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Students Study Habitat Secondary School a Case study Govt Boys Secondary Schools Quetta Pakistan

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ABSTRACT

This research aims to examine the impact of study habits on the academic achievement of secondary school students. It further explores whether students at this level differ in their study practices compared to other age groups. The study was conducted using a sample of students from Government Boys High School Geo and Government Boys High School. Findings revealed that effective study habits significantly contribute to improved academic performance. Moreover, the results indicate that students generally demonstrate satisfactory study behaviors. The study highlights that cultivating positive study habits plays a crucial role in enhancing academic success. In contexts where educational standards are declining due to weak policies and lack of effective implementation by stakeholders, the promotion of strong study habits becomes even more essential. By scrutinizing students' study behaviors, the research emphasizes the importance of quality education and provides hypotheses aimed at identifying the underlying factors affecting academic outcomes.



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Keywords: Study Habits, Academic Achievement, Secondary School Students, Rural and Urban Education.

Introduction

Education plays a vital role in shaping the intellectual, social, and economic progress of any nation. At the core of this process lies the learning ability of students, which is directly influenced by their study habits. Study habits are not only about the time students spend studying but also about the quality of strategies, techniques, and environments they adopt while engaging with academic tasks. They include reading comprehension, note-taking, organizing material, time management, creating a suitable study environment, and self-discipline. These habits significantly determine the extent to which students are able to acquire, retain, and apply knowledge in academic contexts (Azikiwe, 1998; Sorenson, 1991). Without effective study skills, even the most talented students may fail to reach their full academic potential. Several scholars and educationists have defined study in their own ways. Mace (1930) described study as a systematic acquisition of education, whereas Kelly (1969) emphasized it as the application of one's mental capacity. Olatubosum (1971) noted that study requires persistent time and effort to master content, while Thomas and Robinson (1972) explained that students must approach study with discipline and purpose. These perspectives highlight that study habits are not innate, but rather skills that can be developed and refined over time through guidance, practice, and motivation. In Pakistan, particularly in the province of Baluchistan, education continues to face numerous challenges, ranging from limited resources to ineffective teaching methodologies and weak stakeholder policies. Parents, teachers, and policymakers frequently raise concerns regarding the declining standards of student performance. Despite government initiatives, such as the provision of free textbooks, many students fail to benefit due to poor study habits and lack of interest in classroom instruction. This situation reflects a disconnect between policy and practice, as well as the pressing need to emphasize the cultivation of effective study habits at the secondary school level (Iqbal & Shehzadi, 2002). Secondary school education is a critical stage in a student's academic journey, serving as a bridge between primary learning and higher education. At this stage, students are expected to develop independent learning strategies, critical thinking skills, and academic discipline. Teachers in secondary schools assess student performance through regular homework, biannual, and annual examinations. Parents also rely on these assessments to gauge the educational development of their children. In urban areas, facilities such as libraries, conducive learning environments, and access to resources help foster positive study habits. Conversely, in rural areas, lack of resources, teacher absenteeism, and minimal parental involvement often hinder students from cultivating effective study practices. This urban-rural disparity further widens the academic achievement gap (Mirza & Malik, 2000). Educational psychologists and researchers have consistently pointed out the weaknesses in study habits among students across different levels of education. Poor study habits are often linked to low motivation, ineffective teaching methods, parental negligence, and weak school management. For example, parents who show little interest in their children's education contribute to disengagement and lack of seriousness among students. Similarly, schools that fail to monitor teacher performance or implement strict educational standards often produce students who lack effective learning skills. The Government of Baluchistan has expressed concern over the yearly decline in academic performance, signaling the urgent need for systematic reforms that emphasize both



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teacher accountability and student study habits (Sorenson, 1991; Azikiwe, 1998). Moreover, the role of gender in study habits and academic performance has been explored in several studies. Mirza and Malik (2000) argue that educational institutions serve as a reflection of society, and that female students, in particular, face unique challenges that require them to adopt strong study habits in order to compete equally with male peers. Iqbal and Shehzadi (2002) conducted research on female university students and found a balance of good study habits and effective study skills across departments, indicating that gender does not inherently limit the capacity to develop effective study behaviors. These findings underscore the importance of considering social and cultural factors when analyzing study habits in the Pakistani context. Study habits are not merely techniques but are linked to psychological, emotional, and physical factors as well. A student's thinking ability, emotional state, and even physical health directly affect learning outcomes. For example, anxiety, stress, or physical abnormalities may hinder recall and concentration, reducing the effectiveness of study efforts. Teachers play a critical role in shaping student performance by using appropriate teaching methods, encouraging active learning, and providing consistent feedback. Without skill and method, a teacher cannot impart meaningful understanding to students. Thus, study habits are not only the responsibility of learners but also the result of collaborative efforts between teachers, parents, and educational institutions (Kelly, 1969).

