident after taking the notes as they feel at ease during exam to have notes to revise the reading material. Some students when they are reading the assignments make notes so that they avoid the extra labour if they have to repeat. Some students take notes during the lecture but this habit some time make the students suffer when they were noting one thing while the speaker moves on the other concept, for this purpose short hand writing must be learnt otherwise sometimes students are at a loss. (Palmatier, 1974)

2.2.8 NOTES TAKING AND LISTENING

Notes taking and listening is a phenomenon which often student do during the class room, but it is not easier one as there are two functions one is to perform at the same time. And some time the part of lecture is missed due to writing while listening. But on the whole notes taking is good practice in this way students save the lecture which they can benefit during the exams. One should develop a system of symbols and abbreviations for effective note taking. Short words must be used for this system. (Di Vesta, 1972)

Notes' taking during the lecture is a method by which the students can improve their learning. Taking notes during the lectures is of great value as by activity the students are able to have a review of the lectures afterwards. It becomes very difficult to remember each and every thing of the lecture as all things cannot be stored in our memory at the spot. Certain terms can be noted and afterward can be explained. (Armbruster, 2000)

Cognitive effort done during notes taking reveals the fact that the things can be retrieved more which are generated better than the materials which are poorly generated. Taking notes can enhance learning as well as retention. The things we just listen do not stored in our LTM (long term memory) the information got is kept in STM (short term memory) has lower retention power than the things stored in LTM. (Piolat 2005)

There are content and form variation is found in notes taking. There are three forms of notes taking the conventional, linear and matrix. Results indicate that the

girl's performance is much better than the boys in notes taking and in this way recall and identification of factual stuff. The result explains that the larger no. of notes was recorded by the girls. For learning purposes matrix notes were useful, it was effective for notes taking and reviewing. (Risch, 1990)

Notes taking during the lecture or after the lecture is quite different a phenomena. The results of the research show no significance difference between the two styles rather both are effective in reviewing and retrieving the lectures. It is up to the students that which style is convenient and which style they adopt. This thing varies students to students and according to the situation as some teachers do not allow noting during the lectures and others allow. (Kiewra, 1991)

2.3 USE OF INFORMATION TECHNOLOGY AS STUDY HABIT

Use of information technology as study habit Most of the students consult internet during the preparation of their assignments as we can say that internet has gone to colleges and universities but there are still areas in the rural areas where students are reluctant to use the computers. But the number of such students far less than those which are enjoying the benefits of information technology. In the use of information technology the gap between the users and non users is lessening. (Johns, 2008)

If we talk about use of information technology is most effective when pedagogy is strong moreover the use of information technology in education is effective in a way that through internet one can access the libraries all over the world. Information technology is most beneficial when there is a coordination between

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technology, technique and objectives. Many engineering students hope by the use of information technology can help to relieve the accreditation and other curricular pressures without loss of learning and adding costs. (Kadyala, 2000)

Use of information technology in schools, show different trends as girls like to be expert in designing and structure software and in other aspects their interest varies from application to application. The approach to use of computers varies on the bases of gender differences. The interest of teachers for ICT also varies as different teachers have different approach in use of computers. The use of computers is also cause of good or bad performance in their grades. (Volman, 2001)

The results of technology integration education in schools are quite positive. It is a need based study as use of computers has become an essential educational requirement. By the use of computer technology the stress among the students and teachers is reduced. This type of education is beneficial and enjoyable for both the teachers and students. Gone are the days when information was restricted only libraries, now libraries are at your doorstep through the use of ICT. (Christensen, 2002)

Information technology use and cognitive out comes in the first year of college shows that the use of information technology has the capacity to change the façade of learning and teaching in USA at post secondary level. This technology boost student's learning output. Cognitive impact of use of technology is conditional rather general as they differ is size and direction for different kinds of students and in their different context of the institutions. (Flower, 2000)

2.3.1 COMPUTER BASED STUDY HABITS

No doubt this is the age of computers but the overuses of computers have deprived the students of one thing that is the reading habit of the students. Due to this habit of over use of computer the students are not able to respond to the mind in the matters of deep thinking that come by deep reading. They cannot think undistracted so it has become difficult for them to keep their minds growing which is possible from reading and deep thinking.

There is another view of the people who think that the use of multitasking and the interaction with the dynamics of the computers is a very positive activity and the cause of the growth of the mind. In this case study four gifted students were selected for two weeks. Reading and learning behavior of those four students observed. (Bradford, 2012)

The study at hand probed the e-text book verses traditional text book used by different students. The findings of the appraisal indicate that one fourth of the students bought the conventional books although e-books were provided to them. But majority of the students do not use the e-text books instead of the conventional books. In this way they preferred conventional books over computers. The students also preferred to study the notes provided by the faculty instead of the use of e-books. (Ditmy, 2012)

2.3.2 RURAL AND URBAN EDUCATION A COMPARASION

(Teng Margaret Fu, 2005) conducted a study on the effects on education on having a rural of urban background and found that the background of the students being rural or urban directly influences the academic performance of the students. The

rural students face difficulties in matching their performance as the lack the educational facilities comparatively the urban students usually enjoy.

2.3.3 ON LINE LEARNING

There has been redundancy seen in the case of material found on the web. It is a big question mark that how much material is used by the students effective the quantity of this material is not very encouraging one. Either it was the material which was provided so much effective or the students themselves have not utilized the material as there have not been positive outcomes can be seen by these use of on line material. Through this material the performance of the students in not enhanced altogether. In this study the OWL (online web based learning was analyzed and the results of the study found that the students definitely face problems in this respect.

(Bowman, 2012)

In an online class the abilities of the students are exaggerated to a very dangerous extent. The meetings are usually audio recorded and in this way the element of artificiality is found in these meeting and the full grooming of the students is not possible. The e-learning sometimes become boring and exhaustion is shown among the e-learners. Though the manuscripts of the e learning- students are decoded and assessed yet some areas need improvement in this respect. (Connors, 2013)

The use of Web in the universities has forced the students to involve themselves in some of demanding activities and the teacher outside the classrooms are unaware of their activities. The purpose of this study was to examine the study habits of the introductory programming students and what are the factors that force them on

these demanding activities. And what is the attitude they find for themselves supporting for their learning. The findings of this study show that the students are more reliant of the material on internet than the notes and the material proved by their faculty (Sheard, 2013).

2.3.4 E LEARNING AS STUDY HABIT

The E learning has entered into the class rooms and its fruits are to be examined with the passage of time. On the other hand Moodle is the learning management system. In this appraisal the objective was to examine the student's general view about e learning and the practices of technology using while using the Moodle. The student's advice habits are also analyzed that are the indicator of teacher's grading. (Hölbl,2015)

2.3.5 STUDENTS' ACHIEVEMENT AND USE OF I.T AS STUDY HABIT

If student's educational achievements and availability of computers at home and school is observed then it is quite evident that there is positive correlation between them. But if we look at the social backgrounds of the students then it also shows its negative impacts such as a lot of time is wasted on computers by some students. Thus mere availability of computers probably distracts the students from proper learning. (Woessmann, 2004)

Gender differences between the college students show that there is diversity present in the use of computers and it is also found that females are less interested in computers and less confident in use of the computers rather males are more skilled than the females. One semester of computer training created interest among the female students and they demonstrated more skill in the use of computers and their knowledge about the use of computers is improved. (Shashaani, 1997)

In the use of computer number of empirical studies show that the differences in the use of computers among the student on gender based is found in respect of computer interests, attitudes towards computers, locus of control and emotional responses while working on computers. The assumption about the gender differences holds as on the whole the results support this postulation in general. (Banner,t 1996)

Student's access to computers at home, frequency and use duration, the applications used by the students and their reason for use of computer show gender differences in the use of computers and is found that most of the time the computers are used by the secondary level students in playing games, adventures and word processing. The use of computers for playing game is a mixed blessing as it sharpens the reflexes of the students but a lot of time is also wasted. (Harris, 1999)

There have been found different modes of learning, one are interactive learning and the other is individual learning. In these approaches there come different outcomes relating learning. In this study the introductory psychology students are examined about the variables such as strategy conditions and study contexts of dyad or individual. The findings definitely support the interactive learning. (Wood, 1995)

Guided and individual learning can be a difference among the students in learning process. The students who have an interaction between themselves and their

parents or teacher they are in an advantage and can perform better than those who study independently and without any guidance from other sources. Different interactions among the students and their peers, parents and teachers can be courageous in the academic improvement of the students. (Brown, 1995)

The use of computers for interaction and education through game has been a great source of learning. The use of computers by the students can be helpful even if they are playing games on it provided they do not spend too much time in playing games. This use of computer can be beneficial and the students will use it for educational purpose also when needed. (Rieber, 1996)

Interactive computer aided method is the best form of learning for those students who are unable to interact directly to the teachers or they feel shy to consult a teacher in academic matters. To improve the effectiveness of individual learning a system and educational method can be designed. This can also be assessed by monitoring the pace of learning and students' progress can be enhanced by use good monitoring and the use of good study habits. In this way the administrative work of the teachers and paper work burden can be lessened. With advancement of information technology the individual learning and monitoring can be revolutionized can be the greatest aid in study matters.(Lee, 1993)

