



INFLUENCE OF STUDY HABITS, LEARNING STYLE AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT AMONG URBAN SECONDARY SCHOOL STUDENTS

Smt. Jyoti Masutimath

Research Scholar, Department of Education,
Karnataka State Akkamahadevi Women University, Vijayapura.

Prof. Ashokkumar B. Surapur

Department of Education,
Karnataka State Akkamahadevi Women University, Vijayapura.

ABSTRACT:

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids and direct experience. This will help you learn the content easily and remember it for a long time. Students should collect notes on the subject, opportunities should be utilized, time management must be done. This will help the students to better academic achievement. The Students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with poor study habits, good learning style and high Socio Economic status. The Students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits, poor learning style and low Socio Economic status.



KEYWORDS: poor learning style and low Socio Economic status , Academic achievement , poor study habits, good learning style.

INTRODUCTION

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids and direct experience. This will help you learn the content easily and remember it for a long time. Students should collect notes on the subject, opportunities should be utilized, time management must be done. This will help the students to better academic achievement.

CONCEPT OF SELECTED VARIABLES:**Study Habits:**

Study habits have a major impact on students' academic achievement. Good study habits are study techniques that enhance the students to realize their full potential. Students must have good learning habits. There are many types of good learning habits namely, Student is constantly engaging in study, using the best learning opportunities, time management, practicing in a good environment, collect the notes etc. The child's academic success and failure rests on his study practice.

Learning style:

Learning style has a major impact on students academic achievement. Each students learning style is different. There are many different learning styles as well, visual, auditory, reading and writing, and kinesthetic. These will help the students to achieve better academic achievement if he applies them to his studies.

Socio – Economic Status:

The family atmosphere should be as good as the first tuition at home. Only then will the student be able to excel in learning. If family is good for income, occupation and education, it can have a major impact on the students academic achievement. The family must have a socially good relationship. The family status in society all affect the students academic achievement.

Academic Achievement:

Academic achievement is the extent to which a student, teacher or institution has attained their short or long term educational goals. Academic achievement is commonly measured through examinations or continuous assessments. A number of factors have an impact on academic achievement. Namely study habits, learning styles, socio economic status, Family environment, school environment, teaching methods, teaching aids etc.

NEED OF THE STUDY:

This study is helpful to understand some of the factors that affect academic achievement. Education should be student centered rather than teacher centered. Teacher need to know the interest and habits of students. The learning style and hobbies of each students are different. Teacher should identify and teach them. Students should be provided with the opportunity to learn through experience, visual, auditory, experimentation etc. Teacher should keep track of the socio economic status of students. Because not all students are financially strong. Some of the learning materials that teachers say are not available to the students. Providing opportunities for learning for such students should be helpful to all round development. Teachers should practice teaching through direct experience and teaching tools. This will keep the student interested in learning and simply learning the subject and remembering it for a long time. Teachers should incorporate all these elements into teaching and should incorporate it into their learning. This study will help the student to know the best academic achievement. Secondary sources are available in this study, namely articles, books, journals, library books etc.

Study Related to Study Habits and Academic Achievement:

Chamundeswari, S (2015) observed that a significant difference between experimental and control group students pertaining to the study habits and academic achievement in mathematics. The gain scores pertaining to study habits and academic achievement in mathematic of student in experimental group are found to be significantly higher then the scores of students in control group.

Ajai John T (2020) The purpose of present research study to explore the relation between study habit and academic achievement of secondary school science students. The sample of research

study 199 students selected from 5 school through simple random sampling technique statistical techniques are used in this study those are frequency, counts, mean and product moment coefficient of correlation. The research study found that a strong positive, high and exist significant correlation between study habit and academic achievement of secondary school students.

Study Related to Learning Style and Academic Achievement:

Thakkar (2014) studied of the effect of learning styles on 1580 senior secondary school students in learning achievement of Ahmedabad. It was revealed that students did not prefer to dependent and collaborative learning style and also further resulted that learning styles may not affect learning achievement but the achievement was affected by system of examination.

