

A STUDY OF THE EFFECT OF STUDY HABITS ON THE CAREER ASPIRATION OF THE STUDENTS OF PRAYAS RESIDENTIAL SCHOOLS OF RAIPUR DISTRICT



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Certificate

It is certified that M. Vijaya Lakshmi,A.P.,C.T.E. has completed a resaerch on the title A Study of the Effect of Study Habits on The Career Aspirations of the Students of Prayas Residential Schools of Raipur District in District Raipur, Chhattisgarh.

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Preface

Knowledge is the base of development .A society which wants to develop, needs to gain knowledge from every possible source of the world.

Continuous inflow of knowledge can lead the society towards development. Research work always generates new knowledge ,new ideas and thoughts thus giving a chance of improvement in existing conditions.

Identification of problem is an important factor for research and for researcher the problem was relationship between Study habits and Carrier Aspirations and the research was focused on Prayas residential Schools of Raipur District, because the researcher has observed that Prayas residential Schools are highly ambitious projects of Government of Chhattisgarh and also highly focused institutions with lot of man power and infrastructure involved in it .So ,the researcher is keen to know whether the ambitions are fulfilled or not.Study habits and Carrier Aspirations both are very important factors in the success of students,hence it is needed to know the level of Study habits and Carrier Aspirations of the students of Prayas residential Schools.

With this research the researcher is hopeful that the findings will be helpful to all the students who are studying in Higher secondary level in the attainment of their goals. The researcher will highly appreciate and welcome all the valuable suggestions and constructive ideas for bringing improvement in the research.

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Acknowledgement

The title of my Research A Study of the Effect of Study Habits on The Career Aspirations of the Students of Prayas Residential Schools of Raipur District is chosen to give direction to those Higher secondary students who does not have proper understanding of Study habits and carrier aspirations. The findings of this research may guide them while preparing for their future .

I sincerely thank Dr. N.C. Ojha, professor, RIE ,Bhopal and programme co-ordinator for contineous guidance especially in statistics. For giving me such an interesting and useful idea for research I wholeheartedly thank Smt. Jyoti Chakraborty, Assistant professor, SCERT, Raipur and programme co-ordinator, for her continuous verbal and moral support which could give this research a final shape. I am very much thankful to my principal Dr.Yogesh Sheohare and Shri U.K.Chakraborty for their support at every stage to complete this work.

Further I am thankful to Dr. Anil Kumar as without his guidance it was an impossible task for me, and also I extend my sincere thanks to the Administrative Officers of Boys and Girls Prayas Residential schools of Raipur Districts for their great support in conducting this research.

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Executive Summary

Title- A Study of the Effect of Study Habits on The Career Aspirations of the Students of Prayas Residential Schools of Raipur District

Introduction - Prayas residential schools are unique residential schools run by the Tribal Welfare Department of Chhattisgarh Government for the meritorious students of LWE (Left Wing Extremism) affected districts of state. This was first established in Raipur District in the year 2010 and since then 06 more Prayas Residential Schools have been established in different districts of Chhattisgarh namely Raipur, Bilaspur, Durg, Jagdalpur, Ambikapur and Kanker. This study is focused on the study habits and carrier aspirations of the students of Prayas residential schools. Study habits are the pupil's way of studying whether systematic or unsystematic efficient or inefficient. It also refers to the learning which leads to the achievement of a learner's goal, through a prescribed pattern of study behavior. Therefore, study habits are study routines including frequency of studying sessions, review of material, self testing, rehearsal of learned material, and studying in a conducive environment. Career aspiration represents an individual's orientation towards a particular career goal and may cause an individual to closely examine decisions regarding schooling or the future. These are career related goals or choices that provide important motivational momentum for career related behaviours and future educational and career success.

Objectives of the study -The objectives of the study are:

- 1. To find out the study habits of students of Prayas residential schools of Raipur district.*
- 2. To find out the career aspiration of students of Prayas residential schools of Raipur district.*
- 3. To compare the study habits of Boys and girls students of Prayas residential schools of Raipur district.*
- 4. To compare the career aspirations of Boys and girls students of Prayas residential schools of Raipur district.*
- 5. To find out the effect of study habits on the career aspiration of students of Prayas residential schools of Raipur district.*

Hypothesis of the Study - The hypotheses of present study are:

- 1. Hypothesis 1. – There is no significant difference between the Higher Study habit groups of boys and girls students of Prayas Residential schools of Raipur district.*
- 2. Hypothesis 2 – There is no significant difference between the lower Study habit groups of boys and girls students of Prayas Residential schools of Raipur district.*
- 3. Hypothesis 3 – There is no significant difference between the Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.*

4.Hypothesis 4 – There is no significant difference between the Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

5.Hypothesis 5 – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

6.Hypothesis 6 – There is no significant correlation between the lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

7.Hypothesis 7 – There is no significant correlation between the higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

8.Hypothesis 8 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

9.Hypothesis 9 – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

10.Hypothesis 10 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district

Area & Delimitation Of The Research-The study was restricted to the Study Habits and Career Aspirations of higher secondary students of Prayas Residential schools of Raipur district .

Method - For this study **Survey Method** was used .

sample -200 higher secondary students of Boys and Girls Prayas residential schools of Raipur district enrolled in the academic year 2017-18.

Tools – 1. Study habit inventory by Lajwanti,N.P.S.Chandel and Ashish Paliwal (WLCNPA)

2. Career Aspiration scale by Sarita Anand (CAS-SA)

Techniques of Data analysis –The collected data was analyzed using the following statistical techniques :

1. Mean

2. Standard Deviation

3. Critical ratio

4.Coefficient Of Correlation

Results of Data Analysis/Testing of Hypothesis:

Hypothesis 1- Mean Scores of Higher Study Habit groups of boys and girls students of Prayas Residential schools of raipur district was 161 and 154.90 respectively and Standard Deviation was 9.3957 and 8.9346 respectively.At 103 degree of freedom and 0.05 level of significance t-value was 3.5793 which was found significant..Hypothesis no.1 is therefore rejected.

Hypothesis 2 - Mean Scores of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 134.04 and 127.95 respectively and Standard Deviation was 12.1118 and 8.9346 respectively. At 86 degree of freedom and 0.05 level of significance t-value was 2.1243 which was found significant. Hypothesis no.2 is therefore rejected.

Hypothesis 3-Mean Scores of Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 126.37 and 126 respectively and Standard Deviation was 11.4899 and 7.5560 respectively. At 103 degree of freedom and 0.05 level of significance t-value was 0.5272 which was not found significant. Hypothesis no.3 is therefore accepted.

Hypothesis 4-Mean Scores of Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 116.09 and 120.84 respectively and Standard Deviation was 13.7601 and 13.9949 respectively. At 86 degree of freedom and 0.05 level of significance t-value was 1.4195 which was not found significant. Hypothesis no.4 is therefore accepted.

Hypothesis 5- The correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district was found 0.2352 which is significant at 0.05 level of significance. Hypothesis no.5 is therefore rejected.

Hypothesis 6- The correlation between the Lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district was found 0.1902 which is not significant at 0.05 level of significance. Hypothesis no.6 is therefore accepted.

Hypothesis 7- The correlation between the Higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district was found 0.2870 which is significant at 0.05 level of significance. Hypothesis no.7 is therefore rejected.

Hypothesis 8 - The correlation between the lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district was found 0.1700 which is not significant at 0.05 level of significance. Hypothesis no.8 is therefore accepted.

Hypothesis 9 - The correlation between the Higher Study Habit group and Carrier Aspirations of the girls of Prayas Residential schools of Raipur district was found 0.1830 which is not significant at 0.05 level of significance. Hypothesis no.9 is therefore accepted.

Hypothesis 10 - The correlation between the lower Study Habit group and Carrier Aspirations of the girls of Prayas Residential schools of Raipur district was found 0.2953 which is significant at 0.05 level of significance. Hypothesis no.10 is therefore rejected.

Interpretation– From the above it can be concluded that the students of Prayas possess high level of study habits and career aspirations, it can also be interpreted that these high values are the result of the facilities and motivations (both physical and psychological) provided by the Prayas schools. It is the kind of environment which tends towards equitable quality of education. The parameters of facilities and environment provided by the Prayas Schools are really appreciable and this kind of facility is not possible in geographically difficult areas of Chhattisgarh.

Action Points -

1. If the kind of environment and facilities provided by the Prayas can be extended to all the districts of Chhattisgarh irrespective of left wing extremism affected districts, all the meritorious students can get the same kind of benefits.
2. For admission in Prayas schools the students have to undergo an entrance examination and the admission is given through a tough competition. If examination system is made fair it is always helpful in enhancing the spirit of competition which is helpful in the increase of level of study habits and career aspirations of all the students.
3. From the interpretation it can be seen that the study habits as well as carrier aspirations both are high irrespective of gender and the reason behind this may be the facilities and environment provided by the Prayas Schools. Therefore, Such kind of environment can be helpful in decreasing the gender gap and tend towards equitable quality of education.

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Chapter – I

Chapter – I

Background of the study:

1.1.0.Introduction- Prayas residential schools are unique kind of residential schools run by the Chhattisgarh Government for the students of LWE (Left Wing Extremism) affected districts of state. This is a highly ambitious project of Chhattisgarh Government. The bench mark and set goals are very high for the students and for attaining the goals, they are provided facilities like good infrastructure highly qualified teachers, high level study materials rigorous practice sessions, good quality food and clothing and above all an environment that is free from fear of Naxal menace which provide them to live with peaceful state of mind. The view of the government in providing facilities for the students is to let them live a good life so that researcher is keen to find out whether the facilities are proving good for them.

Study habits are very important factor in academics. Good study habits reflect in their achievement. Study habits are pattern of practicing their subject matter, study materials and their ways of learning . Good learning practices are outcomes of their study habits. These are one of the determinants of their future prospects. On the basis of study habits of students develop their carrier aspirations and carrier aspirations are responsible for their future course of study.Hence, it is important for a student to improve his study habits to enhance his carrier aspirations and it is the responsibility of the educational institution to provide such an environment which proves to be promising for the future of students.

This study is focused upon the study habits and its effect on Carrier Aspirations of the students of higher secondary schools of Prayas residential schools.

