



STUDY HABITS OF ORPHAN STUDENTS AT SECONDARY SCHOOL LEVEL

Dr. Shahana A. M.

Principal, Ideal Training College, Cherpulassery, Palakkad, Kerala.



ABSTRACT

The psychological complications normally detected amongst orphan children are obsessional, nightmare, incapability to adjust in school, treachery, theft and violent behavior. Orphan show poor study habits, high dropout rates and learning disabilities because of lack of opportunities to get affection, security, love, acceptance and guidance needed for the development of healthy personality in the child. Hence the researcher tried to find out the pros and cons of the study habits of the secondary school of orphan students.

KEY WORDS: *treachery, theft and violent behaviour , healthy personality.*

INTRODUCTION

Orphans do not live in the similar environment of other children. Problems of orphan students are dissimilar and their attitude to life, too, contrasts. The orphans should be directed that orphans may be talented to donate their finest to make appropriate variations in the society. The behavior of orphans is partial by many things, but there are positive values and ideologies in the society which do not pay correct consideration to orphans diverse personal traits. An orphan wants to be standard as a full member of society having a unique personality. Orphan experiences are great stress and strain, because orphan wants to follow the path of own life according to own predispositions and attitudes. The term study habits mean numerous approaches and performs modified by the students in their studies. Poor study habits are one of the main and greatest tenacious problems among the students. Operative study consists of much more than mere remembering fact. It calls for eloquent where and how to acquire facts and the talent to make the best use of time. It means that the pupil must be able to establish, categorize and assemble facts in their correct association to the theme being studied. Learning is also ability like teaching or any other skills. Study habits are diverging from each student to another. Some students begin study on the first day of class. Someone is studying at exam time only. Some time students are getting the same marks in exams. But good study habits help to students for getting better scores in exams.

NEED AND SIGNIFICANCE OF THE STUDY

Education leads to eternal knowledge and wisdom, not just to an individual and it extends to the whole society. Education can mitigate world problems because it gives a perfect shape to attitude and make understand the significance of mankind globally. Proper academic education plays vital role in the development of mental and psychological health and perspectives of youth who future generations. The orphanages in India offer accommodation to the distressed children who nurtured in threatening circumstances that unglued orphans from the pleasure of a family in their premature days. Departure from parentages will have an opposing result of the complete growth of the kid. The type of substitute care obtainable opportunities for developing one's latent, the intelligent, communal and expressive stimulation, reassurance etc. These orphans essential love, care, empathy and education. This study focuses on the study

habits of orphan students at secondary level. It is very important to bring out their limits, problems and constraints of study habits as other normal children enjoy. This study also helps the authorities of orphanages to accomplish the wants and to gratify the academic desire of orphan pupils.

OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference in the study habits and its dimensions of orphan-students between
 - a. Male and Female (Gender)
 - b. IX and X (Class)
 - c. Below 15 and Above 15 (Age)
 - d. Below 5 years and Above 5 years (Duration of stay in Orphanage)
 - e. State Board Syllabus and Central Board Syllabus (Syllabus)
- To find out whether there is any significant difference in the study habits and its dimensions of orphan-students among
 - a. Muslim, Christian and Hindu (Orphanage Trust in Religion)
 - b. Government, Government Aided and Private (Types of School)

Hypotheses

1. There is no significant difference in the study habits and its dimensions of orphan-students between
 - a. Male and Female (Gender)
 - b. IX and X (Class)
 - c. Below 15 and Above 15 (Age)
 - d. Below 5 years and Above 5 years (Duration of stay in orphanage)
 - e. State Board Syllabus and Central Board Syllabus (Syllabus)
2. There is no significant difference in the study habits and its dimensions of orphan-students among
 - a. Muslim, Christian and Hindu (Orphanage Trust in religion)
 - b. Government, Government Aided and Private (Types of School)

METHODOLOGY

In the present study, the orphan-students studying standards IXth and Xth in the Thrissur District formed the population of the present study. The investigator took three hundred and fifty eight secondary school level orphan students from the population using purposive sampling technique. Purposive sampling was done by the researcher to select the sample from the population to fulfill the research objectives. The collected data from 358 secondary schools orphan-students, which was the focus group of the present study were considered to verify the study results.

ANALYSIS AND INTERPRETATION

Hypothesis 1(a): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to their gender.

