

***THE FINAL REPORT OF MINOR RESEARCH PROJECT***

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***On***

**A PROGRAMME TO DEVELOP THE STUDY HABITS OF THE  
ADIVASI STUDENTS OF STANDARD VII OF UPPER  
PRIMARY SCHOOLS OF HALOL TALUKA**

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# CHAPTER-I

## INTRODUCTION

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term “Study Habit” implies a sort of more or less permanent method of studying. According to Good’s dictionary of education, “Study habit is the tendency of pupil to study when the opportunities are given, the pupil’s way of studying whether systematic or unsystematic, efficient or inefficient.” Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists.

Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students’ plays important role in learning and fundamental to school success.

The Scheduled Tribes (ST) wherever they live, are faced with many diverse problems, which are of social, economical, political and educational in nature. It is common knowledge how the Scheduled Tribes suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the ST masses to total subjugation and exploitation. One thing is certain, that in a caste-ridden society like ours, social and economic status are the necessary prerequisites for any individual to progress. These variables buttress each other in development of a community or caste. Any analysis of Indian society without taking caste into consideration is not complete. Almost all activities like economical, political, educational and socio-cultural-revolve around the notions of caste. The structural form and relationships in urban areas have continued almost intact in post-independence India, although some changes have come about in urban setting.

## **EDUCATION OF SCHEDULED TRIBES**

### **Constitutional Provisions**

Article 46 of the Constitution states that, “The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.” Articles 330, 332, 335, 338 to 342 and the entire fifth and sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilized for the benefit of these weaker sections in our society.

### **Special Provisions**

After independence, the Government of India has taken number of steps to strengthen the educational base of the persons belonging to the Scheduled Castes and Scheduled Tribes. Pursuant to the National Policy on Education -1986 and the Programme of Action (POA) - 1992, the following special provisions for STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education : (a) Relaxed norms for opening of primary/Middle schools; a primary school within one km walking distance from habitations of population up to 200 instead of habitations of up to 300 population. (b) Abolition of tuition fee in all States in government Schools at least up to the upper primary level. In fact, most of the states have abolished tuition fees for SC/ST students up to the senior secondary level. (c) Incentives like free textbooks, uniforms, stationery, schools bags, etc., for these students. (d) The Constitutional (86th Amendment) Bill, notified on 13 December 2002 provides for free and compulsory elementary education as a Fundamental Right, for all children in the age group of 6-14 years.

### **Sarva Shiksha Abhiyan (SSA)**

SSA is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership

with States. SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The main features of the programme are : (i) Focus on girls, especially belonging to SC/ST communities and minority groups; (ii) Back to school camps for out of schoolgirls. (iii) Free text books for girls; (iv) Teachers' sensitization programmes to promote equitable learning opportunities; (vi) Special focus for innovative projects related to girls' education; (vii) Recruitment of 50 per cent female teachers.

### **District Primary Education Programme (DPEP)**

The thrust of the scheme is on disadvantaged groups like girls, STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and STs; however, physical targets are fixed, in an integrated manner including coverage of these groups as well.

### **Janshala**

The objective of Janshala is to support the efforts for UEE by providing primary education to the children from SCs, minorities, working children and children with special needs. Janshala emphasizes on active involvement of community in primary education programmes and training of teachers. Janshala Programme is in operation in 139 Blocks of 9 States viz., Karnataka, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Jharkhand, Orissa, Maharashtra, Rajasthan and Uttar Pradesh. The programme also covers the cities of Hyderabad, Bhubaneswar, Puri, Cuttack, Jaipur, Lucknow, Ajmer, Bharatpur, Jodhpur and Bhilai.

### **Mahila Samakhya (MS)**

MS addresses traditional gender imbalances in educational access and achievement. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with problems of isolation and lack of self-

confidence, oppressive social customs and struggle for survival, all of which inhibit their empowerment.

### **National Programme for Education of Girls at Elementary Level (NPEGEL)**

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The Scheme is being implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 5 per cent ST population and where ST female literacy is below 10 per cent based on 1991.

### **Jan Shikshan Sansthan (JSS)**

JSS or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc.

### **Central Institute of Indian Language (CIIL)**

The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

### **Kendriya Vidyalayas (KVs)**

15 per cent and 7.5 per cent seats are reserved for SCs and STs respectively in fresh admissions. Not tuition fee is emerged from Scheduled Caste and Scheduled Tribes students up to class XII.

### **Navodaya Vidyalayas (NVs)**

Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs and STs) taken together. These reservations are interchangeable and over and above the student selected under open merit.

### **National Institute of Open Schooling (NIOS)**

The SC/ST students are given concession in admission fees to the extent of Rs. 200 for middle standard courses, Rs. 250 for secondary courses and Rs. 300 for senior secondary courses.

Under the Scheme of Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools cent percent financial assistance is given to Voluntary Organizations to improve enrolment of adolescent girls belonging to rural areas and weaker sections. Preference is given to educationally backward districts particularly. Those predominantly inhabited by SCs/STs and educationally backward minorities.

Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are awarded to SC/ST students subject to fulfillment of criteria laid down.

### **National Council for Educational Research and Training (NCERT)**

NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, Education of Educationally disadvantaged group.

NCERT operates the National Talent Search Scheme for pursuing courses in science and social science upto doctoral level and in professional course like medicine and engineering upto second-degree level subject to fulfilment of the conditions. Out of 1000

scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students.

### **University Grants Commission (UGC)**

UGC provides financial assistance to universities/deemed universities for the establishment of SC/ST cells in Universities to ensure effective implementation of reservation policy for SCs and STs. The UGC has established SC/ST Cells in 113 Universities including Central Universities to ensure proper implementation of the reservation policy. The Standing Committee on SCs/STs monitors and reviews the work undertaken by the universities/colleges.

As per the reservation policy, UGC has earmarked 15 per cent and 7.50 per cent reservation for SCs and STs respectively in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc., in universities/ colleges, professional and technical educational institutions administered by the Central Government. State universities follow reservation policy as prescribed by respective state governments. The Commission has been issuing guidelines/directives/ instructions from time to time for implementing reservation policy of the Government of India. Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for Sc/ST candidates.

### **Education in the Declaration of Human Rights:**

Education has been specified as one the fundamental human rights vide Article 26 of the universal Declaration of Human Rights follows: -

Article 26 (i) “Everyone has the right fundamental stages. Technical and professional education shall be equally assessable to all on the basis of merit;” (ii) “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. “It shall promote understanding, tolerance and friendship among all nation, racial or religious groups and shall further the activities of the united nations for the maintenance of peace.” (iii) Parents have a prior right to choose the kind of education that shall be given to their children.



## **CHAPTER – II**

### **REVIEW OF RELATED STUDIES**

#### **2.0 INTRODUCTION**

In the research methodology “literature” refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. “Review” means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field

The review of the related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues, requiring immediate and pointed attention by the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspects of the issue under reference.

Best (1961) observes, “The research for reference materials is a time consuming but fruitful phase of investigation”. A familiarity with the literature on any problem area helps the students to discover what is already known, what other have attempted to find, and what methods have been found to be promising or disappointing and what problems remain to be unsolved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.

Review of related literature also serves the subsequent purposes for the research:

- (1) To define the limits of field. It enables the researcher to define and delimit his problem.
- (2) To state the objectives clearly and precisely. The knowledge of the related literature provides the researcher upto date information on works done by others.
- (3) To eliminate the risk of duplication of what has already been done. It also helps in providing ideas, theories, explanation or hypotheses valuable in formulating the problems.

(4) To avoid worthless problems, by making the researcher to select those areas in which positive findings are likely to result and his efforts would be likely to add to the knowledge in a meaningful way.

(5) To equip the researcher, with an understanding of research methodology, which mentions the way of study is to be administered.

(6) To avail the researcher to know about the tools and instruments which prove to be useful and promising.

The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up-to-date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

Therefore, the investigator thought it pertinent to review the related researches and literatures to study the specific problem.

## **STUDIES RELATED TO STUDY HABITS**

### **Study No. 1**

**Parua and Archana (2011)** conducted a study on “study habits of secondary school students in relation to their Scholastic Achievement” This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana.. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement student on study habits in general.

### **Study No.2**

**Neeru Mohini Aggarwal and Vinay Kumar (2010)** conducted a study on “Study habits of secondary level Arts and Science students”. The objectives of the study were to study the comparison in study habits of secondary level students belonging to Arts and Science

streams, to study the comparison in study habits of secondary level Male students belonging to Arts and Science streams and to study the comparison in study habits of secondary level Female students belonging to Arts and Science streams. This study was conducted on a sample of 144 secondary school students of class XI. The subjects of the study were selected from eight different secondary schools of District Hardwar of Uttarakhand by using stratified random sampling technique. A Study Habit Inventory by Dr. B.V. Patel was used as a tool to measure the study habits of students. Reliability and validity of the Inventory are satisfactory. The 't' test of significant was used to determine the significance of difference mean scores of total study habits in respect of secondary level Arts and Science students. The study reveals that Secondary level students of Arts and Science streams differ significantly in their total study habits. Since the Mean of science students was higher than that of Arts students it may be said that overall study habits of Science students were better than that of Arts students. ii) Secondary level male students of Arts and Science streams differ significantly in their total study habits. Since the mean of Male Science students was higher than that of male Arts students it may be said that overall study habits of male Science students were better than that of male Arts students and iii) Secondary level female students of Arts and Science streams differ significantly in their total study habits. Since the mean of female Science students was higher than that of female Arts students it may be said that overall study habits of female Science students were better than of female Arts students.

### **Study No.3**

**Nalini, Ganesh Bhatta (2009)** conducted a study on “Study habit and students achievement in relation to some influencing factors”. This study aimed at finding the relationship between study habits and student achievement in relation to socio economic status, learning environment, school adjustment and intelligence. The investigator found that there is significant relationship between study habits and these influencing factors.

### **Study No. 4**

**Susai Rajendran (2009)** conducted a study on “Are study habits gender biased?”. In the present work the study habits of high school students in Dindigul area, Tamil Nadu, with respect to home environment, reading , note taking , planning of subject, habit of

concentration, general habits and attitudes, preparation for examination and school environment, have been investigated . A standardized tool was used for this study. The finding revealed that no significant difference was found between boys and girls in their study habits.

#### **Study No. 5**

**Amirthagowri, Sivakumar (2009)** The Study aims at to find the “Relationship between study habits and academic achievement of post graduate students”. For the study, the investigator randomly selected 100 post graduate students from Govindammal College Tiruchendur. Data are collected using appropriate tools and analyzed by two- tailed “t” test. The results indicate that there is a significant relation between study habits and academic achievement.

#### **Study No. 6**

**Prakash Alex (2009)** conducted a study on study habits and academic achievement of children from broken families with special reference to higher secondary school students. The major objective of the study was to analyse the academic achievement and study habits of children belonging to broken families. Normative survey method was used for this study. The sample comprised of 186 students studying in class XI and class XII, of which 106 students were belonging to the broken families. The students were studying in different higher secondary schools located in Kollam district was taken as sample. The major findings were: (i) there is significant difference between children from broken families and children from normal families with regard to their academic achievement. (ii) there is no significant difference with regard to gender from children belonging to broken families in respect of their academic achievement scores. (iii) there is significant difference between boys and girls of broken families in respect of their study habits and there is no significant difference between urban and rural children of broken families in respect of their study habits.

#### **Study No.7**

**Jagannath and Dange (2007)** made a study on” Study habits and Achievement in Physics of Students of Class XII”. The objectives of the study were to find out the

difference between boys and girls in their study habits, to find out the difference between government and private college students in their study habits, to find out the difference between boys and girls in their achievement in Physics, to find out the difference between government and private college students in their achievement in physics and to find out the relationship between study habits and achievement in physics of XII standard students. The researcher has adopted stratified random sampling method. Five colleges have been selected from Shimoga district. One is government and remaining four are private colleges. A standardized ready-made tool prepared by Palsane and Shaima was used to find out the study habits of XII students'. The major findings of the study were that there is no significant difference between boys and girls in their study habits. There is significant difference between boys and girls in their achievement in Physics. There is significant difference between government and private college students' achievement in Physics. There is a relationship between study habit and achievement in Physics.

#### **Study No. 8**

**Amalraj and Ananda (2006)** conducted a study on "Study habits of higher secondary students in relation to the - Home climate". The objectives of the study were to analyze the level of study habits of higher secondary students in Kanyakumari Revenue district in terms of background variables, such as locality of student, location of school, type of school and group of study, to find the significant association between home climate of higher secondary students and their parent's education, occupation and income and to find out the significant relationship between study habits and home climate of higher secondary students in terms of achievement in Physics, Chemistry, Botany and Zoology. The statistical techniques employed were percentage analysis and correlation analysis. The population of the study was the higher secondary students in 11th and 12th students studying science subjects Physics, Chemistry, Botany and Zoology in Kanyakumari Revenue District of Tamil Nadu. 1038 higher secondary students comprising the educational districts Nagercoil, Thuckalay and Kuzhithurai were selected. Major findings were the level of study habits of higher secondary students in Kanyakumari district is average. The level of study habits with reference to dimensions of planning of subjects, reading and note making in terms of the background variables namely type of school is

high. Government schools score higher than the non-government schools. No significant relationship is found between study habits and home climate of higher secondary students scoring below 40% in Physics, Chemistry, Botany and Zoology and father's income highly influences the home climate.

#### **Study No. 9**

**Yenagi (2006)** conducted a study on "Study habit is a function of self perception among intellectually gifted and non-gifted students". A sample of 1020 pre university college students was randomly selected from colleges in and around Hubli and Dharwad cities of Karnataka state. Study habit inventory by Patel (1976) and self perception inventory by Soars and Soars (1976) were considered for data collection. The results revealed that the overall study habit was significantly differed from gifted and non-gifted groups. General habits and attitudes, planning of subjects, reading and note taking habits, habits of concentration were also found to be significant.

#### **Study No.10**

**Annaraja and Mohanan (2006)** studied the "Inter-relationship among academic achievement, study habits and level of Aspiration: A study on higher secondary students". Objectives of the study were to find out whether there is any significant difference between female and male students in academic achievement, study habits and level of aspiration, to find out whether there is any significant difference between private and government school student's study habits and level of aspiration and to find out whether there is any significance and relationship among academic achievement, study habits and level of aspiration. The study used stratified random sampling technique to select a sample of 211 students (109 females and 102 males). The data for the study have been collected using three tools, namely i) Personal Information Schedule ii) Level of aspiration scale developed by Sananda Raj, Annaraja and Mohanan (2001) and iii) Study habits Inventory developed by Sananda Raj and Annaraja (2001). The statistical techniques used for analyzing the data were, 't' test for large independent samples, and Pearson's product moment-correlation. The major findings of the study were there is a significant difference between the female and male students in academic achievement, study habits and level of aspiration. The female students have high academic

achievement, study habits and level of aspiration compared to the male students. There exists significant difference between private and government school students in academic achievement, study habits and level of aspiration. The private school students have high academic achievement, study habits and level of aspiration compared to the government school students. There exists significant and positive correlation among academic achievement, study habits and level of aspiration. There is substantial or marked correlation between academic achievement and level of aspiration. There is substantial or marked correlation between study habits and academic achievement.

#### **Study No. 11**

**Malathi and Malini (2006)** conducted a study on “Learning Style of Higher Secondary Students of Tamil Nadu”. The objectives of the study were to find out the learning style of students in Classes XI and XII, to find out the relationship of learning style with achievement of students and to see the learning style of higher secondary students in terms of their sex, classes and type of school. The sample consisted of 160 higher secondary students from private and government schools. The tools used in this study for data collections were Felder’s Learning Style Inventory by Barbara A. Soloman, Cronbach’s alpha test, and ‘t’-test was used for data analysis. The study revealed that the learning style of higher secondary students was found to be good and there was no significant difference in the learning style of higher secondary students in terms of their class and type of school. There was significant difference in the learning style between boys and girls studying in higher secondary schools and the correlation is higher between learning style and achievement which indicates that higher the achievement scores, the better the learning style among higher secondary students.

