

“A study on scholastic achievement of secondary school SC / ST Students in Navodaya Vidyalayas of Hyderabad Karnataka in Relation to their Study Habit”

Hoovinbhavi B.L^a, Chitrashekara^b

^aProfessor and research guide Department of studies and research in education Gulbarga university Kalaburgi. 58516, India.

^bResearch Scholor, Department of studies and research in education Gulbarga university Kalaburgi. 58516, India.

Abstract

The present study is focused on the very esteemed type of residential school by name Navodaya vidyalaya where the students belongs to the all section of the society are studying. The present study is conducted on the academic achievement and its relation to the study habits of the SC and ST students of navodaya vidyalayas of Hyderabad Karnataka. where academic achievement, study habit, cast, gender, parents education and parents occupations are the variables of the study. The sc st students studying in the navodaya vidyalays of the Hyderabad Karnataka are the sample for the study. By using the academic achievement test constructed by researcher himself and the study habit scale by Dimple Rani and Dr. M L Jaidka. By using the statistical techniques like mean, SD, t-test and ANNOVA the analysis work was taken up. The results shows that there is significant relationship ids exists between academic achievement and study habit with respect to their cast, gender , parent education and parents occupation. And there is a significant difference between sc and st, male and female students, there is a significant difference is exists among paerents education such as no schooling, schooling and graduation, parents occupation such as government employees, private employees, business and others with respect to academic achievement and study habit.

KEYEORDS : academic achievement, study habit, relationship. Students of navodaya vidyalayas.

I. Introduction :

“Education is the apprenticeship of life”.

Education is a lifelong process. It is never ending. It starts with the birth of an individual and then it goes till the last day of the individual. Education makes an individual a real human being. It is an essential human virtue. Man becomes man through education. Hr learns something at every moment and an every day. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultured and civilized. About education, P.C. Bannerji aid , “it is the development of the power of adaption to an ver changing social environment.”

the education has several agencies formal and informal agencies are there, the home , community or society, peer group and mass media are considered as the informal agencies on the other hand the school or colleges, the museum the art galleries are categorized under formal agencies. As for as the schools are concerned this is the primary agency of the education which covers most of the beneficiaries

because in the schools maximum enrolment takes place. Further the school are classified into different types namely government schools, private schools, private un aided schools, as for as the level is concerned primary schools, secondary schools, colleges and universities are there. In the schools only we found public schools, central schools, residential schools.

The residential schools including Morarji Desai residential schools, Atal Bihari Vajapaye residential schools, Indira Gandhi residential schools, Sainik scholls and Navodaya vidyalayas. Among these residential schools the Navodaya Vidyalays are played very important role in the residential education system. The present study is concentrated on the scholastic achievement of sc / st students belongs to the Navodaya vidyalayas of Hyderabad Karnataka region.

II. Significance of the study :

The new born infant is a helpless human being. He has neither friends nor enemy. He is not aware of the social customs and traditions. Not only this, he is not even keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. In this way he develop his physical, mental and emotional self and social feelings also develop in him gradually. By and by, he is able to develop a sense of responsibility like his elder and solve the problems of life successfully. In short education is able to instil in the child a sense of maturity and responsibility by bringing in him the desirable changes according to his needs and demands of ever changing society of which he is an integral part. The education is broadly classified into two types – 1) school education and 2) Higher education. The primary education is further divided into three types 1) pre primary education, 2)primary education and 3) secondary education. The secondary education further categorized into two types namely 1) Lower secondary and 2) higher secondary. For the development of critical thinking, abstraction, insight, skill and competence at higher level. It provides foundation for higher education, development of democratic citizenship, development of self and personality, modernisation etc. along with this the development of social, spiritual and moral values, international understanding and competitiveness.

III. Statement of the problem :

“ A study on scholastic achievement of secondary school sc / st students in navodaya vidyalayas of hyderabad karnataka in relation to their study habit”.

IV. Objectives of the study :

Following are the are the objectives of the study :

1. To study the relationship between scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent's education.
2. To study the difference between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and study habit.

V. Hypotheses of the study :

Following are the are the hypothesis of the study :

1. There is a significant relationship between scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent's education.
2. There is a difference between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and study habit.

VI. Operational terms defined :

Following are the operational terms of the present study and their definitions.

Study habit :

Study habits are the actions (such as reading, taking notes or holding study group) we perform regularly and habitually (for instance, every Monday from moon until upon)in order to accomplish the long term task of learning.

Study habits are effective or ineffective depending upon whether or not they are serve your child. Rather than labelling what your child does as good or bad focus on whether the habit works for them or not study habit's that some the child create better grades. A better relationship with the teacher a sense of competence and confidence.