Nargis Munir & Nasir Ahmad (2018) The study was designed to investigate the relationship between learning style and academic performance of the secondary school students. Objective of the study to determine learning styles of secondary school students and to study the relationship between learning styles and academic performance of students. A sample of 745 students selected from 12 secondary school by using simple random sampling technique. In the study descriptive survey method was used. Finding of the study revealed that, male students had higher level of preference in visual and auditory learning styles as compared to female students at the secondary level. there is significant relationship between learning styles academic achievement of secondary school students.

Study Related to Socio – Economic Status and Academic Achievement:

Mushtaq Ahmad Bhat (2016) studied the effect of Socio Economic Status on Academic Performance of Secondary School Students. The present study aimed to investigate the relationship between socio economic status and academic achievement of secondary school students belonging to different educational zones of Ganderbal district of Jammu and Kashmir State. This descriptive analytical study was done on 120 students of secondary Schools through random sampling. Result proved that there is a significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socioeconomic status in respect to academic achievement.

Aliyu A.G. (2016) conducted a study on “influence of socio-economic status on academic achievement of senior secondary students, in Nassarawa zonal education area of Kano state, Nigeria.” The study investigated that there was a strong relationship between family socio-economic background and academic achievement of senior secondary school students. The study also investigates that sometimes there was an exceptional case where by those children with poor family background performed better academically than those from good family background.

CONCLUSION:

Study Habits, Learning Style and Socio Economic Status have a major impact on students Academic Achievement. These independent variables have a positive impact on students academic achievement. Students academic achievement varies from region to region. This is because the education system and the social environment of the respective region are different. Therefore, I have chosen this topic to understand how Study Habits, Learning Styles and Socio Economic Status affect the Academic Achievement of High School Students in Vijayapura District.

General objective of the study:

- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Urban Secondary School Students.

Variables:**Independent variables to be considered in the study:**

- 1) Study Habits
- 2) Learning Styles
- 3) Socio Economic Status

Dependent variable to be considered in the study:

- 1) Academic Achievement

Moderate variables:

- 1) Management
- 2) Location
- 3) Gender

HYPOTHESES OF THE STUDY:**Null Hypotheses**

1. H_{01} : There is no significant difference between the Effects of high and poor study habits of urban secondary school students' differ significantly in terms of their influence on Academic achievement.
2. H_{02} : There is no significant difference between the Effects of high and poor learning style of urban secondary school students' differ significantly in terms of their influence on Academic achievement.
3. H_{03} : There is no significant difference between the Effects of high and low Socio Economic status of Urban secondary school students' differ significantly in terms of their influence on Academic achievement.
4. H_{04} : There is no significant difference between the Interaction effects of Urban secondary school students' Study habits X Learning style differ significantly in terms of their influence on Academic achievement .
5. H_{05} : There is no significant difference between the Interaction effects of Urban secondary school students' Study habits X Socio Economic status differ significantly in terms of their influence on Academic achievement .
6. H_{06} : There is no significant difference between the Interactions effects of urban secondary school students' Learning style X Socio Economic status differ significantly in terms of their influence on Academic achievement.
7. H_{07} : There is no significant difference between the Interaction effects of Urban secondary school students' Study habits X Learning style X Socio Economic status differ significantly in terms of their influence on Academic achievement .

TOOLS USED IN THE STUDY:

To test the hypothesis formulated for the study data will be collected with the help of following tools.

1) Study Habits:

Deepti Sharma and Masaud Ansar Study Habit Test (SHT – SDAM) 9 to 10

2) Learning Styles:

K.S.Misra Learning Style Inventory (LSI – MK) Hindi/English 9 to PG Class students

3) Socio Economic Status:

Sunil Kumar Upadhyay Socio Economic Status Scale (SESS – UKS) Hindi/English Age- 13-19 years

4) Academic Achievement:

Shall be considered for Academic Achievement of students previous years Average marks.

Methodology:

In the present study descriptive survey method has been used for research.