#### **Study No.12**

**Suda and Sujata (2006)** conducted a study on “Academic performance in relation to self-handicapping, test anxiety and study habits of high school children.” The sample consisted of 200 students from government senior secondary school of Himachal Pradesh. The scales used were self handicapping questionnaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989)

and academic performance (school marks were considered). The results revealed that boys were poorer in study habits than girls.

### **Study no. 13**

**Arockiadoss (2005)** conducted a study on “Study habits and academic performance of the college students”. The study was carried out to find out the level of study habits prevalent among the college students, the influence of personal and institutional background on study habits and the correlation between study habits and academic performance of college students. A stratified sample of 925 undergraduate final year students were selected from 25 Arts and science colleges affiliated to Madurai Kamaraj University in TamilNadu. A study habits inventory was used for the study. The statistical techniques employed for the analysis were ANOVA and t-test. The major findings of the study were majority of the students have only average level of study habits. Women and Art students have better study habits. Private college and women’s college students have better study habits and the academic performance of the college students are influenced by study habits.

### **Study No. 14**

**Misra (2005)** conducted a study on “Factors Related to Achievement in Physics with Special Reference to Secondary School Students in the City of Lucknow”. The objectives of study were to construct an achievement test in Physics to assess achievement in Physics, to study the relationship of achievement in Physics with some demographic factors, like, sex, age, caste, birth-order, and family type, to study the association of achievement in Physics with some social-psychological factors including socio-economic status, intelligence, scientific aptitude, achievement-motivation, attitude towards the subject Physics and study habits, to assess the relative contribution of social psychological factors to explain the variance of achievement in Physics, to assess the existing facilities of the institutions (like laboratory and library) and to relate these factors with achievement in Physics. The findings of study reveal that the sex plays an important role in achievement in Physics. Boys are found to score significantly higher than girls. Mean value of achievement in Physics is higher (maximum) in caste category-1 followed by caste category-2 and caste category-3. The relationship between caste category-1 and



caste category-2 and caste category-1 and caste category-3 is significant, while it is not significant in case of caste category-2 and caste category-3. Birth-order does not play any role in achievement in Physics. Family type (family size or joint family and single family) does not play an important role in case of combined sample as well as for girls sample though it is significant in case of boys sample. Age gives a positive correlation with achievement in Physics in case of combined sample as well as in case of girl's sample, age is negatively correlated with achievement in Physics and age is not significantly correlated with achievement in Physics.

#### **Study No. 15**

**Sirohi (2004)** conducted a study on "Under achievement in relation to study habits and attitudes". A sample of 1000 elementary grade students were taken from X composite schools of South District, Delhi. Tools used were general mental ability test by Jalota, teachers made achievement tests and test of study habits and attitudes by Mathur. The results found that guidance programme shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilized.

#### **Study No. 16**

**Digumati Bhaskara Rao and Sema Surya Prakas Rao (2004)** conducted a study on "Study habits of secondary school students". The main objective of the study was to study the study habits of secondary school students. To compare the study habits of boys and girls, private and government school students and students of residence and non-residence schools. The sample consisting of 200 secondary school students was selected by stratified sampling. The finding of the study revealed that secondary school students are possessing high study habits. It is the duty of the teacher to make the students excel in academic achievement, as the secondary school students possess high study habits. The students of government and private secondary schools possess high study habits without any significant difference. The students of residential and nonresidential secondary schools possess high study habits without any significant difference between them. The teachers should guide the students in developing good study habits. The parents should provide the necessary facilities to the students to complement their plan of action in their

studies. The students should also develop right study habits to achieve academic achievement.

### **Study No. 17**

**Guruvaiah (2004)** conducted a study on “Study Habits of Residential and Non-Residential Pupils of X Class in relation to certain Psycho-Sociological Factors”. The objectives of the study were to identify the differences in the study habits of residential and non-residential pupils of X class, to study the influence of self-concept, personality factors and academic achievement on the study habits of residential and non-residential pupils of X class and to examine the impact of certain personal and socio-demographic factors on the study habits of residential and non-residential pupils. The sample consisted of 730 residential and 570 non-residential pupils studying X class in the state of Andhra Pradesh. The 2 x 2 x 3 factorial design was used with 2 divisions of the residence, 2 divisions of gender and 3 divisions of region. It was a survey and presage product study. The tools used for the study were: Study Habits Inventory (SHI) constructed by the investigator, Socio-demographic Scale (SDS) developed by the investigator, Self-concept Scale (SCS) by Mukta Rani Rastogi and adapted in Telugu version by the investigator, High School Personality Questionnaire (HSPQ)-Form A by Cattell and adapted in Telugu by the investigator and the SSC (X class) public examination marks taken from the school records. The inferential statistical techniques used to analyze data were t-test, F-test and Regression Analysis. The findings of the study show that the residence and region have significant influence on the study habits of X class pupils. Gender does not have significant influence on the study habits. The main effects, namely, locality, caste, self-acceptance, HSPQ factor-C (emotionally less stable vs. emotionally stable), HSPQ factor-Q4 (relaxed vs. tense) have significant influence on the study habits of residential and non-residential pupils. The interaction effects, namely, Residence x Region; Residence x Gender; Residence x Mother’s education; Residence x Birth Order; Residence x Health and Sex Appropriateness; Residence x HSPQ factor-A (Reserved vs. outgoing); Residence x HSPQ factor-B (less intelligent vs. more intelligent); Residence x HSPQ Factor-E (obedient vs. assertive); and Residence x HSPQ Factor-Q3

(Undisciplined vs. controlled) have significant influence on study habits of the residential and non-residential pupil.

### **Study No. 18**

**Rajani (2004)** conducted on “Study Habit of Intermediate Students in Relation to Certain Psycho-Sociological Factors”. The objectives of the study were: (1) To identify the influence of academic achievement of students on their study habits. (2) To study the influence of personal and socio-demographic variables on study habits. (3) To develop multiple regression equations in order to predict the study habits score of intermediate students with the help of different sets of independent variables. The sample consisted of 1200-second year intermediate students of the state of Andhra Pradesh. The 2 x 2 x 3 factorial design was used with two divisions of gender, two divisions of locality and three divisions of region. It was a survey and presage-product study. The tools used for the study were: Study Habits Inventory (SHI) constructed by the investigator; High School Personality Questionnaire (HSPQ) Form-A by Cattell adapted in Telugu by the investigator; Self-concept Scale (SCS) by Mukht Rani Rastogi adapted in Telugu by the investigator; Socio-economic Scale (SES) developed by the investigator, and intermediate public examination marks taken from college records. The inferential statistical techniques used were t-test, F-test and Regression Analysis. The findings of the study revealed that most of the self-concept areas show significant influence on study habits of the students, all the academic achievement scores have significant influence on study habits of the students and caste, native place, father’s educational qualifications, mother’s educational qualifications, father’s occupation, total children of parents, and annual income of the family have significant influence on study habits of the students.

### **Study No. 19**

**Sirohi (2004)** conducted a study on “A study of under-achievement in relation to study habits and attitude”. Main objective of this study was to study underachievement in students in relation to their study habits and attitudes. The study was carried out on a sample of 1,000 students of elementary grade of 10 composite schools of south district of Delhi. The tools used were (a) General mental ability test by Jalota, (b) Teachers made achievement test and (c) Test of Study Habits and Attitude by Mathur. The General

Mental Ability test was administered on 1,000 students followed by achievement test in Hindi, Mathematics, Social studies and Environmental Science. On the basis of raw scores, strainer of both intelligence and achievement for each student were compared to identify underachiever. A student with a stain difference of 3 was identified as an under-achiever. Thus, out of 1,000 students, 81 were identified as under-achievers. Thereafter, the study Habits Test was administered on these underachievers to look in to the contribution of nine areas related to study habits and various attitudes in under-achievement. The findings of the study were all under-achiever indicated deficiency in study habits. 98.7% of the under-achievers tend to possess unfavourable attitude towards teachers and needed guidance. 97.5% had poor concentration. 92.5% of them indicated deficiency in school and hence environment. 96.2% lacked proper attitude towards examination. 72.8% faced mental conflicts. 72.8% were low in self-confidence. 70.3% had problems related to home assignments. 24.6% indicated deficiency in attitude towards education.

#### **Study No.20**

**Vinecta Sirohi May (2004)** conducted a study of “Under achievement in relation to study habits and attitudes”. The main objective of the study was to study under achievement in relation to study habits and attitudes. The sample consisted of 1000 students of elementary grade of composite schools of south district of Delhi. The tools administrated in the study were: a. General mental ability test by Jalota, b. Teachers made achievement test and c. Test of study habits and attitudes by mother. The finding of the study revealed that in schools the teaching learning process is catering to the needs of only the average students where special groups like creative, slow learners, first generation learners, and under achievers are neglected. There is an urgent need to look into the needs of those special groups. Individual and group counseling may also help in improving the general achievement. Group guidance procedure can be used to improve study habits and study skills.

#### **Study No. 21**

**Thakkar (2003)** conducted “A Study of Academic Achievement, Adjustment and Study Habits of Rural and Urban Students”. The objectives of study were (1) To find out the

academic achievement of rural and urban students (2) To compare the study habits of rural and urban students with their academic achievement. (3) To know the relationship between adjustment and academic achievement of rural and rural students. (4) To compare the effect of therapeutic training on the students of both the segments of society. (5) To compile a profile of academic achievement, study habits and adjustment between rural and urban students. (6) To understand the significant difference between same sexes of both the segments of society with regard to academic achievement, study habits and adjustment. The present study was experimental type. The sample comprised of 200 students from rural and urban locality of standard IX were selected by using simple random sampling. To all members of the group of study, 16 sessions of one hour were given as therapeutic training consisted of imparting the knowledge of good study habit. Tools used were Adjustment Inventory by M.N. Palsana, Study Habits Inventory by M.N. Palsana and Academic Achievement scores on the basis of their two unit tests, semester/terminals and final examinations. Correlation and t-test techniques were used for data analysis. The findings of study reveal the following: (1) With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there is positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference is not significant. (2) There is no significant correlation between academic achievement and study habit among rural and urban locality. (3) There is no significant correlation between academic achievement and adjustment habit among rural and urban locality. (4) There is no significant correlation between study habits and adjustment among rural and urban locality. (5) Positive significant difference between the study habits of low and high achieving students among the rural students.

### **Study No. 22**

**Patel (2002)** made an investigation into the “Study Habits of the Adivasi students of secondary schools of panchamahals Districts in Relation to some psychosocio variables”. The objective of the study was to study the study Habits of the Adivasi students in relation to Area, Sex, I.Q., Vocational Aspirations and SES. The Methodology used in this study was descriptive in nature. Survey method was employed. 1035 Adivasi (S.T)

students of semi-government secondary schools of panchmahals district were selected randomly. The tools used for measuring the variables were Desai-Bhatt's Group of study intelligence Test, Vocational Aspiration measurement by Dr. A.K. Shrivastav, scale of Socio-economic status by Patel and a study Habits Inventory constructed and standardized by the investigator. The test-retest reliability was found 0.82. For data analysis, critical Ratio and Analysis of variance were used as statistical technique. The findings of the study showed that there is significant effect of Area, I.Q., and Vocational aspiration on study Habits.

### **Study No. 23**

**Aisha Riaz and Asma Kiran, (2002)** found the "Relationship of study habits with educational Achievement". The objective of the study was to find the relationship of study habits with educational achievement. The sample consisted of 150 students of B.Sc., Home economics and M.Sc., Home Economics during the year 2000-2001. The data were collected with the help of an Interview schedule and analyzed by  $\chi^2$  test to draw the conclusions. Findings of the study revealed that there is significant positive relationship between the achievement and proper study schedule drawn by the students.

### **Study No. 24**

**Vyas (2002)** conducted a study on "A Study of Learning Style, Mental Ability, Academic Performance and Other Ecological Correlates of Under Graduate Adolescent Girls of Rajasthan". The objectives of the study were to compare the academic performance of students in respect of different learning styles and to study the interactive effect of ecological correlates and learning style on academic performance of girls. A sample of 500 girls from Class XII of 16 Government Sr. Secondary schools of Baran, Bundi, Jhalawar and Kota District in Rajasthan was taken. Under the ecological category the investigator has opted the area (urban/rural) and the level of parent's education, their occupation and income. The tools used include Learning Style Inventory by K.K. Rai and K.S Narual, Mental Ability Test by S. Jalota, SEs Scale by R.A. Singh And S.K. Saxena and academic performance marks obtained by the students in board examination. The statistical techniques used were Mean, Standard Deviation, 't' test and 'F' test for data analysis. The major findings of the study were i) the environmental, emotional,

sociological dimension of learning style do not affect significantly the academic performance of girls. ii) Residence as urban/rural and ecological correlates has significant effect on the academic performance of girls. Parents' education, occupation and income do not affect significantly the academic performance of girls. Parents' education, occupation and income do not affect significantly the academic performance of girls. iii) The environmental dimension of learning style preference does not affect the academic performance where as mental ability influence the academic performance of students and iv) An ecological factor namely, residence and its interaction with environmental has found significantly contributing towards the better learning style of academic performance.

#### **Study No.25**

**Kumaran and kamala (2001)** conducted a research which deals with the study habit variables such as study habits, study involvement, science interest and scientific attitude on the successful and unsuccessful learning of science subjects by higher secondary students. The sample consisted of 319 students drawn from six different types of higher Secondary schools in the city of Chennai. Four standardized tools were used to measure the variables. The achievement scores in the science subject on the basis of which the students in the sample were classified as successful and unsuccessful learners were collected from the school records. The data were subjected to statistical analysis such as descriptive differential the discriminant. Findings of the study revealed that there is significant relationship between the study habits and achievement in science subjects.

#### **Study No.26**

**Ramachandra Reddy and Nagaraju (2001)** conducted a study on "Influence of Sex and Locality on Study Habits of Class X Pupils". The objectives of the study were to identify the difference in the study habit between boys and girls and to study the difference in the rural and urban school pupils' study habits. Descriptive survey methods as well as qualitative and quantitative approaches were adopted in the study. The sample was taken from 200 pupils from Class X, Kurnool district in Andhra Pradesh, using probability sampling method for the study. The major findings of the study were i) Urban pupils

differed from the rural pupils in their study habits. ii) There was no significant impact of sex on the study habits and iii) There was no interaction effect of sex and locality on the study habits. Study habits need to be improved among the high school students.

## **STUDIES RELATED TO PARENTAL SUPPORT**

### **Study No. 1**

**Zarina Akhtar and Shamsa Aziz (2011)** conducted a study on “the effect of peer and parent pressure on the academic achievement of University students” The study aims at exploring the effect of peer and parent pressure on the academic achievement of university students. The male and female university students of Masters class were the population of the study. 156 students were selected by using cluster sampling technique from three departments of university (Business Administration, Computer Science and Economics) as a sample for the study. An opinionnaire was used to elicit the opinions of the students regarding peer and parent pressure. The findings of the study were the parent pressure effect positively and peer pressure effects negatively the academic achievement of students and especially female university students. No effect of peer and parent pressure was found on the achievement male students. The parent’s pressure has positive effect on the academic achievement of Business Administration students.