Table 1: Significant Mean Difference between Male and Female Orphan Students with respect to their Study Habits and its Dimensions

Study Habits Categories	Gender	N	Mean	SD	df	t-value	Remark
Budgeting Time	Male	165	13.72	1.03	356	8.48**	Significant
	Female	193	12.69	1.24			
Physical Condition	Male	165	13.30	0.92	356	1.31	Not Significant
	Female	193	13.44	1.05			

Reading Ability	Male	165	18.60	2.41	356	0.68	Not Significant
	Female	193	18.44	2.14			
Note Taking	Male	165	7.42	1.09	356	1.93	Not Significant
	Female	193	7.18	1.22			
Learning Motivation	Male	165	14.26	1.26	356	4.56**	Significant
	Female	193	13.58	1.56			
Memory	Male	165	9.73	1.51	356	0.15	Not Significant
	Female	193	9.75	1.39			
Taking Examinations	Male	165	24.65	3.74	356	3.11**	Significant
	Female	193	23.53	2.95			
Health	Male	165	7.44	0.83	356	2.96**	Significant
	Female	193	7.15	1.03			
Study habits Total	Male	165	109.16	9.86	356	3.31**	Significant
	Female	193	105.80	9.24			

The calculated t-value for the dimensions of Budgeting Time, Taking Examinations, and Learning Motivation are respectively 8.48, 3.11 and 4.56 greater than the table value (1.96). Null hypothesis is rejected at 0.05 level. Hence there is a significant difference between mean scores of male and female orphan students with respect to the dimensions of Budgeting Time, Taking Examinations, and Learning Motivation. It was observed that the male orphan students had higher mean values with respect to the dimensions of Budgeting Time, Taking Examinations, and Learning Motivation than their female counterparts. The calculated t- value for the dimensions of Physical Condition, Reading Ability and Memory are respectively 1.31, 0.68 and 0.15 less than table value 1.96. The null hypothesis is accepted. There is no significant difference between mean scores of male and female orphan students with respect to the dimensions of Physical Condition, Reading Ability and Memory.

Hypothesis 1(b): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to their class.

Table 2: Significant Mean Difference between IX and X Class Orphan Students with respect to their Study Habits and its Dimensions

Study Habits Categories	Variables	N	Mean	SD	df	t-value	Remark
Budgeting Time	IX Class	238	13.06	1.19	356	2.28*	Significant
	X Class	120	13.38	1.36			
Physical Condition	IX Class	238	13.39	1.00	356	0.32	Not Significant
	X Class	120	13.35	0.99			
Reading Ability	IX Class	238	18.31	2.28	356	2.38*	Significant
	X Class	120	18.91	2.20			
Note Taking	IX Class	238	7.34	1.20	356	1.00	Not Significant
	X Class	120	7.20	1.10			
Learning Motivation	IX Class	238	13.80	1.46	356	1.76	Not Significant
	X Class	120	14.09	1.46			
Memory	IX Class	238	9.78	1.49	356	0.65	Not Significant
	X Class	120	9.67	1.36			
Taking Examinations	IX Class	238	23.62	3.32	356	3.42**	Significant
	X Class	120	24.90	3.34			
Health	IX Class	238	7.11	0.97	356	5.09**	Significant

	X Class	120	7.64	0.81			
Over all Study habits	IX Class	238	106.43	9.56	356	2.55*	Significant
	X Class	120	109.17	9.65			

The calculated t-value for the dimensions of Budgeting Time, Taking Examinations, reading ability and Health are respectively 2.28, 2.38, 3.42 and 5.09 greater than the table value (1.96). Null hypothesis is rejected at 0.05 level. Hence there is a significant difference between mean scores of orphan students studying in IX and X class with respect to the dimensions of Budgeting Time, Taking Examinations, reading ability and Health. The orphan students studying in the X class had a higher mean value with respect to the dimensions of Budgeting Time, Taking Examinations, reading ability and Health than their counterparts. Table-2 shows that there exists no significant difference between IX class and X class orphan students in the dimension of Physical Condition, Note Taking, Learning Motivation and Memory at 0.05 level. The calculated t value for the dimensions of Physical Condition, Note Taking, Learning Motivation and Memory are respectively 0.32, 1.00, 1.76 and 0.65 lesser than table value 1.96. The Null hypothesis is accepted. As illustrated in the above Table-2, there exists a significant difference between the IX class and X class orphan students in the mean scores of overall study habits. It is revealed that the X class orphan students had a higher mean value with respect to the overall study habits than their counterparts.

Hypothesis 1 (c): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to their age.

