

STUDY HABITS IN RELATION TO ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY STUDENTS

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ABSTRACT

The present paper is on Study Habits in Relation to Achievement Motivation of Senior Secondary students. The objectives of the study were to find out significant relationship between Study Habits and achievement motivation and difference in study habits and Achievement motivation between PSEB and CBSE, male and female, urban and rural resident senior secondary students. The method of study was survey and descriptive in design. A sample of 200 students was taken. Study Habits scale by T.P.Kumar and Achievement Motivation by B. Shah had been used as tools. Both descriptive and inferential statistics were used. Mean, Standard Deviation, Z-ratio, correlation coefficients etc. had been calculated. The result indicates that there is no correlation between Study habits and achievement motivation of senior secondary students, No significant difference exists between mean scores of Study habits of CBSE and PSEB, Rural and Urban students at senior secondary level while significant difference exists between mean scores of study habits of male and female at senior secondary level . No Significant difference exists between mean scores of Achievement Motivation of CBSE and PSEB and Rural and Urban students at senior secondary level. This study can be helpful to educational stakeholders for planning, drafting, transactional balanced curriculum which will be helpful in multidimensional aspects.

Keywords -Study Habits, Achievement Motivation,

INTRODUCTION

Habit refers to confirmed way of doing things. It starts forming at conscious level but become automatic due to repetition. Once a habit has been formed the performance of that specific activity does not require any special conscious thought. Any activity performed repeatedly becomes a habit. In education process, habit formation is a vital activity. It is true that all good learning's are based on good habits. Habit is the change in behaviour acquired through practice. Facility and convenience, uniformity, interest, promptness, quick responses,

lack of attention, resistance to change and mechanical activity are the characteristics of habit. Goal, strong will, active performance, practice and involvement lead to habits. Woodworth said that habit is well learned performance. Titchener defined that habit is the tendency of a thing to be or to do now what it was or did on some previous occasions. According to Perivale & Ellington (1984), study habit refers to the method or techniques of effective learning which involve a set of study skill as organization of time, effective use of time, reading skill, essay writing, report writing skill, note taking examination techniques and even job-hunting skill. According to Driver the automatic response to specific situations, acquired normally as a result of repetition and learning, strictly applicable only to motor responses, but often applied more widely to habits of thoughts, perhaps more correctly termed attitude. Seashore defines Habit is an instinct or reflex progressively adopted, enlarged and extended on the basis of individual's experience. Study habits are at the core of a learner's academic success. It is an action like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals. It can be defined as effective or counterproductive based on whether it serves the students well.

Study Habits can be derived from the buying out a dedicated scheduled and un-interrupted time to apply one 'self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habit is sum total of all the habits determine purpose and enforced practice that individual uses in order to learn. Study habit includes, study styles, concentration, mental conflict, homework, examination and self-confidence etc. According to C.V .Good "The basic features involved in the application of the mind to a problem or subject, the characteristic pattern which an individual follows in learning about things and people "According to goods dictionary ' study habits is the pupil's or student's way of studying whether systematic or unsystematic ,efficient or inefficient.'

Jhoselle et.al. (2020) in 'The Learners' Study Habits and Its Relation on Their Academic Performance' determined the relationship between study habits and the students' academic performance. The descriptive-correlation design was utilized to describe the respondents' profile regarding their study habits and academic performance. A total of one hundred twenty-six (126) Grade 11 senior high school learners participated in this study. Moreover, the main research instrument utilized in the study was the Pal sane and Sharma Study Habit Inventory. Its eight sub-scales are budgeting time, physical condition, reading ability, note-taking, learning motivation, memory, taking examinations, and health. The findings showed that the respondents' study habits are at a relatively average level. The result revealed no

significant relationship between study habits and academic performance. Also, the results showed that the study habits of the students are at a relatively average level. Additionally, enhancing students' study habits are relevant, especially in note-taking, reading ability, and health, thus improving their academic performance.

Jafri,H.et.al.(2019) conducted a study on relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. The purpose of the study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students. The aim of this study was to investigate the status of study habits and its relationship with academic achievement in medical sciences students in Kermanshah-Iran Materials and Methods of this cross-sectional study was carried out on 380 medical sciences students at Kermanshah University of Medical Sciences. The samples were randomly assigned to the study. The Pal sane and Sharma study Habit Inventory was the tool used for data collection. Data were analysed by descriptive and inferential statistics. Result the mean of students' grade point average was 15.73 ± 1.5 out of 20 and the mean of total status of study habits was 45.70 ± 11.36 out of 90. The status of study habits in 81.3% of the students was at moderate level. There was a direct and significant relationship between study habits and academic achievement. Conclusion of the status of study habits was at moderate level for most students. Therefore, it is recommended to consider and assess students' study habits at the time of entry into university, in addition, specific training should be offered to students in order to help them learn or modify study habits to increase their academic achievements.