Online learning has become one of the most useful modes of learning as for those who cannot afford to educate themselves in colleges or universities for them it is a great opportunity to get education by sitting in their houses. Though online learning is a bone for the students but it will become a ban when students will adopt poor study habits due to lack of supervision and leadership. They are needed to separately control

their learning in a way that poor study habits may not inculcate in their minds. In this study the kind of bad study habits are discussed that a student can adopt

The data was studied from the courses relating programming exercises as well as exercises from the algorithm imitation. The finding shows that study near the limit is the cause of lower academic performance. The findings of the appraisal also indicate that as for the leadership is concerned, it is fundamental. It was also found that some students use the trial and error method which also leads to poor performance and the indicator of poor study habit. (Auvinen,2015)

2.4.1 PARENT'S ROLE IN DEVELOPING STUDY HABITS

The role of parents in developing study habits is very crucial. The students who are guided by their parents, teachers or peers perform quite better than those who miss this support. The development of good study habits can only be possible to a great extent with the involvement of the parents. If there is negligence seen in this regard can prove fatal in the educational career of the student. The objective of the study is to examine the effect of parent's involvement in developing study habits among the students. (Wentzel, 1998)

In academic socializing the role of parents is very vital. Early adolescence is marked by the changes in family relationship and development processes. The roles of parents, teachers and the social changes that occur in the academic session of the students have very deep effect on the academic attainment of the students. But this research is not focused on the factor that which type of involvement should be by the

parents. The research shows the strongest positive effect due to parent's involvement in the studies of students. (Hill, 2009)

To improve the homework performance the role of parents is very important. . The academic achievements of those students whose parents assist are definitely better than those who do not receive this support, especially increases in Math homework is obviously seen. The results suggest that those students who are at risk and facing disabilities the role of their parents definitely improve the performance of those students. The parent's involvement in homework of the students is the most motivating factor in their study. (Challahan, 1998)

There have been definite effects of parent's involvement in the homework of students. This involvement is the major boosting factor in the performance of the students. But the effects of this involvement vary on the basis of economic, racial and ethnic back grounds. In this appraisal this difference in the involvement of the parents is discussed. (Desimone, 1999)

2.4.2 PARENTAL AND PEERS INVOLVEMENT IN

DEVELOPING STUDY HABITS

Parent's involvement and role really a good support for those students who are slow learner otherwise they may face a lot of difficulties when assistance and guidance from parents is absent. For this purpose statistical analysis shows a positive aspect of this support. Different measures of student's outcomes are used. These measures include the overall measure of major components of student's involvement

such as grades, academic achievement, standardized tests and other measures that show the behavior and attitude of the students.

The differing effects of this involvement with respect to race and social background are also examined. The results show the effect of parents or peer involvement is very important. The positive effects of the involvement were also seen among the white and minority children. The things which were examined were parent's involvement in schools, authoritarian parenting and parent's involvement to succeed. The results indicate that parent's involvement is definitely much more likely to promote school success when it comes to authoritative home environment. (Steinberg, 1992)

2.4.3 STUDY SKILLS CONSTRUCTS AND INVENTORIES

As predictors of academic performance, study habit, approach inventories and construct were found very important. Construct validity of the college students was examined through the Meta analysis. It was found that the inventories and construct regarding study skills are mainly independent of both standardized admission tests and but linked to different tests concerning personality construct, the results were not matching with earlier theories. Study skill and study motivation show the strong relationship with both grades in individual classes and grade point average.

The anxiety related to academic was found to be a vital negative Moreover, considerable variation in the validity of certain inventories was observed. The scores observed on attitude inventories and traditional study habits were the most predictive of performance where as the scores on inventories relating to favourite depth of processing perspective were comparatively less predictive of the observed criteria. On

the whole skill measures and study habits improve prediction of educational performance more than any other character variation observed to date and should be considered as the third pillar regarding academic success.

Study of myopia between the ethnic students was measured and it is found that there are some students who are practicing different study habits. The degree of myopia in orthodox students was greater than the other students. Orthodox students show different study habits as they have certain perceptions and their adoptability is also lacking in them, so they show myopic behavior in their study habits. that is why they feel Orthodox schooling is characterized by sustained near vision and frequent changes in accommodation due to the swaying habit during study and the variety of print size. A possible myopic effect of this unique visual demand is postulated.

2.4.5 PROBLEM SOLVING AND SELF REPORTED STUDY HABITS

In this study the problem solving capability of the students is tested and it shows a direct relationship between the study habits and problem solving. Participants were given the problem solving self- appraised and they completed and in this way the results show that those students who have study habits at home their results were appreciable comparatively to those students who have not developed the study habits, hence academic performance of those students are also better. (Landau, 1993)

2.4.5 RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND STUDY HABITS

The relationship between study habits and academic performance is very positive and is inevitable for the students that they must adopt positive study habits for better achievement in their educational career. The research explains the relationship of fear of failure and hope for success is the kind of motivation which keeps the students working. And it was also observed that this motivation level is very high near the examination. It is the sheer fear of failure which forces the students to work.

(Wardle, 2003)

2.4.6 ACADEMIC ANXIETY AND STUDY HABITS

In one way or other the students feel anxiety for their studies. It may be the examination pressure or due to nervous habits but most of the students either positively or negatively they are suffering from some kind of anxiety. This anxiety some time pays well to the student and he works hard under the influence of this anxiety. But there are students who remain worried because of this anxiety. The results show that the study habits portray the mediating process and help to remove anxiety. (Elliott, 1990)

2.4.7 STUDY SKILL STRENGTHS AND WEAKNESSES

(Thomson, 1974) examines the students study strengths and weaknesses. The areas focused are gender, age, educational achievement, year in college, service status and study time. The study skill weaknesses are examined in the area of time organization, reading skill, and note-taking. The study skills related positive to GPA,

age and the number of hours being spent and mentioned critically to the number of hours spent working each Implications for participation programs are discussed.

2.4.8 TEST WORRY AND STUDY HABITS

Test worry is one of the most disturbing factors in student's life. In this research test worry and study habits were studied. The students who performed well were those who had more efficient study habits. And they also avoided delaying academic tasks, but those students who did not performed well had un productive pre-examination. (Desiderato, 1969)

2.4.9 RELATIONSHIP BETWEEN VARIOUS LEVELS OF STUDY HABITS

(Singh, 2015) Examines, if there exist any relationship among the different levels and different scope of study habits. This study was specifically focused to find out the academic achievement of study habits. Students of first and second year were selected and it was found that there is a considerable difference in the study habits of different students and is important association between academic achievements in mathematics.

2.4.10 PEOPLE'S ATTITUDES AND THEIR STUDY HABITS

People's academic attitudes are reflected through their study habits. Efficient study habits are really an attitude booster. The academic attainment is quite linked with good study habits. The quality of people's learning is depended to their good study habits and this way study attitudes of the learners are also reflected. For academic excellence the development of good study habits are necessary. (Abid, 2006)

2.4.11 STUDY HABITS AND SOCIO ECONOMIC POSITION

(Razia, 2015) investigates the relationship of study habits with socio-economic position and gender. The research finding exposed that there have been found the difference among the students with respect to gender and family members. There has been found a considerable association between the study habits and socio-economic status but there has not been found the communication effect of SES and gender. The research concluded in recommending some positive study habits for higher secondary students.

2.4.12 LEARNING BEHAVIOUR AND STUDENT'S SOCIAL BACKGROUND

Study habit is an important educational therapy impacting on effective learning and it is also found that in research text reading is deteriorating in students in all countries and cultures. This research therefore examined the learning attitudes of Pakistan and Nigerian students on parent's job, gender, age, religion and country. It was a quantitative relative analysis where t- test and chi-square was used.

It is examined in the study that majority of Pakistani and Nigerian students have shown good learning behaviour but a small minority indicates the students who has not adopted good study habits. There have been observed the significant different learning behaviors on the part of Pakistani as well as Nigerian students and invite the attention of the educationists of both the countries. These differences in study

behaviors were found on the basis of gender and class. And therapy for the positive behaviors was also discussed. (Ossai,2013)

2.4.13- EFFECTIVE STUDY HABITS IN COLLEGE STUDENTS

(White Ford, 2015) examines the association between age and academic achievement, effective study habits and academic self efficacy, useful study habits and place of manage academic self efficacy. The past researches show that the people with internal place of control are probably better educational achievement comparatively to people with strong outside place of control. Effective study habits are also indicating the better academic attainment.

Study findings reveal that the students who were studying in higher classes expressed the better interior locus of control and senior academic efficiency than perhaps first and second year students. We can say that with the passage of time or age wise study habits develop and in this way they are able to perform better in their academic matters.

2.4.14 STUDY TECHNIQUES AS STUDY HABITS

To study is a procedure that requires some techniques for effective results. For this purpose the students are to adopt some study techniques which help them in developing good study habits among them. The purpose of this study was to introduce efficient study techniques to students as well as to faculty so that during the acquiring and imparting of education they may be able to utilize these techniques and in this way they are helped in their academic attainment and career.(Clay, 2015)

There are certain techniques which students can use for their examinations and tests. These test-taking techniques are an effective to improve learning. These techniques help the students in removing incompetent and unproductive study habits among the students as well as to help the students to recognize their cognitive deficiencies. The use of these techniques helps the medical students to build positive study habits.