The description of various variables included in the study are given below:

Study Habits :- study habit is a mental effort to obtain knowledge, it means to a fixed routine behavior imbibed by an individual to learn, it is a tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic ,efficient or inefficient. It also refer to the learning which leads to the achievement of a learners goal, through a prescribed pattern of study behavior. So, study habits are study routines including frequency of studying sessions, review of material, self testing, rehearsal of learned material, and studying in a conducive environment. Study habits contribute significantly in the development of knowledge and perceptual

capacities. A student must know learning method and study habits which help him to achieve the goals of education. learning involves development of proper study habits and skills ,comprehension, concentration, task orientation and sets, interaction, drilling, writing and recording, support etc. The problem of study habits is one of the universal important problem both from theoretical and practical point of view.

Study Habits are the important ingredient and essential attribute of every student. Study Habits refer to the activities carried out by learners during the learning process. General habits of study differ from individual to individual because during learning, every individual shows different behavior. According to Lyle, T.(1962), "Psychologically to handle specific types of situation easily. The student who has acquired good study habits has actually developed a behavior pattern which enables him to sit down and begin working on his assignment with a minimum of fuss and maximum of concentration". Krishan Murthy, S.and /sunder Raja, T.R.(1969) also defined study habits in their view as "Study Habits include many dimensions and skills like- Comprehension, Concentration, Interaction, Writing, Drilling, task-Orientation, Sets, Supports and Recording.

Career Aspirations :- The term 'career' has several meaning which vary with the user and sometimes even within the writings of a user. Popular uses treat it as a synonym for "occupation", a misuse of the term. In certain occupational and employment fields it denotes progression from one lower position to a fields to higher positions. In the scientific study of work and of people it has been given a more specific meaning in keeping with its origin as word, and denotes the sequence of positions occupied by a person during the course of a life time the word comes from the latin "Carrus" ,"Chariot" ,and "Viacarraria" chariot course or highway. Vocational psychologists tend to use "career briefly for occupational career" (Super,1957).

Career begins before employment, and shaped by parental background through its determination of exposure to occupations and educational opportunities, by aptitudes and interest, and by educational attainments. Career extends into retirement, as man on the pension seeks and finds things to do, the things he does are occupations in the series of organized tasks that structure life and give it meaning. In other words "The sequence of professional or occupational positions in the life course of an individual" (Jary & Jary,2000).

Concept of Aspiration :-Aspiration has been accepted as one of the important variables of personality. It gives us Knowledge of the goal to person for himself or orientation of a person or a group of persons towards a goal(Haller,1968). Different persons, however, read to their experience

of success and failure differently depending upon their personality characteristics like reality orientation, optimism, emotional stability ,ambition, self confidence, boldness, preferences, rigidity, cautiousness, and courage etc.Aspiration is ambition of an individual and in educational usage usually seen as academic, social or occupational and concerned with performance, prestige and status (Page & Thomas,1977).

Aspirations are the goals a person sets for himself in tasks which have intense personal significance or in which he is ego-involved. Aspirations must be considered from three points of view: first, what performance or aspect of it the individual considers important and desirable, or what he wants to do: second, how well he expects to perform especially in the important aspects of the activity and third, how important the performance is to him either as a whole or in its different aspects (Cronbach. 1963).

Concept of Career Aspiration :-A career is a sequence of positions, "a course of continued progress in the life of a person" as Webster defines it. It clarify involves the concept of development. One position leads vertically or laterally, directly, systematically or haphazardly, to another position. The progress may not be like a career ladder on which people climb from one rung to the next in "a course of progressive achievement" as Webster clarifies another nuance, but whatever move is made at one point in a career is to some degree an outcome of position occupied in the career.

Career aspiration represents an individual's orientation towards a particular career goal and may cause an individual to closely examine decisions regarding schooling or the future. these are career related goals or choices that provide important motivational momentum for career related behaviours and future educational and career success. Aspirations can have lifelong consequences as they are associated with significant later outcomes ,such as where one works and lives, and the standard of living one attains. Career aspiration provides information about an individual's interest and hopes which leads to a desired career goal under ideal conditions. Career aspiration play a central role in career development ,these aspirations are typically characterized as developing from wishful views of the future to mature evaluations considered in the context of abilities, interests, values and opportunities. Career aspirations involve dedication, motivation, realization, self confidence, preparation, etc for future.

Occupying the position of student in an engineering school may lead to working as a production engineer some years later, but the position of elevator operator in a departmental store is not likely to lead to an engineering position. On the other hand "Aspiration" is the act of aspiring of an ardently desiring or strong with or high desire. So that collectively, career aspiration is a strong desire or ambition for a career"(Webster's New World College

Dictionary,2001,p.175). This is a subjective criteria set by the individual before undertaking an activity which will determine his willingness for his future career.

Prayas Residential School : - Chhattisgarh is one of the newly formed states in India. Chhattisgarh is Identified as a tribal state in the country. Sarguja in the north of the state and Bastar division in the southern part is a place of natural wealth and is home to various tribal communities. With the formation of the state, it is facing the problem of left wing extremism. This problem has affected the tribal terrain of the state the most. In tribal areas, lack of teachers in science and mathematics at high school and higher secondary level and LWE affect students of that area.To put away these problems from the students especially talented students of these affected areas. Reflecting farsightedly Hon'ble Chief Minister assigned the responsibility of preparing the "Chief Minister Bal Bhavishya Suraksha Yojna". to the Scheduled Caste and Scheduled Tribe Development Department. The plan was prepared in accordance with the instructions of the Honorable Chief Minister, in which four components were included namely: **Astha**, **Nishtha**, **Prayas** and **Sahyog**.To provide sustainable development in the life of LWE affected students by providing the facilities of education, housing, food and entertainment, etc. for the all round development of Naxal-affected students, by playing the role of mentor, Hon'ble Chief Minister Dr. Raman Singh, "Chief Minister Bal Bhavishya Suraksha Yojna 2010" has been implemented.

Astha- ASTHA Residential School has been set up at the Dantewada District Headquarters for the entire school year for the children who became orphans in naxal violence. At present, 310 students residing in this school are getting residential education from 1st to 12th standard. In the institution, students are provided food, uniform, textbooks, sports, entertainment and other facilities.

Nishtha - In collaboration with private educational institutions, Nishtha scheme is being implemented, in which the children of families affected by Naxal violence and the children of Naxal violence affected villages are admitted in private educational institutions of Rajnandgaon and Raipur districts. At present, 155 students are studying in 17 private educational institutions. Where they are being provided free of cost residential, mess, sports, entertainment and education facilities.

Prayas - Meritorious students who have passed 10th class in first division,that of Naxal-affected districts are given education upto class XIIth as well as all-India level engineering and medical course entrance examinations coaching for admissions into IITs, NITs, TRIPLE IT. And for the purpose of access to medical and Ayurveda colleges, efforts were made under this component of the scheme. The residential school was established in Raipur in July 2010, inaugurated by Honorable Chief Minister. From the establishment period efforts have been made to fulfill the educational

needs of the students of the L.W.E. affected district. Hon'ble Chief Minister, Union Human Resource Development Minister, The Chairman of the National Tribal Commission, the Hon'ble Departmental Minister and other honorable Minister, Chief Secretary and the Senior Officers etc. have also tried to encourage the students studying in the school. Departmental Minister on meeting students at the time of school their enthusiasm has been enhanced, which has given the students the motivation to get good results.

Efforts have been made by the Department to provide Infrastructure Facilities and Managerial Arrangements, ie Building, Courtyard, Housing, Mess System, Library, Laboratory and Computer Lab etc. in Residential School. While teaching and coaching arrangements are met through out-sourcing. Students are provided accommodation, food, uniform and study and coaching completely free of cost.

In 2010, this school of excellence was established with a total of 266 students. In the first attempt, the examination result of all the students included in the class 12th board examination from this school was 100 % and 151 students Qualified in the AI EEE examination and 130 students were successful in getting admission in various engineering colleges. With the success of the Prayas school, the waves of enthusiasm in the tribal areas were communicated. Where by LWE affected District Students were very much interested to get admission in this School, due to this it was decided to organize the entrance examination. In view of the progressive increase in the large number of students in the year 2013-14, the Prayas residential schools were established in the divisional head quarters Bilaspur, Durg, Jagdalpur and Ambikapur respectively in the year 2013-14. In the year 2015-16, on the headquarters of Kanker district, the teaching of class 9th, 10th and preparatory for competitive examinations, 200 seater "Feeder Prayas Residential School" was established. At present, a total of 07 Prayas Residential Schools are being conducted in which in the year 2016-17, 1606 students were studying against 1700 seats.

Since the establishment of Prayas School, 06 batches have been completed so far, the results of the Class XII board exams have been almost convincing and from the first batch 2012 to 2016, 15 students to IIT / equivalent, 77 Student NIT / equivalent, 19 student medical colleges and 432 students have been successful in getting admissions in various engineering colleges. In the year 2017, 149 students from Boys / Girls Residential Schools Raipur, Bilaspur, Durg, Jagdalpur and Ambikapur were successful in JEE Mains Examination. Out of these 12 students were selected for IITs and 50 Qualified for preparatory IITs, which is a matter of pride for the department and Prayas. In this year's Medical Entrance Examination "NEET", a total candidate has been included, whose examination results are expected.

In view of the success of the Prayas, coaching is also being conducted by the local administration under the leadership of District Collector in different districts . Where students are preparing for competitive examinations for admission in engineering and medical colleges along with class 11th, 12th teaching, in which the "Sankalp" in Jashpur district, "Dantewada, Sukma and" Bijapur district "Chhoo Lo Aasman" and "Yuva career Yojana" are being organized in the Raipur district, in the same way, in Kanker and Korba and Balrampur district coaching facility was provided to students. As a result, 81 students participated in the competitive examinations, out of which 03 students got IITs and 25 students Qualified for IIT. preparatory, By JEE Mains Examination, 52 students of Prayas have made its position almost sure in NIT.