Cast :

In the present study cast refers to the students belongs to the cast i.e Schedule cast (SC) and scheduled tribe(ST) of Navodaya Vidyalayas of Hyderabad Karnataka.

Gender :

In the present study gender refers to the sex of a respondents i.e secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka i.e male (boys) and female(girls).

Parents education :

In the present study parents education refers to education level of the parents of the secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka i.e no schooling, schooling and graduation.

Parents occupation :

In the present study parents occupation refers to the occupation of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka i.e government employee, private employees, business and others.

VII. Scope of the study :

The present study is focusing on the scholastic achievement which is the key aspect of the academic life, the same is considered as the base for the ones further study or employability . the demand of the present day is good marks in the board examinations or university term end examinations which are supposed to be

considered for the future study so that one should focus on his achievement. For which a good habits of study are very much helpful to achieve the desirable scholastic achievement.

The present study is mainly focusing on the scholastic achievement and its relation with study habit. The study is conducted on secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka.

Apart from this the study covers the intervening variables like cast such as SC and ST, gender such as male and female, parents education such as no schooling, schooling and graduation and parents occupation such as government employee, private employees, business and others.

VIII. Review of related literature :

The researcher reviewed the related literature of different researchers,

Essien, Enu, and Joseph, Chelliah & Branavan, Rather, Kumari, Rani & Seema, Kumari & Chamundeswari, Kumar & Sagar, Sarangi, Chetri, S. Abdurrahman & Garba, Ilogu, Reddy and Nagaraju, Aluede and Onolemhemen, Thakkar, Alabi, Rao & Rao, Anton and Angel, Arockiadoss, Sud & Sujata, Prema and Ozsoy, Memis & Turan .

These researchers mainly focused on the variables like – academic achievement, achievement motivation, study habit, self concept, emotional inelligence , creativity, intelligence, counselling, self handicapping, test anxiety.

The studies are conducted on secondary, senior secondary, high school, university students class X, class XI, class IX students, higher secondary school students. As for as the methodology is concerned – prospective design, descriptive survey, experimental and simple survey methods are used. The statistical techniques such as mean, percentage analysis, co relational technique, hierarchical differences analysis were employed.

IX. Design / methodology of the study :

A descriptive survey method was adopted for the present study in which the researcher collects the data from the respondents by means of some psychological tests and tools to find out the relationship between scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka.

X. Selection of the sample :

For the present study all the secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka are the population for the study. Due to the limited number of the students , All the 356 secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka are selected as sample for the study.

XI. Tools used :

For the present study the researcher used the following tools :

1. Scholastic achievement – By the researcher.
2. Study habit – by Dimple Rani and Dr M. L. Jaidka

XII. Procedure for data collection :

By administering the different tests the researcher was collected the data from the selected sample while administering the test systematic gap is provided to the respondents to respond fairly through which the perfect data was collected.

XIII. Variables of the study :

The following are the variables of the present study,

Scholastic achievement –Dependent variable

Study habit – Independent variable

Cast – Intervening variable

Gender – Intervening variable

Parents education – Intervening variable

Parents occupation - Intervening variable

XIV. Statistical techniques used :

For the present study the researcher used the descriptive statistic , namely – mean, SD, correlation analysis – Karl – Pearson’s correlation coefficient, differential analysis including unpaired t-test, one way ANOVA followed by tukay’s multiple posthoc procedure by using SSPS 24.0 statistical software and the results obtained, thereby have been interpreted.

XV. Data analysis and interpretation :

After collecting the data from the respondents by using the different tools researcher went for the analysis of data, it was processed and tabulated using Microsoft excel 2007 software. The data collected on scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka. Then the data were analyzed with reference to the objectives and hypothesis by using the descriptive statistics, correlation analysis, differential analysis including unpaired t-test , one way ANOVA followed by tukay’s multiple posthoc procedure by using SSPS 24.0 statistical software and the results obtained, thereby have been interpreted.

Table: Summery of Scholastic Achievement (SA) Study Habits (SH) of SC and ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variable	Castes	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	SC caste	245	73.63	10.24	0.65	72.35	74.92
	ST caste	111	77.52	9.96	0.94	75.65	79.39
Study habits	SC caste	245	127.82	13.51	0.86	126.12	129.53
	ST caste	111	130.93	15.39	1.46	128.03	133.82
	Total	356	128.79	14.18	0.75	127.31	130.27

Table: Summary of Scholastic Achievement (SA), and Study Habits (SH) of boy and girl SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variable	Gender	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	Boys	254	73.08	9.98	0.63	71.85	74.31
	Girls	102	79.25	9.79	0.97	77.32	81.17
	Total	356	74.85	10.29	0.55	73.77	75.92
Study habits	Boys	254	126.98	14.03	0.88	125.25	128.71
	Girls	102	133.30	13.58	1.34	130.64	135.97
	Total	356	128.79	14.18	0.75	127.31	130.27