Table 3: Significant Mean Difference among Orphan Students in their Study Habits and its Dimensions with respect to their Age

Study Habits Categories	Variables	N	Mean	SD	df	t-value	Remark
Budgeting Time	Below 15	182	13.09	1.30	356	1.17	Not Significant
	Above 15	176	13.25	1.21			
Physical Condition	Below 15	182	13.25	1.03	356	2.52*	Significant
	Above 15	176	13.51	0.95			
Reading Ability	Below 15	182	18.59	2.17	356	0.64	Not Significant
	Above 15	176	18.43	2.37			
Note Taking	Below 15	182	7.30	1.19	356	0.10	Not Significant
	Above 15	176	7.28	1.16			
Learning Motivation	Below 15	182	13.73	1.62	356	2.22*	Significant
	Above 15	176	14.07	1.26			
Memory	Below 15	182	9.82	1.44	356	1.03	Not Significant
	Above 15	176	9.66	1.45			
Taking Examinations	Below 15	182	23.80	3.15	356	1.38	Not Significant
	Above 15	176	24.30	3.60			
Health	Below 15	182	7.03	0.98	356	5.24**	Significant
	Above 15	176	7.55	0.86			
Study habits Total	Below 15	182	106.64	9.74	356	1.41	Not Significant
	Above 15	176	108.08	9.56			

The calculated t-value for the dimensions of Physical Condition, and Learning Motivation and health are respectively 2.52, 2.22 and 5.24 greater than table value (1.96). Null hypothesis is rejected at 0.05 level. Hence there is a significant difference between mean scores of orphan students aged between below 15 and above 15 with respect to the dimensions of Physical Condition, and Learning Motivation and health. The

orphan students aged above 15 had a higher mean value with respect to the dimensions of Physical Condition, and Learning Motivation and health than their counterparts. Table-3 shows that there exists no significant difference between orphan students aged below 15 and above 15 in the dimensions of budgeting time, reading ability, Note Taking, Memory and Taking examinations at 0.05 level. The calculated t value for the dimensions of budgeting time, reading ability, Note Taking, Memory and Taking examinations are respectively 1.17, 0.64, 0.10, 1.03, and 1.38 lesser than table value 1.96. The Null hypothesis is accepted. As illustrated in the above Table-3, there is no significant difference between orphan students aged between below 15 and above 15 in the mean scores of overall study habits.

Hypothesis 1 (d): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to duration of stay in orphanage.

Table 4: Significant Mean Difference among Orphan Students in their Study Habits and its Dimensions with respect to Duration of Stay in the Orphanage

Study Habits Categories	Variables	N	Mean	SD	df	t-value	Remark
Budgeting Time	Below 5 years	70	13.05	1.06	356	0.83	Not Significant
	Above 5 years	288	13.19	1.30			
Physical Condition	Below 5 years	70	12.97	0.86	356	3.91**	Significant
	Above 5 years	288	13.48	1.00			
Reading Ability	Below 5 years	70	18.28	1.53	356	0.94	Not Significant
	Above 5 years	288	18.57	2.41			
Note Taking	Below 5 years	70	7.34	0.96	356	0.37	Not Significant
	Above 5 years	288	7.28	1.22			
Learning Motivation	Below 5 years	70	13.94	1.06	356	0.27	Not Significant
	Above 5 years	288	13.88	1.55			
Memory	Below 5 years	70	9.02	1.06	356	4.74**	Significant
	Above 5 years	288	9.92	1.48			
Taking Examinations	Below 5 years	70	22.58	3.08	356	4.12**	Significant
	Above 5 years	288	24.40	3.36			
Health	Below 5 years	70	7.64	0.68	356	3.48**	Significant
	Above 5 years	288	7.20	0.99			
Study habits Total	Below 5 years	70	104.85	7.44	356	2.42*	Significant
	Above 5 years	288	107.95	10.05			