Thus the guidance of the State Government in different districts and led by the District Collector, through the team of departmental officers and dedicated teachers, the said success can be earned, which has resulted in the creation of a better career of a large number of students. According to the Hon'ble Chief Minister's wish, coaching of the Law Faculty (Clat) in Bilaspur and Coaching of commerce (CA / CS) in Residential School Raipur will be conducted from year 2017-18. With this, in commercial courses such as Commerce and Law after getting admission, the students of the Tribal Schools will be able to make their outstanding career.

1.2.0.Rationale of the Study- There are various factors which influence study habits of students in which environment, intelligence, reasoning power, etc. are there. Study habits greatly influence carrier aspirations of the students. It is found by previous researches that good study habits result into high carrier aspirations. The researcher has worked with Prayas from its beginning/inception and closely associated with all its activities, including its students and management. The setup of Prayas is totally different from other government schools. Being fully residential system, its environment and setup is quite different from other regular/residential schools. The setup provides quite different atmosphere to students in order to improve the quality of students and ensure their access to higher technical educational institutions.

As discussed earlier, environment of school also plays a very important role in influencing the study habits of students. Researcher is going to investigate the influence of Prayas residential schools on the study habits and its influence on carrier aspirations of students of these schools.

1.3.0.Need/Importance of the study - A study of the carrier aspirations is an important topic, both for the individual and for the nation. By aspiring for and choosing the right occupations, the individuals will enjoy their world of work and the nation will flourish through the efforts of the

dedicated working men and women. To achieve this task, obviously, it becomes important to understand the various factors related to the carrier aspirations of the students. This effort will be of great help to the students in understanding their possible success fields of carrier as well as to gain better internal adequacy for upward social mobility. Within the last few decades, social scientists have become increasingly concerned with factors underlying the carrier aspirations of individuals at all levels of society.

Students of Prayas have a high percentage of selection in higher technical institutions and medical colleges. The Percentage of selection in IITs, NIITs and Medical Colleges is increasing every year. This may be the effect of environment provided in Prayas residential schools which is helpful for the students' study habits improvement. As we have discussed earlier, there is a positive relationship between study habits and carrier aspirations. So it is important to improve study habits of students. So this study is very important to assess the study habits of students of these schools so that the positive aspects of either of these can be applied for the betterment of the other government schools.

1.4.0. Educational Implications Of The Study- This study will be significant in the course of educational process because:

- 1) This study helps adolescents not only to get acquainted with their aspirations but also to choose their career.
- 2) Remedial suggestions can be provided to adolescents.
- 3) Unjustified desires of adolescents can be predicted in time and can be controlled.
- 4) The ways to improve study habits and thereby carrier aspirations can be suggested.
- 5) The effect of factors included in residential schooling system can be predicted and a suggestive note can be given.

1.5.0. Statement of the Problem-

A Study of the Effect of Study Habits on The Career Aspirations of the Students of Prayas Residential Schools of Raipur District

1.6.0. Operational definitions of important terms –

1. Prayas residential schools are unique kind of residential schools run by the Chhattisgarh Government for the students of LWE (Left Wing Extremism) effected districts of state.

2. Study habit - the pupil's way of studying whether systematic or unsystematic efficient or inefficient. It also refer to the learning which leads to the achievement of a learners goal, through a prescribed pattern of study behavior. So, study habits are study routines including frequency of studying sessions, review of material, self testing, rehearsal of learned material, and studying in a conducive environment.
3. Career aspiration represents an individual's orientation towards a particular career goal and may cause an individual to closely examine decisions regarding schooling or the future. these are career related goals or choices that provide important motivational momentum for career related behaviours and future educational and career success.

1.7.0.Objectives of the study -Objectives are well defined and comprehensive statements of attainable goal. Unless the objectives are specified with sufficient precision to ensure that the data collected are relevant to the question raised, the study may not provide the desired information.

The objectives of the study are-

- 1.7.1.To find out the study habits of students of Prayas residential schools of Raipur district.
- 1.7.2. To find out the career aspiration of students of Prayas residential schools of Raipur district.
- 1.7.3.To compare the study habits of Boys and girl students of Prayas residential schools of Raipur district.
- 1.7.4. To compare the career aspirations of Boys and girl students of Prayas residential schools of Raipur district.
- 1.7.5. To find out the effect of study habits on the career aspiration of students of Prayas residential schools of Raipur district.

1.8.0.Hypothesis Of The Study -

The function of a hypothesis is to direct our search. Hypothesis serves as guide to the kind of data that must be collected in order to test it. A hypothesis is a tentative statement about the solution of the problem.

The hypotheses of present study are:

- 1.8.1.Hypothesis 1.** – There is no significant difference between the Higher Study habit groups of boys and girls students of Prayas Residential schools of raipur district.
- 1.8.2.Hypothesis 2** – There is no significant difference between the lower Study habit groups of boys and girls students of Prayas Residential schools of raipur district.

1.8.3.Hypothesis 3 – There is no significant difference between the Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

1.8.4.Hypothesis 4 – There is no significant difference between the Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

1.8.5.Hypothesis 5 – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

1.8.6.Hypothesis 6 – There is no significant correlation between the lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

1.8.7.Hypothesis 7 – There is no significant correlation between the higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

1.8.8.Hypothesis 8 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

1.8.9.Hypothesis 9 – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

1.8.10.Hypothesis 10 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

1.9.0.Area & Delimitation Of the Research-

The present study is a survey work in which effect of Study Habits on Career Aspiration of students studying in Prayas Residential schools of Raipur district has been studied. So, as per convenience regarding time and resources, the study was delimited as under:

1. The study was restricted to the students of Prayas Residential schools of Raipur district .
2. The study was restricted to the higher secondary students of Prayas Residential schools of Raipur district .
3. The study was restricted to the Study Habits of students of Prayas Residential schools of Raipur district .
4. The study was restricted to the Career Aspiration of students of Prayas Residential schools of Raipur district .

Chapter – II

Chapter II

Research Methodology

2.1.0.Introduction :- Research methodology constitutes a significant aspect of any scientific investigation and dependability of its finding, depends upon the extent to which the researcher has incorporated the sophisticated research Methodology, which includes the sampling techniques employed, the instruments used, the research designs operated and the method and procedure evidence.

It is a way to systematically solve the research problem. It may be understood as a science of studying how. Research is done scientifically. It involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion. The role of the methodology is to carry on the research work in a scientific and valid manner.

In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researchers to know not only the research method techniques but also the methodology.

Thus, research methodology consists of all general and a specific activity of research mastery of the research. Methodology invariable enhances understanding of the research activities without a strong base of clear-cut theory educational research does not lead to any sound results. It should be based on broad foundations. Research methodology is an essential and powerful tool in leading man towards progress. Without systematic research there would have been little progress.

The direct relationship of technique is with the tool of analysis. But before administering the test, the first step is to decide about the sample, which is drawn from population because administration of test is not feasible on the population.

After taking decision about the selection and identification of the problem, the objectives and hypotheses of the research study, the researcher is supposed to step further in the task of the research design in which the following steps are involved –

- (a) Method
- (b) Design
- (c) Population and sample
- (d) Tools.

In the present chapter the investigator has given a brief description about the universe, sample, Instrument of the study, procedure and the treatment of data.

2.2.0. Method - In order to achieve the objectives of the present study descriptive survey method has been used. Survey studies may take different forms depending upon the scope, nature and purpose of the problem under investigation. They may be broad and narrow in scope. Survey data may be collected from every unit of a population or from a representative sample. In the present study, the investigator has used the survey method to study the Study Habits and Career Aspirations of the students of Prayas Residential Schools of Raipur district.

2.3.0. Population and sample

Population of the study – Population means the aggregate or totality of objects, subjects or individuals regarding which inferences are to be made. A population is any group of individuals that have one or more characteristics in common that are of interest of the researcher. So, the wider group is ‘population’ or ‘Universe’ from which sample is drawn.

Population in the present study are the higher secondary students of Prayas residential schools of Raipur district.

Sampling – A research method involving special methods to select a group of subjects of the research study from its parent population enabling the researcher through its study to draw inferences about the characteristics of the population is called sampling. A sample when properly selected, offers an unbiased, practical and valid method of describing various aspects of the entire population. So, In present study probability sampling has been done through simple Random sampling strategy.

Sample – A sample is a small proportion of a population selected for observation and analysis. By observing and analyzing the sample, a researcher makes certain inferences about the characteristics of the population from which it is drawn.

Sample in present study are the higher secondary students of Prayas residential schools of Raipur district enrolled in the academic year 2017-18.

Table- 2.1: Showing the sample

| S. No. | School | Gender | Total | Grand total |
|--------|--|--------|-------|-------------|
| 1 | Prayas Boys Residential school, Saddu, Raipur | Boys | 100 | 200 |
| 2 | Prayas Girls Residential school, Gudhiyari, Raipur | Girls | 100 | |

2.4.0. Tools -While planning for conducting research, it is necessary for the researcher to obtain a research or data collection tool. These data collection tools may vary in their nature in view of varying research need of the researcher. After selecting and defining research problem, setting the objectives of the study and taking decision about the subject of the study, It is now required to focus on the collection of data / needed information's / evidences for fulfilling the objectives of the study which may give proper answers to research study. These collected evidences or information's are helpful in answering the research problem are called data in research terminology and the techniques or tools employed for collecting the data are called data collection tools.

The tools should have the following characteristics-

- It should be economical.
- It should be able to provide a definite answer to the problem.
- The result obtained should be reliable.
- The result obtained should be valid.

Description Of The Tools - For data collection purpose the following tools were used -

1. Study habit inventory by Lajwanti,N.P.S.Chandel and Ashish Paliwal (WLCNPA)

Construction of the inventory-It has been designed for higher secondary students of India which is developed to screen the study habits of Higher Secondary students require help in improving their study habits because these are directly related with high performance in academic area. study habits inventory is also the useful tool in the hands of researcher.It consists of 40 items related to different dimensions of study habits, there are many dimensions of study habits which are identified as home environment, School environment, comprehension, concentration ,interaction, preparation for examinations, writing, drilling, planning of subjects, supports ,recording, planning of word reading and note taking habits, task orientation, sets are the seven dimensions identified in consultation with the experts from the field of education and Psychology. The collectively main constructors of study habits of students are comprehension ,concentration, task orientation and sets, interaction, drilling ,writing and recording and supports. .Inventory is to be faced by instructions which the tester must read before the group or the individual as the case may be. The instruction should be given clearly a proper rapport should be established with the respondents so as to develop understanding about the purpose of the testing and trust in the minds of respondents .Respondents were told that there is no right or wrong answer of the items given in the test and they are not bound by the time as no time limit is specified for the test but the respondents

usually takes 30 to 35 minutes to read instructions and answer the inventory. It was ensured before collecting the sheets from respondents that they have properly filled the General information and answered all the items.

