Impact of Study Habits on the Academic Achievement of KGBV Students at Secondary Level

Dr. S. Vijayavardhini, Dr. T. Aruna Kumari

Associate Professor Dept. of Education Dravidian University Kuppam – 517 426
Research Scholar Dept. of Education Dravidian University Kuppam – 517 426

ABSTRACT: Study habits plays significant role in acquistion of knowledge, develop perceptual capacities. Generally good study habits will enhance academic achievement of the learner. Habits are very important in a persons life. Coming to Education study habits are much more vital. In this present study the researcher made an attempt to find out the impact of study habits on the academic achievement of KGBV students. The main aim behind launching KGBV's by the Government of India in to reduce the gender disparity among SC / ST, OBC and Minority Communities in educationally backward regions. In this context the researcher selected KGBV students from both Costal Andhra and Rayalaseema regions of Andhra Pradesh State, by using simple random sampling technique and conducted study on 1200 students studying in KGBV schools. The collected data was analysed by using appropriate statistical techniques like Mean, S.D, 't' test, 'f' test and multiple regression analysis. The results of the study revealed that there is a positive relationship between the study habits and academic achievement of students ofsecondary level studying KGBVs.
KEY WORDS: study habits, academic achievement,

I. INTRODUCTION

Education is the development of desirable habits, skills and attitudes. It is the process of shaping the behavior of young children in accordance with the national goals. Education is the process of turning out an individual into a sensitive, productive citizen.

Education is a vital aspect in the steadfast growth of every country. It is very crucial for the financial and communal improvement in the country. Education is defined as the continuous transition system of handing over the traditions and culture over generations. Education is viewed as a product of experience, which helps for the manifestation of the personality of an individual. Education is indispensable for the wellbeing and survival of mankind. It is means meeting the lifelong necessities of the individual. The main reason of the current system is to ensure sustenance of quality so that the students are equipped with life skills. It should enable them acquire employability, sociability and utility.

Study habits are vital and have significant role in shaping the success of the learner. Study habits can be defined as the regular tendencies in attaining information all the way through learning. In other words, study habits are special strategies learned in a short time. They are of utmost important to academic success. An array of study habits will enhance the process of organizing and accepting new information.

The National Educational Policy of education, 1986 also noted that students' academic achievement not only focus on preparing individuals for useful living but also eligible for higher education which can be attained by developing high self-concept, study skills, positive attitudes, hard work and by effective methods.

Crow and Crow (1969) about academic achievement "the extent to which learner is profiting from instructions in a given area of learns that is achievement is reflected by the extent to which skill or knowledge has been imparted to him/her". It's the responsibility of the schools or any educational institutions to enchase the scholastic growth and in developing the child.

Study habits are referred to mostly as peripheral factor that make possible in the study process viz., sound study routines that include how often a student connects in studying sessions, review of the study material, self-evaluation, rehearsals of the material, and study in a congenial atmosphere.

Study habits refer to the actions carried out by a learner during the learning process for the purpose of improved learning. This has three

components, concerning, the what, when and why of the study habits.

Study habits are intended to induce and guide one's remembering process during learning. Study habits play a major role in the achievement of children. Advanced learning results of every child is the result of an outstanding study habits. "Study habits means the ability of the learner to schedule his time the plan of his study the habit of concentration, comprehension, task orientation, interaction, drilling, supports, recording, language distributed learning and so on." The Individual gets Instructions according to the laves of his heredity but habit is the result of practice of once own individual life. According to wood Warth "A well learnt performance is habit is the final stage of the learning process consists in the family and tendency to perform over against and more her less automatically action which cover at first performed with effort full attention."

Mc Dougall, thinks that habit can never work as an incentive. According to him every habit is formed as a result of some instinctive activity thus habit has no independent incentive of its own. It is always in relation to some instinct. The basis of habit formation is an instinct. But it does not mean that a habit has no independent status of its own in order to work as an incentive. Like instincts, habits, too become a part of the individual's mental make-up.

Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continues assessment and the goal may differ from an individual or institution to another. Academic achievement is a term used in school when a student does well in academics. They achiever or do well in an area of school and do well in their studies. An academic achievement is something you do or realize at School University of college in class, in a laboratory, library or field work.