Table-4 shows that the significant difference between orphan students who are staying below 5 years in the Orphanages and above 5 years in the Orphanages in the dimensions of study habits. The calculated t-value for the dimensions of PhysicalCondition, Memory, taking examinations and Health are respectively 3.91, 4.74, 4.12 and 3.48 greater than table value (1.96). Null hypothesis is rejected at 0.05 level. Hence there is a significant difference between mean scores of orphan students who are staying below 5 years in the Orphanages and above 5 years in the Orphanages in the dimensions of Budgeting Time, Reading Ability, Note Taking and Learning Motivation. Null hypothesis is rejected. Table-4 shows that there exist no significant difference between orphan students who are staying below 5 years in the Orphanages and above 5 years in the Orphanages in the dimensions of Budgeting Time, Reading Ability, Note Taking and Learning Motivation. The calculated t-value for the dimensions of Budgeting Time, Reading Ability, Note Taking and Learning Motivation are respectively 0.83, 0.94, 0.37, and 0.27 lesser than table value 1.96. The Null hypothesis is accepted. When we see the mean scores of orphan students who are staying below 5

years and above 5 years in the Orphanages, the mean score of orphan students who are staying above 5 years in the selected orphanages is little high comparing to their counterpart in the overall study habits. Therefore, it is understood that there is no significant difference between mean scores of orphan students who are staying below 5 years and above 5 years in the Orphanages in the overall study habits.

Hypothesis 1 (f): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to syllabus.

Table 5: Significant Mean Difference among Orphan Students in their Study Habits and its Dimensions with respect to their Syllabus

Study Habits Categories	Variables	N	Mean	SD	Df	t-value	Remark
Budgeting Time	State Board	265	13.38	1.15	356	5.78**	Significant
	Central Board	93	12.54	1.33			
Physical Condition	State Board	265	13.32	0.88	356	1.98*	Significant
	Central Board	93	13.55	1.25			
Reading Ability	State Board	265	18.83	2.23	356	4.58**	Significant
	Central Board	93	17.61	2.13			
Note Taking	State Board	265	7.44	1.14	356	4.14**	Significant
	Central Board	93	6.87	1.16			
Learning Motivation	State Board	265	14.13	1.33	356	5.33**	Significant
	Central Board	93	13.22	1.63			
Memory	State Board	265	9.71	1.38	356	0.63	Not Significant
	Central Board	93	9.82	1.62			
Taking Examinations	State Board	265	24.50	3.31	356	4.40**	Significant
	Central Board	93	22.75	3.25			
Health	State Board	265	7.36	0.86	356	2.66**	Significant
	Central Board	93	7.06	1.15			
Study habits Total	State Board	265	108.71	9.12	356	4.63**	Significant
	Central Board	93	103.46	10.15			

Table-5 shows the significant difference between orphan students studying in the state board and central board schools in the study habits and its dimensions. The calculated t-value for the dimensions of Budgeting Time, Reading Ability, Note Taking, Learning Motivation, Taking Examinations, and Health are respectively 5.78, 4.58, 4.14, 5.33, 4.40, and 2.66 greater than table value (1.96). Null hypothesis is rejected at 0.05 level. Hence there is a significant difference between mean scores of orphan students studying in the state board and central board in the dimensions of Budgeting Time, Reading Ability, Note Taking, Learning Motivation, Taking Examinations, and Health. It is noted from above table that there exists no significant difference between orphan students studying in the state board and central board schools in the dimensions of Memory. The calculated t value for the dimension of Memory are respectively 0.63 lesser than table value 1.96. The Null hypothesis is accepted with respect to the dimensions of memory. When we analyze the mean scores of overall of study habits, the mean score of students studying in the state board is higher than that of central board students. Hence, it is understood from above table that there exists significant difference between orphan students studying in the state board and central board schools in the study habits at 1% level.

Hypothesis 2 (a): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to orphanage trust.

Table 6: One-way ANOVA for Study Habits and its Dimension Scores of Orphan Students with respect to Orphanage Trust

Dimension	Variance	Sum of square	Df	Mean square	F	Remark
Budgeting Time	Between Group	36.77	2	18.38	12.32**	Significant
	With Group	529.83	355	1.49		
	Total	566.60	357			
Physical Condition	Between Group	0.38	2	0.19	0.19	Not Significant
	With Group	356.19	355	1.00		
	Total	356.57	357			
Reading Ability	Between Group	10.08	2	5.04	0.97	Not Significant
	With Group	1829.31	355	5.15		
	Total	1839.39	357			
Note Taking	Between Group	0.82	2	0.41	0.29	Not Significant
	With Group	491.78	355	1.38		
	Total	492.61	357			
Learning Motivation	Between Group	14.34	2	7.17	3.36**	Significant
	With Group	756.03	355	2.13		
	Total	770.38	357			
Memory	Between Group	17.71	2	8.85	4.28**	Significant
	With Group	734.15	355	2.06		
	Total	751.86	357			
Taking Examinations	Between Group	131.66	2	65.83	5.90**	Significant
	With Group	3955.43	355	11.14		
	Total	4087.09	357			
Health	Between Group	41.44	2	20.72	25.69**	Significant
	With Group	286.34	355	0.80		
	Total	327.78	357			
Study habits Total	Between Group	597.81	2	298.90	3.23**	Significant
	With Group	32779.83	355	92.33		
	Total	33377.65	357			