In this research a spread sheet was given to the students and asked to document the possible errors which can probably make. The students were guided about how exacting type of errors can be recognizes and the remedies to remove those errors was also told. By using these exam techniques the student's performance can be improved. And in this way sure failures among the students can be avoided. (Nolan, 2015)

2.5 LEARNING BEHAVIOURS

2.5.1 STUDY BEHAVIOUR OF STUDENTS

The aptitude for learning of the students is bigoted by their study behaviours that the use of technologies has no definite position. The purpose of this study was to examine the use of technologies by the university students and what are the effects of this use. So far as the tools of data collection are concerned the Chi square was used. And a stratified sample of socio-economic status, gender and age was taken. Findings indicate that the majority of students use the latest instrument of information technology such as computers and I-phones etc. (Poscia, 2015)

2.5.2 STUDY BEHAVIOUR OF THE STUDENTS

Some students face nervousness in their Mathematics study. It is considered as cause of anxiety, uneasiness, worry, and fear among the students. Students also feel nervousness in the presentation of Mathematics. The aim of our study is to find the level of fear found in the students and what portions of nervousness is found among them and to what degree they may exaggerate.

The study behaviours of the students were also examined and these behaviours show the nervousness in the presentation of Mathematics. Hispanic scholar students were the population of the study. Due to this Mathematics nervousness there have been students who are constantly under stress because of fear of Mathematics and its presentation. (Fernandez, 2015)

2.5.3 WORK AND LEARNING BEHAVIOUR OF STUDENTS

The aim of this study is to examine the work and learning behaviours of modern students. One of the objectives of this study was also to observe that how students run their work and order their surroundings and what is the effect of this on their educational presentation. The findings of the study are that majority of the students work in disgusting surroundings. In the background of incessant connectivity, big data, and information over-load the reason of this study was to examine the work and learning behavior of students. This project was an exploration of how students order their surroundings and run their work and how this affects their educational presentation.

When the students are busy in other than their academic activities then their academic presentation is worst. It is also found that when they are busy more than one cognitive activity then it has a negative impact in their performance. The most of the

students are unaware of the negative effects of the interruption and they consider it as multitasking which affects their performance academically. It was also found that those students who plan their studies their performance is much better than those who trust upon their good fortunes and do not work. (Bennett, 2016)

2.5.4 STUDY BEHAVIOUR IN TIME ORGANIZATION AND TEST- TAKING

In the study the study behaviour of the students is tested by (Lucida, 2015) upon including test-taking, time organization reading and writing and note – taking, the habit of face book use in students and the length of time they spent in these activities were analyzed. The coefficient used was Pearson contrived goods instant association to create the relationship of the basics of obsession with the study habits. The relationship between the study habits and the use of face book shows that the greater the use of face has reduced the study habit of the students.

2.5.5 STUDY BEHAVIOUR OF THE STUDENTS AND ACADEMIC ATTAINMENT

The study behaviours of the students and their academic attainment is examined by (Nisar,2015) in this study at higher secondary level. The purpose of this appraisal was to examine the relationship between the two variables that the study behaviour of the students and their academic attainment. The result of the study shows that there is a definite effect on the attainment of the students on the basis of their study behaviours.

The impact of learning behaviour on the educational achievement of the students was the topic of the study hand. T-test was used to see the relationship between the two variables. The variation in learning habits was discussed. The results of the findings indicate various degrees of impact on the students due to their study habits and learning behaviours. (Yash, 2015)

2.5.6 STUDY BEHAVIOR OF THE STUDENTS

In the study the study behavior of the student of distance learning students is examined. Different variables of learners such as wedded status and genders and learning behaviors were analyzed, the findings of the study did not point out major dissimilarities among the different students under study. But there were certain things such as aptitude and health of the students show the difference in the study behaviours of the students.(Staneley, 2016)

2.5.7 LEARNING HABITS OF RURAL AND URBAN WOMEN

The purpose of the study was to examine the study habits of urban and rural students. There were certain areas of the women were observed on the basis of employment, course age and wedded intelligence. The findings of the studies indicate that there have been significant difference in the study habits of rural and urban women is found. The findings indicate good study habits in the urban students comparatively to those women who live in rural areas.(George, S. S. 2014). The relationship between the study habits of the students and their educational achievement between the racial groups was examined. The results of the study show a significance difference in the study habits of the youth of two ethnic groups. (Nadeem, . 2014)

The student- teacher relationships really count in educative process. If these are strong then we can observe an enhancement in the study attainment of the students. It is not possible for the teachers to provide guidance each student at hand .But this relationship can be improved through on line use of the students and in this way the teachers can impart services to the students and their grades in education can be better. The students can reviw the lectures on line with the interaction of the teachers. This can be possible by recording the lectures. In this way an improved performance is observed. (Au, 2014)

There have been found different study habits among the students of all areas whether live in rural and urban areas. These study habits are existed in different capacities among these students being male or female and rural and urban. Lake of good study habits among the students cause poor performance in their educational career and to inculcate among them the healthy study habits is needed acutely. There are different studies habits are found among the students. If we look psychologically, the role of these habits are very much contributory in the academic career of the students. The need is to look and observe these habits and discover how these study habits can be developed among the students so that they can benefit from these healthy practices.

CHAPTER 3

3.1 METHODOLOGY OF THE STUDY

3.1.1 RESEARCH PROCEDURE

This study was concentrated to investigate the study habits of the rural and urban students at higher secondary level in Division Sahiwal.. The study specially focuses on the analysis of study habits used by rural and urban students, how their study habits differs and how there is disparity found among them gender wise regarding study habits. This chapter designates the procedure details of the study, circulation of questionnaire, given in appendix X, data gathering and its' analysis.

3.1.2 DESIGN OF THE STUDY

The nature of study was descriptive. For the collection of data survey approach was used concerning the variables of the study such as different study habits of rural and urban students.

For the collection of data self-developed questionnaires were used. A questionnaire was designed for the students of the Division Sahiwal to know the difference in study habits of rural and urban students.

In this study the research approach is quantitative. So far as methodology of the study is concerned, it was a survey study in which data was collected through questionnaire for students.

3.1.3 POPULATION

Population of the study consisted of all the male and female students enrolled in rural and urban higher secondary schools of Sahiwal Division. There are 40 Higher Secondary Schools in Sahiwal Division with location-wise breakup 28 rural and 12 urban schools and gender-wise break-up of 20 for girls and 20 for boys.

Their break up is given in the following table:

TABLE SHOWING THE LOCATION-WISE AND GENDER-WISE BREAK UP OF ENROLMENT IN HIGHER SECONDARY SCHOOLS OF SAHIWAL DIVISION IN 2012.

Table 3.1 Population of H/S Schools in division Sahiwal

	Male	Female	Total
Rural	859	719	1578
Urban	748	1403	2151
Total	1607	2122	3729

3.1.4 SAMPLE

Sample of the study consisted of 346 respondents selected as under:

1. A stratified random sample of 346 students was selected with reference to Gay (1999, p. 125) It involved proportionate selection from the schools and the students from each category of rural and urban and male and female schools.

Category-wise break-up of the sample is given the following table:

TABLE SHOWING THE LOCATION-WISE AND GENDER-WISE BREAK-UP STUDENT SAMPLE FROM HIGHER SECONDARY SCHOOLS OF SAHIWAL DIVISION

Table 3.2 Sample of the Study

	Male	Female	Total
Rural	80	66	146
Urban	69	131	200
Total	149	197	346

It may be pointed out that in some of the school's enrolment was as low as 15. Hence for selecting sample only those schools were included in the study which had a minimum enrolment of 25.

3.1.5 INSTRUMENT OF RESEARCH

The data was collected through the personal visit of the school by the researcher. A questionnaire was used for the students of rural and urban higher secondary schools of Division Sahiwal. Five point Likert scale was used. The respondents were asked to specify their level of agreement with each statement on the following point scale.

The questionnaire was coded as:

Table No. 3.3 Five Point Likert Scale

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	UN	A	SA
1	2	3	4	5

3.1.6 PILOT TESTING AND FINALIZATION OF THE INSTRUMENT

Pilot testing of 50 students was used to improve statements for research questionnaires. Pilot testing gave awareness how respondent done the items. In this study pilot testing was taken out with five Higher Secondary Schools of Distt. Pakpattan Division Sahiwal. The researcher came to know that some of the items

seemed to be difficult and confusing. The researcher amended these items as per need and understanding of the school students. As a result 41 items were remaining in the questionnaire.

3.1.7 DATA COLLECTION

Researcher personally visited some of the approachable Higher Secodary Schools and those which were far off, the questionnaires were mailed to them and their responses were sought and reminders were also sent to some of the schools and finally the data was collected.. The researcher directed the respondents before filling questionnaires and told the importance of the true responses. The researcher received filled questionnaires from the selected sample schools personally. Hundred percent responses were received.