ACHIEVEMENT MOTIVATION

Achievement motivation can be understood simply in the tendency to strive for success or the attainment of a desirable goal. Achievement motivation is a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. Lack of motivation is a big hurdle in learning and pertinent cause in the deterioration of education standard. Achievement motivation in its psychological since in concerned with the inculcation and stimulation of the learner's interest in the learning activities. Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for an achieving a level of excellence. It refers to the behaviour of an individual who strives to accomplish something, to do his best,

to excel over others in performance; this involves completion with a particular standard of excellence of performance. Achievement motivation is a drive to excel in learning tasks. People who strive for excellence in a field for the sake of achieving and not for some reward is considered to have a high need for achievement. Parker and Johnson (1981), "Then those students could be worked with independently to increase their motivation and their productiveness". Spence and Helmrich (1983) defined achievements as task-oriented behaviour performance of individuals is often compared against standards or with others for assessments. Dweck and Elliott (1983), "Achievement motivation consists of a varied and complex set of assumptions, assessment, predictions, inferences, values, standards, and affective reaction that may be irrational, inaccurate, and contradictory." Owner (1996), "A significant negative interaction between average scores of mathematic and general academic achievements with anxiety scores to exams". Field & Sanders (2001), "Research is revealed that high school students' educational expectations and academic achievement were reciprocally predictive." Christopher J. (2004), "The relationship of achievement motivation to entrepreneurial behaviour. A meta- analysis, results found that achievement motivation was significantly correlated with both choice of an entrepreneurial career and entrepreneurial performance". Selvin (2006), "In contrast, those who extrinsically motivated to learn motivated to learn for external rewards that learning will bring". Bull's (2007), "The path from academic achievements to educational expectations emerged as stronger than the reverse path. However, the long-term reciprocal effects of educational expectations and academic achievement on adolescents are less clear". Stein Mayr (2009), "The Achievement Motivation is a content drive to improve one's level of performance, to accomplish success in contention. The author also claimed that need for achievement is the result of emotional conflict between the hope to approach success and the desire to avoid failure". Colman A.M. (2011) defined achievement motivation as a social from the motivation involving a competitive desire to meet standards of excellence. Chowdhary (2014) demonstrated that positive motivational behavior becomes instrumental in motivating employee work performance.

TYPES OF ACHIEVEMENT MOTIVATION

- Intrinsic. Individuals are commonly influenced by intrinsic motives, which come from within based on the desire to perform well and based on the incentives.

- Extrinsic. Extrinsic motives are common and come from outside the individual. Very often, they are the result of a desire to meet society's standards rather than their own.
- Avoidance. Avoidance is a kind of motivation with which some people can identify. It offers stability and predictability in return for the performance of boring, rote or unpleasant tasks.
- Universal Motivators. The need to achieve is part of the human condition. What motivates achievement differs from individual to individual, depending on factors like personality and self-esteem.

RATIONALE OF THE STUDY

Habit is the basis of social order and moral discipline. It acts as flywheel of society. To maintain a good social order, social behaviour, social practices, moral discipline and character formation of good habit is essential. Habitual action has a definite place for the people to maintain good social order and moral discipline. Child's mind is the most plastic and impressionable to everything that occurs in the environment. The child who has not acquired the habit of cleanliness, punctuality, obedience, truthfulness, and respect for elders, industriousness, and study habits will seldom develop these in later time. Achievement motivation is a drive to excel in learning tasks. People who strive for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement.

STATEMENT OF THE PROBLEM

Study habits in relation to achievement motivation of senior secondary students

OBJECTIVES OF THE STUDY

1. To find out the significant relationship between Study Habits and Achievement Motivation of Senior Secondary Students.
2. To find out the difference in Study Habits between PSEB and CBSE Senior Secondary Students.
3. To find out the difference in Study Habits between male and female Senior Secondary Students.
4. To find out the significant difference in Study Habits between rural and urban Senior Secondary Students.

5. To find out the difference in Achievement Motivation between PSEB and CBSE Senior Secondary Students.
6. To find out the difference in Achievement Motivation between male and female Senior Secondary Students.
7. To find out the difference in Achievement Motivation between rural and urban Senior Secondary Students.

HYPOTHESES

1. There will be no significant relation between Study Habits and Achievement Motivation of Senior Secondary Students.
2. There will be no significant difference in Study Habits between-CBSE and PSEB Senior Secondary Students
3. There will no significant difference in Study Habits between male and female of Senior Secondary Students.
4. There will be no significant difference in Study Habits between rural and urban Senior Secondary Students.
5. There will be no significant difference in Achievement Motivation between CBSE and PSEB senior Secondary Students.
6. There will be no significant difference in Achievement Motivation between male and female Senior Secondary Students.
7. There will be no significant difference in Achievement Motivation between rural and urban Senior Secondary Students.