Government of India (GOI) with the aim to cherish and accomplish the object of EFA (Education for All), had launched KGBVS (Kasturiba Gandhi Balika Vidyalaya Scheme) in July, 2004 especially for girl students communities in MINORITY, OBC, SC and ST from the backward blocks of the Country.

Objectives of KGBVS are:
- Since the independence, India has encountered many perplexing problems, particularly in promoting the girls' education. The importance of girls' education cannot be overemphasized in the present day context. In view of the major

issues and concerns achieving the goal, the tenth five year plan (2002-07) suggested gender specific schemes to decrease gender difference in education.
- KGBV (Kasturiba Gandhi Balika Vidyalaya Scheme) is constructive and innovative steps to empowering the girls in strength from their primary education. The Government of India proposed special residential schools for girl children from Minority, OBC, SC and ST communities in educationally backward regions having low female literacy.
- To reduce gender disparities.
- To reduce the significant gap in enrolment of girl child at primary level and upper primary level.
- To ensure access to the girl's disadvantage communities SC & ST / OBC & MINORITIES.
- To set up residential schools with boarding facilities from primary to secondary level.

Need of the Study

Any system of education should aim to establish proper study habits in students. Generally it is believed that now-a-days students do not spend their time on studies and not-seldom to proper guidance, proper study habits. Good study habits are to be inculcated in the students to get better academic achievement. Individual dissimilarity in academic performance is often associated with various aspects like intelligence, study habits, and their hard work. Conventionally students with high mental ability and those who are with good study habits will achieve high in their academics. Study habits have been concerned with analyzing different types of relationship both associative and predictive that exist between academic achievement and study habits.

The study focuses on 'Study habits, it impact on the academic achievement of Kasturiba Gandhi Balika Vidyalaya (KGBV) students in the State of Andhra Pradesh. There are a few studies documented on the functioning of KGBVs in the State of Andhra Pradesh viz., University of Hyderabad (UOH), Department of Sociology (2009) suggested to include Girls with disability in the scheme; Swachitha, P., et al (2015) brought out success stories of KGBV passed out girls in Andhra Pradesh; Umadevi (2018) studied functioning of KGBVs in Kurnool district of Andhra Pradesh. On the other hand, PritiChaudhari& others (2012) reported that the availability of material resources was not a problem in most of the cases but adequacy and usability was not observed. Most of the teachers in position at KGBVs were found to be

from arts discipline and few teachers are with science background. Due to low salary job satisfaction is lacking among the teachers. Physical education training was found to be poor. Minaketan Das, (2013) concluded that the availability of teaching learning materials in all the KGBV is sufficient but they are rarely used. Activity based teaching is held occasionally. The co-curricular activities are observed in all the KGBV regularly. It observed that some passed out KGBV students have played critical role in motivating other dropout girls of their locality. Umadevi.L et al (2014) found that most of the girls were found to be average and below average at their studies. The majority KGBV girls are dropped out and never enrolled.

Thus, it is evident that there are umpteen researches documented and still research is on its way to find out various means to fulfill the internationally cherished goal of Education for All (EFA), especially for Girls through Kasturiba Gandhi Balika Vidyalayas (KGBVs), but the researchers conducted in the State of Andhra Pradesh seem to be in embryonic stage.

II. REVIEW OF LITERATURE

Nuthana, P. G., & V Yenagi, G. (2010) analyzed factors affecting academic achievement; Felicity Akpene Akagah (2011) investigated the influence of study habit on academic performance; Aquino, L. B. (2011) studied the favorable and unfavorable study habits; G.I. Osa-Edoh, and A.N.G. Alutu (2012) examined students study habit and their academic performance in Nigeria; Rajakumar M and Soundararajan M (2012) explored the study habit of higher secondary students in Tirunelveli District; Chaudhari, A. N. (2013) examined the study habits of higher secondary school students in relation to their academic achievement in the Banaskantha District of Gujarat; Mendezabal, M. J. N. (2013) investigated the relationship of students' study habits on licensure examinations; Sukhdev Singh Sandhu(2014) conducted a study to find the relation of academic achievement of adolescent with emotional intelligence and study habit; Haider, A., & Verma, A. (2014) conducted an explorative study on study habits of class 10th students; Sanjay Kumar (2015) unveiled perceptions on study habits of undergraduate students and academic performance; Bulent, A., Hakan, K., & Aydin, B. (2015) explored undergraduates' study skills on academic achievement; Ogundokun, M. O., & John, F. O. (2016) examined study skills, student attitude and study group as predictors of study habits of