3.1.8 DATA ANALYSIS

As stated above a questionnaire was developed by the researcher for data collection. Questionnaire was developed on five point Likert scales that is: Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree. For the interpretation of collected data mean score and percentage were used and fixed to each choice number as:

Strongly Disagree (SD) = 1 Disagree (D) = 2 Undecided (UN) = 3

Agree (A) = 4 Strongly Disagree (SD) = 5

There in the questionnaire seven items were developed consisting of Time management of the rural and urban students, Class attendance, their General Strategies for study, their Exam preparation, General setting and Motivation of the

students, their Text book reading habit, their Notes taking habit and their access to I.T.

Mean score calculated by given formula:

$$\text{Mean Score} = \frac{\Sigma((f*N)+(f*R)+(f*S)+(f*O)+(f*A))}{N}$$

$$\text{Mean Score} = \frac{\Sigma((f*1)+(f*2)+(f*3)+(f*4)+(f*5))}{N}$$

$$\text{Mean score} = \frac{\Sigma X}{N}$$

Here

X stand for score

N stand for total number of respondent (frequency)

Researcher calculated the percentage of the respondents from the data. For this total responses for each item were divided into the above five rating scale and then division of each number of responses was divided by the total responses and multiplied by 100. Formula has been set for the calculation of percentage as:

$$\text{Percentage} = \frac{\text{Responses for an item}}{N} * 100$$

$$\text{Percentage} = \frac{f}{N} * 100$$

Here

f Stands for number of responses

N total number of respondents

CHAPTER 4

4.1 DATA ANALYSIS

4.1.1 INTRODUCTION

The purpose of this study was to analyze the study habits found among the rural and urban as well as the male and female students of Higher Secondary Schools of Division Sahiwal For this purpose For this purpose the Higher Secondary Schools of division Sahiwal were selected

For data collection a questionnaire was developed for the students. All the questions were established on five point Likert scale. The weight age specified as:

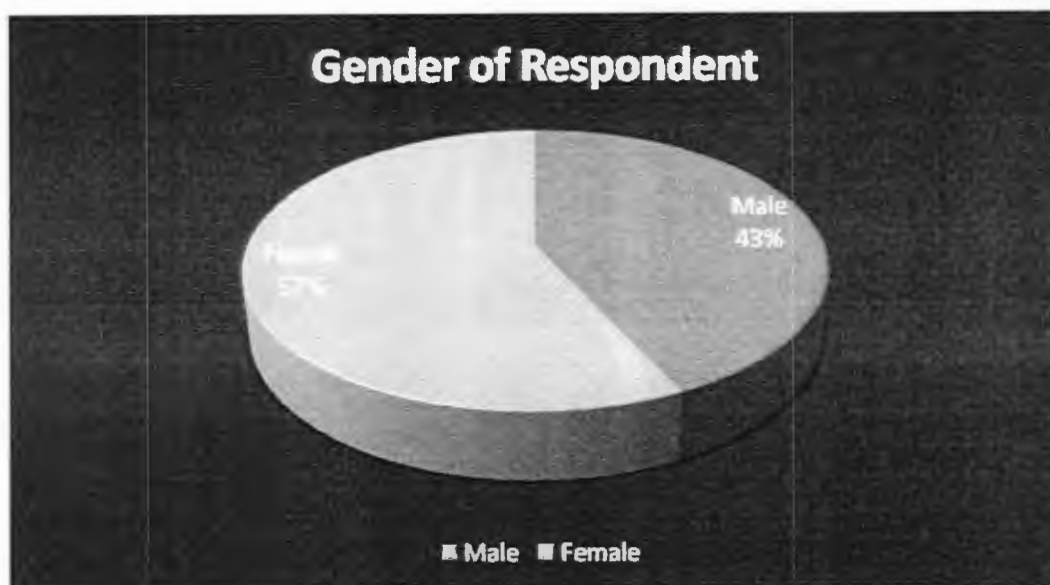
Strongly Disagree = 1, Disagree = 2, =3 undecided = 4 Agree and Strongly agree = 5

For the clarification and analysis of data this chapter describes the responses of the students. Tables and figures were designed for the clarification of the data.

Data collected was analysed under under the demographic break up us under.

Table 4.1 Classification of the Respondent Gender Wise

	Frequency	Percent
Male	149	43.06
Female	197	56.94
Total	346	100

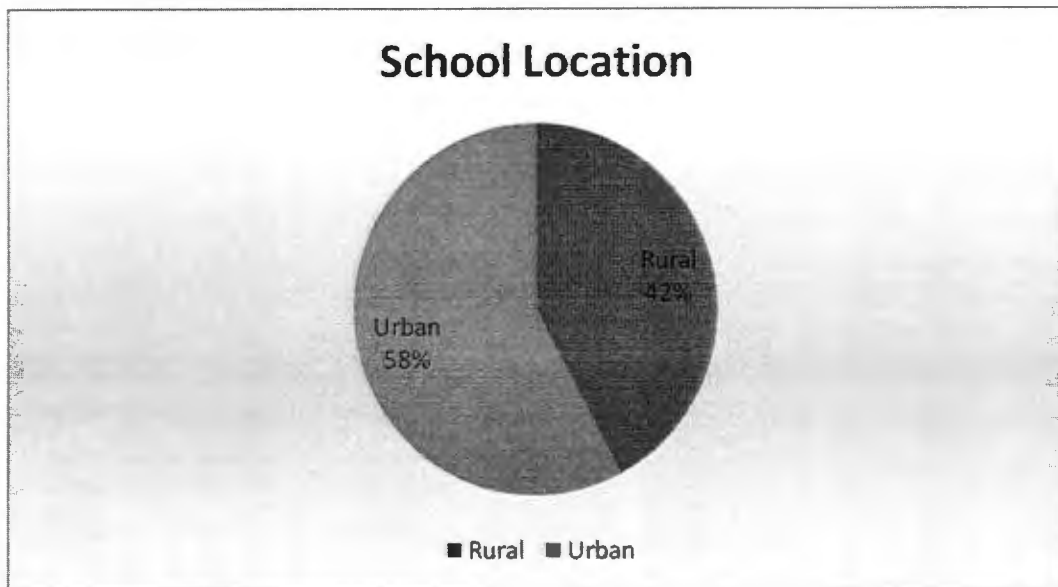


Graph 4.1 Gender of Respondent

Table 4.1 shows the classification of the respondents according to their gender. The graph and table show that there are 43.06% male are our respondents and the rest of the 56.94 % of our respondents are female. It clearly indicates that on average female are more than male in our respondents.

Table 4.2 Classification of the Respondent According to School Location

	Frequency	Percent
Rural	146	42.20
Urban	200	57.80
Total	346	100

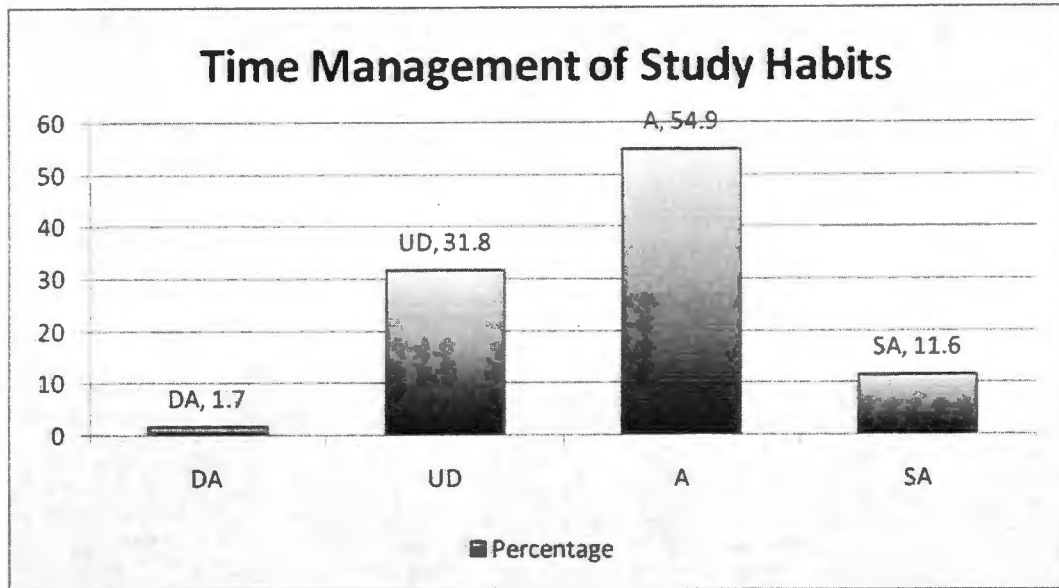


Graph 4.2 School Location

Table 4.2 shows the classification of the respondents according to their school location. The graph and table show that there are 42.20 % in our respondents are belonging to rural area and the rest of the 57.80 % of our respondents belonging to urban area. It clearly indicates that on average urban area respondents are more than rural area respondents.