### **Study No.2**

**Roopamala koneri & Patted (2010)**, studied the “Relationship between parental involvement and emotional intelligence of secondary school adolescents”. The objective of the study was to study the influence of parental involvement in the development of following components of Emotional intelligence of adolescents. i) Interpersonal, ii) Intrapersonal, iii) Stress management, iv) Adaptability, v) General mood, vi) Positive impression and vii) Total EQ. A simple stratified random sampling technique was used to draw a sample of 800 students studying in Bangalore urban and rural schools. Sample comprised of 400 boys and 400 girls studying in 10th standard. Bar – On Emotional Quotient inventory youth version; Bar On and Parker (2000) and Parental involvement Rating scale prepared by the researcher were used for the study. The major finding of the



study was the secondary school adolescents with high and low parental involvement differ

significantly with respect to Inter personal, Intrapersonal, Stress management, Adaptability, General mood, Positive impression and Total Emotional Quotient.

### **Study No.3**

**Chandra vathana (2009)** studied “The academic achievement of the children of working and non-working mothers”. The sample used for random sampling techniques, a total number of 400 samples out of whom 200 were boys and 200 were girls were selected from nine schools located in rural and urban areas of Udumalpet. The total number of students selected for the study was given a questionnaire consisting of two parts, the first part dealing with personal details and the second part relating to the academic achievement level, their home environment, etc. Their responses were analyzed statistically. Findings: i) The children of the non working mothers showed a better performance than the children of the working mothers in the rural area. ii) In the urban area the children of the working and non working mothers do not differ significantly in their academic achievement. They have performed more or less equally. iii) The children of the non working mothers studying in aided schools do not differ significantly. The same is the case with the children studying in the government schools. Iv)The children of the non working mothers studying in matriculation schools performed better than the children of the working mothers. v) There is no significant difference between the female and male children of the working mothers as far as their academic achievements are concerned, where as the female children of the non working mothers show a better performance than the male children and vi) The education qualification of working and non working mothers has got a significant influence on the academic achievement of their children. The children of working and non working mothers with PG/Professional qualification are found to have high scores.

### **Study No.4**

**Neha Acharya and Shobana Joshi (2009)** studied the “Influence of parental education level on academic achievement motivation of adolescents”. A total of 200 intermediate students belonging to parents having four levels of education (high school, intermediate,

graduation and post graduation) were administered Deo-Mohan achievement scale. The result indicated that parental education level influences the achievement motivation in academic area. Higher the level of parental education, better the achievement motivation in academic area. Other areas were not found to be significantly influenced by the level of father's and mother's education.

#### **Study No. 5**

**Balu and Kaliamoorthy (2008)** conducted a study on "A Study on higher secondary students' achievement in Accountancy and their parental encouragement". The objectives of the study were, to find out whether there is any significant difference exists in the following sub samples with respect to higher secondary students achievement in Accountancy and their parental encouragement a) Gender, b) Locality and c) Family type and to find out the relationship between the Higher Secondary Students achievement in Accountancy and their parental encouragement. In the present study the investigators adopted Normative Survey method. Sample of 700 Higher Secondary Students were randomly selected for the present investigation from different schools of Cuddalore, Villupuram, Nagapattanam and Trichy Districts of Tamilnadu. In the present investigation the investigators used Accountancy Test (2006) prepared and validated by investigators. Investigators used Parental Encouragement Inventory prepared and validated by Dr. (Mrs) Kusum Agarwal (1999) to measure the quantum of Parental Encouragement. Descriptive, differential and correlation analysis were used to find out the results of the study. The major findings of the study were, there is significant difference exist in respect of gender and male higher secondary students show higher parental encouragement than that of their counterparts and there is no significant relationship exists in respect of their parental encouragement and achievement in Accountancy of female students, urban students and students belong to joint family system.

#### **Study No. 6**

**Sunitha and Khadi (2007)** conducted a study on "Academic learning environment of students from English and Kannada medium High schools" The objectives of the study were to investigate the academic learning environment at home and school, of co-

educational high school students from English and Kannada medium schools and its influence on academic achievement. The sample consisted of 240 students, selected from 8 co-educational high schools in Dharwad city, Karnataka state. The results revealed that students with English medium of instruction were significantly higher in students involvement, had higher qualified teachers in schools, received significantly better parental encouragement and care and had significantly better facilities in home (separate room to study, table, light, ventilation, and surrounding environment), had significantly better academic achievement than students of Kannada medium schools.. Further, home learning environment had positive and significant influence on school learning environment of students among Kannada medium schools. Socio-economic status of the family exhibited positive and significant influence on home learning environment and school learning environment of students of both Kannada and English medium schools.

#### **Study No.7**

**Vamadevappa and Usha (2006)** studied the “Impact of parental involvement on academic achievement of higher primary students”. 200 students studying in VI standard consisting of 100 boys and 100 girls were selected from four higher primary schools of Davangere city in Karnataka. Random sampling technique was used to select the sample. The sample was drawn from four English medium schools selected on a random basis. The major findings were: i) there was a positive and significant relationship between parental involvement and academic achievement. ii) There was a significant difference in the achievement scores of boys and girls of high parental involvement group of study. iii) There was no significant difference in the achievement scores of boys and girls of low parental involvement group of study. iv) There was a significant difference between high achievers and low achievers with respect to parental involvement and v) There was a significant difference between boys and girls in their academic achievement.

#### **Study No.8**

**Chopra and Kalita (2006)** conducted a study on “Adjustment Problems of Elementary School Children of single parent and Intact Parent Families”. The objective of the study was to find out the emotional, social and educational adjustment of elementary school children of single parent and intact parent families and family structure affects the

development of children. The random sample of 100 students studying in Classes VI, VII and VIII were taken from six elementary schools of Kurukshetra District where as subjects were selected by the techniques of purposive sampling. Out of 100 students, 50 were taken from single parent families and 50 were taken from intact parent families. Adjustment Inventory for School Students (AISS) by A.K.P. Sinha and R.P. Singh (1993) was used in the study. The data analyzed by mean, Standard Deviation (SD) and 't' test. The findings reveal that the emotional, social, and educational adjustments of elementary school children of single parents have severed problems rather than intact families and affect their development.

#### **Study No. 9**

**Saini (2005)** conducted a study on "Family Environment and Academic Achievement of Adolescent Children of Working and Non-working Mothers". The objectives of the study were to study and find out the difference in the family environment of adolescent children of working and non working mothers and to study and compare the academic achievement of adolescent children of working and nonworking mothers. The present study was conducted on a sample of 415 adolescents selected from the government and private senior secondary schools of the U.T., Chandigarh, within the age group of study of 14-17 years. The technique of stratified random sampling was used for the selection of the sample. The tools used were Family Environment Scale (FES) by Moos and Moos (1986) and Battery of Achievement Tests by Anand (1971) for data collection. The statistical tools used were mean, standard deviation and 't' test for data analyzing of this study. The major findings of the study were the family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children of non-working mothers'.

#### **Study No. 10**

**Pande (2005)** conducted a study on the influence of Gender Differences in Perception of Parental Behaviour. The objectives of the study were to study the perceived parental behaviour dimensions such as loving, dominating, rejecting, protecting, punishing, and disciplining and to study the differences in the perception of parental behaviour regarding

boys and girls. The sample consisted 170 boys and girls, age group of study below 15 years, studying in an institution of Pauri Garhwal, Uttaranchal. The tool used for data collection was P.C.R.Q by R.A. Singh (1981) and statistical techniques like mean, S.Ds, and 't' test was applied for analysis of data. The study reveals that Parental behaviour changes with respect to the gender of a child. Boys perceived their parents as more dominating in comparison to girls while perception on loving variable is nearly the same and both boys and girls perceived their fathers as more disciplining than mothers. On the other hand girls perceived mothers as more loving and less dominating.

### **Study No. 11**

**Sangwan and Seela, (2002)** conducted a study on "Adolescents' perception of parental attitude". The study was carried out to identify the parental attitude towards adolescents, and find out the difference in parental attitudes towards boys and girls in Hisar city of Haryana in 2001. 180 adolescents (90 boys and 90 girls) in the age group 18 to 21 years were taken as the sample. Family Relationship Inventory Method, developed by Sherry and Sinha, was used to conduct the study. Results showed that parents considered adolescents as full-fledged members of the family, who had the capacity to assume responsibilities. It was also found that parents did not neglect or reject the adolescents. They gave them proper care and attention, and satisfied their needs. Girls received higher scores on parental acceptance rating than boys. Parents placed heavy demands on boys to perform beyond their capacities. Data revealed that acceptance, concentration and avoidance patterns of fathers were less than that of mothers, for both boys and girls. In Indian society, fathers were more concerned with outside work and they were busier in social activities. It can be said that adolescents had good relationships with their parents and had positive perceived parental attitude.

## **STUDIES RELATED TO ACADEMIC ACHIEVEMENT**

### **Study No.1**

**Mawthoh Iaisan, Deepak Kumar (2011)** conducted a study on " Study Habit of Post-Graduate Students in Relation to Gender, Faculty and Academic Achievement" The Paper examines the impact on study habit of post-graduate students of Ravenshaw

University in relation to Academic achievement, Gender and Faculty. The main objectives are to analyze the study habit of postgraduate students and to compare it in relation to Academic- Achievement, Gender and Faculty of the Post- Graduate Students. It is a quantitative in nature. The Investigators selected randomly out of 100 students- 60 were boys and 40 were girls. Out of these 100 students- 50 were Arts faculty, 30 were Science Faculty and rest 20 were from Commerce faculty. The Researchers administered the questionnaire for collecting data from the Post- Graduate students and t-test as statistical method was used for analysis of data. The study found that there is no significant difference in mean study habit in relation to gender, and various faculties such as arts, science and commerce. Thus, the present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance have better study habits which is essential for their survival in this competitive world. They should take also special care for the development of the better study habit.

### **Study No.2**

**Kunjan Trivedi and Richa Bhargava (2010)** studied the “Relation of Creativity on Educational Achievement of Adolescence. The objective of the study was to find the influence of academic achievement on creativity; a study was conducted on adolescents in a sample of 240 students, (120 male students and 120 female students) of ages 15 to 17 years from Senior Secondary schools of Jodhpur city. Passi’s Tests of Creativity (PTC) was used to measure the creativity level; Educational Achievement was measured on the basis of percentages of aggregate marks obtained by the subjects in their previous examination. The results indicate that (i) the high achiever group of adolescents were more alike and shared similar traits overriding the impact of gender, when gender differences between high achiever group on creativity was observed. (ii) There were gender differences among low achiever group on creativity. (iii) Gender is less impacting than the level of achievement.

### **Study No.3**

**Lakshmana Rao S.V (2010)** analysed the “Impact of Academic Motivation and Perceptions of Classroom Climate on Academic Achievement”. The objective of this study was to determine the impact of Academic Motivation and Perceptions of Classroom Climate on Academic Achievement. Various studies were reviewed both related to Indian and foreign and comprises of Academic Motivation, Academic Achievement, Classroom Climate and different combinations of them. Descriptive Survey method has been used in this study. The sample consists of 480 students from North Coastal Andhra Region using non-proportionate Stratified Random Sampling Method. Students completed two questionnaires namely Motivated Strategies of Learning Questionnaire (**MSLQ**) and Classroom Life Instrument (**CLI**), both the tools were used in modified versions. The data were analyzed using various statistical methods like correlation, t-test, ANOVA and Regression by SPSS package. The percentage of marks obtained by the students in their half-yearly exams was made use of this study under Academic Achievement. Their responses were correlated with Academic Achievement. The scores obtained by different groups were compared across the variables like Class, Sex, Area, Management and District and selected aspects of Classroom Climate Co-operative Learning, Individualistic Learning, Competitive Learning, Feeling of Alienation from School and Social Support. The results indicated that there is a positive strong correlation among Academic Motivation, Perceptions of Classroom Climate and Academic Achievement. Positive impact was found. Girls, students from rural area and students studying in Government schools were found to be at low scores and were to be improved in various aspects.

#### **Study No. 4**

**Vasanthi A (2010)** conducted a study on “Learning environment and academic achievement of higher secondary Physics students”. The objective of the study was to find the relationship between learning environment and academic achievement, learning environment and socio economic status of higher secondary Physics students of Thoothukudi district, Tamil Nadu. A random sample consisted of 223 students of which 112 boys and 111 girls were selected. The investigator found that the correlation between learning environment and academic achievement, and learning environment and socioeconomic status vary significantly.

### **Study No.5**

**Meenakshi Metha (2009)** conducted a study on Personality needs and academic achievement of senior secondary students. The major objectives of the study were: (i) To find out the relationship between n-achievement and academic achievement. (ii) To find out the relationship between n-exhibition and academic achievement and (iii) To find out the relationship between n-autonomy and academic achievement. The population for this study has been designed as all class XI students of public schools of Ghaziabad city. The investigator selected 50 high achievement students and 70 low achievement students. Thus 120 students were selected out of 1200 students. Meenakshi Personality Inventory (MPI) constructed by Meenakshi Bhatnagar measuring only 10 needs and containing 100 pairs of items was used. The major findings were: The present study had revealed that need achievement, need-dominance, need-nurturance, and need-endurance were positively and significantly related to students to academic achievement while needs-succorence, affiliation, abasement and aggression were significantly, but negatively related to academic achievement.

### **Study No.6**

**Bibi and Sadananthan (2009)** conducted a study on family relationship and academic achievement among higher secondary students. The major objectives of the study were: (i) to find out the level of family relationship among higher secondary students. (ii) to find out the level of academic achievement among higher secondary students. (iii) to find out the significant differences between higher secondary students with respect to family relationship based on gender, subject group, location of the school, type of school and type of family. (iv) to find out the correlation between family relationship and academic achievement among the higher secondary students. The population consisted of the 12th standard students of higher secondary schools of Trivandrum district. Random sampling technique was used. The sample consisted of 300 higher secondary level students. The major findings were: (i) the level of family relationship of higher secondary students is average. (ii) the level of academic achievement of higher secondary students is average. (iii) there is significant difference between family relationship and the variable (location



of the school, type of school and type of family). (iv) there is no significant correlation between family relationship and academic achievement among the higher secondary students.

#### **Study No.7**

**Thilagavathy (2008)** conducted a study on academic achievement of adolescents in relation to their self-esteem. The major objectives of this study were: (i) to assess the academic achievement

of 7th standard higher secondary students. (ii) to examine the difference, if any, in self esteem among high, average and low achievers. (iii) to infer the difference, if any, in self-esteem scores between and girls; students of private and government schools and students of rural and urban schools.(iv) to find out the relationship between academic achievement and self-esteem. The study was conducted in Cuddalore district in Tamil Nadu and the descriptive survey method was employed. Out of the population of 5181 7th standard higher secondary students belonging to 24 schools, 500 students belonging to the general education stream were selected as sample. The major findings were: (i) the academic achievement of 7th standard higher secondary students is average. (ii) students of high, average and low achievement groups significantly differ among themselves in respect of their self-esteem scores. The high achievers have secured a greater mean score than the average and low achievers. (iii) Girls seem to have comparatively higher self-esteem than boys. (iv) Students belonging to private schools have a higher self esteem than those of government schools (v) urban school students have higher self esteem than rural school students. (vi) Academic achievement and self-esteem are found to be positively and significantly related.

#### **Study No.8**

**Dhanya and Mary Vijayakumar (2007)** conducted a study on academic achievement of high school students in relation to self acceptance. The major objectives of the study were: (i) to find out the level of self acceptance among high school students, (ii) to find out whether there is any significant difference in the self acceptance of high school students based on medium of instruction. (iii) to find out whether there is any significant difference in the self acceptance of high school students coming from joint and nuclear

families. (iv) to find out whether there is any significant difference in self acceptance of high school students from government, aided and private schools. (v) to find out the relationship between self acceptance and academic achievement among high school students. A stratified random sampling technique was adopted for the selection of the sample. The schools selected for this study were divided into different strata namely government, aided and private schools. 300 students were taken for the study. The major findings were: (i) English medium students have better self acceptance than the Malayalam medium students. (ii) Students from nuclear family have better self acceptance than the students from joint family. (iii) Self acceptance scores for the high school students studying in different types of management differ significantly with each other. (iv) Private high school students have better self acceptance than the government and aided school students. (v) There is significant relationship between self acceptance and academic achievement.

