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CONTENTS

been used in study period .In this context all habits and attitude related feelings ,tendencies , prejudice likes, dislikes towards confidence concentration examinations teachers homework and library use etc include . it is observed and concluded many researchers that study habits and attitude towards study are closely related to each other Education has vital significant role in an individual 's life. The End Product of the educational process has been a matter of great concern to the various educationists since the times of Greek academies and Indian Gurukals to present information and technical age. In the formal education there is promotion Mainly in school and at home, a student's Study habits and attitude towards study develop and then academic achievement got in the form of outcome. The index of a good Study habits and Attitude towards study and student in a particular in the class high academic achievement which he acquires during his various experiences in the class room, laboratories, library, play ground and home.

Operational Definition of Key Terms

Study Habits - Can be derived from the buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habit is sum total of all the habits determine purpose and enforced practice that individual uses in order to learn. Study habit includes, study styles, concentration, mental conflict, homework, examination and self confidence etc. According to C V .Good "The basic features involved in the application of the mind to a problem or subject, the characteristic pattern which an individual follows in learning about things and people" According to Goods Dictionary " study habits is the pupil's or student's way of studying whether systematic or unsystematic ,efficient or inefficient"

Attitude towards Study - Attitude towards study is the mental of readiness, feeling, prejudice, fear and tendency related to study dimensions . It includes attitudes of likes and dislikes of learners(Bem 1970) According to Allport (1935) "An attitude is mental or neural state of readiness ,organized through experience ,exerting a directive or dynamic influence upon the individual's responses to all objects and situations to which it is the related". According to (Eagly & Chaiken 1993) "Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor of disfavor"

Achievement in Science - In Modern use Science (from latin scientia Meaning Knowledge) is a systematic enterprise that builds and organizes knowledge in the form of testable explanation and predictions about the universe. Science refers to the body of reliable knowledge itself, of the type that can be logically and rationally explained." more often refers to a way of pursuing knowledge, not only the knowledge itself. It is "often treated as synonymous with 'natural and physical science', and thus restricted to those branches of study that relate to the phenomena of the material universe and their laws, sometimes with implied exclusion of pure mathematics. This is now the dominant sense in ordinary use." The Oxford English Dictionary dates the origin of the word "Scientist" to 1834. This sometimes left the study of human thought and society in a linguistic limbo, which was resolved by classifying these areas of academic study as social science. Similarly, several other major areas of disciplined study and knowledge exist today under the general rubric of "science", such as formal science and applied science. Achievement is synonym with accomplishment of proficiency as performance. Academic achievement of the students is the most cherished concern of parents and teachers. According to crow and crow " Academic Achievement means the extent to which a learner is profiting from institution in a given area of learning " According to Wolman Dictionary of Behavioral Science (1973) Academic achievement is the level of proficiency attained in the scholastic or academic work " According to Webster 's opinion ,"Academic achievement is the performance by a student in a course based on formal study in an institution of learning. Higher achievement in education facilitates better adjustment of students. According to Merriam Webster's " collegiate Dictionary (2001) Achievement is act of achieving a result gained by efforts the quality and quantity of a student's work "

Other Backward Class The Central Government of India classifies some of its citizens based on their social and economic and Other Backward Class (OBC). The OBC list presented by the commission is dynamic (castes and communities can be added or removed) and will change from time to time depending on social, educational and economic factors. For example, the OBCs are entitled to 27% reservations in public sector employment and higher education. In the constitution, OBCs are described as "socially and educationally backward classes", and government is enjoined to ensure their social and educational development. Until 1985, the affairs of Backward Classes were looked after by the Backward Classes Cell (BCC) in the Ministry of Home Affairs. With the creation of a separate Ministry of Welfare in 1985 (renamed as Ministry of Social Justice and Empowerment on 25 May 1998) the matters relating to Scheduled Castes, Other backward class, Other Backward Classes (OBCs) and Minorities were transferred to the new ministry.

Statement of the Problem

The present study entitled "A Correlation of Study is Habits and Attitude Towards Study With Achievement in Science of Students of Other Backward class of Rajasthan."

Objectives of the Study

1-To study Significant correlation between achievement in Science and Study Habits of Male Students of Other Backward class.

2-To study significant correlation between achievement in Science and Attitude towards study of Male Students of Other Backward class.

3- To study significant partial co-relation between achievement in Science and Attitude Towards Study when study habits was partial out of Male Students of other Backward class.