Reliability of the tool- Split half method was applied for testing of Reliability of inventory product moment correlation Coefficient value is 0.89 spearman brown Prophecy formula was used to find the reliability of the full test that was found to be 0.94 this shows that the test is highly reliable.

Validity of the tool- This scale has been developed in consultation with experts of the field, 10 experts were requested to read the items on a 10 point rating scale on the criteria whether the item is able to access the dimension of study habits for which it has been framed. The items which were rated 7 or above by all the 10 experts were retained and the rest were dropped. Thus the inventory consists of construct validity. Inventory was validated by calculating coefficient of correlation by product moment method between the score of 100 sample units on study habit inventory developed by Mukhopadhyay and D N Sansanwal and on the present inventory the coefficient of correlation was found 0.79 which is significant at 0.01 level of significance and shows that the inventory is valid.

Scoring- there are 5 rating points for each of the item. there are two types of items negative and positive. the scores for each of the rating point in case of negative and positive items are 1,2,3,4,5 and 5,4,3,2,1 respectively. For the purpose of smooth scoring a black dot mark has been given before the square box negative item. Scoring was done as per scoring system, the sum total of all seven dimensions was recorded on the title page in the appropriate column.

2. Career Aspiration scale by Sarita Anand (CAS-SA)

Career aspiration scale -after Consulting various literature and measures available and long discussions with number of experts in this field investigator develop an appropriate test of the career aspirations of secondary school students in the Indian context. statements in this scale are in Hindi language, the scale is entitled as career aspirations scale so that the students should know the purpose of testing. The title of the scales suggest that the statements are related with the thinking aspects of the cycle of the respondents it is related to the aspiration for their future career which they have gained through their personal experience

Dimensions of the scale- this scale is developed on the basis of five dimensions of career aspiration and all the 30 items meet the requirement of the functional definition of the

dimensions of the career aspiration. Following are the functional definition of the dimensions towards careers -

1. Dedication- the quality of being dedicated or committed to a task or purpose
2. Motivation- this quality is a multidimensional construct
3. Realisation- an act of becoming fully aware of something as a fact
4. Self confidence- freedom from doubts and believe in oneself or one's own abilities
5. Preparation- the activity of setting in order in advance of some act or purpose.

Administration of the scale -The scale was used for survey purpose. This is very simple self administering scale which can be conveniently administered individually or in a group of 20 to 30 students. The respondent is required to fill the General information given on the first page of the scale and read the instructions carefully before starting the work. There is no time limit in this test but speed upto a definite time of 15 minutes should be allowed to complete the test, if any student desires to take a little longer time he was allowed. There are 30 statements in the test having both positive and negative statements. Every statement has five alternative choices of answers from strongly agree to strongly disagree. Students are expected to do the test as quickly as they can. For the purpose of making scoring easy a black dot for negative has been suffixed with the serial number of the statements serial number of positive and negative statements of the scale are 1, 2, 3, 4, 5, 7, 11, 12, 14, 15, 17, 18, 20, 21, 22, 24, 25, 27, 28 and 30, in all 20 statements are positive in nature and statement number 6, 8, 9, 10, 13, 16, 19, 23, 26 and 29, in all 10 statements are negative in nature.

The respondents had been asked to put a tick mark over the appropriate option given against each statement, by summing up the scores on his statement the total score of each respondent have been obtained. The maximum and the minimum score of career aspirations scale is 150 and 30 respectively.

Reliability of the scale -the coefficient of internal consistency as determined by split half method was to be 0.86 and the coefficient of stability as determined by the test retest method was found to be 0.90 which are significant at 0.01 level of significance.

Validity of the scale -the present scale is validated by employing the methods of face validity, content validity and intrinsic validity. The career aspiration scale has sufficient face validity. The title of the tool and the words of the items as well as construction of sentences in

them obviously refer to the career aspiration. The items are related to daily life situations of the respondents involving the expression of career aspiration.

Content validity- the content validity of the scale was determined by the 30 subject experts 29 out of 30 experts expressed more that items are measuring the characteristics indicated by the respective dimensions.

Intrinsic validity- the intrinsic validity of the scale was found to be 0.93 by split half method and 0.95 by test-retest method.

2.5.0.Procedure of data collection-The researcher administered the tools on the students of class 12th of both Boys and girls Prayas residential schools of Raipur district. They were told that these data will be used for research purpose only. After collection of tools from respondents both the tools were scored. The positive statements were given 5,4,3,2,1 scores and the negative statements were given 1,2,3,4,5 scores for the responses given by the respondents. After calculating the total score for each respondent the data of Study habits was tabulated and given descending order. in the same way data of Carrier Aspirations was also tabulated.

2.6.0. Techniques of Data analysis –

The collected data was analyzed using the following statistical techniques :

1. Mean - Mean is referred to an average. It is the central value of a series which is the representative and which may be used in place of the whole series. It divides a series into two similar groups. The deviation on both the sides is equal and same calculation of mean by following formula is called short method (assumed mean)

$$M = \frac{AM + \frac{\sum fx}{N} \times I}{N}$$

where M = mean

Am = Assumed mean

$\sum fx$ = sum of total deviation

N = total numbers of samples

I = length of the class interval

2. Standard Deviation – It is the square root of the mean of the squares of individual deviations from the mean in a series.

$$(\sigma) \text{ S.D.} = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

f = Frequency

x = Deviation from assumed mean

n = Total items

i = Class interval

3. Critical ratio

$$CR = \frac{M_1 \sim M_2}{SE}$$

Where M_1 = mean of 1st group

M_2 = mean of 2nd group

SE = standard error

4. Coefficient of Correlation

$$r \text{ or } \rho = \frac{\sum fxy - \frac{\sum fx \sum fy}{N}}{\sqrt{\left[\sum fx^2 - \frac{(\sum fx)^2}{N}\right] \left[\sum fy^2 - \frac{(\sum fy)^2}{N}\right]}}$$

r = Coefficient of correlation

N = Number of measures in the series

Chapter – III

Chapter III

Data analysis and Interpretation

3.1.0.Introduction:

The collected data are known as ‘raw data’ the raw data are meaningless unless certain statistical treatment is given to them, which is done through analysis and interpretation of the findings.

Analysis of data refers to the breaking down the complex factors of the tabulated material into simpler parts and putting the parts together in new arrangements in order to determine inherent facts or meanings. Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a manner that they will yield answers to the research questions. Analysis of data refers to seeing the data in the light of research questions and the prevailing theories and then drawing conclusions.

The effectiveness of an investigation depends to a large extent on precision and objectivity which have been maintained in the interpretation of the results. The data which has been collected, analyzed and processed have been subjected to statistical treatment which resulted into findings. The present chapter deals with these results, interpretations and their discussions. These results have been presented systematically in sequence of objectives.

Interpretation is the research operation which is geared to exposing or bringing to light the broader meanings of the research findings or conclusions by linking them to other available knowledge, established theories and principles. Thus, the interpretations helps one to understand what the given research findings really means and what the underlying abstract principle is of which the research findings is just one concreteness. Hence, interpretation helps us to understand the ways of the findings, the relation between variables expressed.

3.2.0.Tabulation:

In this way classification is the main base of tabulation. Thus, the collected material is made easier, brief and comprehensive through the tabulation by which it may be feasible to understand it easily. Thus to arrange the facts successively in various rows and columns of tables is called tabulations.

3.3.0.Analysis of Data:

The analysis of data in any study is designed before the data collected. Process of analysis and interpretation varies from study to study. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exists among the data components/variable/ groups. Analysis of data refers to breaking down the complex factors of the arrangements in order to determine inherent facts or meaning. Analysis can also be defined as categorizing, ordering, manipulation and summarizing of data and to obtain the answers of the research questions. Analysis is not complete without interpretation and interpretation cannot proceed without analysis. Hence, both are interdependent. The end product of analysis is the setting up of certain general conclusions while the interpretation deals with what these conclusions really mean.

The process of analysis is as following:-

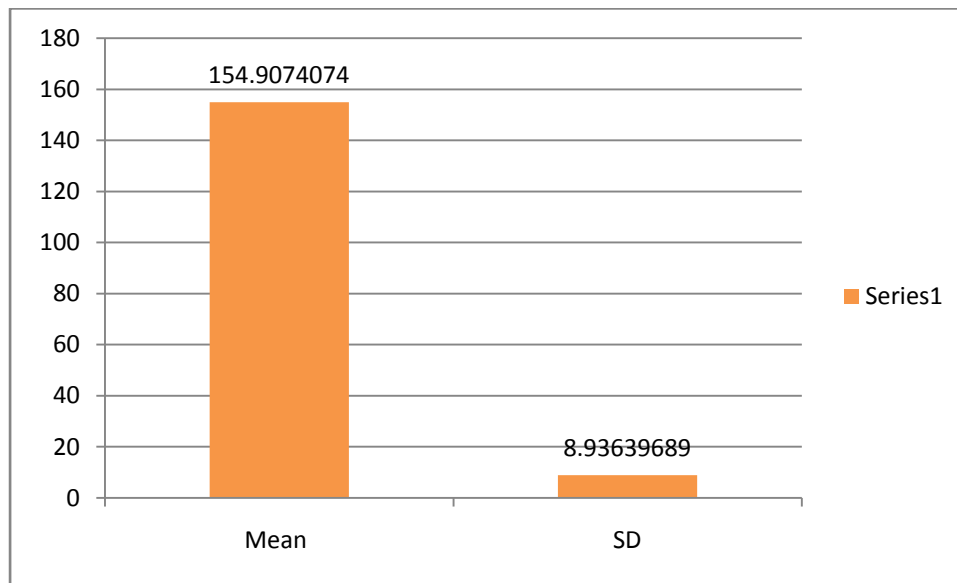
1. Classification of established categories of data.
2. Application of categories to raw data through coding.
3. Tabulation of data.
4. Statistical analysis of data
5. Inferences about casual relations among variables.