LIMITATIONS OF THE STUDY

1. The study has been limited to the two districts of Punjab, India, namely- Kapurthala and Moga.
2. The study has been limited to 200 Senior Secondary Students.
3. The study has been limited to 100 rural and 100 urban Senior Secondary Students.
4. The study has been limited to PSEB and CBSE board.

DESIGN OF THE STUDY

The study is a descriptive survey which is conducted on senior secondary school students of Kapurthala and Moga district. The study has been conducted in different phases.

Phase 1

The investigator classified the sample into two parts by randomly selecting equal number of PSEB and CBSE board of senior secondary students from urban areas and rural areas of Kapurthala and Moga district.

Phase 2

In the second phase of study the investigator measured Study habits of senior secondary students in regard to their Achievement motivation. Sample the sample was taken as 200 Senior Secondary Students from Moga and Kapurthala Districts.

TOOLS USED

1. Study habits scale by T.P. Kumar.
2. Achievement Motivation Scale by B.Shah (1986)

STATISTICS TECHNIQUES USED

1. Descriptive Statistics-Mean, S.D. has been computed.
2. Inferential statistics- z- ratio and co-efficient of correlation are calculated
3. Graphical representation has been provided wherever necessary.

RESULTS

The collected data was appropriately classified and processed to arrive at the results, in order to concretize the research findings. Hypotheses-wise analysis is done, which is given below:

Hypothesis 1

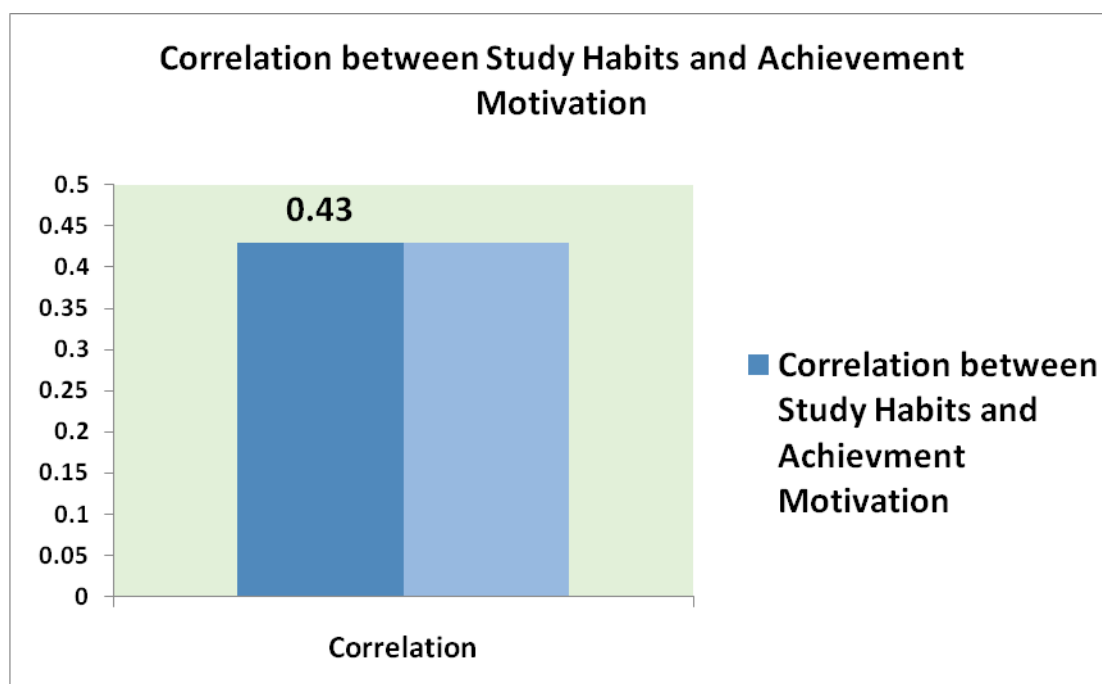
“There will be no significant relation between Study Habits and Achievement Motivation of Senior Secondary Students.”

Table 1
Mean, S.D. and Coefficient of Correlation (r) on scores of Study habits and Achievement motivation of Senior Secondary Students

Variable	N	M	S.D.	r	Level of Significance
Study Habits	200	94.39	10.440	0.43	Not Significant
Achievement Motivation	200	81.72	5.911		

Table 1 shows the coefficient of correlation between study habits and achievement motivation of senior secondary students is as 0.43 it is not significant even at 0.05 levels. Therefore, hypothesis 1 stating that “There will be no significant relation between study habits and achievement motivation of senior secondary students” is not rejected or accepted.

Figure 1
Correlation between Study Habits and Achievement Motivation of Senior Secondary Students



Hypothesis 2

“There will be no significant difference in Study Habits between-CBSE and PSEB of Senior Secondary Students.”