The significance of study habits is further evident in the broader educational framework. In societies where educational standards are declining, such as in parts of Pakistan, developing effective study habits becomes essential for maintaining academic achievement. According to Azikiwe (1998), effective study skills are valuable resources for learners, enabling them to achieve mastery in their areas of specialization and perform well in examinations. Sorenson (1991) emphasized that the central purpose of study should be understanding, which requires not only time and focus but also consistency and the avoidance of distractions. These perspectives highlight that successful learning is a result of deliberate practice and systematic approaches.

This research is particularly relevant in the context of Baluchistan, where educational challenges are compounded by socio-economic constraints, limited infrastructure, and inconsistent government policies. Despite the availability of qualified and experienced teachers in government secondary schools, students often fail to demonstrate satisfactory study habits. This paradox indicates the presence of hidden challenges, such as ineffective teaching practices, lack of parental support, and weaknesses in school management. Investigating these factors is essential to understanding the root causes of poor study habits and declining academic performance in the region.

Literature Review

Kumaran and Kamala (2001) conducted a study on study habits such as participation, discipline, and logical attitude, and their impact on academic success. The sample included 319 college students from six different higher secondary schools in Chennai. Using standardized tools, students were categorized as successful or unsuccessful based on academic records. Statistical analysis revealed a significant relationship between study habits and achievement in science subjects.

METHODOLOGY

For this study, a questionnaire research design was used to collect data from different government schools.

This research will help the teacher to observe the study habits of the students' at secondary schools, use of appropriate behavior during the classroom.



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This study will help to both the teacher and students, level of behavioral relations classroom management. It also assists the teachers and students' behavior.

METHOD OF DATA ANALYSIS

The process of data analysis analyzed from the students by questionnaire, in this process I took 2 Government Secondary Schools and each school's performance for checking the students' study habits. These students performed well and fulfilled my expectations and I used questionnaire to determine the correlation coefficient to estimate the students' performance in academic work is strong or weak.

The study habits I analyzed from students' by checking their performance through questionnaire. Through questionnaire I assessed that the 10th class students are more hardworking than 9th class students. All the teachers are hardworking but the performance depends on students by themselves. Furthermore, I asked the questions from students and checked their study habits and give motivational feedback to the students so far.

RESEARCH DESIGN

The researcher used the quantitative methodology of research to find out the study habits of the study at secondary schools.

The purpose of this research was for collecting the data from different schools to know the study habits of the students at secondary schools.

Data was collected by individual visits of Government Boys High School Geo and Government Boys High School Shaikhan.

Questionnaire were distributed for collecting data from government schools.

POPULATION

Data was collected from one hundred and twenty four students of secondary school level.

SAMPLING

The sample was selected from the Government schools of Killi Geo and Killi Shaikhan. Study habits of Students' of class XI and X were observed by using questionnaire.

RESEARCH INSTRUMENTS

For the goal of gathering basic data, a self-made, closed-ended questionnaire was used to. In order to get information directly to the respondents, only male students were given the questionnaire. Respondents were asked to evaluate each characteristic on a three point scale: Yes, Sometimes and No.

PILOT TEST OF QUESTIONNAIRE

The questionnaires are self-made, so the researcher has to done pilot testing for that he had given 124 questionnaire papers to the students of Government Boys High School Geo and Government Boys High School Shaikhan in which they were given few statements so that they choose by their study habits. Al the students returned the questionnaire after clicking on the options regarding their minds and study habits.

DATA COLLECTION PROCEDURE

After collecting data the researcher used the process for data analysis. The analysis was made in a tabular and a chart form by using Ms. Excel and Ms. Word software. The tables and charts were elaborated by the researcher.



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ETHICAL CONSIDERATION

This research followed the ethical rules and regulations of research. There would not any informal act during data collection from students. Each process was going by willingness of participants and there was not any type of force during collection.