Table 4.3 *Classification of the Respondent According to School Location*

Time Management as study habit		
	Frequency	Percent
DA	6	1.7
UD	110	31.8
A	190	54.9
SA	40	11.6
Total	346	100.0

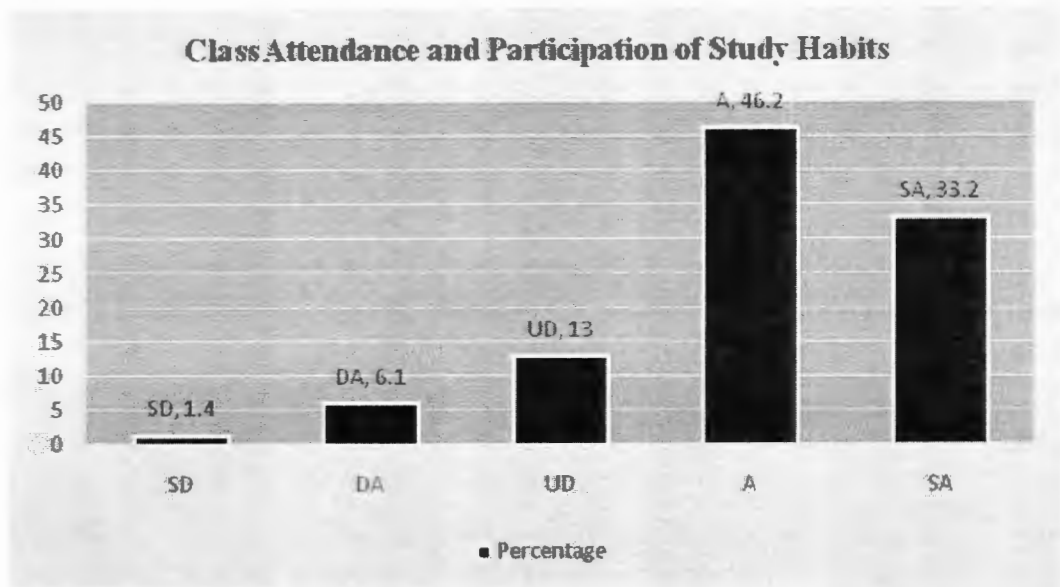


Graph 4.3 Time Management as Study Habit

The table and graph indicates that 54.9 % of respondents agree about the observance of time management and 11.6 % strongly agree, 1.7 % respondents disagree while 31.8 % respondent are undecided.. It clearly indicates that most of the respondents agree that there should be time management of study habits

Table 4.4 Classification of the Respondent According to School Location

Class attendance and participation as study habit		
	Frequency	Percent
SD	5	1.4
DA	21	6.1
UD	45	13.0
A	160	46.2
SA	115	33.3
Total	346	100.0

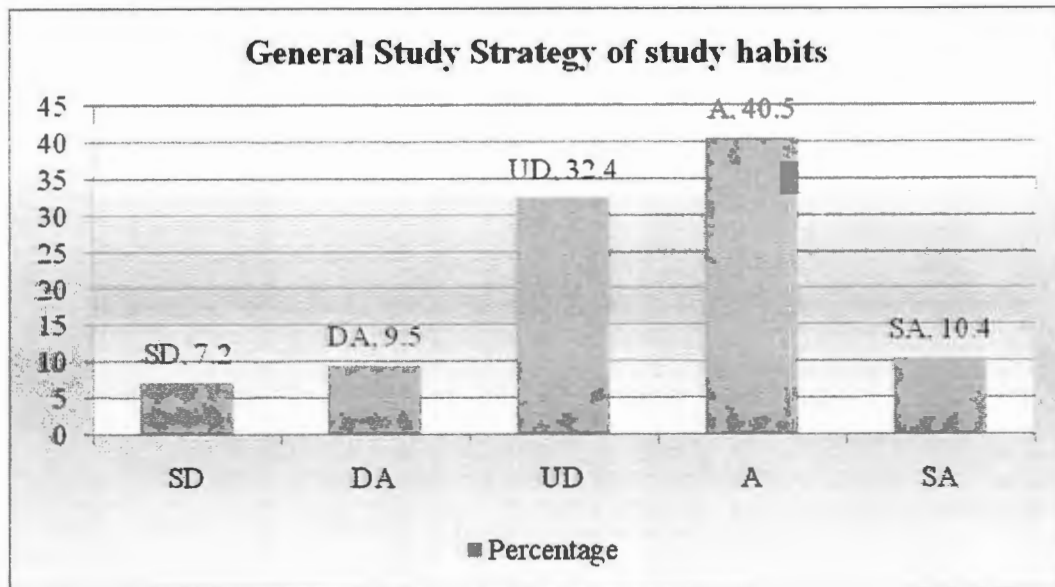


Graph 4.4 Class Attendance and Participations as Study Habit

The graph and table indicates that 46.2 % of respondents agree that there should be class attendance and participation and 33.3 % strongly agree, 6.1 % respondent disagree while 13.0 % respondents are undecided. It clearly indicates that most of the respondents agree that there should be class attendance and participation as study habit.

Table 4.5 Classification of the Respondent According to School Location

General Study Strategy as study habit		
	Frequency	Percent
SD	25	7.2
DA	33	9.5
UD	112	32.4
A	140	40.5
SA	36	10.4
Total	346	100.0

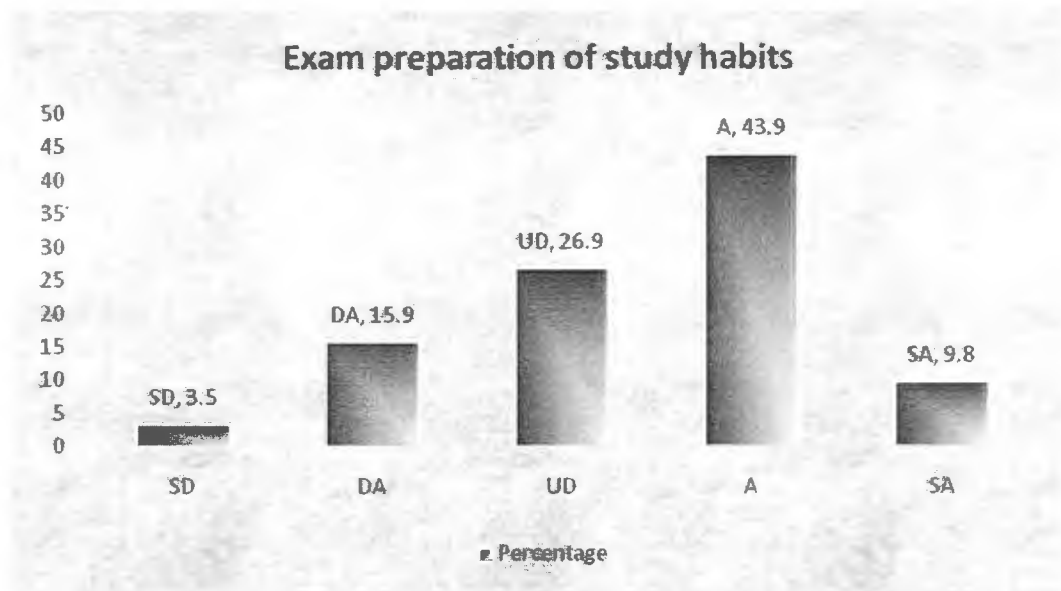


Graph 4.5 General Study Strategy as study habit

The table and graph indicate that 40.5 % of respondents agree that there should be class attendance and participation and 10.4 % strongly agree, 7.2 % respondents disagree while 9.5 % respondent are undecided. It clearly indicates that most of the respondents agree that there should be class attendance and participation as study habit.

Table 4.6 Classification of the Respondent According to School Location

Exam preparation as study habit		
	Frequency	Percent
SD	12	3.5
DA	55	15.9
UD	93	26.9
A	152	43.9
SA	34	9.8
Total	346	100.0

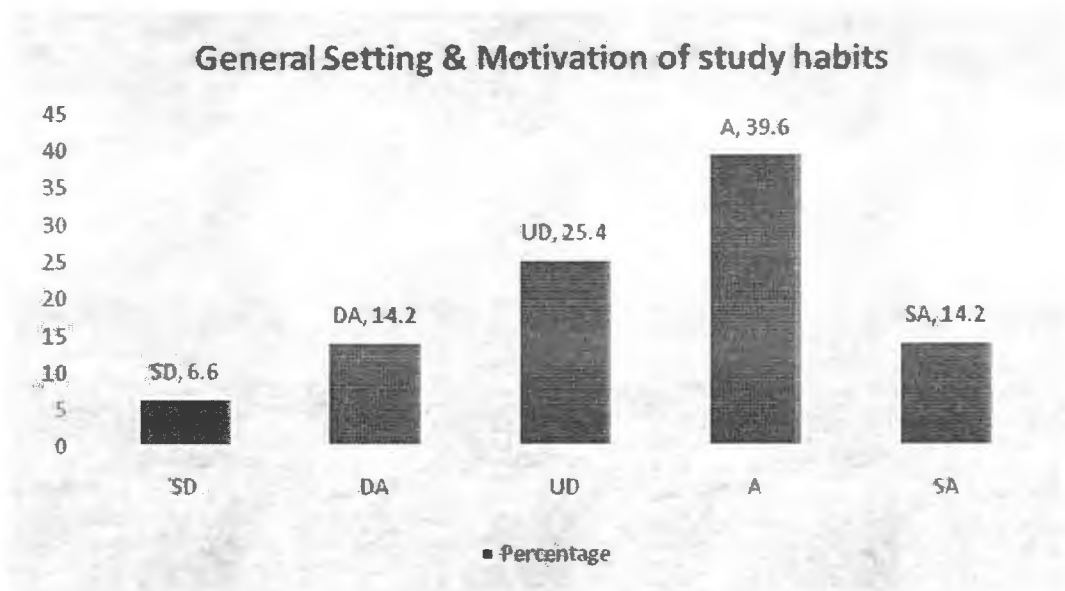


Graph 4.6 Exams preparation as study habit

The graph and table indicates that 43.9 % of respondents agree that there should be exam participation and 9.8 % strongly agree, 15.9 % respondents disagree while 26.9 % respondents are undecided. It clearly indicates that most of the respondents agree that there should be exam preparation as study habit.