secondary school students in Itesiwaju in Oyo State; Malik, Muniza; Parveen, Nagina (2016) analyzed the differences between study habits and attitudes of high and low academic achievers; Laxmi, V., & Kaur, P. (2017) tried to find out the study habits and attitudes of secondary school students with respect to gender; Nandhini (2017) investigated Study Habits and Academic Achievement of Higher Secondary School Students with respect to Gender and Type of the School; Hassan U, Sadaf S, Aly SM, Baig LA.(2018) investigated study habits of first year MBBS students; Singh, R. (2018) examined the study habits of senior secondary school students in relation to their gender and locality; Joy, J. (2018) focused on the relation between study habits and academic success in Thiruvananthapuram district; Anil Kumar (2018) studied relationship between the Academic Performance and Study Habits.; Zahra Sadry, Sharifah Muzlia Syed Mustafa (2019) probed the correlation between study habits and academic achievement of Afghan students.

Kasturba Gandhi Balikala Vidyalayas (KGBVs)

University of Hyderabad (UOH), Hyderabad (2009) studied the functioning of KGBV in the State of Andhra Pradesh; Priti Chaudhari et al (2012) investigated the impact of KGBVs on Girls' Education and Retention; Gogoi, Sampreety(2014) appraised Kasturba Gandhi Balika Vidyalaya (KGBV) implemented under Sarva Siksha Bbhijan in Assam;Gogoi, Sampreety and Goswami, Utpala (2015) studied efficacy of Kasturba Gandhi Balika Vidyalaya (KGBV) in Assam on academic performance of children; Swachitha, P., et al (2015) brought out success stories of KGBV passed out girls in Andhra Pradesh; Manorama (2016) Studied the status of Kasturba Gandhi Balika Vidyalaya of Bijnor District (U.P.); Kajal Das; Sayed Nurus Salam; Samirranjan Adhikari (2017) Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme as a facilitator to academic motivation; Pushpa Namdeo.R (2018) influence of locale on educational opportunities of the students of KGBV; Ahmad Irshad et al (2019) explored the perception of KGBV teachers in Kashmir division and Umadevi (2019) appraised the functioning of KGBVs in Kurnool district of Andhra Pradesh.

From the above studies it is clear that there are well-documented researches on test anxiety and academic achievement and still research is on its way, but impact of test anxiety on the academic achievement of Kasturba Balika Vidyalayas (KGBVs), especially in the State of Andhra Pradesh, seem to be in a nascent stage. As none of

the studies could throw sufficient light on the problem on hand,

III. OBJECTIVES OF THE STUDY
1. To find out the study habits among the students of Kasturiba Gandhi Balika Vidyalaya of 8th and 9th standards.
2. To find out the significant difference if any in the Study habits of Kasturiba Gandhi Balika Vidyalaya students of 8th and 9th standard due to variation in their age, class, community, parental education, parental occupation number of children and birth order.
3. To know how far and to what extent study habits have the influence impact on the academic achievement of KGBV students.

Assumptions of the Study
1. Study habits of Kasturiba Gandhi Balika Vidyalaya students may vary due to variation in their age, class, community, parental education; parental occupation number of children and birth order.
2. It is possible to predict the contribution of Study habits on the academic achievement of KGBV students.

Hypothesis of the Study
1. There exist significant difference in the study habits of Kastriba Gandhi BalikaVidyalaya students of 8th and 9th standards due to variation in their age, class, community, parental education, parental occupation, number of children and birth order.
2. To know how far and to what extent the study habits have its effect on academic achievement of Kasturiba Gandhi Balika Vidyalaya students of 8th and 9th standards.