#### **Study No.9**

**Chamundeswari and Deepa Franky (2007)** conducted a study on adjustment pattern and academic achievement among students at the secondary level. The major objectives of the study were: (i) to investigate the possible differences between boys, girls and co-education students of state, matriculation and central board schools at the secondary level with respect to adjustment pattern. (ii) to investigate the possible differences between boys, girls and co-education students of state, matriculation and central board schools at the secondary level with respect to academic achievement. The sample consisted of 317 students from different categories of schools in the city of Chennai. The major findings were: (i) there is no significant difference in adjustment pattern among students in boys, girls and co-education schools, but these students differ significantly in academic achievement. (ii) in matriculation schools at the secondary level, students differ significantly in adjustment pattern, and academic achievement. (iii) Students in co-education schools always exhibit better adjustment pattern because of the presence of both the gender among students and teachers. But with regard to academic achievement in matriculation schools students in boys' schools perform significantly better due to less distraction and better support at schools. (iv) in central board schools at the secondary

level the students differ significantly with regard to adjustment pattern and academic achievement.

#### **Study No.10**

**Nirmala Antony et.,al (2006)** conducted a study on “Optimization of Academic Achievement in Mathematics”: A Linear Program Approach. The objectives of the study were to study the contributing factors of academic achievement in Mathematics and to study the optimizing variables of academic achievement in Mathematics using linear programming approach. Normative method is employed to describe and interpret the factors. It involves discovering relationship between the existing non-manipulated variables. The normative study to educational problem is one of the most commonly used approaches. For the purpose of the present study, 36 schools have been selected from in and around Chennai district by giving due representation to the management (11 Government schools, 2 Corporation schools, 12 private aided schools and 11 private unaided schools), type (10 boys, 17 Girls and 9 Co-educational schools) and board affiliation of the schools (28 schools belonged to state board and 8 to matriculation). In this study 900 students from Higher Secondary classes were selected randomly by giving due representation to the student related variables such as subject group of studys, sex, community parental education, etc. Different scales were used to collect data regarding Mathematics Information Processing Skills (MAPS) by Kenneth C. Bessant; Decision Making Skills (DMS) by Scott and Bruce; Attitude towards Mathematics (ATM) by Fennema Sherman; Academic Achievement Test in Mathematics (AATM) by the researcher. In the present study, it is observed that Mathematics information skills, decision making skills and attitude towards Mathematics have made a significant contribution towards the academic achievement.

#### **Study No.11**

**Pazhanivel (2004)** conducted a study on “A Study of the Impact of Modular Approach on Achievement, Study Habits and Attitude of Students towards Tamil Grammar at Secondary Level. The objectives of the study were to prepare and validate the Modular Approach to teach Tamil Grammar at Class IX and to study the habits of students. Experimental method was adopted for the study. Qualitative and quantitative approach

was used in the study. A sample of 80 students from Class IX was selected through probability sampling method for this study. The 't' test and Product moment correlation were used in the study for data analysis. The major findings of the study were: i) Control group of study and experimental group of study students differ in their achievement in Tamil grammar and study habits. ii) There was significant relationship between the achievement and study habits and iii) The Modular Approach was effective in enhancing the academic achievement and study habits.

### **Study No. 12**

**Alam (2001)** conducted a study on "Academic Achievement in Relation to Socio-economic Status, Anxiety Level and Achievement Motivation: A Comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh". The objective of the study was to compare the data on academic achievement, socio-economic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. The incorporated method and procedure opted for investigation. Various tools/ questionnaires, were used such as Socio-economic Status Scale by Dr. Beena Shah; Comprehensive Anxiety Test by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj and Dr. Mahesh Bharagava (1992). Achievement Motivation Scale by Dr. Beena Shah was administered for collection of the data. The Data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test, and skew ness through computer. The findings of the study revealed that significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement and positive relationship between achievement motivation and academic achievement of Muslim and non- Muslim children. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts. The non- Muslim children have less anxiety in comparison to Muslim children. On the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children.

### **Study No. 13**

**Ellekkakumar** and **Elankathirselvan(2001)** studied an “Achievement Motivation of Higher Secondary Students and their Achievement in Physics”. The objectives of the study were i) To assess the achievement motivation of higher secondary students in Physics and achievement in Physics: ii) to find out whether there is any significant difference between mean scores and achievement scores of boys and girls and in Tamil medium and English medium and iii) to find out the nature of relationship between the components of achievement motivation and achievement of higher secondary students in Physics. Descriptive-Normative survey method was employed in the study. The sample was 530 students studying in Physics in the second year of higher secondary school, in Cuddalore district in Tamil Nadu, using probability sampling method for the study. Tools were used such as Achievement Motivation Inventory (Prayag Mehta, 1969) and Academic Achievement for the study. The major findings were: i) the mean scores of achievement related motivation was higher for girls than boys. ii) There was no significant difference between the students studying in Tamil medium and the students studying in English medium. iii) There was no significant difference in achievement mean scores in Physics between (a) Boys and Girls, (b) A group of study and B group of study, (c) Tamil medium and English medium and iv) The positive correlations were found between the achievement related motivation and Achievement marks in Physics in respect of (a) girls, (b) students studying in Tamil medium.

### **Study No.14**

**Mohapatra** and **Mishra (2000)** studied the “Gender Effect on Achievement in Science with a Special Reference to Mechanism from Primary to Secondary School Years–A Study under Indian Conditions”. The objective of the study was to find out the gender difference in achievement problems related to mechanics under Indian conditions. Descriptive survey method, qualitative and quantitative approaches were used for the study. The sample consisted of 25 boys and 25 girls of Classes V, VII, IX of D.M. School, Bhubaneswar, and using probability sampling method for the study. The major findings of the study were i) There existed large difference in achievement in mechanics.

ii) In Class IX the 't' value was 0.09 and D value was 0.02 which showed there was almost negligible difference in achievement in mechanics by boys and girls and iii) It found drastic change in achievement in mechanics that occur for girls but such remarkable change existed for boys. Eight references were cited in the study.

#### **Study No. 15**

**Mohanasundaram and Kumar (2000)** conducted a study on "Hemisphericity and Achievement of Class XI Students Studying History in Higher Secondary School". The objective of the study was to find out the correlation, if any, between hemi - spheroid and achievement of Higher Secondary students in history. Descriptive normative survey method was adopted in the study. A sample of 300 students studying History at Class IX in Higher Secondary schools in Thanjavur District in Tamil Nadu, using stratified random sampling technique was adopted for the study. The tools used were Style of Learning and Thinking Test and Achievement Test. The study showed that there was no significant difference in achievement in history between the students with left and right and left and integrated hemisphere dominance and there was significant correlation between right and integrated hemisphere dominance and achievement in history of the students. It inferred that the right hemisphere dominance contributes more to the achievement than the integrated hemisphere dominance. The study suggested for further study that by activating the right hemisphere of the brain, the achievement of the students in History subject can be improved. It can be implemented in other subjects also.

#### **Study No.16**

**Yadav (2000)** conducted a study on "The Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement. The objective of the study was to find out the relationship of vocational preferences with intelligence and achievement. Descriptive survey method as well as qualitative approach was adopted for the study. The sample was taken 200 intermediate students of 4 intermediate colleges of Agra, using probability sampling method for the study. The tools were R.K. Tandon's Group of study Test of Intelligence; Thurston's Interest Schedule; and Achievement Test used for data collection. The study showed that achievement and intelligence had good correlations with the area of physical science and executive jobs.

**Study No.17**

**Pada (2000)** conducted a study on “Analysis of Relationship between Academic Achievement and School Interventions of Class IX students”. The objectives of the study were to find out the effect of school interventions on academic achievement in different categories of schools and to assess interrelationship between academic achievement and interpretations provided in different categories of schools. Descriptive survey method, qualitative and quantitative approaches were adopted for the study. The sample was taken as 55 Headmasters and 550 students of Class IX from different categories of schools in the district of Phenkani, Orissa, using probability sampling method for the study. The tools were used such as achievement test of annual examination. The major findings of the study were i) All categories of school differed significantly from one another as regards the academic achievement of the learners. ii) There is no significant difference in school intervention score between government and non-government schools. iii) There is no significant relationship between academic achievement and school intervention in government and non government schools and iv) There is marked relationship between academic achievement and school intervention in the schools managed by ST and SC

## **CHAPTER-III**

### **DESIGN OF RESEARCH**

This chapter is divided into two sections.

(A) Design of the Study

(B) Descriptions of Tools

### **SECTION-A**

#### **3.0 DESIGN OF STUDY**

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” In fact, the research design is the conceptual structure within which research is conducted, it constitutes the blueprint for the collection, measurement and analysis of data. Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used for their analysis keeping in view of the research objectives.

Design of the study is an essential part of a research project. Because design provides a picture of what and how to do the work before starting. It has been determined from time to time that a suitable research design guards against the collection of irrelevant data and grate more economy. So in any research project, design provides the researcher a blueprint of research which dictates the boundaries of project and helps in controlling the experimental, extraneous error, variances of the problem under investigation etc.

This is a correlation study. It correlates academic achievement with study habit, home environment and school environment.

The present chapter describes the design or plan of the study and highlights the details about the research procedure followed in conducting the study. As such, it is an important part of the research study and needs to be planned and carried out systematically to arrive at accurate judgements. It includes information about the population, the sample frame,



the nature and form of data collection, tools, methods of collecting data and statistical techniques used for analysis of data etc. In order to achieve the objectives and the stated corresponding hypotheses the following plan of the study has been followed.

### **3.1 OBJECTIVES**

1. To construct the study habit inventory for the adivasi students of std. VII of upper primary schools.
2. To study the study habits of adivasi students studying in std. VII of upper primary schools of Halol taluka.
3. To construct and implement the program for study habit reformation.

### **3.2 HYPOTHESES**

1. There is a relationship between home sources and tutorial assistance and study habits and attitudes
2. There is a difference in the Survey of Study Habits and Attitudes pretest and post-test scores.

### **3.3 METHOD**

Researches in the field of academic achievement have employed different methods of study for investigating different relationships. Method of research is also determined by the theory and objectives of the problem to be studied. The problem to be investigated for the present study concerns with academic achievement of adivasi students of upper primary school in relation to their home environment, school environment and study habits.

The descriptive survey method, interview method and experiment method were used in the present investigation. It describes the current position of the research work. It involved interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem.

### **3.4 SAMPLE**

Sampling is very important and crucial part of behavioural research. It is indispensable to educational research. The research work cannot be undertaken without the selection of

sample. The study of entire target population is practically not possible. Cost, time and other factors come in the way of studying of the total target population. Sampling makes the research feasible within the available resources. David S. Fox (1969) remarks, “It is not possible to collect data from every respondent relevant to our study, but only from some fractional part of the respondents. This process of selecting the fractional part is called sampling.” Population involved all the adivasi students of upper primary schools, class-VII of Taluka- Halol, districts- Panchmahal, State-Gujarat. Further thirty schools were selected randomly. All the adivasi students of upper primary school were taken. A sample of 341 students present during the administration of the tests in the institutions was thus selected.

### **3.5 VARIABLES USED IN THE STUDY**

- |                              |                        |
|------------------------------|------------------------|
| a. study habits              | c. home resources      |
| b. attitudes towards studies | d. tutorial assistance |

#### **Definition of Terms**

The following terms were defined according to how these were used in this study.

*Variables in the students’ academic lifestyle defined, based on the Conceptual Framework:*

**Home Resource Materials** – materials or multimedia that the students use at home to help them review their lessons, answer homework, projects, etc. Such resources include books, magazines, newspapers, television, radio and the internet. These were measured in this study through the use of a Home Study Habits Survey Questionnaire.

**Tutorial Assistance** – aid or help given to a student by an adult, parent, a teacher, a tutor or a classmate who is capable or competent in a particular subject or subjects in school. This was measured in this study through the Home Study Habits Survey Questionnaire.

*Phases of the Intervention Program defined:*

**Phase I. Study Habits Seminar** – an enrichment / development program for upper primary school students given as an activity after the initial administration of the

Survey of Study Habits and Attitudes (SSHA). It provides tips on studying, having the right study habits, goal setting, and other related matters are discussed during this seminar.

**Phase II. Individual/Group Counseling (academic focus)** – this is provided to the upper primary school students after the Study Habits Seminar. The counselor calls students individually or in groups of three or four at a time. After collaboration between the student/s and the counselor is established, an exploration of the student’s complaints, problems or symptoms, such as their “new” environment, the teachers, subjects and classmates related to academics and current life situations is done.

**Phase III. Parent, teacher and classroom adviser referrals** – This is where teachers, parents and classroom advisers get involved by giving referrals or referral cases of their children and students who are having academic problems, poor study habits, performing poorly in class or those students who rarely participate in class discussions or group work. Referrals are given to the counselor-in-charge of the upper primary. The counselor will evaluate together with the teachers and classroom advisers if the student needs a tutor, then makes recommendations to the parent of the child.

**Phase IV. Follow-up** – this is done by the upper primary counselor on the upper primary students who are referred every grading period throughout the school year by meeting with them and asking for their progress. Students give the counselor an update on their academic performance, e.g. quarterly exam scores, scores from quizzes, homework or projects. The counselor may consult with the teachers and classroom advisers on the student’s performance, and the parents are also given an update.

***Aspects of Survey of Study Habits and Attitudes (SSHA) defined:***

**Study Orientation (SO)** - combines all the scores on the Study Habits and Study Attitudes scales to provide an overall measure of study habits and attitudes. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

**Study Habits (SH)** – the ability or inclination to acquire information especially from books, research, review for exams or quizzes and answer assignments easily and unhesitatingly, acquired by constant repetition or way of behaving. A measure of

academic behavior that combines the scores on the Delay Avoidance and Work Methods scales. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

**Delay Avoidance (DA)** - the promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

**Work Methods (WM)** - the use of effective study procedures, efficiency in doing academic assignments, and how-to-study skills. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile.

**Study Attitudes (SA)** - a favorable or unfavorable evaluative reaction toward studying or acquisition of information, exhibited in one's beliefs, feelings, or intended behavior towards studying. It combines the scores on the Teacher Approval and Education Acceptance scales to provide a measure of scholastic beliefs. It is measured by Survey of Study Habits and Attitudes test ranked by percentile

**Teacher Approval (TA)** - the student's opinion of his/her teachers, their classroom behavior and methods. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

**Education Acceptance (EA)** - the student's approval of educational objectives, practices, and requirements. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

***Other terms used throughout this study:***

**Meaningless learning** –any information acquired by the student or learner from a teacher, audio, visual or print media that has no sense or use to the student nor can it be applied by the student in real life.

**Middle School** – serves as a "bridge" between the Elementary School and the Upper primary school. The terms can be used in different ways in different countries, sometimes interchangeably; in some governmental and institutional contexts, "Middle school" may be used as no more than an alternative name to "upper primary school", or it might imply a pedagogical shift away from primary and secondary school practices.

**Significant learning** -any information acquired by the student or learner from a teacher, audio, visual or print media that can be used or applied by the student to real life situations, and can be easily learned and related to real life.

**Transition** -a change or movement from one stage to another. In this case, the learners from the grade school (after grade six) upper primary school students.