4- To study significant partial co-relation between achievement in Science and attitude towards study when study habits was partial out of Male Students of Other Backward class.

5-To study significant correlation between achievement in Science and study habits of Female students of other Backward class.

6-To study significant correlation between achievement in Science and Study Habits of Female students of other Backward class.

7- To study significant partial co-relation between achievement in Science and Study Habits of Female Students of other Backward class when their Attitude Towards Study was partial out.

8-To study significant partial co-relation between achievement in Science and attitude towards study of Female Students of other Backward class when their Study Habits was partial out.

Hypotheses of the Study

1-There will be no significant correlation between achievement in Science and Study Habits of Male Students of Other Backward class.

2-There will be no significant correlation between achievement in Science and Attitude towards study of Male Students of Other Backward class.

3- There will be no significant partial correlation between achievement in Science and Attitude Towards Study when study habits was partial out of Male Students of Other Backward class.

4- There will be no significant partial correlation between achievement in Science and attitude towards study when study habits was partial out of Male Students of Other Backward class.

5-There will be no significant correlation between achievement in Science and study habits of Female students of Other Backward class.

6-There will be no significant correlation between achievement in Science and Study Habits of Female students of Other Backward class.

7- There will be no significant partial correlation between achievement in Science and Study Habits of Female Students of other Backward class when their Attitude Towards Study was partial out."

8-There will be no significant partial correlation between achievement in Science and attitude towards study of Female Students of other Backward class when their Study Habits was partial out.

Design of the Study

Methodology is the essential to systematic research. Methodology is a science of orderliness. It is a technique adopted for an orderly arrangement of facts and principles. The successes of any study depends largely on the suitability of method, tools and techniques used for the data. Survey is a procedure in which data is systematically collected from a population through a test of questionnaire. Investigator selected survey method to collect the data.

Population

In this research the population consisted of all students studying in 11th class students in Kota Division includes six districts in Eastern Rajasthan.

Sample

The investigator used simple random sampling technique for selecting the sample consists of 153 students of 11th class from 18 senior secondary schools in Kota Division includes Six districts in Eastern Rajasthan.

Tool Used

In the present investigation, in order to measure the study habits and attitude towards study among students of 11th class, the investigators used was the standardized test "Test of study habits and Attitudes" prepared by Dr. C.P. Mathur. This test includes 9 dimensions in 80 items which are related to study habits, mental conflicts, concentration, homework self confidence, examination, attitudes towards teacher, school family and study. Validity of test is [illegible] and reliability [illegible]. For academic achievement in science of students of 11th class their marks were collected of 11th class from office record.

Statistical Techniques: Correlation and partial correlation.

Results and Discussion

Table: 1 Value of correlation between Achievement in Science and Study Habits of Male Students Other Backward class

Variable	No. of Candidates	Correlation Coefficient (r13)	[illegible]
Study Habits	84	0.2727*	0.05
Achievement in Science			

In the present study there were 84 other Backward class male students (n=84) df was 82(n-2). Calculated value of co-efficient of correlation between achievement in science and study habits was 0.2727. Table value for r at 0.05 level was 0.215 and at 0.01 level was 0.280, as calculated value 0.2727 was greater than table value. Therefore correlation was significant at 0.05 level So Hypothesis 1 "There will be no significant correlation between achievement in Science and study habits of male students of Scheduled Tribe." Stands rejected.

Table 2 Correlation between Achievement in Science and Attitude towards Study of Male Students of other Backward class

Variable	No. of Candidates	Correlation Coefficient (r12)	Level of significance
Attitude Towards Study	84	0.3069**	0.01
Achievement in Science			

In the present study there were 84 Other Backward class male students (n=84) df was 82(n-2). Calculated value of co-efficient of correlation between achievement in science and study habits was 0.2904. Table value for r at 0.05 level was 0.215 and at 0.01 level was 0.280, as calculated value 0.3069 was less than table value. Therefore correlation was significant at 0.01 level So Hypothesis 2 "There will be no significant correlation between achievement in Science and Attitude Towards Study of male students of Other Backward class." Stands rejected.