Variables of the Study
In the present the independent variable that is study habits is a factor which is manipulated, observed and selected by the investigator for the purpose of determining influence as observed phenomenon. It is also called as the stimulus variable or the input variable. The dependent variable is an academic achievement which is measured and observed by the investigator to determine the effect of independent that is study habits variable on it.

I.   Dependent variable
Academic achievement
II.   Independent variable
Study habits

III. Demographical variables
1. Age   : 12-14years, 15 and above
2. Class   : 8th and 9th
3. Community   : OC, BC, SC/ST
4. Parental Education: Father/Mother (illiterate/ literate)
5. Parental occupation: Father/Mother (Agriculture/Business/Employee)
6. Number of children   : 1, 2 members, 3 and above
7. Birth order   : 1,2,3,4 and 5.

IV. DESIGN OF THE STUDY
To study the present problem the investigator used normative survey method.
Locale and Sample of the Study
- To study present problems, the researcher selected the students studying in KGBV at secondary levelAndhra pradesh state consists two regions namely Coastal Andhra and Rayalaseema region. There are 13 districts in Andhra Pradesh, and 345 KGBV schools.
- In the first stage the researcher identified 3 districts from costal Andhra and 3 districts from Rayalaseema region.
- In the second stage the researcher identified 4 schools from each District i.e. 12 KGBV schools from Costal Andhra and 12 KGBV schools from Rayalaseema Region.
- In the third stage the researcher selected the students of 8th and 9th standards from 24 KGBV schools from 6 districts of Andhra Pradesh by using simple random sampling technique. Thus the total sample consists of 1200 students.

Tools used in the Study
To study the present problem the investigator developed Study Habits inventory and established validity and reliability by conducting pilot study. The reliability of study habits inventory in (0.8) and validity (0.9).   The study habits inventory consists of 42 statements under 10 dimensions
i) Comprehension ii) Concentration iii) Task orientation iv) Study sets v) Interaction vi) Drilling vii) Supports viii) learning motivation ix) Memory x) Taking examination.

Scoring
The inventory comprise of 42 items pertaining tool line sub components. The items have been drafted in positive items 29 items and negative 13 items. Positive items were given 5,4,3,2, and 1 for negative items 1,2,3,4, and 5.

Data Collection

To collect the data from the students of KGBVS the investigators personally visited the schools and obtained permission from the Head of the Institutions. The students were briefed about the purpose of the study and were given sufficient time to fill the inventory given to them. They were informed the data given by them will be put in confidential and it will be used only for research purpose.

Statistical Techniques

To analyse the data the investigator employed appropriate statistical techniques like Percentages, Mean, SD, 't' test, F test, Multiple Regression Analysis.

Levels of Study Habits of KGBV Students

One of the objectives of the study is to access the level of study habits of the KGBV students. The study habits level of KGBV students have been divided into 10 groups according to dimensions wise high, moderate, low, based on the values provided in the study habits scale developed by the investigator, and the values are shown in table 4.1