Table 4.7 Classification of the Respondent According to School Location

General Setting and Motivation as the study habit		
	Frequency	Percent
SD	23	6.6
DA	49	14.2
UD	88	25.4
A	137	39.6
SA	49	14.2
Total	346	100

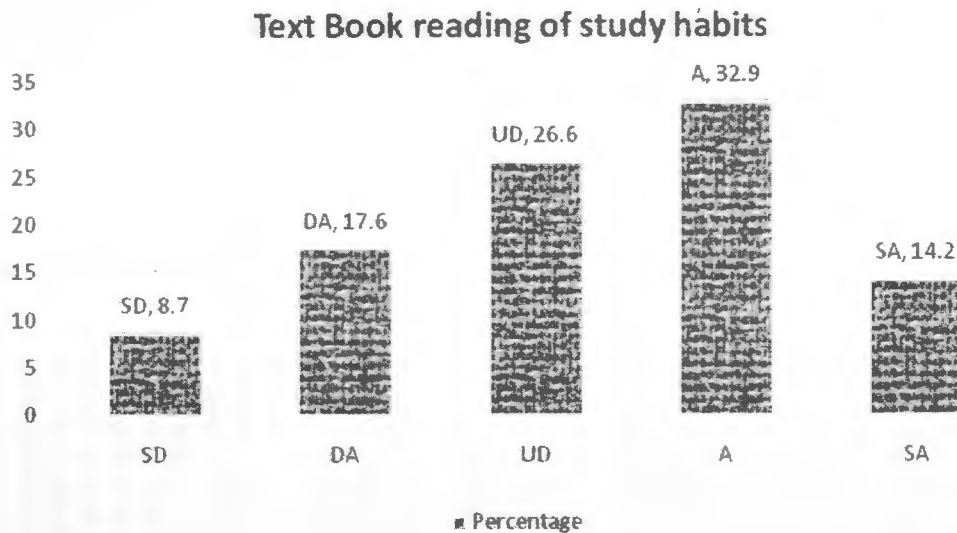


Graph 4.7 General Setting & Motivation as study habit

The graph and table indicates that 39.6 % of respondents agree that there should be general setting and motivation and 14.2 % strongly agree. 6.6 % respondents strongly disagree while 14.2 % respondent disagree and 25.4 % are undecided. It clearly indicates that most of the respondents agree that there should be general setting and motivation as study habit.

Table 4.8 Classification of the Respondent According to School Location

Text book reading as study habit		
	Frequency	Percent
SD	30	8.7
DA	61	17.6
UD	92	26.6
A	114	32.9
SA	49	14.2
Total	346	100

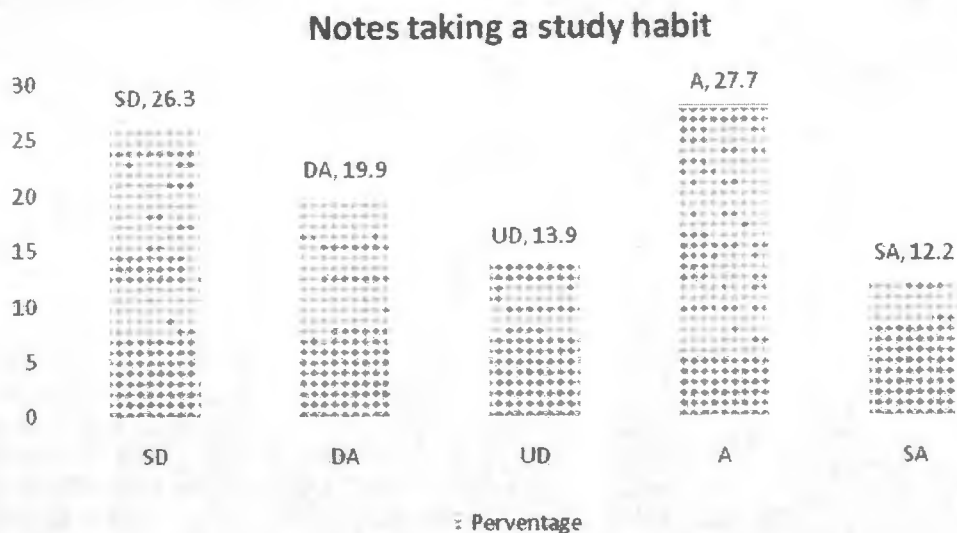


Graph 4.8 Text Book reading as study habit

The graph and table indicates that 32.9 % of respondents agree that there should be text book reading and 14.2 % strongly agree. 8.7 % respondents strongly disagree while 17.6 % respondents disagree and 26.6 % are undecided. It clearly indicates that most of the respondents agree that there should be text book reading as study habits.

Table 4.9 Classification of the Respondent According to School Location

Notes taking a study habit		
	Frequency	Percent
SD	91	26.3
DA	69	19.9
UD	48	13.9
A	96	27.7
SA	42	12.2
Total	346	100

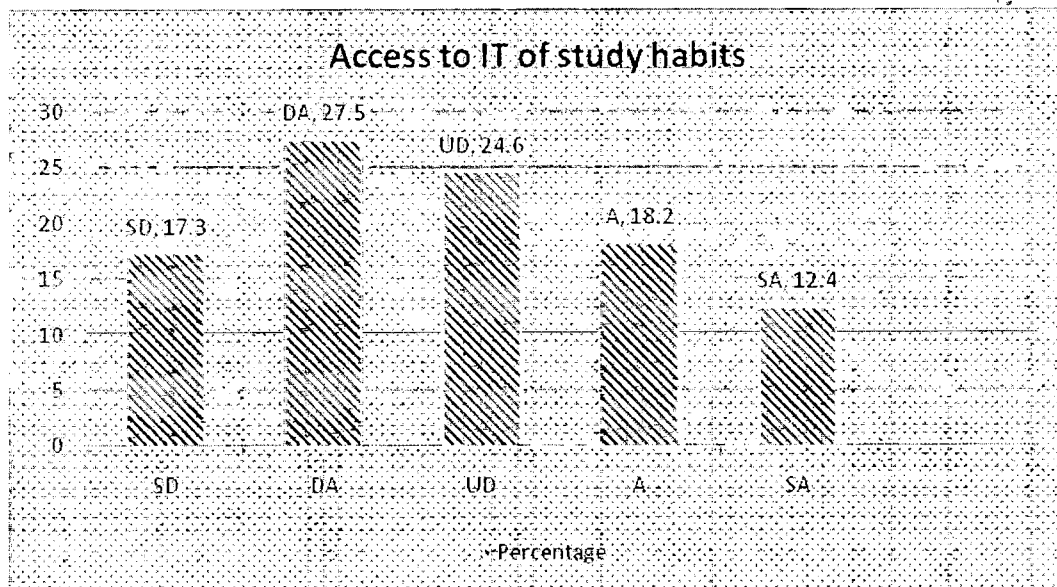


Graph 4.9 Notes taking a study habit

The graph and table indicates that 27.7% of respondent agree that there should be notes and 12.2 % strongly agree. 26.3 % respondents are strongly disagreeing while 19.9% respondents disagree and 13.9 % are undecided. It clearly indicates that most of the respondents agree that there should be notes taking as study habits and at second respondenst strongly disagree.

Table 4.10 Classification of the Respondent According to School Location

Access To It Of Study Habits		
	Frequency	Percent
SD	60	17.3
DA	95	27.5
UD	85	24.6
A	63	18.2
SA	43	12.4
Total	346	100



Graph 4.10 The use of IT as study habit

The graph and table indicates that 18.2 % of respondents agree that there should be the use of IT and 12.4 % strongly agree. 17.3 % respondents are strongly disagreeing while 27.5 % respondents are disagreeing and 24.6 % are undecided. It clearly indicates that most of the respondents disagree that there should be use of IT to improve the habits of study.

In all these comparisons we are testing that the mean of both rural and urban is same or not. Also, rural and urban respondents are compared on the basis of standard deviation.

Null Hypothesis: Mean of rural respondents = Mean of urban respondents.