SAMPLE OF THE STUDY:

Using Stratified Random Sampling Technique 336 students shall be selected from Secondary School 9th class Students of Vijayapura District

To test the stated null hypotheses again the same 3-way Analysis of Variance technique was used. The steps of 3-way ANOVA applied here in order to analyze the data with regard to urban. The F-ratios thus calculated are presented in the following summary.

Table: Summary of 3-way ANOVA with Respect to 'Urban secondary school students'

Source of Variation	df	Sum of Squares	Mean of Sum of Squares	F – Ratios	P - Value	Significance
Main effects						
Study habits (A)	1	14403.68	14403.68	1578.4090	0.0001	S
Learning style (B)	1	2126.34	2126.34	233.0122	0.0001	S
Socio Economic status (C)	1	2995.76	2995.76	328.2863	0.0001	S
2 way interactions						
SH x LS (A x B)	1	319.89	319.89	35.0549	0.0001	S
SH x SES (A x C)	1	7.60	7.60	0.8328	0.3621	NS
LS x SES (B x C)	1	767.38	767.38	84.0921	0.0001	S
3way interactions						
SH x LS X SES (A x B xC)	1	342.47	342.47	37.5293	0.0001	S
Error	328	2993.15	9.13			
Total	335	23956.26				

FINDINGS

1. The Urban secondary school students with good study habits have more influence on Academic achievement than the Urban secondary school students' with poor study habits .
2. The urban secondary school students' with good learning style have more influence on Academic achievement than the urban secondary school students' with poor learning style.
3. The Urban secondary school students' with high Socio Economic status have more influence on Academic achievement than the Urban secondary school students' with low Socio Economic status
4. There is a significant difference between the interaction effects of good /poor study habits and good /poor learning style of Urban secondary school students' in terms of their influence on Academic achievement .
5. There is no significant difference between the interaction effects of good /poor study habits and high /low Socio Economic status of urban secondary school students' in terms of their influence on Academic achievement.
6. There is a significant difference between the interaction effects of good /poor learning style and high /low Socio Economic status of Urban secondary school students' in terms of their influence on Academic achievement .
7. There is a significant difference between the interaction effects of good /poor study habits, good /poor learning style and high/low Socio Economic status of Urban secondary school students' in terms of their influence on Academic achievement .

Table: Comparison of means (SD) of treatment groups on academic achievement by Tukeys multiple posthoc - urban students