Table.4.1: Levels of Study Habits of KGBV Students

DIMENSIONS	High		Moderate		Low		Total	
	N	%	N	%	N	%	N	%
Comprehension	1084	90.33	100	5.00	16	1.3	1200	100
Concentration	453	37.75	388	32.30	359	29.9	1200	100
Task Orientation	411	34.25	630	52.50	159	13.25	1200	100
Study Sets	547	45.5	469	39.10	184	15.33	1200	100
Interaction	737	61.4	342	28.50	121	10.08	1200	100
Drilling	1016	84.6	151	12.60	33	2.75	1200	100
Supports	1033	86.08	131	10.90	36	3.00	1200	100
Learning Motivation	1012	84.3	152	12.70	36	3.00	1200	100
Memory	991	82.5	173	14.40	36	3.00	1200	100
Taking Examination	882	73.5	263	21.90	55	4.58	1200	100
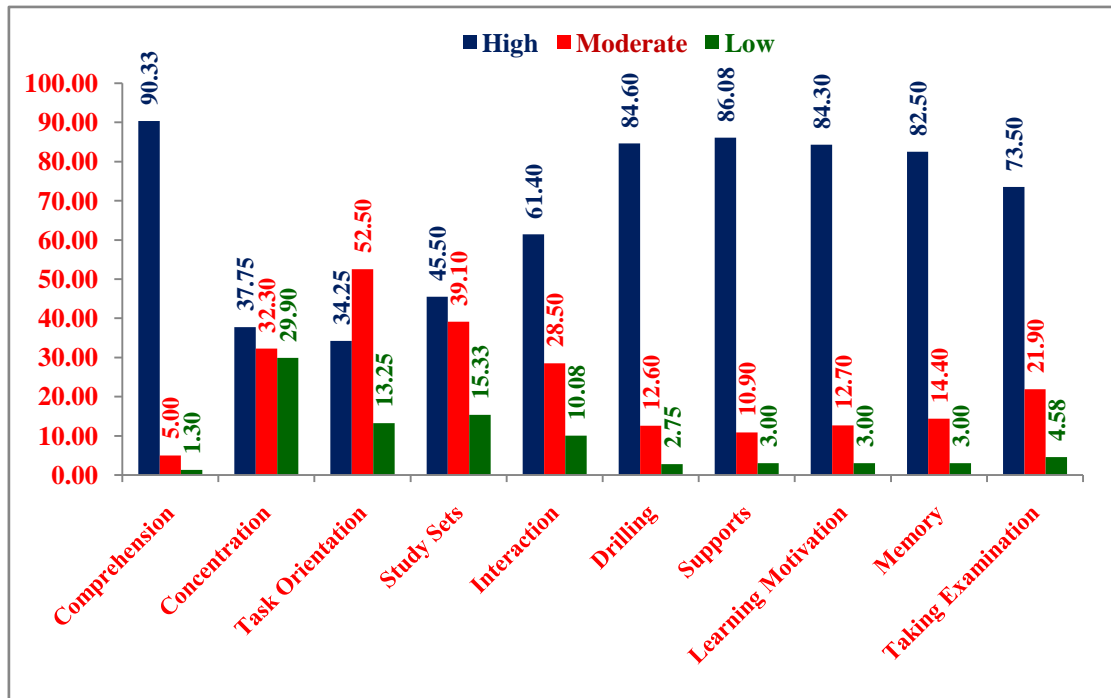
Graph - 4.1: Levels of study habits of KGBV students

From the above table 1 in the dimension of Comprehension of study habits the study found that 90.33% of the students posses high level of study habits, 5% of the student posse moderate level of study habits, 1.3 % of the students poses low level of study habits.

In the dimension of concentration of study habits the study revealed that 37.75% of the students possess of High level of study habits, 32.30% moderate and 29.9% of the students possess Low level of study habits.

In the dimension of Task Orientation of study habits the study revealed that 52.50 % of the students possess of Moderate level of study habits, 34.25 % High level and 13.25% of the students possess Low level of study habits.

In the dimension of Study Sets of the study revealed that 45.5 % of the students possess of High level of study habits, 39.10% moderate and 15.33% of the students possess Low level of study habits.

Study habits towards the Interaction of the study found that 61.4 % of the students possess of High level of study habits, 28.50% moderate and 10.08% of the students possess Low level of study habits.

Study habits towards the Drilling of the study found that 84.6 % of the students possess of High level of study habits, 12.60% moderate and 2.75% of the students possess Low level of study habits.

Study habits towards the Supports of the study found that 86.08 % of the students possess of High level of study habits, 10.90% moderate and 3.00% of the students possess Low level of study habits.

In the dimension of Learning Motivation of study habits the study revealed that 84.3 % of the students possess of High level of study habits, 12.70 %moderate and 3.00% of the students possess Low level of study habits.

In the dimension of Memory of study habits the study revealed that 82.5 % of the students possess of High level of study habits, 14.40% moderate and 3.00% of the students possess Low level of study habits.

In the dimension of taking examination of study habits, the study revealed that 73.5 % of the students possess of High level of study habits, 21.90% moderate and 4.58% of the students possess Low level of study habits.

Mean SD, t Value and Level of Significance for the variables of study habits of KGBV Students with respect to their 'Age, Class.