Result Discussion

Q No1. I study where there is enough light.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	19	13	0
	10 th	23	0	7
Killi Shaikhan	9 th	23	1	1
	10 th	21	8	2

It's clear from the table that **19** students of class 9th from killi geo have given response in **Yes**, **13** students have given response in **Sometimes** and **0** student has given response in **No**. And 23 students from class 10th of Killi Geo have given response in **Yes**, **0** student has given response in **Sometimes** and **2** students have given response in **No**.

Further, **23 students** have given response in **yes** from class 9th of Killi Shaikhan, **1** student has given response in **Sometimes** and **1** student has given response in **No**.

21 students have given response in **Yes** from 10th class of Killi Shaikhan, **8** students have given response in **Sometimes**, and **2** students have given response in **NO**. Q No2.

I study in a room having normal temperature.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	29	3	0
	10 th	29	0	7
Killi Shaikhan	9 th	24	1	0
	10 th	23	4	4

It's clear from the table that **29** students of class 9th from killi geo have given response in **Yes**, **3** students have given response in **Sometimes** and **0** student has given response in **No**. And **29** students from class 10th of Killi Geo have given response in **Yes**, **0** student has given response in **Sometimes** and **7** students have given response in **No**.

Further, **24 students** have given response in **yes** from class 9th of Killi Shaikhan, **1** student has given response in **Sometimes** and **0** student has given response in **No**.

23 students have given response in **Yes** from 10th class of Killi Shaikhan, **4** students have given response in **Sometimes**, and **4** students have given response in **NO**

Q No 3. I study in quiet environment

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	23	8	1
	10 th	30	0	6
Killi Shaikhan	9 th	25	0	0
	10 th	29	0	2



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It's clear from the table that **23** students of class 9th from Killi Geo have given response in **Yes**, **8** students have given response in **Sometimes** and **1** student has given response in **No**. And **30** students from class 10th of Killi Geo have given response in **Yes**, **0** student has given response in **Sometimes** and **6** students have given response in **No**.

Further, **25** students have given response in **yes** from class 9th of Killi Shaikhan, **0** student has given response in **Sometimes** and **0** student has given response in **No**.

29 students have given response in **Yes** from 10th class of Killi Shaikhan, **0** student has given response in **Sometimes**, and **2** students have given response in **NO**.

Q No 4. I am habitual of using earplugs while studying

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	4	8	20
	10 th	17	2	17
Killi Shaikhan	9 th	8	4	13
	10 th	7	7	17

It's clear from the table that **4** students of class 9th from Killi Geo have given response in **Yes**, **8** students have given response in **Sometimes** and **20** students have given response in **No**. And **17** students from class 10th of Killi Geo have given response in **Yes**, **2** students have given response in **Sometimes** and **17** students have given response in **No**. Further, **8** students have given response in **yes** from class 9th of Killi Shaikhan, **4** students have given response in **Sometimes** and **13** students have given response in **No**. **7** students have given response in **Yes** from 10th class of Killi Shaikhan, **7** students have given response in **Sometimes**, and **17** students have given response in **NO**.

Q No 5. I turn on fan to avoid disturbing sounds

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	29	0	3
	10 th	11	2	23
Killi Shaikhan	9 th	14	7	4
	10 th	20	6	5

It's clear from the table that **29** students of class 9th from Killi Geo have given response in **Yes**, **0** student has given response in **Sometimes** and **3** students have given response in **No**. And **11** students from class 10th of Killi Geo have given response in **Yes**, **2** students have given response in **Sometimes** and **23** students have given response in **No**.

Further, **14** students have given response in **yes** from class 9th of Killi Shaikhan, **7** students have given response in **Sometimes** and **4** students have given response in **No**.

20 students have given response in **Yes** from 10th class of Killi Shaikhan, **6** students have given response in **Sometimes**, and **5** students have given response in **NO**.



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Q No 6 I am not habitual of using cell phone while studying

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	13	5	14
	10 th	28	1	7
Killi Shaikhan	9 th	1	1	23
	10 th	21	5	5

It's clear from the table that **13** students of class 9th from killi geo have given response in **Yes**, **5** students have given response in **Sometimes** and **14** students have given response in **No**. And **28** students from class 10th of Killi Geo have given response in **Yes**, **1** student has given response in **Sometimes** and **7** students have given response in **No**. Further, **1 student** has given response in **yes** from class 9th of Killi Shaikhan, **1** student has given response in **Sometimes** and **23** students have given response in **No**.