Alternative Hypothesis: Mean of rural respondents \neq Mean of urban respondents.

Table 4.11

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Time Management of study habits	Male	149	3.73	0.711	-2.698	0.007
	Female	197	3.95	0.587		

From the table it is clear that the t-ratio and p-value do not reject the null hypothesis. Also, we can conclude that the mean is not different. Also the standard deviation (S.D) for female is minimum than male respondent. So, females have more sense for time management as study habit.

Table 4.12

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Class Attendance & Participation of study habits	Male	149	3.87	0.975	-4.502	0.000
	Female	197	4.36	0.783		

From the p-value (0.000) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D for female is less than the S.D. of male. So, we conclude that class attendance and participation of study habit for female is better than male.

Table 4.13

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
General Study Strategy of study habits	Male	149	3.23	1.088	-3.167	0.002
	Female	197	3.62	0.897		

From the p-value (0.002) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D for female is less than the S.D. of male. So, we conclude that general study strategy of study habit for female is better than male.

Table 4.14

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Exam preparation of study habits	Male	149	3.31	1.036	-2.916	0.004
	Female	197	3.66	0.844		

From the p-value (0.004) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D for female is less than the S.D. of male. So, we conclude that exam preparation of study habit for female is better than male.

Table 4.15

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
General Setting & Motivation of study habits	Male	149	3.25	1.128	-4.205	0.000
	Female	197	3.79	0.972		

From the p-value (0.000) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D (0.972) for female is less than the S.D. (1.128) of male. So, we conclude that general setting and motivation of study habit for female is better than male.

Table 4.16

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Text Book reading of study habits	Male	149	3.15	1.202	-3.484	0.001
	Female	197	3.62	1.029		

From the p-value (0.001) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The

S.D (1.029) for female is less than the S.D. (1.202) of male. So, we conclude that text book reading of study habit for female is better than male.

Table 4.17

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Notes taking a study habit	Male	149	2.53	1.373	-6.630	0.000
	Female	197	3.56	1.150		

From the table it is clear that the null hypothesis is significant at 5 % level of significance only. The p-value indicates that the data support the null hypothesis. The low value of standard deviation for female shows that the notes taking a study habits is better than as compared to male.

Table 4.18

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Access to IT of study habits	Male	149	2.70	1.274	-3.308	0.001
	Female	197	3.20	1.211		

From the p-value (0.001) and t-ratio (-3.308) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Accepting null hypothesis means that we conclude that the mean score for male and female is not same. Also the value of S.D. for female is less than male. From here we can conclude that the access to IT of study habits is better as compared to male.

Table 4.19

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Time Management of study habits	Rural	146	3.79	0.724	-	0.985
	Urban	200	3.79	0.612		

From the p-value (0.985) and t-ratio (- 0.018) it is clear that the null hypothesis is accepted and the alternative hypothesis is rejected. Accepting the null hypothesis means that we conclude that the mean score for rural and urban is same. Also the value of S.D. for urban is less than the rural. So, urban has more sense for time management of study habits as compared to rural.

Table 4.20

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Class Attendance & Participation of study habits	Rural	146	3.92	1.001	-2.235	0.026
	Urban	200	4.15	0.919		

From the p-value (0.026) and t-ratio (- 2.235) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means we conclude that the mean score for rural and urban is not same. The value of S.D. (1.001) of rural is greater than the S.D. (0.919) of urban. From here we can conclude that class attendance and participation of study habits for urban is better as compared to rural.

Table 4.21

	Location	N	Mean	Std. Deviation	t-ratio	p-value
General Study Strategy of study habits	Rural	146	3.57	0.852	6.280	0.000
	Urban	200	2.88	1.245		

From the p-value (0.000) and t-ratio 6.280) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means

that the mean score for rural and urban is not same. Also the value of S.D. for rural is less than the value of S.D. for urban. From here we can conclude that the general study strategy of study habits for rural is better as compared to urban.

Table 4.22

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Exam preparation of study habits	Rural	146	3.60	0.877	5.598	0.000
	Urban	200	3.02	1.105		

From the p-value (0.001) and t-ratio (5.598) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for rural is less than the S.D. of urban. From here we can conclude that the exam preparation of study habits for rural is better as compared to urban.

Table 4.23

	Location	N	Mean	Std. Deviation	t-ratio	p-value
General Setting & Motivation of study habits	Rural	146	3.55	1.328	3.847	0.000
	Urban	200	3.09	0.950		

From the p-value (0.000) and t-ratio (3.847) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the general setting & motivation of study habits for urban is better as compared to rural.

Table 4.24

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Text Book reading of study habits	Rural	146	3.53	1.234	6.075	0.000
	Urban	200	2.78	1.061		

From the p-value (0.000) and t-ratio (6.075), it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the text book reading of study habits for urban is better as compared to rural.

Table 4.25

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Notes taking a study habit	Rural	146	2.92	1.521	2.365	0.019
	Urban	200	2.56	1.309		

From the p-value (0.019) and t-ratio (2.365), it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the notes taking a study habit for urban is better as compared to rural.

Table 4.26

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Access to IT of study habits	Rural	146	2.84	1.304	0.062	0.951
	Urban	200	2.83	1.262		

From the p-value (0.951) and t-ratio (0.062) it is clear that the null hypothesis is accepted and the alternative hypothesis is rejected. Accepting null hypothesis means that the mean score for rural and urban is same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the access to I.T of study habits for urban is better as compared to rural.

Table 4.27

	Gender	N	Mean	Std. Deviation	t-ratio	p-value
Study Habits	Male	149	3.64	0.755	-5.441	0.000
	Female	197	4.11	0.709		

From the p-value (0.000) and t-ratio (- 5.441) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Accepting null hypothesis means that the mean score for male and female is not same. Also the value of S.D. for female is less than the S.D. of male. From here we can conclude that the study habits for female are better as compared to male.

Table 4.28

	Location	N	Mean	Std. Deviation	t-ratio	p-value
Study Habits	Rural	146	3.86	0.851	3.524	0.000
	Urban	200	3.57	0.708		

From the p-value (0.000) and t-ratio (3.524) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Accepting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the of study habits for urban are better as compared to rural.

CHAPTER 5

5.1 SUMMARY

For the smooth sailing of educational process there are certain factors which contribute in the overall academic development of the students. One of these factors is the development of study habits among the students. If these positive habits are created among the students then they not only perform better in their studies but these study habits relieve them from the stress and pain they usually face due to lack of these effective habits. The study investigates the main study habits found in rural and urban, male and female students of the HSS of division Sahiwal.

Following were the objectives of the study:

To identify the study habits of the rural students.

To identify the study habits of urban students.

To explore the views of male students on study habits of the rural students.

To explore the views of female students on study habits of the urban students.

To compare the study habits of rural and urban students.

To prepare rank order of the study habits of urban and rural students with reference to their frequency.

Population of the study consisted of all the male and female students enrolled in rural and urban higher secondary schools of Sahiwal Division. There are 40 Higher Secondary Schools in Sahiwal Division with location-wise breakup 28 rural and 12 urban schools and gender-wise break-up of 20 for girls and 20 for boys. Sample of the study consisted of 346 respondents.

A stratified random sample of 346 students was selected with reference to Gay (1999, p. 125) It involved proportionate selection from the schools. It may be pointed out that in some of the school's enrolment was as low as 15. Hence for selecting sample only those schools were included in the study which had a minimum enrolment of 25.

It was a quantitative study so a questionnaire was developed. That questionnaire was tested on 50 students and after the pilot study the whole sample was given the questionnaire and data was collected and then it was analyzed by using the T test. The collected data was analyzed and conclusions were drawn on the bases of findings and at the end the recommendations were made.

The areas which were probed were the time management of the students. The attendance of the students, motivation of the students, their exam preparation, students notes taking habits, text book reading and the use of information technology. Improvement in these areas definitely improves the student's attainment and confidence.

5.2 FINDINGS

The result of statistical analysis indicates the following findings.

From the table it is clear that the t-ratio and p-value do not reject the null hypothesis. Also, we can conclude that the mean is not different. Also the standard deviation (S.D) for female is minimum than male respondent. So, females have more sense for time management as study habit, table 4.11.

From the p-value (0.000) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The

S.D for female is less than the S.D. of male. So, we conclude that class attendance and participation of study habit for female is better than male, table 4.12.

From the p-value (0.002) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D for female is less than the S.D. of male. So, we conclude that general study strategy of study habit for female is better than male, table 4.13.

From the p-value (0.004) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D for female is less than the S.D. of male. So, we conclude that exam preparation of study habit for female is better than male, table 4.14.

From the p-value (0.000) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D (0.972) for female is less than the S.D. (1.128) of male. So, we conclude that general setting and motivation of study habit for female is better than male, table 4.15.

From the p-value (0.001) of t-ratio it is clear that the alternative hypothesis is accepted and we conclude that the mean for both male and female is not same. The S.D (1.029) for female is less than the S.D. (1.202) of male. So, we conclude that text book reading of study habit for female is better than male, table 4.16.