### **The Intervention Program**

The researcher arrived at the following guidelines to develop a formal transition intervention program that would:

1. Monitor the transition of grade six students to the upper primary school academic setting by enhancing both their study habits and academic attitudes;
2. Monitor learning motivations of students when they reach upper primary school; and
3. Monitor the teachers' classroom management style and teaching strategies and enrich the subjects being taught if needed, particularly their relevance to the students' lives.

These features are included in the Intervention Program in its four phases. The intervention program consisted of four phases (1) The Study Habits Seminar, (2) Student Counseling/Interview (Group or Individual), (3) Referrals (School Administrators, Teachers & Parents) and (4) Follow-up

Each phase was done according to a fixed schedule so as to give the upper primary school students enough time and "breathing space" between the phases. The program is based on the basic fundamentals of consultation, intervention and prevention. It is also aimed at the 7th standard student's Significant Learning, for the student to attain a "self-realization of his/her academic difficulties and what this program offers to provide a step-by-step solution with the help and assistance of both the school and the parents as stakeholders in improving the student's academic and study habits and attitudes.

**Phase one.** The Study Habits is an enrichment/development program. This seminar for the upper primary school students is given as an activity after the initial administration of the Survey of Study Habits and Attitudes (SSHA). Helpful tips on studying, having the right study habits, goal setting, and other related matters are discussed during this seminar. Keynote speakers from the academe are invited to facilitate this learning process. An invited alumnus of the school gives inspirational talk

on the importance of upper primary school education. During the program, the upper primary school guidance department psychometrician, together with the upper primary guidance counselor and the researcher assist the students in profiling their SSHA answer sheets. This way, the upper primary students become aware of their individual study habits and attitudes profile, their strengths, weaknesses, and what they need to improve on.

*Phase two.* Individual or Group Counseling is given after the upper primary students had finished profiling their individual SSHA answer sheets during the Study Habits Seminar. This would give time for the upper primary counselor to organize the individual SSHA answer sheet

Upper primary students are called by the counselors individually or in groups of three or four at a time, depending on their class schedule, their availability and whether they shared a common academic problem. Information about the student is kept in a brown envelope called the Individual Student's Inventory. It contains the academic history of the student, anecdotal and observation records from teachers from the previous school year and the previous counselor's notes on the student. The counselor begins by establishing with the student common goals and common purposes. This is called collaboration. Second, an exploration of the student's complaints, problems or symptoms, such as his/her "new" environment, the teachers, subjects and classmates related to academics and current life situations was done by the counselor. Third, the counselor interprets the data emphasizing on goals. In this manner, the student's purpose, intentions and private logic are pointed out. And lastly, the student gives up mistaken concepts, beliefs and practices regarding study habits and attitudes toward studies in favor of more accurate ones.

For group counseling, the same procedures are followed. There are only a few differences between individual and group counseling. Group situations provide immediate opportunities of relating to other individuals. The physical proximity of each member brings emotional satisfaction. A student may get a peer's reactions and suggestions concerning alternate ways of studying, coping with difficult academic requirements, etc. During a group session, the student not only receives help, but also

helps others. The more stable and cohesive the group, the more the members tend to assist each other. It is also called cooperative sharing relationship.

A counselor's task is more complicated in group counseling. The counselor not only has to understand the student's feelings and problems toward academics and help the student become aware of them, but must also observe how the student's comments influence the other group members.

On several occasions, the counselor opts to call students with similar academic problems in one subject or teacher to have a group counseling session. This way, the students "learn" from each other on how to deal with their common problems.

*Phase three.* Teachers, classroom advisers or parents of the upper primary students make referrals. Upper primary students who are having academic problems, performing poorly in class or those students who rarely participate in class discussions or group work are referred to the 7th standard counselor. Most parents who refer their children (in the upper primary) with poor study habits or with academic problems would have their children tutored after their children were interviewed by the counselor and evaluated by the teacher and principal.

*Phase four.* Follow-up by the year level counselor on the upper primary students is done for students who are referred every grading period throughout the school year by meeting with them and asking for their progress. Students give the counselor an update on their academic performance, e.g, quarterly exam scores, scores from quizzes, home works or projects. The subject teachers, advisers or the principal consult with the counselor regarding student's academic performance. The counselor, by setting up an appointment, may also interview the parent to discuss matters related to the student's home study habits, household responsibilities, need for a tutor (if applicable) and supervision when the child comes home from school.

### **Data Gathering Procedure**

The researcher conducted the research in accordance to the following procedure:

#### ***Preparation***

- The researcher developed the Intervention Program ,The implementation timetable was also drawn up in consultation with school administrators, teachers, and guidance counselors.
- The teachers, guidance counselors and grade six and upper primary leaders and non-teaching staff went through a one-day orientation seminar, the Program Orientation for School Administrators which discussed the following topics: Differences between grade six and upper primary school levels, concepts and grading system, enhancement of classroom discussions, activities, home works, projects and other academic requirements.

***Pre-test***

- The upper primary school students with age ranging from 11 – 14 were the respondents in the Survey of Study Habits and Attitudes (SSHA) for the school. They were heterogeneously assigned to eight sections at the start of the school year. A total of 341 (100%) upper primary students, of which there were 165 males and 176 females, participated in the Guidance Office testing service for the initial testing .

The SSHA was administered by the upper primary guidance counselor to all eight sections of the upper primary.

***Post-Test***

- Survey of Study Habits and Attitudes. the Survey of Study Habits and Attitudes (SSHA) post-test was administered to all upper primary students enrolled Administration of the SSHA was coordinated with faculty and school principal one month before the date of the actual post-test. During the post-test, the researcher directly supervised the administration of the SSHA, the orientation of the upper primary students by section prior to the SSHA post-test administration, the distribution of test booklets and answers sheets and then the gathering of test booklets and answer sheets. The researcher, together with the counselor and a homeroom faculty, administered the SSHA post-test one section at a time, following a schedule given by the upper primary faculty and principal.



The purpose of the posttest is to gather data to compare the study habits and attitudes of upper primary students with the results of the pre-test and the posttest after the student had gone through the intervention program.

- Home Study Habits Survey Questionnaire. The researcher-made questionnaire was given to a randomly chosen sample of 40 upper primary school students. Five students per section in all eight sections were given the questionnaire. These randomly chosen students represented the whole 7th standard batch. Immediately after the post-test administration of the SSHA, the researcher randomly distributed the Home Study Habits Survey (HSHS) Questionnaire to five students in each section of the upper primary. However, it is important to note that this researcher-made questionnaire was not pilot-tested nor was it expert-validated. The purpose of the questionnaire was to elicit supporting data that would parallel the data from the SSHA. It gives a deeper understanding of a student's study habits at home, including self-discipline, the students' sense of independence, and attitudes toward their homework.

## CHAPTER - IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter presents the findings of the study on the improvement of study habits, study attitudes and overall study orientation of the 341 participants in the study as a result of their participation in a 7-month Transition Intervention Program. It also presents the results by section and the findings about the Home Study Habits of a sample of 40 out of the 341 students.

#### 4.0 Study Orientation before the Freshmen Intervention Program

Table 1 shows the study orientation of students by section before the intervention. It can be seen that in all sections, Study Orientation total score in all sections got a mean ranging from 71.91 to 105.14. This shows that prior to the Freshmen Intervention Program, most of the new 7th standard upper primary school students had low average study orientation.

Among the eight sections, section H got the highest mean Study Orientation (SO) score (105.14, middle average). In this section, 7th standard students who had a history of very good academic outputs during grade school were assigned. However, the school did not define this section as the cream section because the school wanted to establish that all sections are equal. On the other hand, most of the students who had difficulty in elementary were assigned to section D.

**Table 1. Study Orientation of Students by Section Before the Freshmen Intervention Program**

Section	N	Mean	Classification
A	43	77.81	Low Average
B	42	88.88	Low Average
C	43	87.37	Low Average
D	43	71.91	Below Average
E	43	82.04	Low Average
F	43	80.53	Low Average
G	42	80.12	Low Average
H	42	105.14	Middle Average

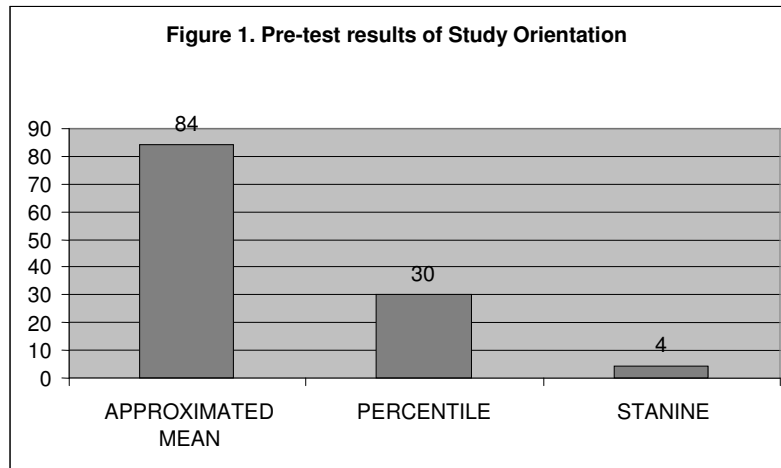
The mean scores of the students study orientation by scales and subscales before the intervention program can be seen in Table 2. The overall mean of the students' orientation was 84.16, classified as low average. Between the scales, Study Habits and Study Attitudes, Study Habits mean was higher (39.76 classified as middle average). The means of the two subscales under study habits (delay avoidance and work methods) got a middle average classification. Study attitude scale had a lower mean of 43.67, classified as low average, requiring more attention in the intervention program.

**Table 2. Mean Scores of the Study Orientation Scales and Subscales before the Freshmen Intervention Program**

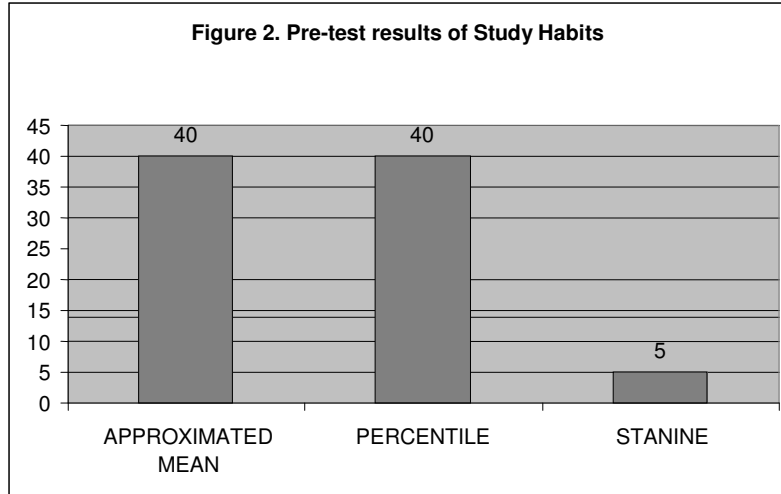
	Mean	Percentile	Stanine	Classification
Study Orientation	84.16	30	4	Low Average
• Study Habits	39.76	40	5	Middle Average
○ Delay Avoidance	19.11	40	5	Middle Average
○ Work Methods	20.71	50	5	Middle Average
• Study Attitudes	43.67	25	4	Low Average
○ Teacher Approval	21.61	30	4	Low Average
○ Education Acceptance	22.77	30	4	Low Average

The Study Orientation combines the scores on the Study Habits and Study Attitudes scales. The low average study orientation mean of the students indicates that the freshmen in the early part of their 7th standard upper primary school needed improvement in their study habits and attitudes. Specifically, areas that needed improvement were the Teacher Approval and Education Acceptance, under the Study Attitudes. The intervention program had to target areas such as the students' scholastic beliefs, problem-solving approach and analysis of what was taught to them. The students' opinion of their teachers, their classroom behavior and methods needed improvement as

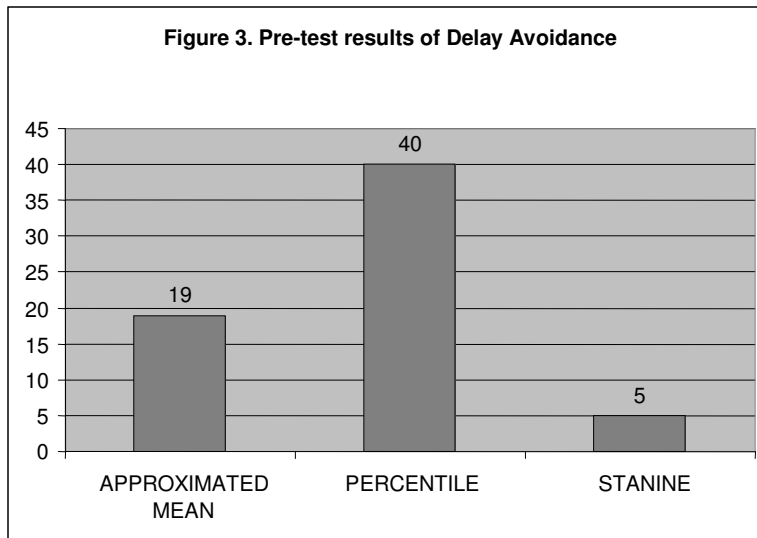
well. Students needed to have a deeper understanding of the educational objectives, practices and education requirements.



The first scale under Study Orientation, is the **Study Habits**. For Study Habits, combines the scores on the Delay Avoidance and Work Methods scales to provide a measure of academic behavior. In this scale, the students got a classification of Middle Average. This means that the students lacked good study habits. The mean score indicates that the students easily got distracted, lacked focus on academic requirements, procrastinated, had poor study procedures and study skills during the early part of their 7th standard upper primary school. Thus, the intervention program targeted teaching students how to focus on accomplishing academic tasks, lessen and eventually cease procrastination.

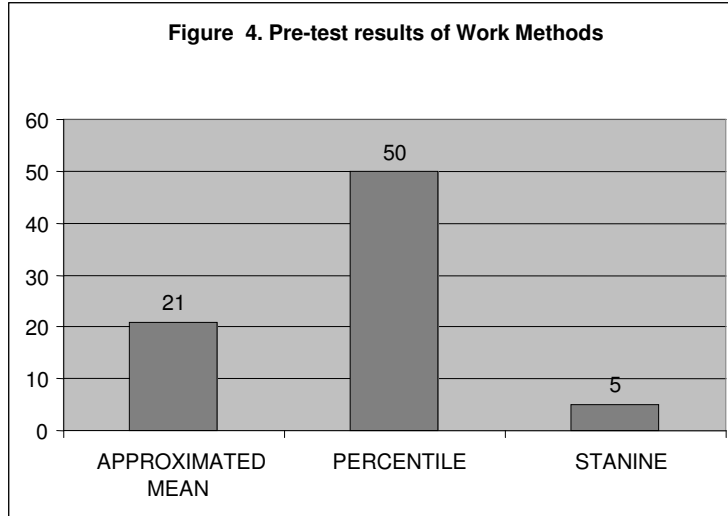


Delay Avoidance measures the students' promptness in completing academic assignments, the lack of procrastination, and freedom from wasteful delay and distraction. Figure 3 shows the Delay Avoidance mean score of the students (19.11), classified as middle average, indicates that the students procrastinated. Delays and distraction in completing academic assignments were common during the early part of the students' 7th standard upper primary school. As mentioned by Covey and Landsberger (2007), students of this age need to improve in making certain decisions about priorities, time and resources. They need follow up on their academic priorities and need to learn not to let others or other interests distract them. Evidently, delays or procrastination was common among the students in this study. The scores may indicate that they needed help in meeting deadlines for assignments and tests and in setting priorities as they become more involved and active in school events and activities that may compete for their time and attention.