Interpretation is the critical examination of results. The essentials of interpretation are an adequate knowledge of one's field of study and capacity to do careful and critical thinking. Through the analysis of gathered data the investigator is able to get the solutions related to the answers.

This chapter deals with the results, their interpretation and discussion of study. In Chapter 2 background of the study, importance of the study ,objectives and delimitations are given ,research methodology has been discussed in detail in which sample, tools, process of data collection and techniques of data analysis has been discussed in the present chapter.Data analysis of present study, explanation and related results, conclusions and educational implications of this study has been discussed point wise. Objective wise data analysis and discussions have been given.

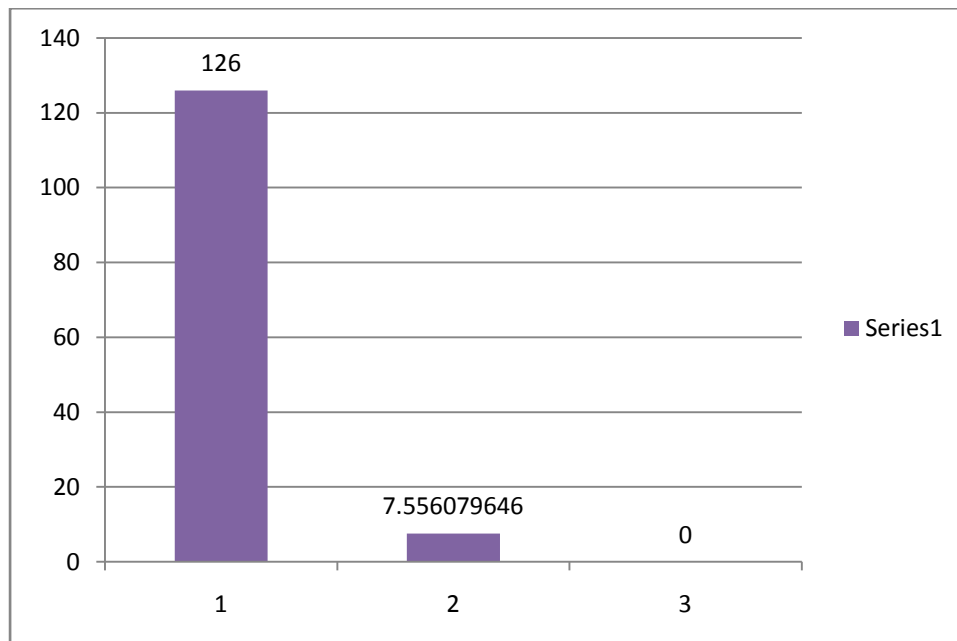
Graphical Representation Of Data

Fig.-1:Mean and Standard Deviation of Study Habits of Higher Study Habit Group of Girls



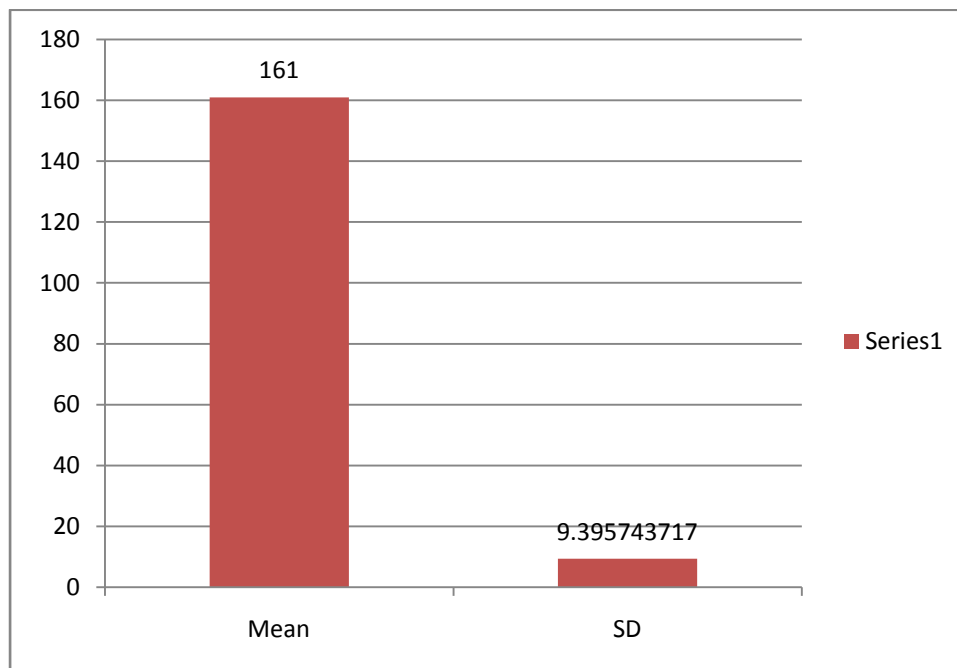
Girls Higher Study Habits Group Study Habits

Fig.-1:Mean and Standard Deviation of Career Aspirations of Higher Study Habit Group of Girls



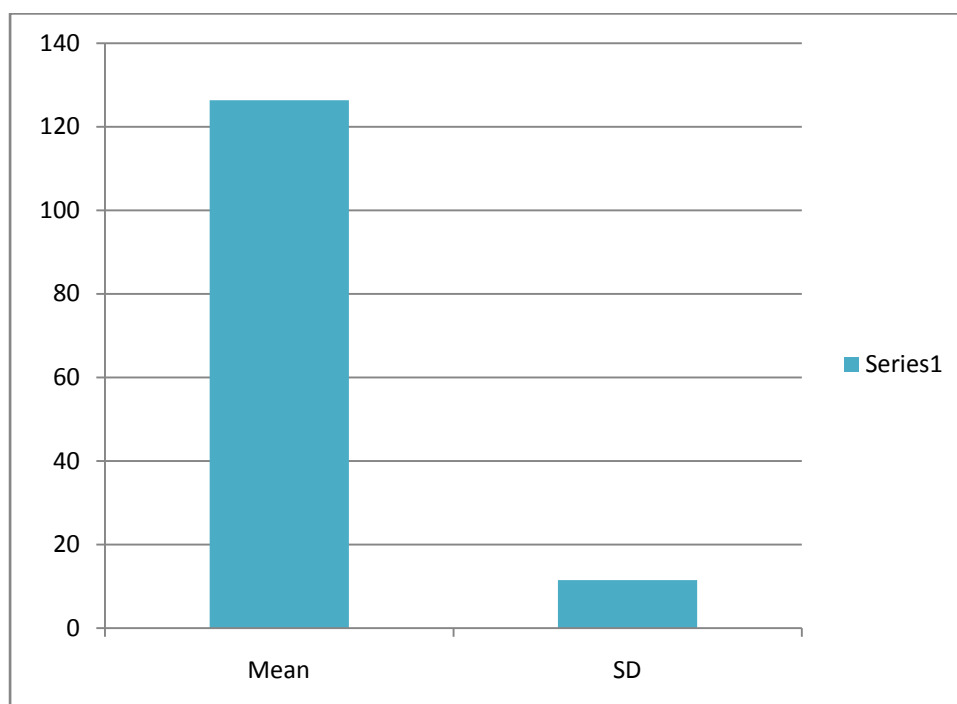
Carrier Aspirations of Higher Study Habit Group Girls

Fig.-1:Mean and Standard Deviation of Study Habits of Higher Study Habit Group of Boys



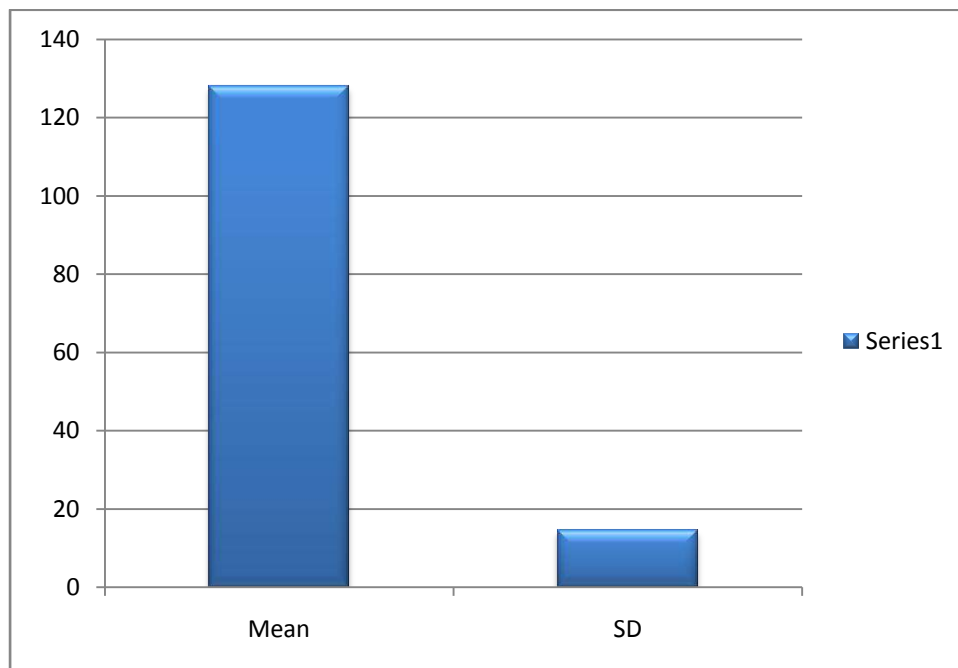
Boys Higher Study Habits Group Study Habits

Fig.-1:Mean and Standard Deviation of Carrier Aspirations of Higher Study Habit Group of Boys