Table: Summary of Scholastic Achievement (SA) and Study Habits (SH) of educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variable	Parents educations	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	Not schooling	76	65.81	10.56	1.21	63.40	68.23
	Schooling	127	76.10	7.66	0.68	74.75	77.44
	Graduates	153	78.29	9.47	0.77	76.78	79.81
	Total	356	74.85	10.29	0.55	73.77	75.92
Study habits	Not schooling	76	125.51	9.38	1.08	123.37	127.66
	Schooling	127	127.64	14.62	1.30	125.07	130.21
	Graduates	153	131.38	15.34	1.24	128.93	133.83
	Total	356	128.79	14.18	0.75	127.31	130.27

Table: Summary of Scholastic Achievement (SA) and Study Habits (SH) of occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variable	Parents occupation	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	Government employee	51	82.42	6.70	0.94	80.54	84.31
	Private employee	83	81.17	9.01	0.99	79.20	83.14
	Business	61	69.92	8.01	1.03	67.87	71.98
	Others	161	71.05	9.63	0.76	69.55	72.55
	Total	356	74.85	10.29	0.55	73.77	75.92
Study habits	Government employee	51	137.39	10.25	1.43	134.51	140.27
	Private	83	134.73	13.93	1.53	131.69	137.78

	employee						
	Business	61	123.51	14.59	1.87	119.77	127.25
	Others	161	125.01	12.92	1.02	123.00	127.02
	Total	356	128.79	14.18	0.75	127.31	130.27

Hypothesis : There is a significant relationship between scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent’s education.

H0 Hypothesis : There is no significant relationship between scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent’s education.

Table: Summary of correlation coefficient (r) between Scholastic achievement with and study habits of SC students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variables	Correlation coefficient between Scholastic achievement of SC students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.7064	15.5567	243	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variables	Correlation coefficient between Scholastic achievement of ST students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.8311	15.6046	109	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of boy students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variables	Correlation coefficient between Scholastic achievement of boy students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.6906	15.1566	252	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of girl students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.8548	16.4737	100	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents education is No Schooling.

Variables	Correlation coefficient between Scholastic achievement of students of secondary schools whose parents education is No Schooling with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.5541	5.7264	74	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents education is Schooling.

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents education is Schooling with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.8670	19.4556	125	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents education is graduate

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents education is graduate with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.8588	20.6010	151	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents occupation is government employee

Variables	Correlation coefficient between Scholastic achievement of students of secondary schools whose parents occupation is government employee with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.9214	16.5926	49	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents occupation is private employee

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents occupation is government employee with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.9388	24.5345	81	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents occupation is business

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents occupation is business with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.5388	4.9125	59	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. whose parents occupation is others

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents occupation is others with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Study habits	0.5945	9.3224	159	0.0001 (<0.05)	S

Hypothesis : There is difference between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and study habit.

H0 Hypothesis : There is no difference between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and study habit.

Table: Outcome of unpaired t test between SC and ST students of secondary schools in Navodaya Vidyalayas of Kalyan Karnataka with scholastic achievement scores

Castes	N	Mean	SD	t-value	P-value	Signi.
SC caste	245	73.63	10.24	0.65	-3.3474	<0.05 S
ST caste	111	77.52	9.96	0.94		

Table: Outcome of unpaired t test between SC and ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with intelligence, achievement motivation and study habits scores

Variable	Castes	n	Mean	SD	t-value	P-value	Signi.
Study habits	SC caste	245	127.82	13.51	0.86	-1.9505	>0.05 NS
	ST caste	111	130.93	15.39	1.46		

Table: Outcome of unpaired t test between male and female SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with scholastic achievement scores

Gender	N	Mean	SD	t-value	P-value	Signi.
Male	254	73.08	9.98	0.63	-5.3014	<0.05 S
Female	102	79.25	9.79	0.97		

Table: Outcome of unpaired t test between male and female SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with intelligence, achievement motivation and study habits scores

Variable	Gender	n	Mean	SD	t-value	P-value	Signi.
Study habits	Male	254	126.98	14.03	0.88	-3.8798	<0.05 S
	Female	102	133.30	13.58	1.34		

Table: Outcome of ANOVA test between educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with scholastic achievement scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents educations	8218.56	2	4109.28	49.3335	0.0001	<0.05 S
Within parents educations	29403.46	353	83.30			
Total	37622.02	355				

Table: Pair wise comparison of educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with scholastic achievement scores by Tukeys multiple posthoc procedures

Parents educations	No schooling	Schooling	Graduate
Mean	65.81	76.10	78.29
SD	10.56	7.66	9.47
No schooling	-		
Schooling	p=0.0001*	-	
Graduate	p=0.0001*	p=0.1107	-