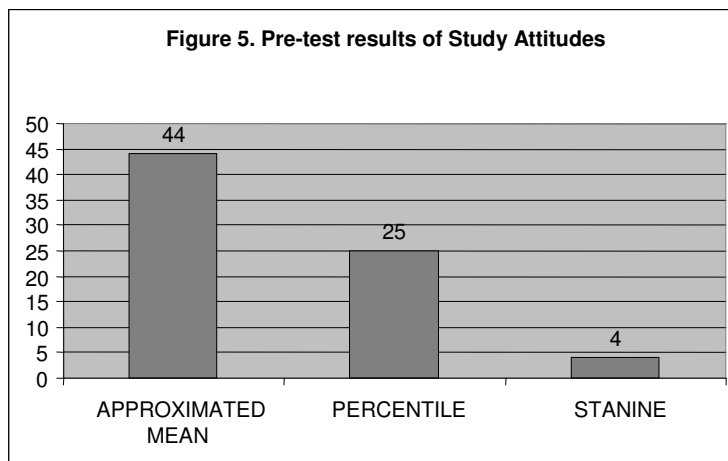


In addition, 7th standard students were in a stage of transitioning to upper primary school. They may have been used to the grade school academic format where there was spoon-feeding, less homework and less responsibilities in school and with school work. Compared to 9 subjects in grade 6, they had 10 subjects in upper primary school. In elementary, other requirements such as projects were manageable on the part of the students. In upper primary school, however, there were more academic requirements and more detailed. This challenged 7th standard students more, carried greater responsibilities and sometimes were more difficult to accomplish. Also, there was a mix of excitement and nervousness on the part of the student because of the new environment, new classmates, new teachers and a bigger space. This initial finding warranted clearer understanding of the students of the purpose of their upper primary school and the importance of focusing on and prioritizing their homework and studies.

Work Methods refers to the students' use of effective study procedures, efficiency in doing academic assignments, and how-to-study skills. Figure 4 shows that the Work Methods of the freshmen was middle average. This is an indication that the freshmen lacked effective study procedures and skills. Inefficiency in doing academic assignments was common. Students needed to be taught techniques or procedures to effectively and efficiently accomplish homework on time, and to have enough time to do projects, review for a quiz, and do advance readings.



On the other hand, the second scale, **Study Attitudes** combines the scores on the Teacher Approval and Education Acceptance. The Study Attitudes scales provide a measure of scholastic beliefs and values and how these would affect them as learners. Figure 5 shows that the Study Attitudes of freshmen was low average, which indicates tendency to have negative personal beliefs, low valuing of education, and had negative opinions of their teachers. This clearly shows that the students needed to improve their attitudes towards studies. This could be attributed to the higher expectations that their upper primary school teachers had from them.

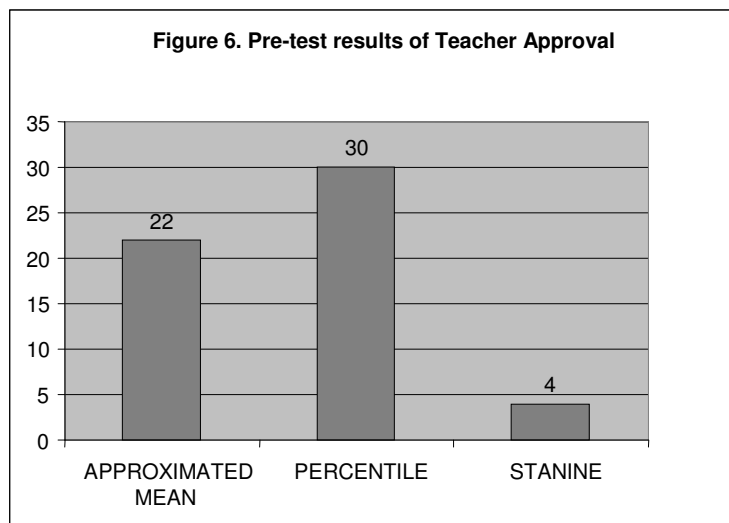


One subscale under Study Attitudes is the Teacher Approval, which measures the student's opinions of teachers and their classroom behavior and methods. Figure 6 shows

that the Teacher Approval mean score of the freshmen was low average. This is an indication that the freshmen lacked positive response to teachers' delivery of lessons.

Students respond better to instruction and to teachers if the teaching approach is more novel, if the teachers are animated or if the teacher and his/her materials are stimulating to the students' senses (colorful teaching aides, lively and loud voice, etc.) (Midgley and Maehr, 1998)(Wells, 1989)(Bhaerman and Kopp, 1986). Teachers play a critical role in school transitions. Asplough (1998), Isakson and Jarvis (1999) cited that teachers are in a pivotal position to provide the necessary academic and social support that is essential to addressing challenges facing both students and parents. Students, especially have to see teachers play this role. As a "second parent" in school, teachers are tasked to look after students especially those who are in need of academic assistance. The teachers' methods of teaching inside the classroom and their behavior are also reflective of this. While this initial finding entailed teacher training on delivery of lessons too, the study did not include it anymore as part of its intervention.

On the part of the students, time management, ability to stay on task and behavior were needed to be developed as ascertained by Zeedyk (2003) as essential elements in success.

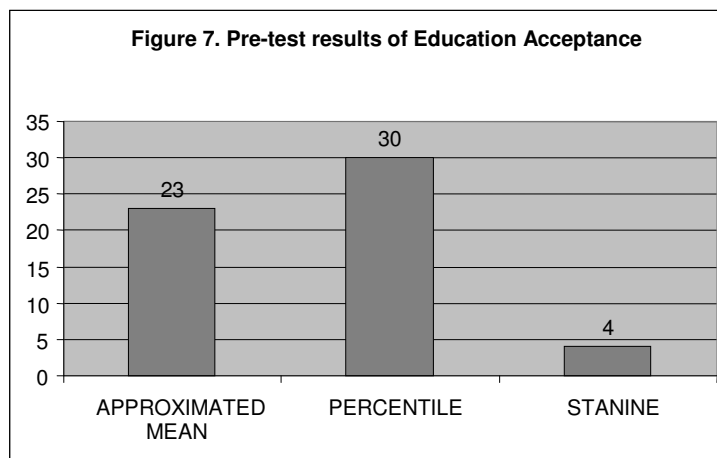


Education Acceptance refers to the students' approval of educational objectives, practices and requirements. The 7th standard students got a low average mean score prior the intervention program as can be seen in figure 7. The initial findings



demonstrate that the students needed to understand the rationale of the lesson content and the activities done in the classrooms. They needed to know the relevance of the objectives, practices, and requirements to their lives in order to be more accepting.

Individual differences of the students should be considered too. Not all students were fast learners and could keep up with the pace of instruction. The intervention program took into account this principle and included individual and group academic counseling and teacher referrals. The individual academic needs of students were addressed in these processes and guides. Teachers were assisted in understanding the individual students' unique academic needs.



#### 4.2 Difference Between Pre-test and Post-test SSHA Scores

Table 3 shows the t value of the difference between the pre-test and post-test SSHA scores. Significant differences at .001 have been found in the general study orientation scores and in all the scales and the subscales. All pre-test mean scores were significantly lower than the post-test results. This indicates that all SSHA aspects of the Intervention Program had positive effects on the freshmen resulting in significantly improved study orientation (SO).

**Table 3. t-test of mean differences between pre-test and post-test**

	Paired differences Mean	T	Sig.(2-tailed)
Study Orientation	-9.51	-6.426	.000
• Study Habits	-4.21	-5.233	.000
○ Delay Avoidance	-1.53	-3.514	.001

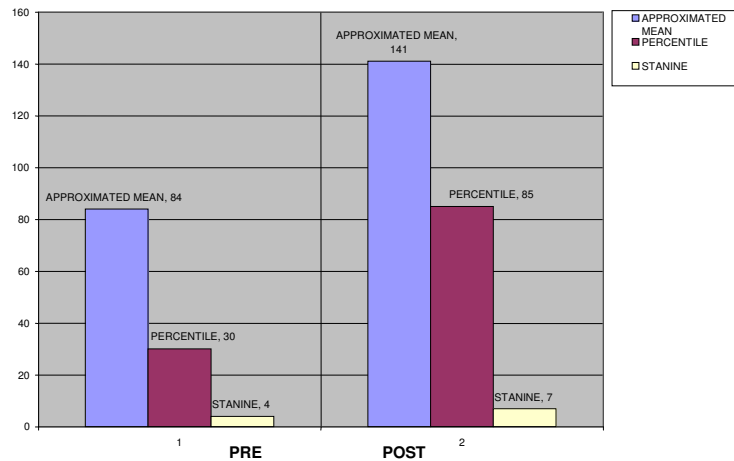
○ Work Methods	-2.77	-6.201	.000
● Study Attitudes	-6.02	-7.354	.000
○ Teacher Approval	-3.44	-7.406	.000
○ Education Acceptance	-2.53	-5.855	.000

After the introduction and implementation of the transition program and the intervention program within the same school year to the new 7th standard students, there was positive improvement in the students' study habits and attitudes toward school and studies. At the significance level of 0.05, a rejection of the null hypothesis was evident as indicated by the computed t-values for each area and the total Study Orientation (SO) ranging from  $t=-3.514$  to  $-7.406$ . All pre-test results were lower than the post-test results. This indicates that the Intervention Program had a positive effect on the freshmen that resulted in the significant improvement of the Study Orientation (SO). The t-test results lead us to accept the alternative hypothesis that the Study Orientation (SO) of batch 2005-2006 survey changed significantly after the seven-month intervention program as measured by the SSHA. This also indicates that there is a significant difference, therefore it accepts the research hypothesis and rejects the null hypothesis.

### **Study Orientation**

Figure 8 shows a remarkable movement from Low Average to Above Average. Percentile rank increased from 30% to 85%. These indicate that over-all improvement in Study Orientation has occurred. There is a gain of 57 points in the mean score, 55 points in the percentile score and 3 points in the stanine after the intervention program. A stanine of seven in the post-test has a classification of Above Average, indicating a remarkable overall improvement in their study habits and attitudes as compared with their pre-test scores.

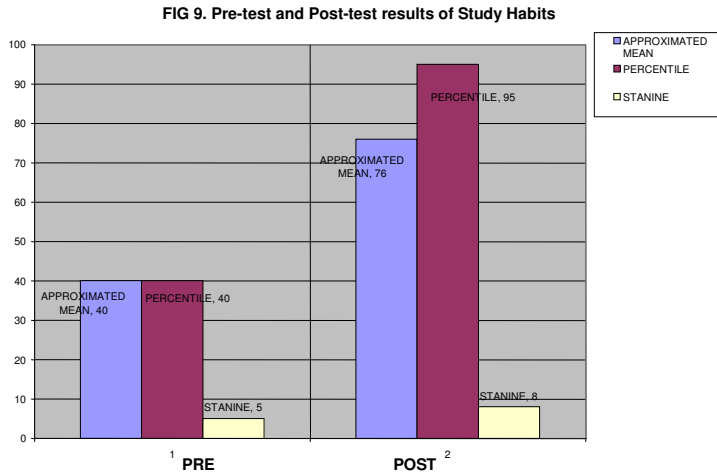
Figure 8. Pre-test and Post-test results of Study Orientation



Results indicate a clear evidence of good to excellent mentoring and assisting the students adjust to the upper primary school environment, without spoon-feeding from the teachers. There was consistency on the part of the teachers when it came to academic instruction, discipline and planning. These were all evident in the posttest scores of the SSHA; how the students answered the survey the second time was a reflection of how the teachers and students worked together to facilitate the students' adjustment in the upper primary school.

### Study Habits

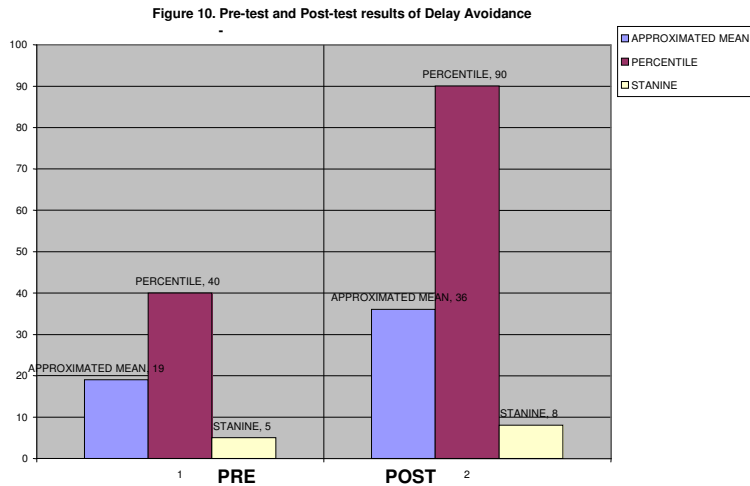
Figure 9 shows an observable change in the Study Habits. The obtained percentile rank moved up to 95% and can be categorized as Above Average. A gain of 36 points in the mean score, 55 points gain in the percentile score and a gain of 3 points in the stanine were achieved. A stanine of eight in the post-test shows a more positive and remarkable change by the students in the upper primary from five (middle average), to eight (above average) in the batch's academic behavior.



As stated by Covey and Landsberger (2007), the students seem to be taking personal responsibility for themselves by making decisions about priorities, time and resources. Their values and principles improved at this point and the students followed up on their set priorities, not letting others or other interests distract them from accomplishing set goals. It also indicates that they are more focused and productive. At this point, parents have started to become more involved with their children’s academic life. As supported by Zolten and Long (1997), students’ study habits skills have improved when the students noticed their parents became engaged in the child’s school activities, homework and other academic-related activities in school and home. Also, students became more aware of goal-setting and time management, as these two form a part of good study habits. Thus, the intervention program, adult supervision and assistance made the freshmen students realize the importance of having good and effective study procedures, how-to-study skills, staying focused on the set academic tasks and avoid distractions.

### **Delay Avoidance**

Figure 10 shows the post-test scores obtaining 90% (Above Average) and a gain of 17 points in the mean score, 50 points gain in the percentile score and 3 points in the stanine were achieved. A stanine of eight in the post-test shows a very positive improvement by the students in the upper primary from five (middle average), to eight (above average).



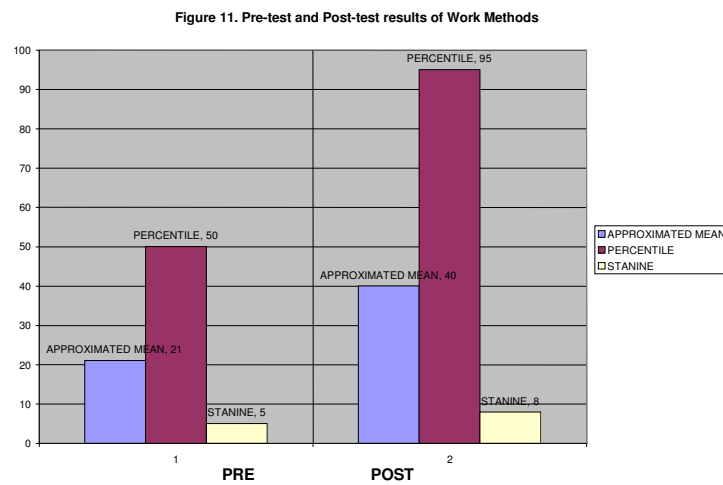
For Knaus (2002), procrastination is common in everyone. Procrastination substitutes for many potentially worthy accomplishments among students. Procrastination starts with anticipation, and ends with a delay. But after the intervention program and the post-test, for Delay Avoidance, students were more prompt in completing their academic assignments, lesser procrastination and lesser delays and distraction when it came to academic responsibilities.