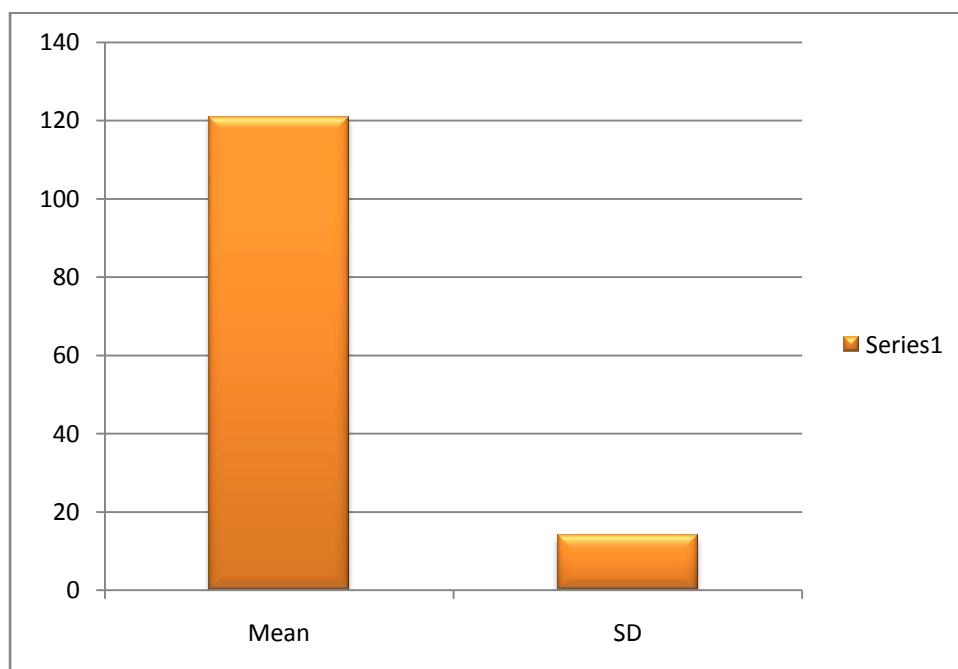
Carrier Aspirations of Higher Study Habit Group Boys

Fig.-1:Mean and Standard Deviation of Study Habits of Lower Study Habit Group of Girls



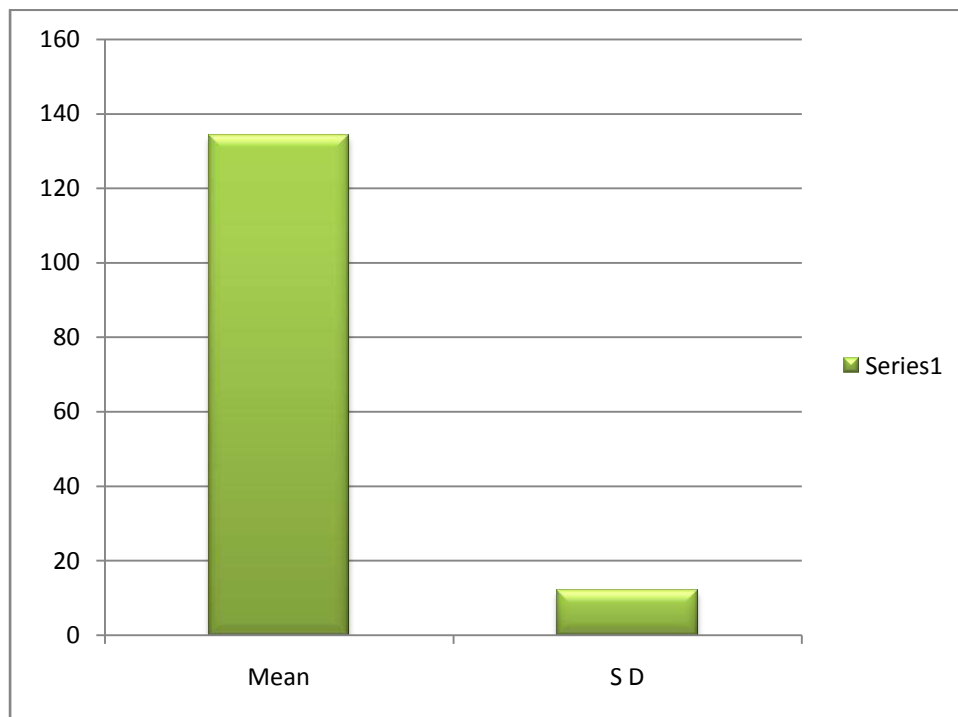
Girls Lower Study Habit Group Study Habits

Fig.-1:Mean and Standard Deviation of Carrier Aspirations of Lower Study Habit Group of Girls



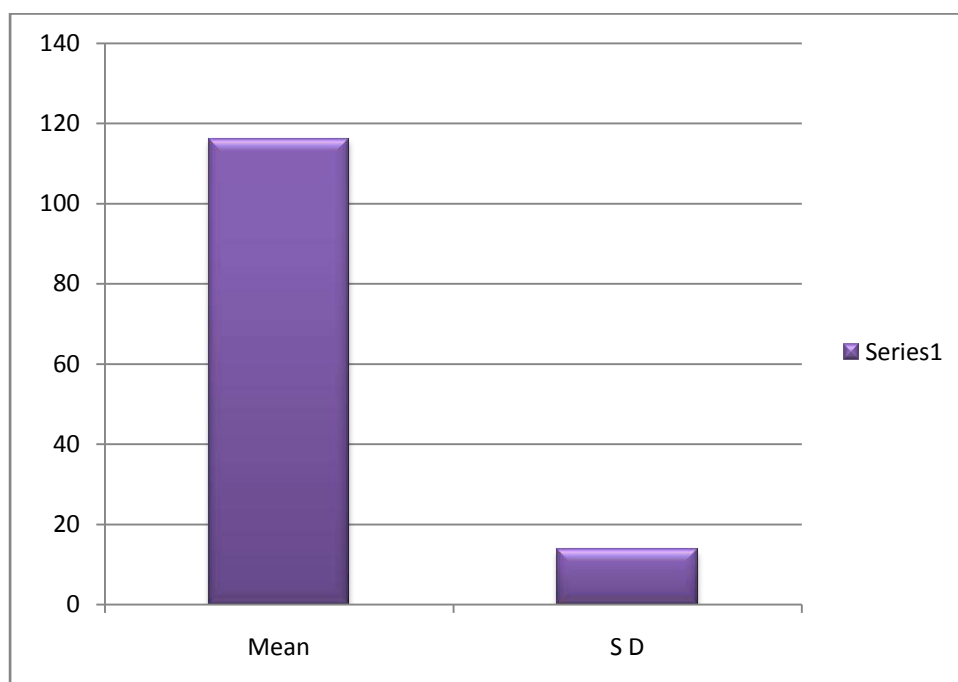
Carrier Aspirations of Lower Study Habit Group Girls

Fig.-1:Mean and Standard Deviation of Study Habits of Lower Study Habit Group of Boys



Boys Lower Study Habit Group Study Habits

Fig.-1: Mean and Standard Deviation of Carrier Aspirations of Lower Study Habit Group of Boys



Carrier Aspirations of Lower Study Habit Group Boys

Testing Of Hypotheses

1. **Hypothesis 1.** – There is no significant difference between the Higher Study habit groups of boys and girls students of Prayas Residential schools of raipur district.

Table-3.1: Showing the difference in Mean Scores of Higher Study Habit groups of boys and girls students of Prayas Residential schools of raipur district.

| S. N . | Mean | | S.D. | | df | t-stat | t-critical |
|--------|------|--------|--------|--------|-----|---------|------------|
| 1. | Boys | Girls | Boys | Girls | 103 | 3.5793* | 1.9837 |
| | 161 | 154.90 | 9.3957 | 8.9346 | | | |

* significant at 0.05 level

Result - Mean Scores of Higher Study Habit groups of boys and girls students of Prayas Residential schools of raipur district was 161 and 154.90 respectively and Standard Deviation was 9.3957 and 8.9346 respectively. At 103 degree of freedom and 0.05 level of significance t-value was 3.5793 which was found significant. Hence, there is a significant difference between the study habits of higher study habit group of boys and girls of students of Prayas Residential schools of raipur district.

Hypothesis no.1 is therefore rejected.

- Hypothesis 2** – There is no significant difference between the lower Study habit groups of boys and girls students of Prayas Residential schools of raipur district.

Table-3.2: Showing the difference in Mean Scores of Lower Study Habit groups of boys and girls students of Prayas Residential schools of raipur district.

| S. N . | Mean | | S.D. | | df | t-stat | t-critical |
|--------|--------|--------|---------|--------|----|---------|------------|
| 1. | Boys | Girls | Boys | Girls | 86 | 2.1243* | 1.9886 |
| | 134.04 | 127.95 | 12.1118 | 8.9346 | | | |

* significant at 0.05 level

Result - Mean Scores of Lower Study Habit groups of boys and girls students of Prayas Residential schools of raipur district was 134.04 and 127.95 respectively and Standard Deviation was 12.1118 and 8.9346 respectively. At 86 degree of freedom and 0.05 level of significance t-value was 2.1243 which was found significant. Hence, there is a significant difference between

the study habits of lower study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

Hypothesis no.2 is therefore rejected.

2. **Hypothesis 3** – There is no significant difference between the Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

Table-3.3: Showing the difference in Mean Scores of the Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

| S.N. | Mean | | S.D. | | df | t-stat | t-critical |
|------|--------|-------|---------|--------|-----|--------|------------|
| 1. | Boys | Girls | Boys | Girls | 103 | 0.5272 | 1.9819 |
| | 126.37 | 126 | 11.4899 | 7.5560 | | | |

Not Significant

Result - Mean Scores of Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 126.37 and 126 respectively and Standard Deviation was 11.4899 and 7.5560 respectively. At 103 degree of freedom and 0.05 level of significance t-value was 0.5272 which was not found significant. Hence, there is no significant difference between the Carrier aspirations of Higher study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

Hypothesis no.3 is therefore accepted.

5. **Hypothesis 4** – There is no significant difference between the Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

Table-3.4: Showing the difference in Mean Scores of the Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.

| S.N. | Mean | | S.D. | | df | t-stat | t-critical |
|------|--------|--------|---------|---------|----|--------|------------|
| 1. | Boys | Girls | Boys | Girls | 86 | 1.4195 | 1.9916 |
| | 116.09 | 120.84 | 13.7601 | 13.9949 | | | |

Not Significant

Result - Mean Scores of Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 116.09 and 120.84 respectively and Standard Deviation was 13.7601 and 13.9949 respectively. At 86 degree of freedom and 0.05 level of significance t-value was 1.4195 which was not found significant. Hence, there is no

significant difference between the Carrier aspirations of lower study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

Hypothesis no.4 is therefore accepted.