Comparison of treatment groups		Corresponding mean		Corresponding SDs		P-value	Significance
a1 x b1	a1 x b2	49.39	53.27	3.03	5.12	0.0001	S
a1 x b1	a2 x b1	49.39	70.44	3.03	4.51	0.0001	S
a1 x b1	a2 x b2	49.39	73.73	3.03	5.57	0.0001	S
a1 x b2	a2 x b1	53.27	70.44	5.12	4.51	0.0001	S
a1 x b2	a2 x b2	53.27	73.73	5.12	5.57	0.0001	S
a2 x b1	a2 x b2	70.44	73.73	4.51	5.57	0.0001	S
a1 x c1	a1 x c2	50.38	54.85	3.20	7.74	0.0001	S
a1 x c1	a2 x c1	50.38	66.95	3.20	3.14	0.0001	S
a1 x c1	a2 x c2	50.38	74.27	3.20	4.12	0.0001	S
a1 x c2	a2 x c1	54.85	66.95	7.74	3.14	0.0001	S
a1 x c2	a2 x c2	54.85	74.27	7.74	4.12	0.0001	S
a2 x c1	a2 x c2	66.95	74.27	3.14	4.12	0.0001	S
b1 x c1	b1 x c2	53.99	68.04	8.11	9.58	0.0001	S
b1 x c1	b2 x c1	53.99	56.64	8.11	8.08	0.0001	S
b1 x c1	b2 x c2	53.99	75.56	8.11	5.73	0.0001	S
b1 x c2	b2 x c1	68.04	56.64	9.58	8.08	0.0001	S
b1 x c2	b2 x c2	68.04	75.56	9.58	5.73	0.0001	S
b2 x c1	b2 x c2	56.64	75.56	8.08	5.73	0.0001	S
a1 x b1 x c1	a1 x b1 x c2	49.24	50.06	3.22	1.98	0.9695	NS
a1 x b1 x c1	a1 x b2 x c1	49.24	51.75	3.22	2.59	0.0001	S
a1 x b1 x c1	a1 x b2 x c2	49.24	65.63	3.22	3.54	0.0001	S
a1 x b1 x c1	a2 x b1 x c1	49.24	65.72	3.22	2.84	0.0001	S
a1 x b1 x c1	a2 x b1 x c2	49.24	72.54	3.22	3.39	0.0001	S
a1 x b1 x c1	a2 x b2 x c1	49.24	68.41	3.22	2.89	0.0001	S
a1 x b1 x c1	a2 x b2 x c2	49.24	77.83	3.22	3.08	0.0001	S
a1 x b1 x c2	a1 x b2 x c1	50.06	51.75	1.98	2.59	0.4078	NS
a1 x b1 x c2	a1 x b2 x c2	50.06	65.63	1.98	3.54	0.0001	S
a1 x b1 x c2	a2 x b1 x c1	50.06	65.72	1.98	2.84	0.0001	S
a1 x b1 x c2	a2 x b1 x c2	50.06	72.54	1.98	3.39	0.0001	S
a1 x b1 x c2	a2 x b2 x c1	50.06	68.41	1.98	2.89	0.0001	S
a1 x b1 x c2	a2 x b2 x c2	50.06	77.83	1.98	3.08	0.0001	S
a1 x b2 x c1	a1 x b2 x c2	51.75	65.63	2.59	3.54	0.0001	S
a1 x b2 x c1	a2 x b1 x c1	51.75	65.72	2.59	2.84	0.0001	S
a1 x b2 x c1	a2 x b1 x c2	51.75	72.54	2.59	3.39	0.0001	S
a1 x b2 x c1	a2 x b2 x c1	51.75	68.41	2.59	2.89	0.0001	S
a1 x b2 x c1	a2 x b2 x c2	51.75	77.83	2.59	3.08	0.0001	S

a1 x b2 x c2	a2 x b1 x c1	65.63	65.72	3.54	2.84	1.0000	NS
a1 x b2 x c2	a2 x b1 x c2	65.63	72.54	3.54	3.39	0.0001	S
a1 x b2 x c2	a2 x b2 x c1	65.63	68.41	3.54	2.89	0.3000	NS
a1 x b2 x c2	a2 x b2 x c2	65.63	77.83	3.54	3.08	0.0001	S
a2 x b1 x c1	a2 x b1 x c2	65.72	72.54	2.84	3.39	0.0001	S
a2 x b1 x c1	a2 x b2 x c1	65.72	68.41	2.84	2.89	0.0152	S
a2 x b1 x c1	a2 x b2 x c2	65.72	77.83	2.84	3.08	0.0001	S
a2 x b1 x c2	a2 x b2 x c1	72.54	68.41	3.39	2.89	0.0001	S
a2 x b1 x c2	a2 x b2 x c2	72.54	77.83	3.39	3.08	0.0001	S
a2 x b2 x c1	a2 x b2 x c2	68.41	77.83	2.89	3.08	0.0001	S

The result of the above table reveals the following:

- The students of urban secondary schools with poor study habits and poor learning style have less influence on Academic achievement than the students of urban secondary schools with poor study habits and good learning style.
- The students of urban secondary schools with poor study habits and poor learning style have less influence on Academic achievement than the students of urban secondary schools with good study habits and poor learning style.
- The students of urban secondary schools with poor study habits and poor learning style have less influence on Academic achievement than the students of urban secondary schools with good study habits and good learning style.
- The students of urban secondary schools with poor study habits and good learning style have less influence on Academic achievement than the students of urban secondary schools with good study habits and poor learning style.
- The students of urban secondary schools with poor study habits and good learning style have less influence on Academic achievement than the students of urban secondary schools with good study habits and good learning style.
- The students of urban secondary schools with good study habits and poor learning style have less influence on Academic achievement than the students of urban secondary schools with good study habits and good learning style.
- The students of urban secondary schools with poor study habits and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with poor study habits high Socio Economic status.
- The students of urban secondary schools with poor study habits and low Socio Economic status have more influence on Academic achievement than the students of urban secondary schools with good study habits low Socio Economic status.
- The students of urban secondary schools with poor study habits and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits high Socio Economic status.
- The students of urban secondary schools with poor study habits and high Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits low Socio Economic status.
- The students of urban secondary schools with poor study habits and high Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits high Socio Economic status.