During the first phase of the intervention program, students were introduced to different techniques and tips on studying such as goal setting, right study habits, etc. During this phase, they were taught that procrastination or delay in accomplishing an academic task would have a negative result. To help motivate and inspire the students, an alumnus of the school gave an inspirational talk on his/her past personal experience as a upper primary school student in the institution.

### **Work Methods**

Figure 11 shows the post-test results and a movement to the 95th percentile rank categorized under Above Average. A gain of 19 points in the mean score, a 46-point gain in the percentile score and a 3-point gain in the stanine score were achieved. A stanine of eight in the post-test shows a significant improvement by the students in the upper primary from five (middle average), to eight (above average). At this point, majority of

the batch effectively used study procedures, were efficient in executing academic assignments (home projects, assignments, etc.) and had better how-to-study skills.

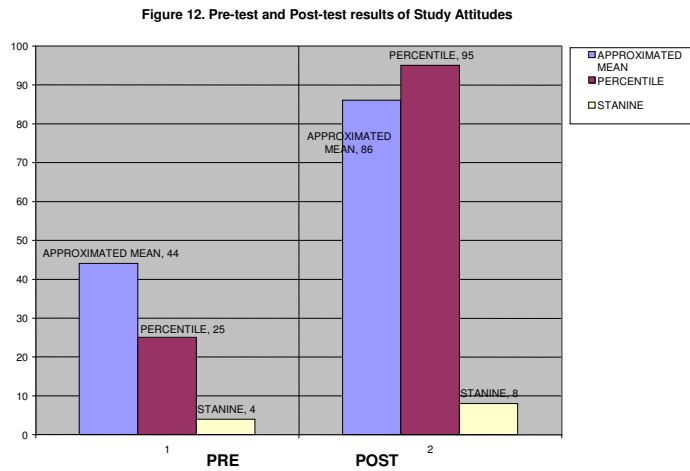


There was self-awareness on the part of the students, realizing that they will learn from their assignments or projects if they had quality personal work methods. This showed maturity on the part of the students as they prioritized schoolwork and being organized to be able to finish homework and attend to other school-related activities. During the course of the intervention program and through individual and group academic counseling, students were made to realize and understand the use of effective study procedures and how-to-study skills for them to efficiently accomplish their homework and other academic tasks in a given span of time without wasteful delays. Students involved in the academic counseling sessions with the counselor also learned from each other the different methods or techniques in efficiently doing homework. Not only did they interact with their classmates during counseling sessions, they also learned from each other. It was a three-way learning and counseling process.

### **Study Attitudes**

Figure 12 shows an improvement for Study Attitudes. Post-test results categorize the obtained score into Above Average, a progression from Average Low. There is a gain of 57 points on the mean score, 55 points in the percentile score and 4 points in the stanine after the post-test. A stanine of eight in the post-test shows a remarkable improvement by the students in the upper primary from four (low average), to eight

(above average). This also denotes a remarkable overall improvement in the batch's scholastic beliefs as compared seven months before, prior to the intervention program.



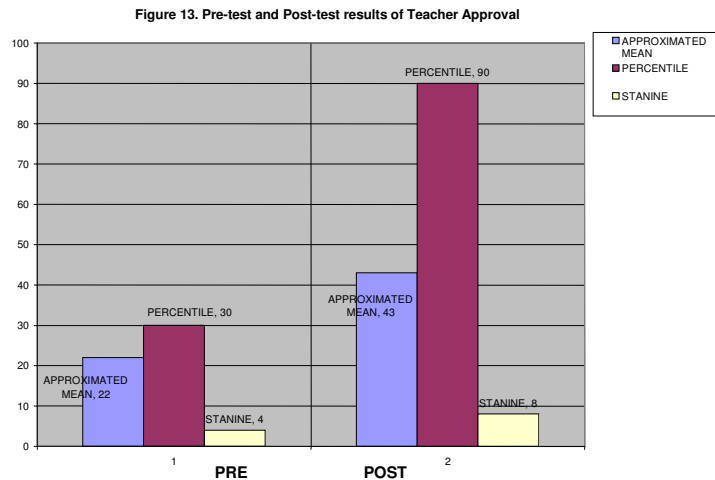
In the Study Attitudes, the freshmen students have improved their problem-solving approach. The students were able to mentally process what the teachers have taught them, there was more analysis and students became more dedicated in learning and doing schoolwork. As stated by Rusbult (992), students not only accomplished what was required of them in completing a task in a subject, but also, they were able to invest extra mental effort of intentional learning, ideas and skills.

During the first phase of the intervention program, the students were made aware of their teachers' attitudes, behavior and the high expectations they had on the students. The teachers' strict attitude and requirements were also discussed to the students by the speakers. During the academic individual and group counseling, the counselor discussed with the students that the teachers' somewhat strict attitude and expectations towards them were to motivate them to work more diligently and responsibly. Upper primary school is a different environment. Expectations and academic requirements are high and students are expected to be more responsible with their school work.

### **Teacher Approval**

Figure 13 shows an improvement from 30% to 90% (Above Average). There is a gain of 21 points in the mean score, 60-point gain in the percentile score and 4 point gain

in the stanine score. A stanine of eight in the post-test shows a big improvement by the freshmen students four (low average), to eight (above average).



For Akos (2002), Teachers play a critical role in school transitions. If they are knowledgeable and sensitive to potential stumbling blocks for students and parents, they are in a pivotal position to provide the necessary academic and social support that is essential to addressing these challenges successfully.

Midgley's and Maehr's study (1998) on students' motivation and approaches to learning are related to their study attitude while transitioning to a new school environment. Keeping students together with the same teacher and the same peer group for several periods in a day improves student's interpersonal relationship and a sense of community. In 1986, Bhaerman and Kopp found that students are less likely to leave school when they work with teachers who are flexible, positive, creative, and person-centered rather than rule-oriented. Effective teachers should maintain high expectations for all of their students and show they care about their students' success.

For Covey and Landsberger (2007), students who have an issue with an instructor (a questionable grade, an assignment deadline, etc.) should put themselves in the instructor's place and ask themselves how they can best make their argument given their situation. Look for better solutions to problems if they don't understand the course material, don't just re-read it. Try something else. Consult with the professor or teacher, a tutor, or an academic advisor.



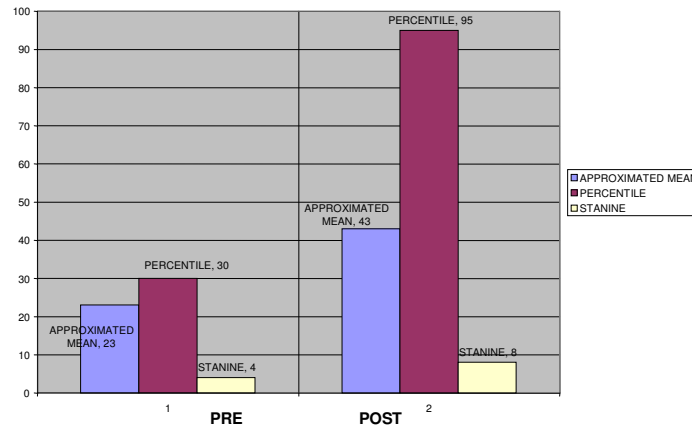
The students' opinion of their teachers and their classroom behavior and methods had positively improved (Teacher Approval). This is an indicator of the students' greater understanding of their teachers and how their teachers behave in the classroom environment.

The intervention program was contributory in this area during the individual and group academic counseling and teacher referral phases. Students shared with the counselor during individual counseling and with other classmates during group counseling about their personal opinions of their upper primary school teachers. Some initially saw their teachers as threatening; and at times they become overwhelmed with the subject's academic requirements. But through all these sharing and counseling, the students were made to understand that they should see the situation in a more mature and serious way. They were made to understand also about the way their teachers in upper primary school behave and that they had high expectations from the students. The intervention program made the students understand that what the teachers are doing, summing up their behavior, attitudes and somewhat serious requirements are all important in preparing the student to become more responsible in school and with the academic tasks given. Teachers are there to guide them in their academic tasks, but not to spoon-feed them.

### **Education Acceptance**

In figure 14, the batch obtained a score classified as Above Average, having a percentile rank of 95%, from 30%. There was also a 20-point gain in the mean score, a 65-point gain in the percentile score and 4 points in the stanine after the post-test. A stanine of eight in the post-test shows a remarkable improvement by the students in the upper primary from four (low average), to eight (above average).

Figure 14. Pre-test and Post-test results of Education Acceptance



Results show students adapting into the education system as evidenced by a progressive score in figure 14.

It is a positive indication of a clearer view of their approval of educational objectives, practices and education requirements. Students became more attentive in class, became more sensitive to social problems, ask questions, and participate actively in class when teachers applied new techniques or novel ways of delivering lessons. Educational objectives, practices and requirements were met when the students were able to complete home works, they were more obedient and complied to school and classroom policies and rules, became more active in school and class activities. The freshmen students showed maturity, as they resolved minor or petty conflicts among themselves or within the group and planned activities for a group work or class activity. Remarkable personal, social, and emotional adjustment also improved during this time, as the 7th standard students were able to adjust gradually into upper primary school and became aware of their surroundings. Self-reliance or accepts little help from adults or teachers, working independently. Cooperation among themselves in group activities also improved.

The results support the study made by Stipek (1998) and Huitt (2001) that found the importance of motivation in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized.

For example, people respond to increasingly complex or novel events (stimuli) in the environment up to a point and the responses decrease. Common motivational needs of

people include behavioral and external need; social, biological, cognitive, affective, conative and spiritual needs.

A student or learner may lack motivation to study because he/she does not have a written list of important goals that define personal success. The student believes that present goals or activities are wrong, his/her feelings or emotions about present activities are generally negative, don't have (or believes he/she does not have) the ability to do present activities or attain future goals, the satisfaction of achieving goals seems far into the future or impossible to attain at the moment. They don't see his/her present activities are related to important goals, rather, important goals appear to be in conflict with their present activities, extrinsic incentives are low or "not much to hope for", and that their personal problems interfere with their present activities.

By paying attention to the instructor, volunteer answers in class, immediately begin work on tasks, maintaining attention until tasks are completed, persistence in solving problems rather than giving up quickly as the problem appears difficult to solve, working independently when appropriate, asking for help or assistance when the need arises, submitting assignments on time, submitting complete work, selecting a challenging course or task when opportunity comes, being able to accept initial errors or less-than-perfect performance as a natural part of learning a new skill, being able to perform fairly uniformly on different tasks that require similar skills and engaging in learning activities beyond what the course requires, are all associated with the student's academic motivation that would fulfill the educational objectives, practices and requirements.

The intervention program, with the assistance of the counselor have taught the students to accept initial errors or commit mistakes as part of a learning process in the classroom. During the first phase of the program, the importance of paying attention to the teacher in class, participating in class activities and recitations were discussed by the counselor and other invited speakers. Through academic group and individual counseling, the importance of submitting a homework or school project on time was also discussed by the counselor to the students.

## **Home Resources**

To find out the students' resources and study habits at home after the intervention program, forty (40) randomly selected students were surveyed. The following are the results of the survey.

Television Use. Majority (55%) of the forty students did their homework and schoolwork without the television switched on, while the rest of the 40 students (45%) did their homework with the television switched on.

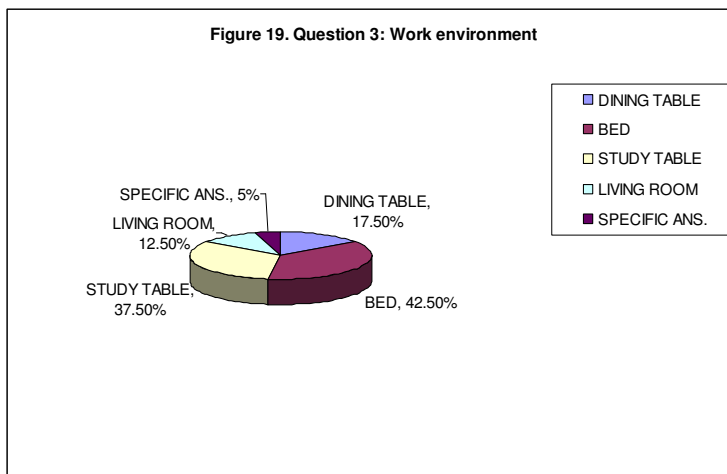
To be able to understand the lesson or homework, an essential skill needed is reading. Children achieve more success in early reading skills if they have experience with books and other print media. Reading fluency only comes with practice. Most children need frequent practice of reading skills before reading becomes a pleasure. When television displaces the time a child would otherwise spend on reading practice, that child is delayed in acquiring reading skills (Comstock, 1991). In a national education study abroad, students reported spending 4 times as many hours each week watching television as doing homework (Office of Educational Research and Improvement, 1990). In another study, Armstrong (1991) cited that television switched on in the background interferes with the retention of skills and information during homework time.

Music. Nineteen (47.5%) of the 40 students were listening to the radio while doing their homework, 8 (20%) students had their MP3 players switched on, 5 (12.5%) students had their home stereo switched on and the other remaining 8 (20%) students did not answer or abstained.

They would rather listen to music on the radio to stimulate their thinking or don't listen at all to music while doing homework. This result concerns with the findings of a recent study from the Child Development Institute (2007), that some children and teens function well in their homework while the radio is switched on to their favorite music station instead of having a television set switched on. Another learning style where we can all learn from is Kinesthetic. Kinesthetic learners have two sub-channels, movement (kinesthetic) and touch (tactile). Learners of this category lose concentration if there is

little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, then focus in on the details (get the big picture first). To integrate this style into the learning environment, they may play music, when appropriate, during activities, use other activities that can get them up and moving or use visualization as a tool to guide them through complex tasks (Merrill, 2000).

Place of Study. Seventeen (42.5%) students of the 40 respondents, chose letter B or their beds as their place of doing their assignments or homework; 15 students or 37.5% did their homework on their own study tables, 7 students or 17.5% did their homework on their family dining table, 5 students (12.5%) sat in their living room to do their homework, and the remaining 2 students (5%) specified, that they did their homework in front of their computers and on their cot.



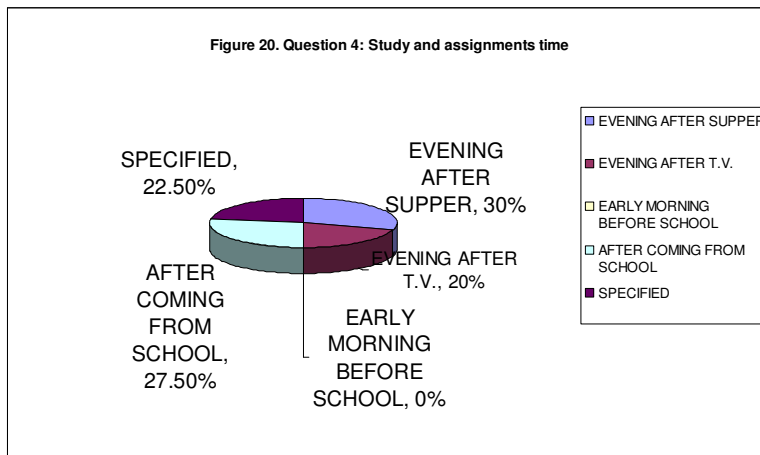
Most of the students do their homework on their beds, on their study tables inside their rooms or on the dining table. Students find it more comfortable and are at ease when they are doing their homework or projects in their designated work areas inside the home. Be it inside their bedrooms, a den, or the dining table. The atmosphere of the study area has a positive effect on the students, thus they become focused on their task (Child Development Institute, 2007). A learning style is a student's consistent way of responding to and using stimuli in the context of learning. For Keefe (1979), learning styles are the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and

responds to the learning environment. Stewart and Felicetti (1992) define learning styles as those educational conditions under which a student is most likely to learn. Thus, learning styles are not really concerned with “what” learners learn, but rather “how” they prefer to learn. Some children learn better visually and some are better kinesthetic learners, while other children are verbal and auditory learners.