Hypothesis 5 – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

Table-3.5: Showing the correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

| S.No. | N | mean of Study Habits | mean of Career Aspirations | Correlation |
|-------|-----|----------------------|----------------------------|-------------|
| 1 | 105 | 157.95 | 126.18 | 0.2352* |

Significant correlation

Result - The correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district was found 0.2352 which is significant at 0.05 level of significance. Hence, there is a significant correlation between the Study Habits and Carrier aspirations of higher study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

Hypothesis no.5 is therefore rejected.

Hypothesis 6 – There is no significant correlation between the lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

Table-3.6: Showing the correlation between the lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.

| S.No. | N | mean of Study Habits | mean of Career Aspirations | Correlation |
|-------|----|----------------------|----------------------------|-------------|
| 1 | 88 | 130.99 | 118.46 | 0.1902 |

Result - The correlation between the Lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district was found 0.1902 which is not significant at 0.05 level of significance. Hence, there is no significant correlation between the Study Habits and Carrier aspirations of lower study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

Hypothesis no.6 is therefore accepted.

Hypothesis 7 – There is no significant correlation between the higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

Table-3.7: Showing the correlation between the higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

| S.No. | N | mean of Study Habits | mean of Career Aspirations | Correlation |
|-------|----|----------------------|----------------------------|-------------|
| 1 | 51 | 160.54 | 129.70 | 0.2870* |

Significant correlation at 0.05 level

Result - The correlation between the Higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district was found 0.2870 which is significant at 0.05 level of significance. Hence, there is a significant correlation between the Study Habits and Carrier aspirations of higher study habit group of boys of Prayas Residential schools of Raipur district.

Hypothesis no.7 is therefore rejected.

Hypothesis 8 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

Table-3.8: Showing the correlation between the Lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.

| S.No. | N | mean of Study Habits | mean of Career Aspirations | Correlation |
|-------|----|----------------------|----------------------------|-------------|
| 1 | 44 | 133.74 | 109.79 | 0.1700 |

Not Significant

Result - The correlation between the lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district was found 0.1700 which is not significant at 0.05 level of significance. Hence, there is no significant correlation between the Study Habits and Carrier aspirations of lower study habit group of boys of Prayas Residential schools of Raipur district.

Hypothesis no.8 is therefore accepted.

Hypothesis 9 – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

Table-3.9: Showing the correlation between the Higher Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

| S.No. | N | mean of Study Habits | mean of Career Aspirations | Correlation |
|-------|----|----------------------|----------------------------|-------------|
| 1 | 54 | 154.45 | 130.22 | 0.1830 |

Not Significant

Result - The correlation between the Higher Study Habit group and Carrier Aspirations of the girls of Prayas Residential schools of Raipur district was found 0.1830 which is not significant at 0.05 level of significance. Hence, there is no significant correlation between the Study Habits and Carrier aspirations of higher study habit group of girls of Prayas Residential schools of Raipur district.

Hypothesis no.9 is therefore accepted.

Hypothesis 10 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

Table-3.10: Showing the correlation between the Lower Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

| S.No. | N | mean of Study Habits | mean of Career Aspirations | Correlation |
|-------|----|----------------------|----------------------------|-------------|
| 1 | 44 | 127.62 | 113.25 | 0.2953 |

Significant correlation

Result - The correlation between the lower Study Habit group and Carrier Aspirations of the girls of Prayas Residential schools of Raipur district was found 0.2953 which is significant at 0.05 level of significance. Hence, there is a significant correlation between the Study Habits and Carrier aspirations of lower study habit group of girls of Prayas Residential schools of Raipur district.

Hypothesis no.10 is therefore rejected.

In Prayas Residential School both boys and girls study and the setup of all the Prayas residential schools is same in the following way-

1. fully residential setup
2. Quality infrastructure

3. Highly qualified and experienced teachers
4. Learner friendly environment
5. High quality teaching learning material
6. Rigorous practice sessions for students
7. Continuous monitoring of NGOs by the officers of tribal welfare department and many more.

Being all the situations similar boys and girls show higher career aspirations as well as higher study habits. The total score on study habit inventory is 200 and the mean scores are 143.75 and 148.47 for girls and boys respectively these are fairly Higher scores and when we say it percentage wise these scores are 71.874% and 74.235% for girls and boys respectively. In the same way the total scores on career aspirations scale is 150 and the mean scores for girls are 122.71 and for boys 121.60 which are also very high scores if we see it percentage wise these scores are 81.806 and 81.066 for girls and boys respectively.

3.4.0. Conclusions – From the above it can be concluded that the students of Prayas possess high level of study habits and career aspirations, it can also be interpreted that these high values are the result of the facilities and motivations (both physical and psychological) provided by the Prayas schools. It is the kind of environment which tends towards equitable quality of education. The parameters of facilities and environment provided by the Prayas Schools are really appreciable and this kind of facility is not possible in geographically difficult areas of Chhattisgarh. If the kind of environment and facilities provided by the Prayas can be extended to all the districts of Chhattisgarh irrespective of left wing extremism affected districts, all the meritorious students can get the same kind of benefits.

While the Analysis of data it was seen that the study habits and career aspirations scores are high enough and the reason behind this may also be the admission process and criteria of Prayas schools. For admission in Prayas schools the students have to undergo an entrance examination and the admission is given through a tough competition in a neck and neck competition. So they can be called as achiever group as they have high competition spirit and the environment of this schools adds on this. If examination system is made fair it will be always helpful in enhancing the spirit of competition which is helpful in the increase of level of study habits and career aspirations. Being the group of high achievers there found some different trends in gender specific case, like; girls with high study habits do not have significant correlation with career aspiration but girls of low study habit shows a positive significant correlation with career aspiration whereas the exactly reverse

trend is observed in case of boys. The present study can not reveal the reasons behind these trends but certainly present some new challenges for further studies.

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Chapter – IV

Chapter- IV

Summary

4.1.0.Chapter – I:Background of the study:

1.Introduction- Prayas residential schools are unique kind of residential schools run by the Chhattisgarh Government for the students of LWE (Left Wing Extremism) affected districts of state. This is a highly ambitious project of Chhattisgarh Government. The bench mark and set goals are very high for the students and for attaining the goals, they are provided facilities like good infrastructure highly qualified teachers, high level study materials rigorous practice sessions, good quality food and clothing and above all an environment that is free from fear of Naxal menace which provide them to live with peaceful state of mind. The view of the government in providing facilities for the students is to let them live a good life so that researcher is keen to find out whether the facilities are proving good for them. Study habits are very important factor in academics. Good study habits reflect in their achievement. Study habits are pattern of practicing their subject matter, study materials and their ways of learning . Good learning practices are outcomes of their study habits. These are one of the determinants of their future prospects. On the basis of study habits of students develop their carrier aspirations and carrier aspirations are responsible for their future course of study. Hence, it is important for a student to improve his study habits to enhance his carrier aspirations and it is the responsibility of the educational institution to provide such an environment which proves to be promising for the future of students.

This study is focused upon the study habits and its effect on Carrier Aspirations of the students of higher secondary schools of Prayas residential schools.

2.Rationale of the Study- There are various factors which influence study habits of students in which environment, intelligence, reasoning power, etc. are there. Study habits greatly influence carrier aspirations of the students. It is found by previous researches that good study habits result into high carrier aspirations. The researcher has worked with Prayas from its beginning/inception and closely associated with all its activities, including its students and management. The setup of Prayas is totally different from other government schools. Being fully residential system, its environment and setup is quite different from other regular/residential schools. The setup provides quite different atmosphere to students in order to improve the quality of students and ensure their access to higher technical educational institutions. As discussed earlier, environment of school also plays a very important role in influencing the study habits of students. Researcher is going to investigate the

influence of Prayas residential schools on the study habits and its influence on carrier aspirations of students of these schools.

3.Need/Importance of the study - Students of Prayas have a high percentage of selection in higher technical institutions and medical colleges. The Percentage of selection in IITs, NIITs and Medical Colleges is increasing every year. This may be the effect of environment provided in Prayas residential schools which is helpful for the students' study habits improvement. As we have discussed earlier, there is a positive relationship between study habits and carrier aspirations. So it is important to improve study habits of students. So this study is very important to assess the study habits of students of these schools so that the positive aspects of either of these can be applied for the betterment of the other government schools.

4.Educational Implications Of The Study- This study will be significant in the course of educational process because,

- 1) This study helps adolescents not only to get acquainted with their aspirations but also to choose their career.
- 2) Remedial suggestions can be provided to adolescents.
- 3) Unjustified desires of adolescents can be predicted in time and can be controlled.
- 4) The ways to improve study habits and thereby carrier aspirations can be suggested.
- 5) The effect of factors included in residential schooling system can be predicted and a suggestive note can be given.

5.Statement of the Problem-

A Study of the Effect of Study Habits on The Career Aspirations of the Students of Prayas Residential Schools of Raipur District

6.Operational definitions of important terms –

1. Prayas residential schools are unique kind of residential schools run by the Chhattisgarh Government for the students of LWE (Left Wing Extremism) effected districts of state.

2. Study habit - the pupil's way of studying whether systematic or unsystematic efficient or inefficient. It also refer to the learning which leads to the achievement of a learners goal, through a prescribed pattern of study behavior. So, study habits are study routines including frequency of studying sessions, review of material, self testing, rehearsal of learned material, and studying in a conducive environment.

3.Career aspiration represents an individual's orientation towards a particular career goal and may cause an individual to closely examine decisions regarding schooling or the future. these are career related goals or choices that provide important motivational momentum for career related behaviours and future educational and career success.