- The the students of urban secondary schools with good study habits and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits high Socio Economic status.
- The students of urban secondary schools with poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with poor learning style and high Socio Economic status.
- The students of urban secondary schools with poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good learning style and low Socio Economic status.
- The the students of urban secondary schools with poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good learning style and high Socio Economic status.
- The students of urban secondary schools with poor learning style and high Socio Economic status have more influence on Academic achievement than the students of urban secondary schools with good learning style and low Socio Economic status.
- The students of urban secondary schools with poor learning style and high Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good learning style and high Socio Economic status.
- The students of urban secondary schools with good learning style and low Socio Economic status high Socio Economic status.
- The Students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status have similar influence on Academic achievement than the students of urban secondary schools with poor study habits, poor learning style and high Socio Economic status.
- The Students of urban secondary schools with poor study habits, poor learning style and high Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status
- The Students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with poor study habits, good learning style and high Socio Economic status.
- The Students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits, poor learning style and low Socio Economic status
- The Students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status have less influence on Academic achievement than the students of urban secondary schools with good study habits, poor learning style and high Socio Economic status .
- The Students of urban secondary schools with good study habits, good learning style and low Socio Economic status have more influence on Academic achievement than the students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status.
- The Students of urban secondary schools with good study habits, good learning style and high Socio Economic status have more influence on Academic achievement than the students of urban secondary schools with poor study habits, poor learning style and low Socio Economic status.
- The Students of urban secondary schools with poor study habits, good learning style and high Socio Economic status have more influence on Academic achievement than the students of urban secondary schools with poor study habits, poor learning style and high Socio Economic status.
- The the Students of urban secondary schools with good study habits, poor learning style and low Socio Economic status have more influence on Academic achievement than the students of urban secondary schools with poor study habits, poor learning style and high Socio Economic status.

EDUCATIONAL IMPLICATIONS:

1. Personalized Learning: The study's findings on learning styles can inform teachers about the importance of personalized learning approaches that cater to individual students' learning needs.

2. Study Skills Training: The study's findings on study habits can inform the development of study skills training programs that can be integrated into the curriculum to help students develop effective study habits.

3. Socio-Economic Support: The study's findings on socio-economic status can inform policymakers and educators about the need to provide additional support to students from disadvantaged backgrounds, such as providing access to resources, mentorship, and counseling.

4. Teacher Training: The study's findings can inform teacher training programs that focus on understanding and addressing the diverse needs of students, including their learning styles, study habits, and socio-economic backgrounds.

5. Curriculum Development: The study's findings can inform curriculum development that takes into account the diverse needs and abilities of students, including those from different socio-economic backgrounds.

6. Parent-Teacher Association: The study's findings can inform parent-teacher associations about the importance of parental involvement in supporting students' academic achievement, particularly for students from disadvantaged backgrounds.

7. Assessment and Evaluation: The study's findings can inform assessment and evaluation practices that take into account the diverse needs and abilities of students, including those with different learning styles and socio-economic backgrounds.

RECOMMENDATIONS FOR EDUCATORS:

1. Identify and Support Students with Different Learning Styles: Teachers can use various teaching methods to cater to different learning styles, such as visual, auditory, and kinesthetic.

2. Provide Additional Support to Students from Disadvantaged Backgrounds: Teachers and policymakers can provide additional support to students from disadvantaged backgrounds, such as access to resources, mentorship, and counseling.