21 students have given response in **Yes** from 10th class of Killi Shaikhan, **5** students have given response in **Sometimes**, and **5** students have given response in **NO**.

Q No 7. I arrange my all necessities of topic before studying a specific subject.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	31	1	0
	10 th	30	4	2
Killi Shaikhan	9 th	22	3	0
	10 th	17	10	4

It's clear from the table that **31** students of class 9th from killi geo have given response in **Yes**, **1** student has given response in **Sometimes** and **0** student has given response in **No**. And **30** students from class 10th of Killi Geo have given response in **Yes**, **4** students have given response in **Sometimes** and **2** students have given response in **No**. Further, **22 students** have given response in **yes** from class 9th of Killi Shaikhan, **3** students have given response in **Sometimes** and **0** student has given response in **No**. **17** students have given response in **Yes** from 10th class of Killi Shaikhan, **10** students have given response in **Sometimes**, and **4** students have given response in **NO**.

Q No 8. I prefer to study in a library than any other place.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	24	3	5
	10 th	28	7	1
Killi Shaikhan	9 th	19	1	5
	10 th	22	4	5

It's clear from the table that **29** students of class 9th from killi geo have given response in **Yes**, **0** student has given response in **Sometimes** and **3** students have given response in **No**. And **11** students from class 10th of Killi Geo have given response in **Yes**, **2** students have given response in **Sometimes** and **23** students have given response in **No**.

Further, **14 students** have given response in **yes** from class 9th of Killi Shaikhan, **7**



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students have given response in **Sometimes** and **4** students have given response in **No**. **20** students have given response in **Yes** from 10th class of Killi Shaikhan, **6** students have given response in **Sometimes**, and **5** students have given response in **NO**.

Q No 9. I use my precious time only for study

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	28	4	0
	10 th	24	10	2
Killi Shaikhan	9 th	23	0	2
	10 th	24	7	0

It's clear from the table that **28** students of class 9th from killi geo have given response in **Yes**, **4** students have given response in **Sometimes** and **0** student has given response in **No**.

And **24** students from class 10th of Killi Geo have given response in **Yes**, **10** students have given response in **Sometimes** and **2** students have given response in **No**. Further, **23** students have given response in **yes** from class 9th of Killi Shaikhan, **0** student has given response in **Sometimes** and **2** students have given response in **No**. **24** students have given response in **Yes** from 10th class of Killi Shaikhan, **7** students have given response in **Sometimes**, and **0** student has given response in **NO**.

Q No 10. I always review my lecture at the end of class.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	18	11	3
	10 th	20	11	5
Killi Shaikhan	9 th	20	4	1
	10 th	17	13	1

Result: It's clear from the table that **18** students of class 9th from killi geo have given response in **Yes**, **11** students have given response in **Sometimes** and **3** students have given response in **No**. And **20** students from class 10th of Killi Geo have given response in **Yes**, **11** students have given response in **Sometimes** and **5** students have given response in **No**. Further, **20** students have given response in **yes** from class 9th of Killi Shaikhan, **4** students have given response in **Sometimes** and **1** student has given response in **No**. **17** students have given response in **Yes** from 10th class of Killi Shaikhan, **13** students have given response in **Sometimes**, and **1** student has given response in **NO**.

Q No 11. I always set a specific time table before studying.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	25	3	4
	10 th	28	3	5
Killi	9 th	14	9	2



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Shaikhan	10th	19	8	4
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Result: It's clear from the table that **25** students of class 9th from Killi Geo have given response in **Yes**, **3** students have given response in **Sometimes** and **4** students have given response in **No**. And **28** students from class 10th of Killi Geo have given response in **Yes**, **3** students have given response in **Sometimes** and **5** students have given response in **No**. Further, **14** students have given response in **yes** from class 9th of Killi Shaikhan, **9** students have given response in **Sometimes** and **2** students have given response in **No**. **19** students have given response in **Yes** from 10th class of Killi Shaikhan, **8** students have given response in **Sometimes**, and **4** students have given response in **NO**.

Q No 12. I focus more on my favorite topic or subject.