From the table it is clear that the null hypothesis is significant at 5 % level of significance only. The p-value indicates that the data support the null hypothesis. The low value of standard deviation for female shows that the notes taking a study habits is better than as compared to male, table 4.17.

From the p-value (0.001) and t-ratio (-3.308) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Accepting null hypothesis means that we conclude that the mean score for male and female is not same. Also the value of S.D. for female is less than male. From here we can conclude that the access to IT of study habits is better as compared to male, table 4.18.

From the p-value (0.985) and t-ratio (- 0.018) it is clear that the null hypothesis is accepted and the alternative hypothesis is rejected. Accepting the null hypothesis means that we conclude that the mean score for rural and urban is same. Also the value of S.D. for urban is less than the rural. So, urban has more sense for time management of study habits as compared to rural, table 4.19.

From the p-value (0.026) and t-ratio (- 2.235) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means we conclude that the mean score for rural and urban is not same. The value of S.D. (1.001) of rural is greater than the S.D. (0.919) of urban. From here we can conclude that class attendance and participation of study habits for urban is better as compared to rural table, 4.20.

From the p-value (0.000) and t-ratio 6.280) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for rural is less than the value of S.D. for urban. From here we can conclude that the general study strategy of study habits for rural is better as compared to urban , table 4.21.

From the p-value (0.001) and t-ratio (5.598) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value

of S.D. for rural is less than the S.D. of urban. From here we can conclude that the exam preparation of study habits for rural is better as compared to urban, table 4.22.

From the p-value (0.000) and t-ratio (3.847) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the general setting & motivation of study habits for urban is better as compared to rural, table 4.23.

From the p-value (0.000) and t-ratio (6.075), it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the text book reading of study habits for urban is better as compared to rural, table 4.24.

From the p-value (0.019) and t-ratio (2.365), it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Rejecting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the notes taking a study habit for urban is better as compared to rural, table 4.25.

From the p-value (0.951) and t-ratio (0.062) it is clear that the null hypothesis is accepted and the alternative hypothesis is rejected. Accepting null hypothesis means that the mean score for rural and urban is same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the access to I.T of study habits for urban is better as compared to rural, table 4.26.

From the p-value (0.000) and t-ratio (- 5.441) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Accepting null hypothesis means that the mean score for male and female is not same. Also the value of S.D. for female is less than the S.D. of male. From here we can conclude that the study habits for female are better as compared to male, table 4.27.

From the p-value (0.000) and t-ratio (3.524) it is clear that the null hypothesis is rejected and the alternative hypothesis is accepted. Accepting null hypothesis means that the mean score for rural and urban is not same. Also the value of S.D. for urban is less than the S.D. of rural. From here we can conclude that the of study habits for urban are better as compared to rural, table 4.28.

5.3 DISCUSSION

There are certain factors which play very important role in the academic development of a student. One such factor is the development of study habits among the male and female students. These study habits influence their performance.

Academic performance and time management is also co related. Those students who manage their time properly show higher grades comparatively to those who don't pay any attention for management of time. This trend of better time management is a good indicator of the performance of the students and in lowering stress.(T H Macan 1990).

. It was found those students who were present in the class more likely they responded more correctly than those students who were absent from the class. It is a

clear indicator that for a better performance in the course the attendance of the students is very crucial. (Mar burger, 2010)

How students view taking notes, to some ones it is necessary to keep the record of every learnt material so that they can revise the given syllabus in a short period. They also value it that it is good if some student is absent they can get guidance out of it. They also take notes that in this way they keep themselves awake a concentrated during the lectures. This habit of taking notes also enhances the conceptualization of the students. (Badger, 2001)

Lack of proper study habits lead to building of a kind of pressure on the students, on the other hand if proper study habits are adopted then the students not only spare themselves for building of any kind of pressure but also by adopting the healthy study habits they definitely improve their academic attainments.

(Elliott,1990) In one way or other the students feel anxiety for their studies. It may be the exam pressure or due to nervous habits but most of the students either positively or negatively they are suffering from some kind of anxiety. This anxiety some time pays well to the student and he works hard under the influence of this anxiety. But there are students who remain worried because of this anxiety. The results show that the study habits portray the mediating process and help to remove anxiety.

Use of information technology in schools, show different trends as girls like to be expert in designing and structure software and in other aspects their interest varies from application to application. The approach to use of computers varies on the bases of gender differences. The interest of teachers for ICT also varies as different teachers

have different approach in use of computers. The use of computers is also cause of good or bad performance in their grades. (Volman, 2001)

Under light of the findings of the study we may say that there should be a proper guidance provided to the students for the effectiveness of their educational career. Because of poor study habits many students suffer in their educational career. For the smooth sailing of the educational career the students must know about the good study habits.

The role of parents, teachers and peers must be supportive one as these are the people who assist their children, in this way, they perform well and their confidence level is quite high comparatively to those who don't find such guidance. The role of peers in this respect is also equally important as the students learn and adopt good habits from their comrades.

5.4 CONCLUSION

On the bases of the findings of the study the following conclusion was drawn.

The analysis of the study reveals that the females have more sense of time management regarding study habits. The habit of class attendance and participation of females is better than males. The general study strategies shown by the females are better than the male students. The habit of exam preparation, general setting and motivational level of the female students is higher than that of male students. The female students have shown a better tendency regarding text book reading than male counterparts.

So far as notes taking habit of the students is concerned here female are showing better than those of the male students and same is the case with respect to the use of the IT, while urban students showing better study management than the rural ones. The urban student's class attendance is also better as compared to the rural students. While the general strategies regarding the studies shows an edge for the rural students over urban ones, even exam preparation of the rural students is better than the urban students.

Text book reading shows a stronger tendency by the urban students than that of the rural ones. Same is the case with the notes taking habit of the students as the urban students exhibit a better study habit than the rural students. The access to IT is shown better by the urban students than the rural ones. On the whole it is concluded that the study habits of female is better than male students and the urban students also shows better study habits than that of the rural students.

5.5 RECOMMENDATIONS

Keeping in view the findings of the study the following recommendations have been made.

1. Good study habits create a difference among the students so they should adopt healthy study habits.
2. The Government may take steps to introduce I.T to the rural students so that they can benefit from the latest beneficial invention.
3. The parents as well as teachers may play their role in inculcating good study habits and help them overcome nervous study habits.

4. The gap regarding study facilities must not be widened between rural and urban student. In this respect Govt. and NGOs may play their role.
5. Parents may assist their children rather than relying heavily on tutors.
6. In case of non-availability of separate room for study, the family members may extend support and co-operation to students during study hours.
7. Parents in particular and masses in general may be educated to promote female education for better and prosperous future of the nation.

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Appendix X

QUESTIONNAIRE FOR HIGHER SECONDARY LEVEL STUDENTS

Note: All information concerning these questions will be reserved severely confidential. It will be accessible to the researcher and only used for research purpose.

Demographic Information

Name: _____ Dated: _____

Male	Female
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Gender:

Name of School: _____

Rural	Urban
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School:

Please read the following statements carefully and tick (✓) the option you consider the best possible answer.

1. Strongly Disagree (SA) 2. Disagree (D) 3. Undecided (UD) 4. Agree (A) 5. Strongly Agree(S)

Sr. No	Statements	SD	DA	UD	A	SA
1	Do you prefer a separate room for study?					✓
2	Is it the morning time that suits you the most for study?					
3	Evening time is the best time to study as calm prevails everywhere at this time.					
4	You have a calendar of the semester and it is marked with exam dates, project due dates and assignments.					
5	You keep a weekly schedule of your classes and activities.					

6	You use daily "to do" lists.					
7	You study on the weekends					
8	Do you prefer to study individually?					
9	You get to class early or on time.					
10	Is it the collective study that helps you the most?					
11	You get help in study matters from your peers.	A	SA	UD	D	SD
12	Your parents help you in study.					
13	You work on more difficult classes first.					
14	You set specific goals for each study session.					
15	You have a regular study area that is free of distractions.					
16	You take breaks when you study.					
17	You review older material first when studying for exams.					
18	When studying for exams, you review over several sessions.					
19	You study for exams at least five days in advance.					
20	You make up exam questions and answer them as you study.					
21	You make up exam questions using the same format that the actual exam will use.					
22	You review for exams with a peer or a small study group.					
23	You review for exams by explaining concepts to others.					
24	You are motivated to do well when exams are near.					
25	You set realistic goals in study hours and work to meet them.					
26	You set your priorities and stick to them.					
27	You assess your strength and challenges in order to make positive changes.					
28	You seek help when necessary.					
29	You resist frequently distractions.					
30	You reward yourself when you have successfully accomplished your study goals.					

31	You skim headings and chapter introductions before you read the chapter.					
32	You read study questions and summaries before you read the chapter.					
33	You look for main ideas in what you read.					
34	You underline or highlight main ideas when you read.					
35	You take organized and legible notes during class.	A	SD	UD	D	SD
36	You review and revise your notes soon after class.					
37	You take notes as you read your assignments.					
38	You use internet for getting new information.					
39	You prepare your assignment on the computer.					
40	Your family members help you making assignments on computer.					
41	You listen to Radio, T.V or read newspapers, magazines to increase your information.					