Variables		N	Mean	SD	t value	Level of significance
Age	12-14 Years	1158	158.77	19.30	1.628	@
	15 and Above	42	153.86	15.98		
Class	8th Class	600	162.00	19.91	1.823	@
	9th Class	600	160.00	18.08		

Note: @ Not significant at 0.01 level, table value - 2.58

From the above table 4.2 it is obvious that the obtained t-values of study habits scores with respect to variables Age (1.628) and class (1.823) is less than the table value 2.58 and not-significant at 0.01 level. Hence the formulated hypothesis there exist significant difference in the study habits of KGBV students due to variation in their Age and Class is rejected.

4.3 Effect of Parental Education on the study habits of KGBV students
Hypothesis:
There exists significant difference in the study habits of KGBV students of 8th and 9th Standard due to variation in their parental Education.

Table–4.3: Mean SD, t value and Level of Significance for the variables of study habits of KGBV Students with respect to their parental education.

Variables		N	Mean	SD	t value	Level of Significance
Father Education	Illiterate	695	157.27	18.66	2.807	*
	Literate	505	160.41	19.82		
Mother Education	Illiterate	855	158.19	19.11	2.187	*
	Literate	345	160.59	19.43		

Note: * Significant at 0.05 level, table value -1.96

From the above table 4.3 it is obvious that the calculated t-values of study habits scores with respect to variable Father education (2.807) and Mother education (2.187) is greater than the table value 1.96 and significant at 0.05 level. Hence the formulate hypothesis "there exist significant difference in the study habits of KGBV students due to variation in their parental education is accepted.

4.4 Effect of Number of children and Birth order on the study habits of KGBV students
Hypothesis:
There exist significant differences in the study habits of KGBV students of 8th and 9th Standard due to variation in their 'Number of Children and Birth Order'.

Table 4.4: Mean SD, t value and Level of Significance for the variables of study habits of KGBV Students with respect to their 'Number of Children and Birth Order'

Variables		N	Mean	SD	t value	Level of significance
No of children	1-2 Members	553	157.60	20.55	1.660	@
	3 and Above	647	159.44	17.96		
Birth Order	1-2 Members	930	157.00	18.51	5.380	*
	3 and Above	270	164.07	20.56		

Note:@ Not significant at 0.01 level, *Significant at 0.01 level, Table value -2.58

From the above table 4.4 it is obvious that the calculated t-values of study habits scores with respect to variable no of children (1.660) is less than the table value 2.58 and not significant of 0.01 level. Hence the formulated hypothesis "there exist significant difference in the study habits of KGBV students due to variation in their "Number of children" is rejected. Whereas, the calculated t value of study habits with respect to variable birth order (5.380) is greater than the table value 2.58 and significant of 0.01 level. Therefore it can be said that the formulated hypothesis there exist significant difference in the study habits of KGBV students due to variation in their birth order is accepted.

4.5 Effect of Community and Parental Occupation on the study habits of KGBV students
Hypothesis:
There exist significant differences in the study habits of KGBV students of 8th and 9th Standard due to variation in their 'Community and Parental Occupation'.

Table–4.5: Mean Square, Sum of Squares, F Value and Level of Significance for the variable of study habits of KGBV Students with respect to their 'Community and Parental Occupation'

Variables		Sum of Square	df	Mean Square	F value	Level of significance
Community	Between Groups	484.622	3	161.540	0.572	@
	Within Groups	337519.3	1196	282.206		
	Total	338003.92	1199			
Father Occupation	Between Groups	814.868	2	407.434	1.105	@
	Within Groups	441550.7	1197	368.881		
	Total	442365.5	1199			
Mother Occupation	Between Groups	455.272	2	227.636	0.617	@
	Within Groups	441910.3	1197	369.182		
	Total	442365.5	1199			

Note: @ not significant at 0.01 level, Table value -4.60

From the above table 4.5 it is obvious that the calculated t-values of study habits scores with respect to variable community (0.572) father occupation (1.105) mother occupation (0.617) are less than the table value 4.60 and not significant at 0.01 level. Hence the formulated hypothesis there exist significant difference in the study habit of KGBV students due to variation in their community and parental occupation is rejected.