Institution	Class	Yes	Sometimes	No
Killi Geo	9th	23	0	9
	10th	32	3	1
Killi Shaikhan	9th	23	0	2
	10th	29	2	0

It's clear from the table that **23** students of class 9th from Killi Geo have given response in **Yes**, **0** student has given response in **Sometimes** and **9** students have given response in **No**. And **32** students from class 10th of Killi Geo have given response in **Yes**, **3** students have given response in **Sometimes** and **1** student has given response in **No**. Further, **23** students have given response in **yes** from class 9th of Killi Shaikhan, **0** students has given response in **Sometimes** and **2** students have given response in **No**. **29** students have given response in **Yes** from 10th class of Killi Shaikhan, **2** students have given response in **Sometimes**, and **0** student has given response in **NO**.

Q no 13. My study is continuous even during break time.

Institution	Class	Yes	Sometimes	No
Killi Geo	9th	18	3	11
	10th	11	18	7
Killi Shaikhan	9th	9	11	5
	10th	2	15	14

It's clear from the table that **18** students of class 9th from Killi Geo have given response in **Yes**, **3** students have given response in **Sometimes** and **11** students have given response in **No**. And **9** students from class 10th of Killi Geo have given response in **Yes**, **18** students have given response in **Sometimes** and **7** students have given response in **No**. Further, **9** students have given response in **yes** from class 9th of Killi Shaikhan, **11** students have given response in **Sometimes** and **5** students have given response in **No**. **2** students have given response in **Yes** from 10th class of Killi Shaikhan, **15** students have given response in **Sometimes**, and **14** students have given response in **NO**.



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Q No 14. I do not cram while studying.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	17	4	11
	10 th	22	14	0
Killi Shaikhan	9 th	18	6	1
	10 th	25	5	1

It's clear from the table that **17** students of class 9th from killi geo have given response in **Yes**, **4** students have given response in **Sometimes** and **11** students have given response in **No**. And **22** students from class 10th of Killi Geo have given response in **Yes**, **14** students have given response in **Sometimes** and **0** student has given response in **No**. Further, **18** students have given response in **yes** from class 9th of Killi Shaikhan, **6** students have given response in **Sometimes** and **1** student have given response in **No**. **25** students have given response in **Yes** from 10th class of Killi Shaikhan, **5** students have given response in **Sometimes**, and **1** student has given response in **No**

Q no15. I study till late night hours.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	4	9	19
	10 th	7	13	16
Killi Shaikhan	9 th	7	10	8
	10 th	6	18	7

It's clear from the table that **4** students of class 9th from killi geo have given response in **Yes**, **9** students have given response in **Sometimes** and **19** students have given response in **No**. And **7** students from class 10th of Killi Geo have given response in **Yes**, **13** students have given response in **Sometimes** and **16** students have given response in **No**. Further, **7** students have given response in **yes** from class 9th of Killi Shaikhan, **10** students have given response in **Sometimes** and **8** students have given response in **No**. **6** students have given response in **Yes** from 10th class of Killi Shaikhan, **18** students have given response in **Sometimes**, and **7** students have given response in **NO**

Q No 16. When there is no one at home I spend my time in books reading.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	11	10	11
	10 th	13	11	12
Killi Shaikhan	9 th	17	6	2
	10 th	15	11	5

Result: It's clear from the table that **11** students of class 9th from killi geo have given response in **Yes**, **10** students have given response in **Sometimes** and **11** students have given response in **No**. And **13** students from class 10th of Killi Geo have given response in **Yes**, **11** students have given response in **Sometimes** and **12** students have given response in **No**. Further, **17** students have given response in **yes** from class 9th of Killi Shaikhan, **6** students have given response in **Sometimes** and **2** students have given



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response in **No.** 15 students have given response in **Yes** from 10th class of Killi Shaikhan, 11 students have given response in **Sometimes**, and 5 students have given response in **NO**

Q No 17. I make a study plan on weekly basis

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	7	14	11
	10 th	18	6	12
Killi Shaikhan	9 th	18	7	0
	10 th	19	7	5

It's clear from the table that 7 students of class 9th from killi geo have given response in **Yes**, 14 students have given response in **Sometimes** and 11 students have given response in **No.** And 18 students from class 10th of Killi Geo have given response in **Yes**, 6 students have given response in **Sometimes** and 2 students have given response in **No.** Further, 18 students have given response in **yes** from class 9th of Killi Shaikhan, 7 students have given response in **Sometimes** and 0 student has given response in **No.** 19 students have given response in **Yes** from 10th class of Killi Shaikhan, 7 students have given response in **Sometimes**, and 5 students have given response in **No.**

Q No 18. I study selective topics only for exams.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	30	0	2
	10 th	27	4	5
Killi Shaikhan	9 th	22	2	1
	10 th	28	2	1