Table-6 shows that one way analysis of variance was carried to analyze the difference among orphan students in study habits with respect to orphanage trust. The calculated F value for budgeting time, Learning Motivation, Memory, Taking Examinations and health are respectively 12.32, 3.36, 4.28, 5.90 and 25.69 greater than the table value at 5% level. It is understood from the above table that there existed 1% level significant difference among orphan students in the budgeting time, Learning Motivation, Memory, Taking Examinations and health dimensions. The calculated F-value for Physical Condition, Reading Ability and Note Taking are respectively 0.19, 0.97 and 0.29 lesser than table value at 5% level. Hence, there is no significant difference in the dimensions of Physical Condition, Reading Ability and Note Taking among orphan students belong to different orphanage trust. The calculated F value for overall study habits of orphan students is 3.23 greater than table value at 5 % level. Hence, there is significant difference in the overall study habits among orphan students with respect to Orphanage trust. Hence, the further analysis was done by using Scheffe's Post Hoc test to locate exact difference in students' study habits scores.

Table 7: Scheffe's Post Hoc test to locate exact difference in Orphan Students' Study Habits Scores

Dimensions	Orphanage Trust	Mean Difference
Budgeting Time	Muslim and Christian	0.65*
	Muslim and Hindu	0.94*
	Hindu Christian	0.29
Learning Motivation	Muslim and Christian	0.46*
	Muslim and Hindu	0.47
	Hindu Christian	1.18
Memory	Muslim and Christian	0.40
	Muslim and Hindu	0.12
	Hindu Christian	0.53
Taking Examinations	Muslim and Christian	1.04*
	Muslim and Hindu	1.96*
	Hindu Christian	0.91
Health	Muslim and Christian	0.70*
	Muslim and Hindu	1.29
	Hindu Christian	0.69*
Study habits Total	Muslim and Christian	2.73
	Muslim and Hindu	3.68
	Hindu Christian	0.95

Multiple comparisons table shows the mean difference among orphan children belonging to different orphanage trust for the dimensions of budgeting time, Learning Motivation, Memory, Taking Examinations, Health and overall study habits. From the above table, it is observed that the difference in means for budgeting time dimension between orphan students in study habits with respect to orphanage trust. It is observed from the table that the difference between means scored by orphan students who belong to Muslim and Christian orphanage trust is 0.65. The mean difference between orphan students belongs to Muslim and Hindu orphanage trust is 0.94. The mean difference between orphan students belongs to Hindu and Christian orphanage trust is 0.29 which lower than the other two groups.

From Table-7, it is observed that the difference in means for learning motivation dimension between orphan students in study habits with respect to orphanage trust. It is observed from the table that the difference between means scored by orphan students who belong to Muslim and Christian orphanage trust is 0.46. The mean difference between orphan students belongs to Muslim and Hindu orphanage trust is 0.47. The mean difference between orphan students belongs to Hindu and Christian orphanage trust is 1.18 which higher than other two groups.

From Table-7, it is observed that the difference in means for memory dimension between orphan students in study habits with respect to orphanage trust. It is observed from the table that the difference between means scored by orphan students who belong to Muslim and Christian orphanage trust is 0.40. The mean difference between orphan students belongs to Muslim and Hindu orphanage trust is 0.12. The mean difference between orphan students belongs to Hindu and Christian orphanage trust is 0.53 which higher than other two groups.

From Table-7, it is observed that the difference in means for Taking Examinations dimension between orphan students in study habits with respect to orphanage trust. It is observed from the table that the difference between means scored by orphan students who belong to Muslim and Christian orphanage trust is 1.04. The mean difference between orphan students belongs to Muslim and Hindu orphanage trust is 1.90. The mean difference between orphan students belongs to Hindu and Christian orphanage trust is 0.91 which lower than other two groups.

From Table-7, it is observed that the difference in means for Health dimension between orphan students in study habits with respect to orphanage trust. It is observed from the table that the difference between means scored by orphan students who belong to Muslim and Christian orphanage trust is 0.70*. The mean difference between orphan students belongs to Muslim and Hindu orphanage trust is 1.29. The mean difference between orphan students belongs to Hindu and Christian orphanage trust is 0.69 which lower than other two groups.