Table 2

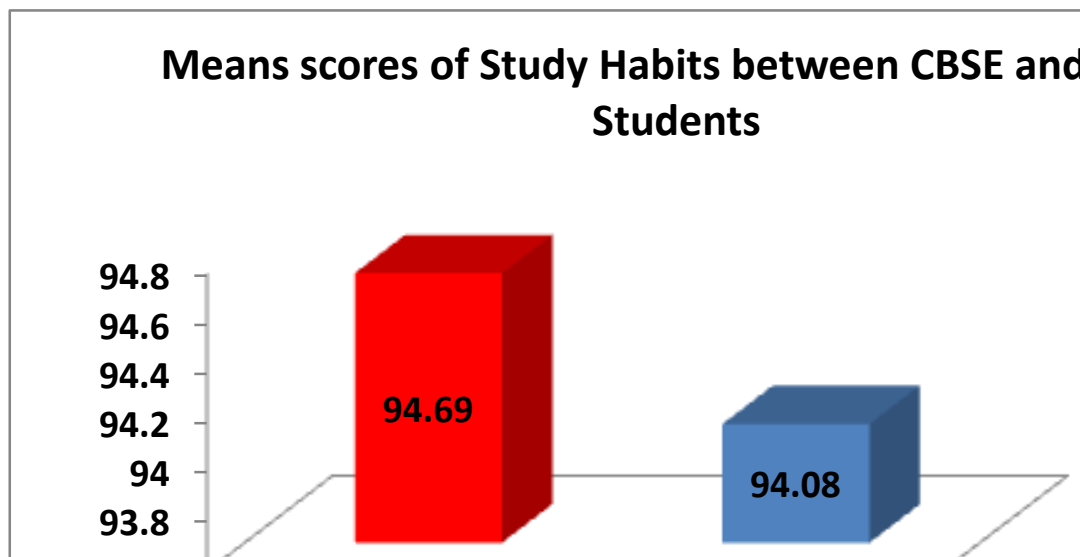
Mean, S.D., SEM S.E_D, and z-ratio of scores of Study Habits between CBSE and PSEB Senior Secondary Students

Variable	School Type	N	M	S.D.	SE _M	S.E _D	z-ratio	Level of Significance
Study Habits	CBSE	100	94.69	10.08	1.00	1.48	-0.41	Not
	PSEB	100	94.08	10.82	1.08			Significant

Table 2 reveals that the mean scores of study habits between CBSE and PSEB senior secondary students are 94.69 and 94.08 respectively and their SD as 10.08 and 10.82 respectively. The z-ratio is -0.41 with df=198 which is less as compared to table values at .05 level of significance. So, calculated z-value is not significant. This means that no significant difference exists between mean scores of CBSE and PSEB senior secondary students. Therefore, the hypothesis stating that “There will be no significant difference in study habits between-CBSE and PSEB senior secondary students” is not rejected or accepted.

Figure 2

Mean scores of Study Habits between CBSE and PSEB Senior Secondary Students.



Hypothesis 3

“There will no significant difference in Study Habits between male and female Senior Secondary Students.”

Table 3

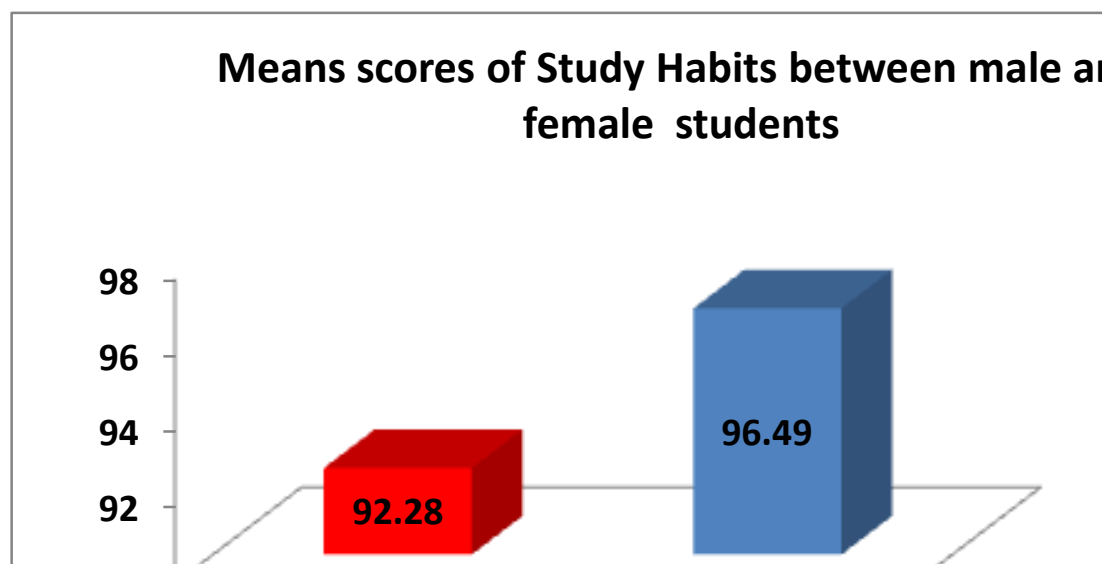
Mean, S.D., SE_M, S.E_D and z-ratio of scores of Study Habits between male and female of Senior Secondary Students