7.Objectives of the study - The objectives of the study are-

- 1.To find out the study habits of students of Prayas residential schools of Raipur district.
2. To find out the career aspiration of students of Prayas residential schools of Raipur district.
- 3.To compare the study habits of Boys and girl students of Prayas residential schools of Raipur district.
4. To compare the career aspirations of Boys and girl students of Prayas residential schools of Raipur district.
5. To find out the effect of study habits on the career aspiration of students of Prayas residential schools of Raipur district.

8.Hypothesis Of The Study -The hypotheses of present study are:

- 1.Hypothesis 1.** – There is no significant difference between the Higher Study habit groups of boys and girls students of Prayas Residential schools of raipur district.
- 2.Hypothesis 2** – There is no significant difference between the lower Study habit groups of boys and girls students of Prayas Residential schools of raipur district.
- 3.Hypothesis 3** – There is no significant difference between the Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district.
- 4.Hypothesis 4** – There is no significant difference between the Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of raipur district.
- 5.Hypothesis 5** – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.
- 6.Hypothesis 6** – There is no significant correlation between the lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district.
- 7.Hypothesis 7** – There is no significant correlation between the higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.
- 8.Hypothesis 8** – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district.
- 9.Hypothesis 9** – There is no significant correlation between the Higher Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district.

10.Hypothesis 10 – There is no significant correlation between the Lower Study Habit group and Carrier Aspirations of the Girls of Prayas Residential schools of Raipur district

9.Area & Delimitation Of The Research- the study was delimited as under:

- 1.The study was restricted to the students of Prayas Residential schools of Raipur district .
- 2.The study was restricted to the higher secondary students of Prayas Residential schools of Raipur district .
- 3.The study was restricted to the Study Habits of students of Prayas Residential schools of Raipur district .
- 4.The study was restricted to the Career Aspiration of students of Prayas Residential schools of Raipur district .

4.2.0Chapter II:Research Methodology-:In the present chapter the investigator has given a brief description about the universe, sample, Instrument of the study, procedure and the treatment of data.

1.Method - In order to achieve the objectives of the present study descriptive survey method has been used. Survey studies may take different forms depending upon the scope, nature and purpose of the problem under investigation. They may be broad and narrow in scope. Survey data may be collected from every unit of a population or from a representative sample.In the present study, the investigator has used the survey method to study the Study Habits and Carrier Aspirations of the students of Prayas Residential Schools of Raipur district.

2.Population and sample

Population of the study- Population in the present study are the higher secondary students of Prayas residential schools of Raipur district.

Sampling –In present study non-probability sampling has been done through purposiove sampling strategy.

Sample –Sample in present study are the 12th class students of Prayas residential schools of Raipur district enrolled in the academic year 2017-18.

Table- 2.1:Showing the sample

| S. No. | School | Gender | Total | Grand total |
|--------|--|--------|-------|-------------|
| 1 | Prayas Boys Residential school,Saddu,Raipur | Boys | 100 | 200 |
| 2 | Prayas Girls Residential school,Gudhiyari,Raipur | Girls | 100 | |

3. Tools -For data collection purpose the following tools were used -

1.Study habit inventory by Lajwanti,N.P.S.Chandel and Ashish Paliwal (WLCNPA)

2. Career Aspiration scale by Sarita Anand (CAS-SA)

4.Procedure of data collection-The researcher administered the tools on the students of class 12th of both Boys and girls Prayas residential schools of Raipur district. They were told that these data will be used for research purpose only.After collection of tools from respondents both the tools were scored .The positive statements were given 5,4,3,2,1 scores and the negative statements were given 1,2,3,4,5 scores for the responses given by the respondents.After calculating the total score for each respondent the data of Study habits was tabulated and given descending order.in the same way data of Carrier Aspirations was also tabulated.

5.Techniques of Data analysis –

The collected data was analyzed using the following statistical techniques :

1. Mean

2. Standard Deviation

3. Critical ratio

4.Coefficient of Correlation

4.3.0.Chapter III:Data analysis and Interpretation

1.Introduction: Analysis of data refers to the breaking down the complex factors of the tabulated material into simpler parts and putting the parts together in new arrangements in order to determine inherent facts or meanings. Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a manner that they will yield answers to the research questions. Analysis of data refers to seeing the data in the light of research questions and the prevailing theories and then drawing conclusions.

2.Tabulation:In this way classification is the main base of tabulation. Thus, the collected material is made easier, brief and comprehensive through the tabulation by which it may be feasible to understand it easily. Thus to arrange the facts successively in various rows and columns of tables is called tabulations.

3.Analysis of Data:The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exists among the data components/variable/ groups.

Interpretation is the critical examination of results. The essentials of interpretation are an adequate knowledge of one's field of study and capacity to do careful and critical thinking. Through the analysis of gathered data the investigator is able to get the solutions related to the answers.

4.Findings of the Study -

- 1.** Mean Scores of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 161 and 154.90 respectively and Standard Deviation was 9.3957 and 8.9346 respectively. At 103 degree of freedom and 0.05 level of significance t-value was 3.5793 which was found significant. Hence, there is a significant difference between the study habits of higher study habit group of boys and girls of students of Prayas Residential schools of Raipur district.
- 2.** Mean Scores of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 134.04 and 127.95 respectively and Standard Deviation was 12.1118 and 8.9346 respectively. At 86 degree of freedom and 0.05 level of significance t-value was 2.1243 which was found significant. Hence, there is a significant difference between the study habits of lower study habit group of boys and girls of students of Prayas Residential schools of Raipur district.
- 3.** Mean Scores of Carrier Aspirations of Higher Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 126.37 and 126 respectively and Standard Deviation was 11.4899 and 7.5560 respectively. At 103 degree of freedom and 0.05 level of significance t-value was 0.5272 which was not found significant. Hence, there is no significant difference between the Carrier aspirations of Higher study habit group of boys and girls of students of Prayas Residential schools of Raipur district.
- 4.** Mean Scores of Carrier Aspirations of Lower Study Habit groups of boys and girls students of Prayas Residential schools of Raipur district was 116.09 and 120.84 respectively and Standard Deviation was 13.7601 and 13.9949 respectively. At 86 degree of freedom and 0.05 level of significance t-value was 1.4195 which was not found significant. Hence, there is no significant difference between the Carrier aspirations of lower study habit group of boys and girls of students of Prayas Residential schools of Raipur district.
- 5.** The correlation between the Higher Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district was found 0.2352 which is significant at 0.05 level of significance. Hence, there is a significant correlation between the Study Habits and

Carrier aspirations of higher study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

6. The correlation between the Lower Study Habit group and Carrier Aspirations of the students of Prayas Residential schools of Raipur district was found 0.1902 which is not significant at 0.05 level of significance. Hence, there is no significant correlation between the Study Habits and Carrier aspirations of lower study habit group of boys and girls of students of Prayas Residential schools of Raipur district.

7. The correlation between the Higher Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district was found 0.2870 which is significant at 0.05 level of significance. Hence, there is a significant correlation between the Study Habits and Carrier aspirations of higher study habit group of boys of Prayas Residential schools of Raipur district.

8. The correlation between the lower Study Habit group and Carrier Aspirations of the Boys of Prayas Residential schools of Raipur district was found 0.1700 which is not significant at 0.05 level of significance. Hence, there is no significant correlation between the Study Habits and Carrier aspirations of lower study habit group of boys of Prayas Residential schools of Raipur district.

9. The correlation between the Higher Study Habit group and Carrier Aspirations of the girls of Prayas Residential schools of Raipur district was found 0.1830 which is not significant at 0.05 level of significance. Hence, there is no significant correlation between the Study Habits and Carrier aspirations of higher study habit group of girls of Prayas Residential schools of Raipur district.

10. The correlation between the lower Study Habit group and Carrier Aspirations of the girls of Prayas Residential schools of Raipur district was found 0.2953 which is significant at 0.05 level of significance. Hence, there is a significant correlation between the Study Habits and Carrier aspirations of lower study habit group of girls of Prayas Residential schools of Raipur district.

In Prayas Residential School both boys and girls study and the setup of all the Prayas residential schools is same in the following way-

1. fully residential setup
2. Quality infrastructure
3. Highly qualified and experienced teachers
4. Learner friendly environment
5. High quality teaching learning material
6. Rigorous practice sessions for students

7. Continuous monitoring of NGOs by the officers of tribal welfare department and many more.

Being all the situations similar boys and girls show higher career aspirations as well as higher study habits. The total score on study habit inventory is 200 and the mean scores are 143.75 and 148.47 for girls and boys respectively these are fairly Higher scores and when we say it percentage wise these scores are 71.874% and 74.235% for girls and boys respectively. In the same way the total scores on career aspirations scale is 150 and the mean scores for girls are 122.71 and for boys 121.60 which are also very high scores if we see it percentage wise these scores are 81.806 and 81.066 for girls and boys respectively.

5. Conclusions — From the above it can be concluded that the students of Prayas possess high level of study habits and career aspirations, it can also be interpreted that these high values are the result of the facilities and motivations (both physical and psychological) provided by the Prayas schools. It is the kind of environment which tends towards equitable quality of education. The parameters of facilities and environment provided by the Prayas Schools are really appreciable and this kind of facility is not possible in geographically difficult areas of Chhattisgarh. If the kind of environment and facilities provided by the Prayas can be extended to all the districts of Chhattisgarh irrespective of left wing extremism affected districts, all the meritorious students can get the same kind of benefits.

While the Analysis of data it was seen that the study habits and career aspirations scores are high enough and the reason behind this may also be the admission process and criteria of Prayas schools. For admission in Prayas schools the students have to undergo an entrance examination and the admission is given through a tough competition in a neck and neck competition. So they can be called as achiever group as they have high competition spirit and the environment of this schools ads on this. If examination system is made fare it will be always helpful in enhancing the spirit of competition which is helpful in the increase of level of study habits and career aspirations. Being the group of high achievers there found some different trends in gender specific case, like; girls with high study habits do not have significant correlation with career aspiration but girls of low study habit shows a positive significant correlation with career aspiration whereas the exactly reverse trend is observed in case of boys. The present study can not reveal the reasons behind these trends but certainly present some new challenges for further studies.

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Appendix –

1. Study habit inventory by Lajwanti, N.P.S. Chandel and Ashish Paliwal (WLCNPA)
2. Career Aspiration scale by Sarita Anand (CAS-SA)