From Table-7, it is observed that the difference in means for total study habits dimension between orphan students with respect to orphanage trust. It is observed from the table that the difference between means scored by orphan students who belong to Muslim and Christian orphanage trust is 2.73. The mean difference between orphan students belongs to Muslim and Hindu orphanage trust is 3.68. The mean difference between orphan students belongs to Hindu and Christian orphanage trust is 0.95 which lower than other two groups.

Hypothesis 2 (b): There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to type of school.

Table 8: One-way ANOVA for Study Habits and its Dimension Scores of Orphan Students with respect to their Types of School

Dimension	Variance	Sum of square	Df	Mean square	F	Remark
Budgeting Time	Between Group	108.02	2	54.01	41.81**	Significant
	With Group	458.57	355	1.29		
	Total	566.60	357			
Physical Condition	Between Group	5.71	2	2.85	2.89**	Significant
	With Group	350.86	355	0.98		
	Total	356.57	357			
Reading Ability	Between Group	43.88	2	21.94	4.33**	Significant
	With Group	1795.51	355	5.05		
	Total	1839.39	357			
Note Taking	Between Group	21.23	2	10.61	7.99**	Significant
	With Group	471.37	355	1.32		
	Total	492.61	357			
Learning Motivation	Between Group	45.37	2	22.50	11.01**	Significant
	With Group	725.37	355	2.04		
	Total	770.38	357			
Memory	Between Group	28.64	2	14.32	7.02**	Significant
	With Group	723.22	355	2.03		
	Total	751.86	357			
Taking Examinations	Between Group	177.41	2	88.71	8.05**	Significant
	With Group	3909.67	355	11.01		
	Total	4087.09	357			
Health	Between Group	4.73	2	2.36	2.60*	Significant
	With Group	323.05	355	0.91		
	Total	327.78	357			
Study habits Total	Between Group	2006.89	2	1003.44	11.35**	Significant
	With Group	31370.75	355	88.36		
	Total	33377.65	357			

Table-8 shows that one way analysis of variance was carried to analyze the difference among orphan students in study habits with respect to types of school. It is understood from the above table that there existed 1% level significant difference among orphan students in the overall study habits and its dimensions with respect to school type. The calculated F value for budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health are respectively 41.81, 2.89, 4.33, 7.99, 11.01, 7.02, 8.05 and 2.60 greater than the table value at 5% level. The null hypothesis is rejected. Hence, it is understood from the above table that there exists 0.01 level significant difference in the dimensions of Budgeting Time, physical condition, reading ability, note taking, Learning Motivation, Memory, Taking Examinations and Health with respect to school type. Hence the null hypothesis stated that "There is no significant difference in study habits and its dimensions such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examinations and health of orphan students with respect to type of school."

CONCLUSION

Study habits defined as the steady propensity and repetition that one portrays throughout the procedure of gaining information through learning. Definitely, founding a correct and well-organized study habit will create one's secondary school life expressive and stimulating. In adding, it is a prerequisite for reaching a fruitful and wealthy life in the future. Then, if the students do not have a decent study habits, this might be an aim to get low marks or deteriorating the subject or plummeting out in the school and that is the greatest of the glitches of the mainstream of the schools and even in the entire country.

REFERENCES

- Cerna, M. A., & Pavliushchenko, K. (2015). Influence of study habits on academic performance of international college students in Shanghai. *Higher Education Studies*, 5(4), 42.
- Dkhar, C. D. (2015). Study habits and attitudes of school children. *Indian Journal of Health & Wellbeing*, 6(6).
- Kumar, D. S. (2015). Study Habits of Undergraduate Students. *International Journal of Education and Information Studies*, 5(1), 17-24.
- Rosy K.V. (2015) Behavioural problems of adolescents: psycho social study among day scholars, hostellers and orphans. <http://hdl.handle.net/10603/51375>.
- Siah, E. A., & Maiyo, J. K. (2015). Study of the Relationship between Study Habits and Academic Achievement of Students: A Case of Spicer Higher Secondary School, India. *International Journal of Educational Administration and Policy Studies*, 7(7), 134-141.
- Chamundeswari, S., Sridevi, V., & Kumari, A. (2014). Self-concept, study habit and academic achievement of students. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 1(10), 47-55.