Some children can learn around a lot of noise just fine, while other children may be more easily distracted. An area in a child’s home where the child can best fit his/her learning needs is important. A parent or an adult can ask questions how or where he/she can best learn and at the same time, be comfortable.

Time for homework. Thirty percent or 12 students of the 40 respondents did their assignments in the evening after supper; 11 students (27.5%) did their homework immediately after coming home from school; 9 students (22.5%) specified doing their homework while waiting for their school service to bring them home, after taking a rest after coming home, after eating snacks at home, one hour after coming home, before playing on the personal computer, before eating supper or before watching TV. Twelve respondents would do their assignments or homework in the evening after they have eaten their supper.

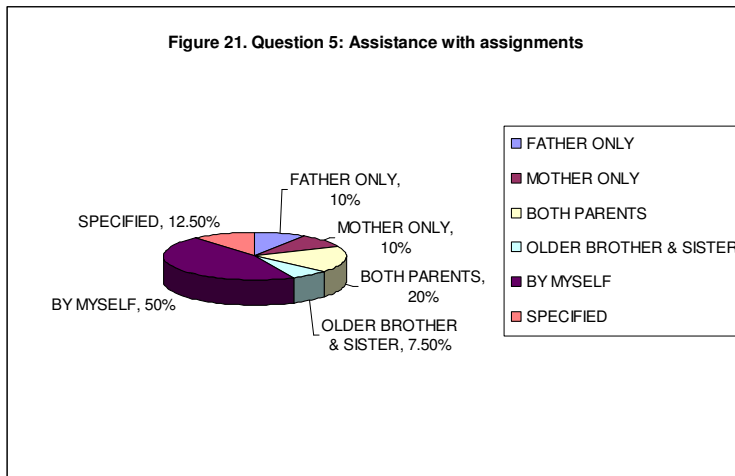
Twenty percent or 8 respondents did their homework in the evening after watching T.V. None answered the rest of the choices for question 4.



Students coming home early from school have the initiative to do their homework immediately before supper. Some students, while waiting to get home

from school, find their waiting time productive by starting on their homework. This way, by the time they get home, more time is given to unfinished tasks. If they have extra time left, they can play on the personal computer or watch television. This can be seen as a form of motivation on their part. They finish all homework, then eat supper and before going to sleep and find time for a short recreation to relax their minds. Though there were respondents who would do their homework in the evening after watching television, this is discouraged, due to the fact that watching tv consumes too much time, and would eat up the child's allotted time for homework, review or projects. It would be wise for a parent or adult to encourage the child to focus and prioritize homework or projects first after coming home rather than watching television. It is good that there were no respondents who worked on their homework or projects early in the morning before going to school. This only encourages procrastination, cramming and last minute preparation, which are unhealthy on the part of the child.

Assistance with the homework. Twenty students (50%) did their homework on their own, without any assistance from parents, other family members or any adult at home; 8 students (20%) had help from both their mother and father; 5 students (12.5%) specified, asking help from their classmates through telephone, asking their neighbor or personally asking their classmates; 4 students (10%) had help from their father only and the other remaining 4 students (10%) had help from their mother only.



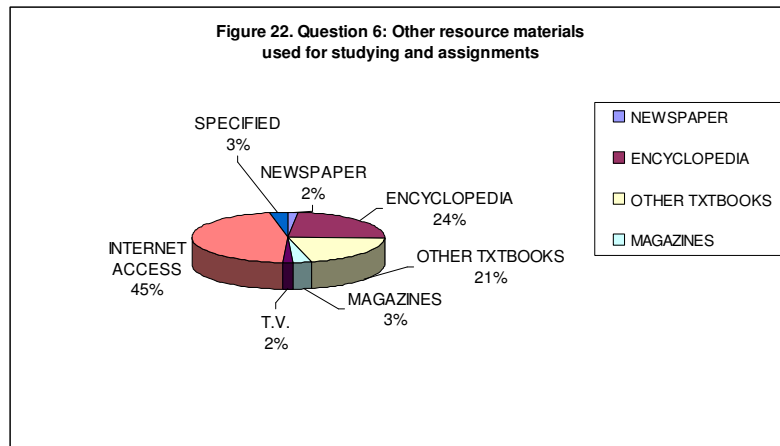
Twenty respondents indicated a sense of independence when doing their schoolwork or assignments without any help from anyone, while some of the students ask help from both their parents or ask their neighbor or classmates for help.

At this point, 20 of the students had the confidence to do their homework on their own. They have become independent, having established good study habits at home, though adult or parental supervision is encouraged to check on the progress of the students and to guide the students with the difficult homework or projects. As for the parental or adult supervision when it comes to doing homework, projects or reviewing, this research saw how the respondents are trying to become more independent from parents or other adults. Though the efforts of these students were commendable, they still have to be supervised by their parents or by an adult from time to time to encourage, remind or assist them in their homework and projects. Citing Charnley (2006), adult or parental responsibility in providing motivation and supervision and the intervention program, contributed to improved study habits and attitudes of students, gradually improving through the seven-month period. In this area, the study finds that it supports the statement of Charnley on adult or parental responsibility for the provision of motivation and supervision.

Resource materials. Twenty-nine respondents (72.5%) use the internet as a resource to help them in their homework or projects. Fifteen respondents (37.5%) use the encyclopedia as a resource material in getting their homework or projects done. Thirteen respondents (32.5%) use other textbooks as their resource material. Two respondents (5%) get their ideas by reading through magazines to help them in their homework and projects. One (2.5%) respondent read through newspapers and another 1 (2.5%) respondent watch television to get ideas in helping them answer their homework or projects. Two (5%) respondents specified other forms of resource materials such as almanacs and computer access.

Majority of the 7th standard students had internet access at home as a resource in doing their assignments and school work. Most of them used the encyclopedia or other textbooks as another resource material.





This shows that majority of the students are computer literate and “computer-savvy”. Other students are more traditional in their approach using academic resources at home like encyclopedias, textbooks and other written materials.

Tutorials. Thirty-nine students (97.5%) have no regular tutors or have no tutors to guide them in their homework; only 1 student (2.5%) had a regular tutor.

Majority of the students who answered the survey have no regular tutors to guide them in their schoolwork.

Their parents at home supervised majority of the students while doing their homework or projects. Students can cope with the demands of the subject and can easily grasp the lessons taught to them in class. Their peers, classmates or friends give informal assistance to them from other sections in the same level when they experience difficulty in their lessons. The students do this during recess or break time or after school hours before going home.

The results of the HSHQ show the learning styles of 7th standard students and the parental or adult involvement in the students’ home study habits. The results support Charnley (2006), about students’ own study habits. Each person or student, for this matter, has his or her own learning style. Some students tend to become more focused on their studies if they are listening to music or while the television set is switched on, while some would rather work quietly in a peaceful environment where there is little or no distraction at all, etc.

New 7th standard upper primary school students find upper primary school as a difficult and also a challenging transition period in their academic life. These “feelings” of difficulty are brought about by low self-esteem, increased psychological distress and difficulty in adjusting to a new school environment, too much homework or too much academic workload. Despite the difficulties and challenges a new 7th standard upper primary school student might face, there are also attractive features to transitioning to upper primary school. A new student meets new friends, interacts with new classmates and old peers, has increased freedom, has different teachers for each subject, has classes in different classrooms or work areas, sports and athletic activities, clubs and organizations and other novel opportunities to be encountered in upper primary school.

Academic adjustment comes into play during this period. Upper primary school is a period where a student takes personal responsibility for his / her decisions, priorities, resource and time management. Teachers, parents, adults or academically competent peers also play a role in a student’s study habits and attitudes toward school and studies. Students who cannot understand their course material, homework or project have to consult with a teacher, ask for assistance from the parents or have a tutor if needed. By enhancing the new 7th standard students’ study habits and attitudes toward school and studies, after the initial administration of the Survey of Study Habits and Attitudes (SSHA) Questionnaire, the students went through a four-phase intervention program, where their academic needs were addressed gradually.

In this research, as students adjusted to the new school environment and its academic norms, their teachers served as guide in their “first steps” in 7th standard upper primary school. Students, who needed academic assistance, had help from tutors, were supervised by their parents at home, or helped by their peers who are fast learners. Counseling or academic follow-up was also provided to the students by the level counselor and the researcher to make the students understand their new situation, the problems they were facing and the help they needed which helped develop better study habits and understand their lessons better.

**CHAPTER - V**  
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

Puberty is a critical turning point in young people's lives. It is a time of challenge and adjustments: physically, intellectually, socially, and psychologically; it is a time when personal code of ethics and moral values are developed. In school, puberty crosses the middle school years with upper primary school. At this point, a formal intervention

program can be helpful to help the young adjust and keep in step of the secondary education.

This study used such a program designed to monitor grade seven students' transition period for at least seven months to the end of their 7th standard in upper primary school. A standardized instrument – the Survey of Study Habits and Attitudes (SSHA) of Brown and Holtzman (1953) – was administered at the beginning of the school year, to explore the students' attitudes and work habits to serve as a basis for improving their study skills. After the initial administration, checking and profiling of the SSHA, the upper primary students went through the four-phase intervention program for seven months.

After seven months, a posttest was given to the same batch of 7th standard upper primary school students, using the SSHA and a researcher-made questionnaire focusing on their Home Study Habits. The purpose of the latter was to describe the student's study habits at home, the people who are involved in helping him/her in studying, doing homework and reviewing, and the different resources used to aid him/her in studying.

Based on test of differences between pre-test and post-test scores, the transition program effected significant improvements in the students' overall school study habits and attitudes, and all aspects of it. The Intervention Program, the initial and posttest of the SSHA, the Study Habits Seminar – which is part of the intervention program, individual counseling and follow-up on students all played a major role in the remarkable improvement of the students' SSHA results.

Over-all **Study Orientation** score shows a remarkable movement from Low Average to Above Average. Percentile rank increased from 30% to 85%. These indicate that over-all improvement in Study Orientation has occurred. There is a gain of 57 points in the mean score, 55 points in the percentile score and 3 points in the stanine after transition program. A stanine of seven in the post-test has a classification of Above Average, indicating a remarkable overall improvement in their study habits and attitudes as compared with their pre-test performance seven months before, prior to the intervention program.

Observable change for **Study Habits** persisted; the obtained percentile rank moved up to 95% and can be categorized as Above Average. A gain of 36 points in the mean score, 55 points gain in the percentile score and a gain of 3 points in the stanine were achieved. Their values and principles improved at this point and the students followed up on their set priorities, not letting others or other interests distract them from accomplishing set goals.

For the **Delay Avoidance** (DA), there is a gain of 17 points in the mean score, 50 points gain in the percentile score and 3 points in the stanine were achieved.

For **Work Methods**, a gain of 19 points in the mean score, a 46-point gain in the percentile score and a 3-point gain in the stanine score were achieved.

Score for **Study Attitudes** also tell us of an improvement. Post-test results categorize the obtained score into Above Average, a progression from Low Average. There is a gain of 57 points on the mean score, 55 points in the percentile score and 4 points in the stanine after the post-test. A stanine of eight in the post-test shows a remarkable improvement by the students in the (average (low)), to eight (above average).

For the **Teacher Approval**, there is a gain of 21 points in the mean score, 60-point gain in the percentile score and 4-point gain in the stanine score.

In the **Education Acceptance** area, the batch obtained a score classified as Above Average, having a percentile rank of 95%, from 30%.

There was also a 20-point gain in the mean score, a 65-point gain in the percentile score and 4 points in the stanine after the post-test. It is a positive indication of a clearer view of their approval of educational objectives, practices and education requirements.

In this study, there is a remarkable positive change with regards to the freshmen students' SSHA post-test scores after going through the intervention program. The intervention program had a positive impact on the students' study habits and attitudes, as reflected in the results of the SSHA.

As shown in the results of this study, there is a significant relationship that exists between the freshmen students' study habits and attitudes, home resources and tutorial assistance provided by parents, relatives, peers or a private tutor. Home resources for the students would include a place for them to study or do their homework, the assistance

they receive at home when they do their homework or school projects or if the child needs tutorial assistance. These would vary from adult or parental supervision to direct assistance given by other adults at home or by their parents in completing the child's homework or project and the availability of a formal tutor. It also had a significant effect on the child if there is no assistance given to the child. These would include the child's independence in having the responsibility of doing the homework or project or there is just no available adult or parent at home to supervise or assist the child. The kinds of resource materials the child uses at home or outside the school to finish the homework or project like accessibility to various kinds of resources such as access to the internet, computers, textbooks, and other print media or references.

### **Implications and Recommendations**

Since the results obtained are direct outputs of the students' exposure to the seven-month learning environment in the upper primary school, it is suggested that a review of the academic and school policies or student handbook on the part of the school administrators and principals for a possible integration of the transition and intervention programs for their students in the grade seven and 7th standard upper primary school levels; teachers and advisers assess the effectiveness of the students' learning environment every grading period. Classroom climate is important for students. Experiencing the classroom as a caring and supportive place where there is a sense of belonging and everyone is valued and respected, students will tend to participate more in the process of learning.

Assessment of the learning environment entails sensitivity towards the students' academic receptivity, to the extent of administering adequate modification of the pacing of discussions, such as consistency on the part of subject teachers and advisers in providing academic discipline to students. This can be achieved by enhancing the regular meetings of level teachers, continuously being receptive to the learning needs of students, taking note of other factors contributory to students' learning environment (i.e.: use of positive vs. negative motivation and exploring the different learning styles: visual, auditory, kinesthetic, etc.). Subject teachers should religiously hold regular student-

teacher consultation and remind students that they are not in grade school anymore, and that upper primary school is a different, challenging but at the same time, an enjoyable phase in their lives. Teachers, parents, guardians and guidance counselors should be sensitive to the academic needs of students, especially if a student needs tutorial assistance to improve academic performance. There should be regular orientation and training of all grade seven and 7th standard upper primary school teachers on the transition and intervention program and current trends in delivery of lessons to students during the In-service training.

School Psychologists and Educational Psychologists should monitor students in the upper primary who are academically lagging behind, focusing on the students' individual learning problems, making follow-up consultations with teachers and guidance counselors and making recommendations to teachers, guidance counselors, school administrators and others; counselors in the grade seven and upper primarys should focus on topics directly related to study habits and social and emotional adjustments in early adolescence; a collaborative working relationship should exist between the guidance office, the guidance counselors and educational psychologists to strengthen and improve the academic intervention programs of the school; follow-up program of the guidance counselors for grade seven and 7th standard upper primary school students, including interaction of grade seven students with the upper primary school academic setting through an improved immersion program, improvement of individual/group counseling especially in grade seven and 7th standard upper primary school level and regular administration of the Study Habits and Attitudes (SSHA), both at the beginning of the school year and at the end of the school year.

Grade seven administrators, faculty and guidance counselors and their counterparts in the upper primary school department need to coordinate with each other in the integration of the transition and the intervention program with the curriculum and policies governing intervention programs in both grade seven and 7th standard upper primary school levels.

A working collaboration between educational psychologists and guidance counselors will result in a very dynamic, useful and practical transition and intervention

program. By identifying students with learning difficulties and students at risk of failure, educational psychologists can work with guidance counselors who can provide academic counseling and other intervention techniques that can help students adjust to upper primary school.

Future studies may also include students' exposure to mass media of students like television, radio, print and the internet and how these affect their learning, study habits and attitudes toward school and academic requirements.

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