Variable	(Group) Gender	N	M	S.D.	SE _M	S.E _D	z-ratio	Level of Significance
Study Habits	Male	100	92.28	11.88	1.18	-4.21	-2.90	Significant at .01 level
	Female	100	96.49	8.29	0.82			

Table 4.3 brings into light that the mean scores of study habits between male and female of senior secondary students are 92.28 and 96.49 respectively and their standard deviation as 11.88 and 8.29 respectively. The t-ratio is -2.90 with df=198 which is more as compared to table values at .01 level of significance, so calculated t- value is significant. This revealed that significant difference exists between mean scores of study habits between male and female of senior secondary students. Therefore, the hypothesis stating that “There will be no significant difference in study habits between male and female senior secondary students” is rejected or not accepted.

Figure 3

Mean scores of Study Habits between male and female Senior Secondary Students



Hypothesis 4

“There will be no significant difference in Study Habits between rural and urban Senior Secondary Students.”

Table 4

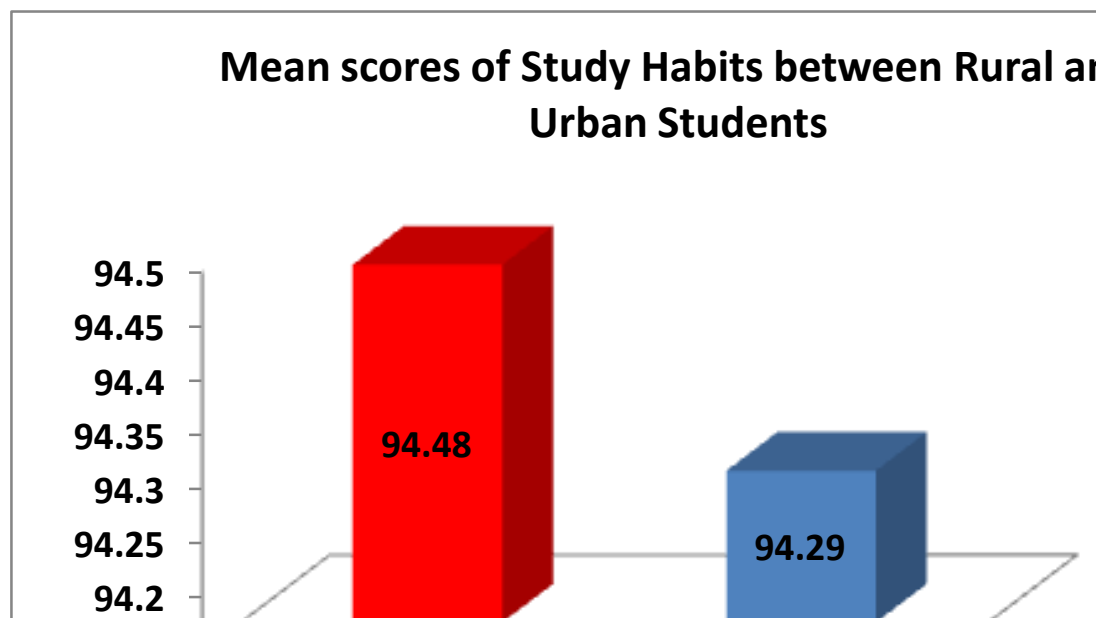
Mean, S.D., SE_M, S.E_D and z-ratio of scores Study Habits between rural and urban Senior Secondary Students

Variable	Locality	N	M	S.D.	SE _M	S.E _D	z-ratio	Level of Significance
Study Habits	Urban	100	94.48	11.17	1.118	1.48	0.128	Not significant
	Rural	100	94.29	9.70	0.970			

Table 4 reveals that the mean scores of study habits between rural and urban senior secondary students are 94.48 and 94.29 respectively and their standard deviation as 11.17 and 9.70 respectively. The t-ratio is 0.128 with df=198 which is less as compared to table values at .05 level of significance, So calculated value is not significant. This revealed that no significant difference exists between mean scores of study habits between rural and urban senior secondary students. Therefore the hypothesis stating that “There will be no significant difference in the study habits between rural and urban senior secondary students” is not rejected or accepted.

Figure 4

Mean scores of Study Habits between Rural and Urban Senior Secondary Students



Hypothesis 5

“There will be no significant difference in Achievement Motivation between CBSE and PSEB Senior Secondary Students.”