It's clear from the table that 30 students of class 9th from killi geo have given response in **Yes**, 0 student has given response in **Sometimes** and 2 students have given response in **No.** And 27 students from class 10th of Killi Geo have given response in **Yes**, 4 students have given response in **Sometimes** and 5 students have given response in **No.** Further, 22 students have given response in **yes** from class 9th of Killi Shaikhan, 2 students have given response in **Sometimes** and 1 student has given response in **No.** 28 students have given response in **Yes** from 10th class of Killi Shaikhan, 2 students have given response in **Sometimes**, and 1 student has given response in **NO.**

Q No 19. I use examples or definitions for understanding difficult principles or laws of a topic.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	24	7	1
	10 th	25	10	1



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Killi Shaikhan	9 th	19	5	1
	10 th	25	5	1

It's clear from the table that **24** students of class 9th from Killi Geo have given response in **Yes**, **7** students have given response in **Sometimes** and **1** student has given response in **No**. And **25** students from class 10th of Killi Geo have given response in **Yes**, **10** students have given response in **Sometimes** and **1** student has given response in **No**. Further, **19** students have given response in **yes** from class 9th of Killi Shaikhan, **5** students have given response in **Sometimes** and **1** student has given response in **No**. **25** students have given response in **Yes** from 10th class of Killi Shaikhan, **5** students have given response in **Sometimes**, and **1** student has given response in **NO**

Q No 20. I use self-solving methods for difficult questions.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	24	4	4
	10 th	28	8	0
Killi Shaikhan	9 th	15	8	2
	10 th	11	18	2

It's clear from the table that **24** students of class 9th from Killi Geo have given response in **Yes**, **4** students have given response in **Sometimes** and **4** students have given response in **No**. And **28** students from class 10th of Killi Geo have given response in **Yes**, **8** students have given response in **Sometimes** and **0** student has given response in **No**. Further, **15** students have given response in **yes** from class 9th of Killi Shaikhan, **8** students have given response in **Sometimes** and **2** students have given response in **No**. **11** students have given response in **Yes** from 10th class of Killi Shaikhan, **8** students have given response in **Sometimes**, and **2** students have given response in **NO**

Q No 21. In difficult topics or subjects I take a help from my group fellows

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	16	11	5
	10 th	20	12	4
Killi Shaikhan	9 th	18	7	0
	10 th	17	9	5

It's clear from the table that **16** students of class 9th from Killi Geo have given response in **Yes**, **11** students have given response in **Sometimes** and **5** students have given response in **No**. And **20** students from class 10th of Killi Geo have given response in **Yes**, **12** students have given response in **Sometimes** and **4** students have given response in **No**. Further, **18** students have given response in **yes** from class 9th of Killi Shaikhan, **7** students have given response in **Sometimes** and **0** student has given response in **No**. **17** students have given response in **Yes** from 10th class of Killi Shaikhan, **9** students have given response in **Sometimes**, and **5** students have given response in **NO**



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Q No 22. I prefer to do smart study during exams.

Institution	Class	Yes	Sometimes	No
Killi Geo	9 th	28	3	1
	10 th	29	6	1
Killi Shaikhan	9 th	24	0	1
	10 th	30	1	0

It's clear from the table that 28 students of class 9th from Killi Geo have given response in Yes, 3 students have given response in Sometimes and 1 student has given response in No. And 29 students from class 10th of Killi Geo have given response in **Yes**, 6 students have given response in Sometimes and 1 student have given response in **No**. Further, 24 students have given response in **yes** from class 9th of Killi Shaikhan, 0 student has given response in Sometimes and 1 student has given response in **No**. 30 students have given response in **Yes** from 10th class of Killi Shaikhan, 1 student has given response in **Sometimes**, and 0 student has given response in **NO**

CONCLUSION

In the secondary schools which was investigated by me have better study habits than others, contradicting to the higher-level education, there are so many facilities but students' study performance is not much better as it should be. So, their parents want that their children should get qualitative study because it's the main learning stage of children. On the basis of the findings of this study, some deductions are strained which are by way of under: The reading habits of these two schools are better than others which I have inspected, but the D.E.O officers should inspect the study habits to make them much better for the future of the children and find out the weaknesses of the children. Students' study habits are ascribed to the reality that apprentices do not understand by what means to go through scrutiny habits and how to accomplish to reading. They do not assume the affective education techniques.

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