*P<0.05

Table: Outcome of ANOVA test between educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with study habits scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents educations	2010.28	2	1005.14	5.1171	0.0001	<0.05 S
Within parents educations	69338.34	353	196.43			
Total	71348.62	355				

Table: Pair wise comparison of educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with study habits scores by Tukeys multiple posthoc procedures

Parents occupations	No schooling	Schooling	Graduate
Mean	125.51	127.64	131.38
SD	9.38	14.62	15.34
No schooling	-		
Schooling	p=0.5482	-	
Graduate	p=0.0081*	p=0.0672	-

*p<0.05

Table: Outcome of ANOVA test between occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with scholastic achievement scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents occupations	10044.16	3	3348.05	42.7341	0.0001	<0.05 S
Within parents occupations	27577.87	352	78.35			
Total	37622.02	355				

Table: Pair wise comparison of occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with scholastic achievement scores by Tukeys multiple posthoc procedures

Parents occupations	Government employees	Private employees	Business	Others
Mean	82.42	81.17	69.92	71.05
SD	6.70	9.01	8.01	9.63
Government employees	-			
Private employees	p=0.8559	-		
Business	p=0.0001*	p=0.0001*	-	
Others	p=0.0001*	p=0.0001*	p=0.8327	-

*P<0.05

Table: Outcome of ANOVA test between occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with study habits scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents occupations	10714.05	3	3571.35	20.7327	0.0001	<0.05 S
Within parents occupations	60634.57	352	172.26			
Total	71348.62	355				

Table: Pair wise comparison of occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka. with study habits scores by Tukeys multiple posthoc procedures

Parents occupations	Government employees	Private employees	Business	Others
Mean	137.39	134.73	123.51	125.01
SD	10.25	13.93	14.59	12.92
Government employees	-			
Private employees	p=0.6660	-		
Business	p=0.0001*	p=0.0001*	-	
Others	p=0.0001*	p=0.0001*	p=0.8728	-

*P<0.05

XVI. Major findings of the study :

1. A positive and significant relationship was exists between scholastic achievement and study habit scores of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent’s education.
2. A significant difference was exists between cast, gender, parent occupation and parent’s education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and study habit.

XVII. Conclusion :

The secondary education is very crucial stage of one life. Because this is the linking chain between primary and higher education where a special care is needed. At the same time this is transactional period of child's life where he required the timely support and guidance, which can be provided to the child very effectively by the teachers that is possible in the residential schools where the teachers are available all the time. The Navodaya vidyalayas are the eminent residential schools in India. which provides opportunities to the children of all the sections of the society. The present study is focusing on the academic achievement and its relation to the study habit of SC ST students of the Navodaya vidyalayas of Hyderabad Karnataka.

XVIII. Suggestions for further study :

1. The study can be conducted on another level of residential schools that is primary level.
2. The study can be conducted on the different areas such as other regions of the state as well as different states also.
3. The study can conduct with different variables namely intelligence , creativity, emotional intelligence etc.
4. The study can be conducted on the students of other type of the schools.

BIBLIOGRAPHY :

1. Aggarwal J.C – Second report 2006, theory & principles of education, vikas publishing house pvt. Ltd, New Delhi, p-5-6, 205-506.
2. Dr. Arun kumar G. – Reprint 2006, Psychological foundation of education, Neelkamal publications pvt. Ltd, Hyderabad, p-100-101, 131-132.
3. Aruna Mohan G. – Psychological Foundations of Education, Neelkamal publications Pvt. Ltd., Hyd., New Delhi. 99-100, 131-134, 196-199, 229-230.
4. Dr. Bhatnagar R.P. – Reading in methodology of Research in Education – Surya Publication Meerut. 18-28, 115-124, 125-135, 227-248.
5. Chauhan S.S – Reprint 2007, advanced educational psychology, vikas publishing house pvt. Ltd, New Delhi, p-281,282,283.
6. Dandapani S. – A text book of Advanced Educational Psychology – Anmol Publications Pvt. Ltd., 90, 121-179, 253-279.
7. Dandekar V.N and Sanyoglata Makhija – Psychological foundations of Education – M.C. Milan India Ltd. 89-90, 300-340, 348-350
8. Deepesh Chandra Prasad – 2006, Applied educational psychology, KSK Publishers & Distributors, New Delhi, p-196-197.
9. John W best – 2006, Research in education, practice hall of India pvt. Ltd New Delhi, p-11, 13, 117,, 162, 340, 349, 361, 368.
10. Dr. J.A Khan – 2007, Research methodology, APH Publishing Corporation, New Delhi, p-33, 75, 159.