Table 5

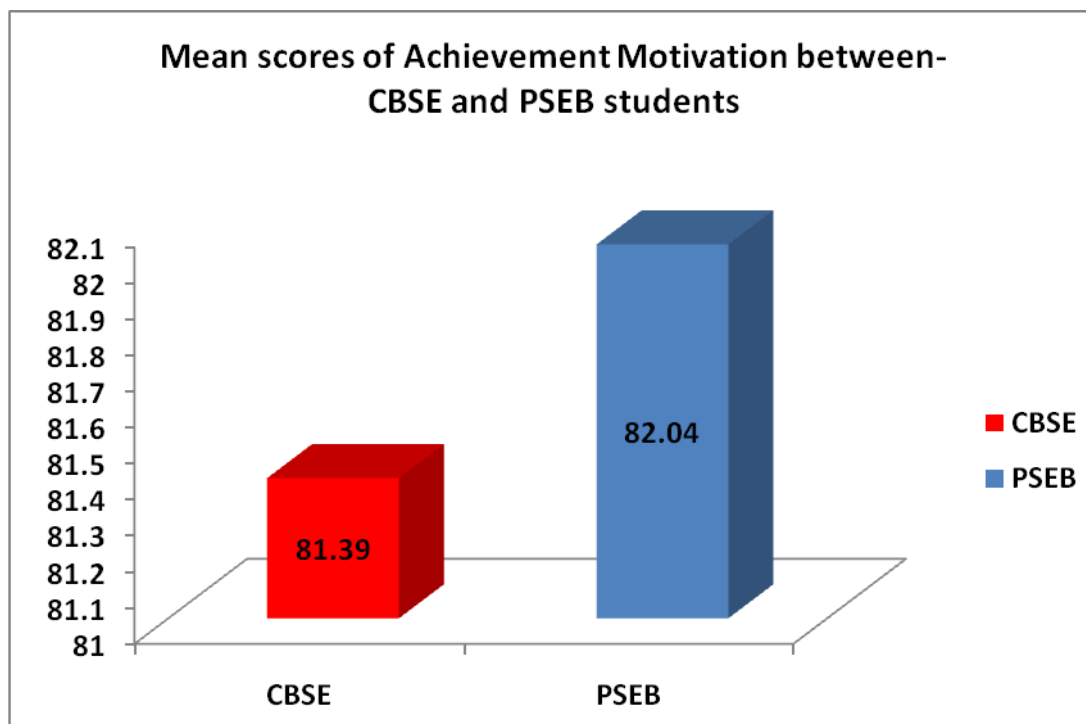
Mean, S.D., SE_M, S.E_D and z-ratio of scores of Achievement Motivation between CBSE and PSEB Senior Secondary Students

Variable	School type	N	M	S.D	SE _M	S.E _D	z-ratio	Level of Significance
Achievement Motivation	CBSE	100	81.39	6.2	0.6	0.83	0.77	Not significant
	PSEB	100	82.04	5.6	0.5			

Table 5 shows that the mean scores of Achievement Motivation between CBSE and PSEB senior secondary students are 81.39 and 82.04 respectively and their standard deviation as 6.200 and 5.619 respectively. The t-ratio is 0.77 with df=198 which is less as compared to table values at 0.05 level of significance, So calculated value is not significant. This revealed that no significant difference exists between mean scores of Achievement Motivation between CBSE and PSEB senior secondary students. Therefore the hypothesis stating that “There will be no significant difference in the Achievement Motivation between CBSE and PSEB senior secondary students” is not rejected or accepted.

Figure 5

Mean scores of Achievement Motivation between CBSE and PSEB Senior Secondary Students



Hypothesis 6

“There will be no significant difference in Achievement Motivation between male and female Senior Secondary Students.”

Table 6

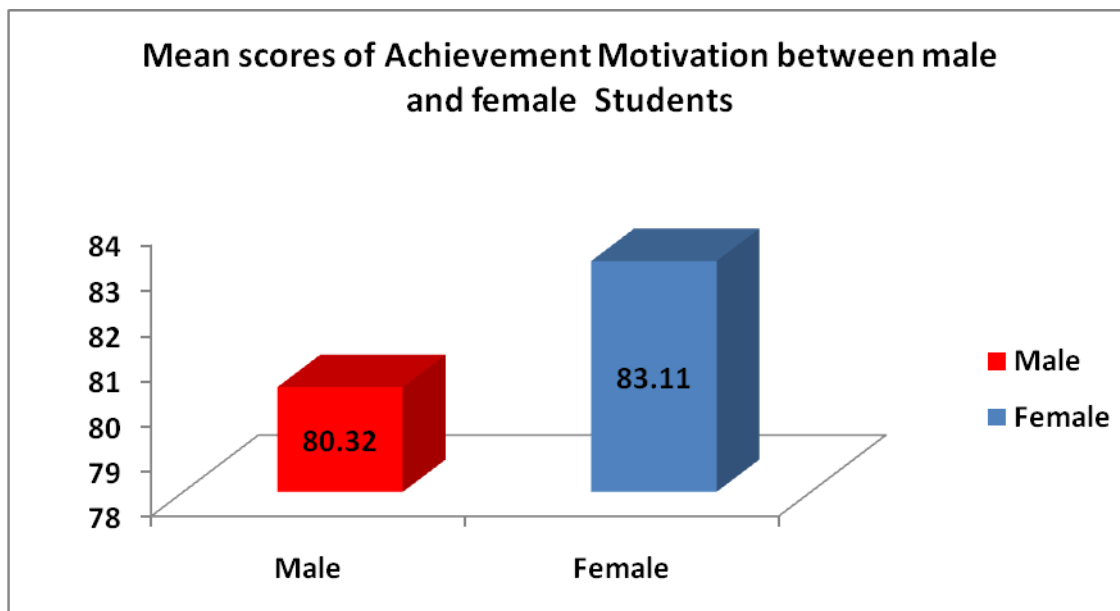
Mean, S.D., SE_M, S.E_D and z- ratio of scores of Achievement Motivation between male and female Senior Secondary Students