3. Develop Study Skills Training Programs: Educators can develop study skills training programs that can be integrated into the curriculum to help students develop effective study habits.

4. Encourage Parental Involvement: Educators can encourage parental involvement in supporting students' academic achievement, particularly for students from disadvantaged backgrounds.

RECOMMENDATIONS FOR POLICYMAKERS:

1. Develop Policies that Support Students from Disadvantaged Backgrounds: Policymakers can develop policies that provide additional support to students from disadvantaged backgrounds, such as access to resources, mentorship, and counseling.

2. Provide Resources for Teacher Training: Policymakers can provide resources for teacher training programs that focus on understanding and addressing the diverse needs of students.

3. Develop Curriculum that Caters to Diverse Needs: Policymakers can develop curriculum that takes into account the diverse needs and abilities of students, including those from different socio-economic backgrounds.

By implementing these recommendations, educators and policymakers can help improve academic achievement among urban secondary school students, particularly those from disadvantaged backgrounds.

REFERENCE:

- 1) Andal, S., and Sivakumar, R. (2014). Study Habits and Academic Achievement in Science Among X Standard Students. *International Journal of Teacher Educational Research*, .3 (3)
- 2) Alade, O.M. and Kuku, O.O. (2017). Impact of frequency of testing on study habits and achievement in Mathematics among secondary school students in Ogun State, Nigeria. *Journal of Educational Research and Practice*, 7(1), 1-18.
- 3) Ajai John T (2020) Study Habits and Academic Achievement: A Case Study of Secondary School Science Students in the Jalingo Metropolis, Taraba State, Nigeria. *American Journal of Educational Research*, 2020, Vol 8, No 5, 282-285.
- 4) Al-Hebaishi, S.M. (2012). Investigating the relationships between learning styles, strategies and the academic performance of Saudi English Majors. *International Interdisciplinary Journal of Education*, 1(8), 510-520.
- 5) Azad Ahmad Andrabi & Nayyar Jabeen (2016) Relationship Between Socio Economic Status and Academic Achievement. *International journal of Educational Research Studies*, Vol 2, Sept-Oct 2016, ISSUE 2454-5554.
- 6) Ahmar F and Anwar E (2013). Socio economic status and its relation to academic achievement of higher secondary school students. *IOSR Journal of Humanities And Social Science* vol.13, issue 6(Jul-Aug. 2013), e-ISSN:2279-0837.p-ISSN:2279-0845.
- 7) Aliyu A.G. (2016). Influence of socio-economic status on academic achievement of senior secondary students, in Nassarawa zonal education area of Kano state, Nigeria. *Asian Journal of Educational Research*, vol.4 No 4, 2016, ISSN 2311-6080.
- 8) B.P Verma *Current Research in Learning Styles an India Perspective*, Mittal Publications, 1st edition.
- 9) Chamundeswari, S (2015) Study Habits and Mathematics Learning in Technology enhanced classroom. *International journal of physical and social senses*; Vol.s.No.1, Jan 2015; 321-343.
- 10) D.Shivakumar *Academic Achievement and its influencing factors*, Discovery publishing Pvt,Ltd.
- 11) Gottfried A(1980) *Measures of Socio Economic Status in Child Development Research data and Recommendations*, Mirrile palmer quarterly 31(1)85-95
- 12) Gokalp, Murat(2013). *The Effect of Students' Learning Styles To Their Academic Success*, Creative Education, Science Research, Vol.4, No.10.
- 13) Igbo J.N., Okafor R.A. & Eze, J.U.(2014). The role of socio-economic background on self-concept and academic school adolescents in Nigeria. *International journal of research in humanities, arts and literature*. (Impact: IJRHAL) ISSN (E): 2321-8878; ISSN (P): 2347-4564 Vol.2, Issue 2, February.
- 14) James K Semones, *Effective Study Skills* (1991)
- 15) Kumar, S. and Sohi A, 2013, Study Habits of tenth grade students in relation to their Academic Achievement *International journal of Research*, 2(12): 58-60.