4.25 Prediction of the study habits to the academic achievement of KGBV students
Hypothesis:
To know how far and to what extent the study habits have its effect on academic achievement of Kasturiba Gandhi Balika Vidyalaya students of 8th and 9th standards.

Table–4.25: Prediction of independent variable (study Habits) to the dependent variable (academic achievement) of KGBV students

S. No.		Sum of Squares	df	Mean Square	F	level of significance
1	Regression	52358.61	1	52358.61	4.21	*
	Residual	1488382	1198	12427.69		
	Total	1540741	1199			
Independent Variable - Study Habits						
Dependent Variable - Academic Achievement						

Note: * Significant at 0.01 level, Table Value – 3.84

From the above table 4.25, it is obvious that the obtained F- value (4.21) is greater than the table value 3.84 and significant at 0.01 level. Hence, the formulated hypothesis is to know how for and what extent the prediction of significant positive relationship between study habits and academic achievement of KGBV students of 8th and 9th standards.

V. FINDINGS OF THE STUDY
1. Majority (68.05%) of the students expressed high level of study habits with respect to the dimensions of comprehension, concentration, task orientation, study sets, interaction, drilling, supports, learning motivation, memory, taking examination. Whereas 23.32% of the students expressed moderate level of study habits and 8.62% of the students possess low level of study habits in overall dimensions.
2. There is no significant difference in the study habits of KGBV students with respect to their Age and Class.
3. There is no significant difference in the study habits of KGBV students with respect to their Community, Number of Children and Parental Occupation.
4. There exist significant difference in the study habits of KGBV students with respect to their Parental Education.
5. There exist significant difference in the study habits of KGBV students with respect to their Birth Order.
6. According to the predictions of independent variable (study habits) to the dependent variables (academic achievement) the study tells there is positive relationship between the study habits and academic achievement. As, study habits are high the academic achievement is also high.

Implications of the Study
According to behaviourist instincts motivate a person to do a specific act, similarly habits that make a person restrict to get back to some previous experiences. Therefore habit is the

result of practices of once individual life. Habit can also be said that as learnt performance. In the context of learning, habits play a vital role. A person study habits have its influence on his/her Academic achievement.

From the present study majority of the students exhibited high level of study habits. Effective study habits improve the ability to retain the reading material, enhance right attitudes towards learning aspects, choosing appropriate learning environment, minimize distractions and enhance a span of attention, helps in setting realistic goals.

It can be said that study is not only a necessary task, it can also be consider as an opportunity to learn new things and also an enjoyment to know the unknown issues/events.

It is the need of the hour, that the teachers should a play a significant role in conducting and maintains study hours in school. Every day morning and evening especially in residential schools, the study hours, should maintained strictly, so as to achieve the national educational goals.

To achieve one of the KGBV objectives i.e. to reduce the gender disparities at primary and upper primary level, it can be possible by maintain and inculcating good study habits among students. Good study habits naturally enhance academic achievement.

Study habits dimensions – i) Comprehension ii) Concentration iii) Task orientation iv) Study sets v) Interaction vi) Drilling vii) Support viii) learning motivation ix) Memory x) Taking examination has positive relationship with academic achievement. It is one of the positive sign which is required for the students not only to attain more marks in the test and exams , but also helps to develop strong personality and to settle well in the profession they are interested . Hence, the study has implications for the curriculum developers to integrate the aspects of developing study habits keeping the dimensions in the mind, with the curriculum of KGBV school students.

Ways to improve good study habits
- Develop positive thinking and identify one's own skills and ability in learning.
- Fix study timings subject wise allot more time to difficult and hard subjects less time to easy subjects.
- Meaningful repetition will improve retention power use the principle of "**practise makes man perfect".**
- Do not compare one's learning styles or study habits with others.