Variable	Gender	N	M	S.D	SE _M	S.E _D	z-ratio	Level of significance
Achievement Motivation	Male	100	80.32	4.86	0.48	0.81	-3.42	Significant at .01 level
	Female	100	83.11	6.52	0.65			

Table 6 reveals that the mean scores of Achievement Motivation between male and female senior secondary students are 80.32 and 83.11 respectively and their standard deviation as 4.86 and 6.52 respectively. The t-ratio is -3.42 with df=198 which is more as compared to table values at .01 level of significance, So calculated value is significant. This revealed that significant difference exists between mean scores of Achievement Motivation between male and female senior secondary students. Therefore the hypothesis stating that “There will be no significant difference in the Achievement Motivation between male and female senior secondary students” is rejected or not accepted.

Figure 6

Mean scores of Achievement Motivation between male and female Senior Secondary Students



Hypothesis 7

“There will be no significant difference in Achievement Motivation between rural and urban Senior Secondary Students.”

Table 7

Mean, S.D., SE_M , $S.E_D$ and z-ratio of scores of Achievement Motivation between rural and urban Senior Secondary Students

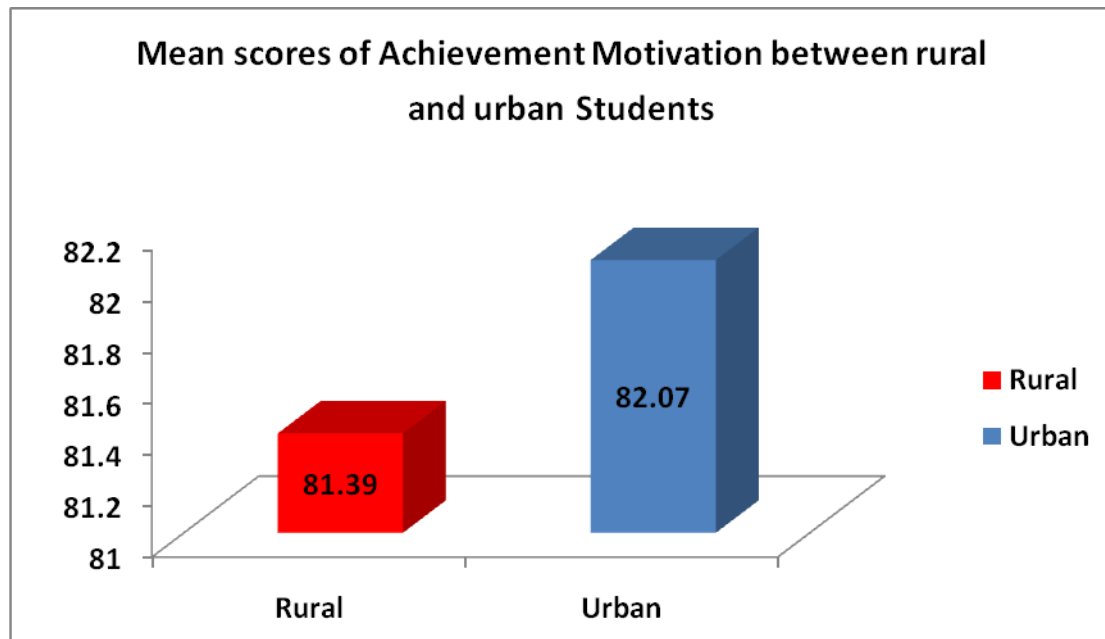
Variable	Locality	N	M	S.D	SE_M	$S.E_D$	z-ratio	Level of Significance
Achievement Motivation	Urban	100	81.39	5.600	0.560	0.83	-0.849	Not significant
	Rural	100	82.07	6.214	0.621			

Table 7 demonstrates that the mean scores of Achievement Motivation between rural and urban senior secondary students are 81.39 and 82.07 respectively and their standard deviation as 5.600 and 6.214 respectively. The t-ratio is -0.849 with $df=198$ which is even less as compared to table values at .05 level of significance, So calculated value is not significant. This revealed that no significant difference exists between mean scores of Achievement Motivation between urban and rural senior secondary students. Therefore the hypothesis

stating that “There will be no significant difference in the Achievement Motivation between rural and urban senior secondary students” is not rejected or accepted.