- Design one's own study styles according to their study skills and abilities. Comprehensive study plan will enable he cil to get through the reading material before the examinations.
- Select conducive environment i.e. a place with no disturbance and no distractions. Have a quite, well-lit and sound pollution free place.
- Select appropriate reading material; arrange the room with necessary requirements like, writing table, laptop, etc.
- Avoid mobile phone or put in silent mode while studying or until the school work is done.
- Prepare notes, it helps at the time of examination to recollect and remember easily.
- Practice self testing /self evaluation, procedure which will help to identify the mistakes that committed, and rectify those mistakes through learning.
- Practice in group learning. Group discussions help in understanding difficult concepts and also enable the students to complete their assignments quickly and easily.

Maintain study hours daily. Morning and evening study hours will help in improve student learning's. A fixed study hour helps the students to complete their home works as well as to relearn the concepts. Monitor the students to, while they are studying in the study hours, so that students may accumulate the study hours and complete their tasks.

VI. CONCLUSION

Good study habits are important to all students, which increases confidences, competence, and self esteem. Good study habits reduce stress, test anxiety, fear of examinations. Effective study habits will enable the students to improve their learning, memory, enhance span of attention, improve recall and recognition and able to minimize the study hour. Good study habits maximize the learning process and make the students to utilize the leisure time meaningfully and achieve the educational goals.

In school especially teachers should encourage students to develop good study habits. Teacher should orient the students how to design their study hours, time fixation on subject wise, prepare notes and self-evaluation etc.

REFERENCES
[1]. C.P.S. Chauhan (2010) "Modern Indian Education" Kanishka Publishers Distributors, New Delhi.
[2]. Dr. Jyoshna Saxena , Dr. Maonoj kumar Saxena and Dr. Sandhya Kehar (2009)

"Quality Education" APH Publishing Corporation, 4439- 36/7, Ansari Road, Dhayaraganj, New Delhi 110002.

[3]. G. Phankajam (2011) "Education and Development" Gyan Publishing House, New Delhi, 110002

[4]. Mohit Charatabaraiti (2008) "New frontiers in Education" Knishka Publisication Distributors, 4697/5 – 21A Ansari Road, Dhayaragaj, New Delhi, 11002.

[5]. Mujibulhasan Siddiqui (2009) "Education Evaluation" APH Publishing Corporation, 4439- 36/7, Ansari Road, Dhayaraganj, New Delhi 110002.

[6]. M.S.singh (2007) "Education in Emerging Global Society" Adhavyayan Publishers and distributors, New Delhi 110002. 4378/4b 105, J.M.D.House, Murari Lodge street, Ansari Road, Daryaganj.

[7]. Dr. Neetha Sinha (1993) "Academic Talent". The Associate Publishers, Kachha Bazzar, post box no: 56 , Ambalakcantt, 133001.

[8]. L.Rathaiah, D. B. Rao (1997) "International Innovation in Education", Discovery Publishing House 4831/24, Ansair Road, Dhayaganj, New Delhi, 110002.

[9]. G.S.Reddy (2007) "Current Issues In Education" Neelkamal Publication Pvt. Ltd. Sultan Bazzar, Hyderabad, 500095.

[10]. S.Venkataiah (2002) "Modern Education" Animol Publications Pvt. Ltd. 4374/4b, Ansari Road, Daryaganj, New Delhi, 110002

[11]. Susheela Singhal (2004) "Stress in Educaion" Rawat Publications, Jaipur, New Delhi, 3202004, India.

[12]. T.Rayamond (1998) "Modern Education" Mohit Publications 3305 Delhi Gate, Daryahganj, New Delhi, 100002

[13]. Shipravaidya (2005) "Education Reforms" Deep and Deep Publications, Pvt. Ltd., F-159,Rajouri Garden. New Delhi, 110027.

[14]. Shubha Tiwari (2007) "Education in India" Atlantic Publishers and Distributors, New Delhi 110002.

[15]. Tocob Aikara (2004) "Education" Rawat Publications, Jaipur, New Delhi, 3202004, India.

[16]. Uttam Kumar Singh , A.K. Naik (1997) "Modern Education" Common Wealth Publisher, 4378/4b , Ansair Road, Dhayaganj, New delhi,110002.

[17]. Yatendra Kumar, S.Pal (2013) "Problems of Education" S.B. Namgia, APH Publishing Corporation, 4439- 36/7, Ansari Road, Dhayaraganj, New Delhi 110002.