Figure 7

Means scores of Achievement Motivation between rural and urban Senior Secondary Students



KEY FINDINGS

1. There is no significant relation between Study Habits and Achievement Motivation of Senior Secondary Students.
2. There is no significant difference in Study Habits and achievement Motivation between CBSE and PSEB, urban and rural of Senior Secondary Students.
3. There is significant difference in Study Habits and Achievement Motivation between male and female of Senior Secondary Students.

CONCLUSIONS

The results indicate that

1. The result indicates that there is no correlation between Study Habits and Achievement Motivation of Senior Secondary Students.
2. No Significant difference exists between mean scores of Study Habits of CBSE and PSEB students at senior secondary level and concluded that Mean value of CBSE students is higher than that of PSEB students. It means although the CBSE students have higher Study Habits than PSEB Senior Secondary Students.
3. Significant difference exists between mean scores of Study Habits of male and female at senior secondary level and concluded that Mean value of female students is higher than that of male students. It means although the female students have higher Study Habits than male Senior Secondary Students.
4. No Significant difference exists between mean scores of Study Habits of rural and urban students at senior secondary level and concluded that Mean value of rural students is higher than that of urban students. It means although the rural students have higher Study Habits than urban Senior Secondary Students.
5. No Significant difference exists between mean scores of Achievement Motivation of CBSE and PSEB students at senior secondary level and concluded that Mean value of PSEB students is higher than that of CBSE students. It means although the PSEB students have higher Achievement Motivation than CBSE Senior Secondary Students.
6. Significant difference exists between mean scores of Achievement Motivation of male and female students at senior secondary level and concluded that Mean value of female students is higher than that of male students. It means although the female students have higher Achievement Motivation than male Senior Secondary Students.
7. No Significant difference exists between mean scores of Achievement Motivation of rural and urban students at senior secondary level and concludes that Mean value of urban students is higher than that of rural students. It means although the urban students have higher Achievement Motivation than rural Senior Secondary Students.

SCOPE FOR FURTHER RESEARCH

1. The present study was conducted on mix population of boys and girls students. Separate studies can be conducted on male and female populations. Similar studies

can be conducted on different streams namely arts, commerce, science & agriculture etc.

2. The present study was confined to schools of Kapurthala and Moga district only. A similar study may be conducted on different districts with a large sample and in different regions at national level so as to have in- depth knowledge.
3. The presents study is limited to the sample 200 students. It is suggested that the study can be conducted on a 500 sample to obtain more reliable results.
4. The study can be extended to more state.
5. The study can be extended to comparison Punjab and other state.
6. The study can conducted for other districts students.
7. A similar study may be conducted on special groups of children such as handicapped, gifted, and backward.

EDUCATIONAL IMPLICATIONS

1. The knowledge provided by present research can be used by researchers, educational planners, teachers, psychologists, guidance workers, policy makers, teacher educators and parents in varied ways.
2. Research is never complete. One research opens various directions for further researcher, and thus is chain reaction. The present investigation also abides by the same rule and opens up certain avenues for further researchers in the area of Study Habits and Achievement Motivation.
3. From the present research work researchers can understand the meaning and definitions of Study Habits and Achievement motivation.
4. Researcher can use the review provided by present research for further research work for elementary, graduation & post graduation level.
5. Various policies should be framed and programs should be organized to realize the potential in self.
6. Guidance should be provided to the students by parents and teachers to develop study habits.
7. Motivation should be provided to students by parents and teachers by playing role model.
8. The learner's technique and study habits need should be adjusted according to the changing demands of the students.

9. Online library facilities should be provided with other learning materials for desired outcomes.
10. Seminars should be conducted to enhance the level of the adolescents.
11. The duty of parents on giving proper attention to their children.
12. By the parent's intervention for parents reducing risks and promoting protective factors for their children in relation to their social, physical, and emotions.
13. Proper supervision of teaching of all students must be done by the higher authorities regularly.
14. Regular seminars and workshop must be organized in the Government schools and parents can be invited.
15. Parent's teachers meeting must be in a week or in a month.
16. Principal of Government schools must send the report card of every student of their homes and feedback by the parents.
17. The present study can be helpful to the education planners, administrators and policy makers in planning, drafting and transacting a balanced curriculum and extra Curricular work which will be helpful in developing emotional maturity
18. Researchers can highlight the different points of present dissertation in their work.
19. The present study can be helpful to school authorities & principals and to develop and device programmes for sound emotional development.
20. The teacher educators can be benefitted by the study as the results can help them to train their trainees in essential skills which can help the latter in shaping better emotional development of the student's right at school level.

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