Table 3 Correlation between Achievement in Science and Study Habits of Male Students of Other Backward class

No. of Variable	Correlation Condition	Level of Coefficient (r13.2)	significance
Study Habits	84	0.2155*	0.05
Achievement in Science			

In the present study there were Male students of Other Backward class (n=84) df was 82(n-2). Calculated value of partial coefficient of correlation between achievement in science and attitude towards study was 0.2155 when their attitude towards study was partial out. Calculated value 0.2155 was greater than table value which was 0.215 at 0.05 and 0.280 at 0.01. Therefore correlation was significant at 0.05 level so Hypothesis 3 "There will be no significant partial correlation between achievement in Science and study habits of Male students other backward class When their attitude towards study was partial out." was rejected.

Table 4 Correlation between Achievement in Science and Attitude Towards Study of Male Students of Other Backward class

Variable	No. of Candidates	Correlation Coefficient (r12.3)	Level of significance
Attitude Towards Study	84	0.1362	Not significant
Achievement in Science			

In the present study there were 84 male students of other Backward class (n=84) df was 82(n-2). Calculated value of partial co-efficient of correlation between achievement in science and attitude towards study was 0.1362 when the variable study habits was partial out. Calculated value 0.1362 was less than table value which was 0.215 at 0.05 and 0.280 at 0.01. Therefore correlation was insignificant at 0.05 level so Hypothesis 4 "There will be no significant partial correlation between achievement in Science and attitude towards study when their study habits were partial out of male Students of other Backward class." was accepted.

Table 5 Correlation between Achievement in Science and Study Habits of Female Students Other Backward class

Variable	No. of Candidates	Correlation Coefficient (r3)	Level of significance
Study Habits	69	0.036	Not significant
Achievement in Science			

In the present study there were 84 Female Students of Other Backward class (n=69) df was 67(n-2). Calculated value of co-efficient of correlation between achievement in science and study habits was 0.0036. Table value for r at 0.05 level was 0.232 and at 0.01 level was 0.302, as calculated value 0.0036 was less than table value. Therefore correlation was insignificant at 0.05 level So Hypothesis 5 "There will be no significant correlation between achievement in Science and study Habits of Female Students of Other Backward class." Stands accepted.

Table 6 Correlation between Achievement in Science and Study Habits of Female Students Other Backward class.

Variable	No. of Candidates	Correlation Coefficient (r23)	Level of significance
Attitude Towards Study	69	0.0513	Not Significant
Achievement in Science			

In the present study there were 69 Female Students of other backward class (n=69) df was 67(n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.0915. Table value for r at 0.05 level was 0.232 and at 0.01 level was 0.302, as calculated value 0.0915 was less than table value. Therefore co-relation was insignificant at 0.05 level So Hypothesis 6 "There will be no significant correlation between achievement in Science and Attitude Towards study of female Students of other backward class." Stands rejected.

Table 7 Correlation between Achievement in Science and Study Habits of Female Students of Other Backward class when their Attitude towards Study was partial out

Variable	No. of Candidates	Correlation Coefficient (r13.2)	Level of significance
Study Habits	69	0.2917	Not significant
Achievement in Science			

In the present study there were 69 Female Students of other Backward class (n=69) df was 67(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and Study Habits was 0.2917. When the variable Attitude Towards Study was partial out. Calculated value 0.2917 was less than table value which was 0.232 at 0.05 and 0.302 at 0.01. Therefore Partial co-relation was insignificant at 0.05 level so Hypothesis 7 "There will be no significant partial co-relation between achievement in Science and Study Habits of female Students of Other Backward class when their Attitude Towards Study was partial out." was accepted.

Table 8 Partial Correlation between Achievement in Science and Attitude Towards Study of Male Students of Other Backward class when their Study Habits were partial out.

Variable	No. of Candidates	Correlation Coefficient (r23.1)	Level of significance
Attitude Towards Study	69	0.0377	Not significant
Achievement in Science			

In the present study there were 69 Female students of other Backward class (n=69) df was 67(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.0377. When the Variable study habits [illegible] partial out. Calculated value 0.0377 was less than table value which was 0.232 at 0.05 and 0.302 at 0.01. Therefore co-relation was insignificant at 0.05 level so Hypothesis 8 "There will be no significant partial co-relation between achievement in Science and Attitude towards Study of female students of other Backward class when their Study habits were partial out." was accepted.

Conclusion

The correlation was significant between achievement in Science and study habits of male students of other backward class. It means their study habits influence of achievement in science. The correlation was highly significant between achievement in Science and Attitude Towards Study of male students of Other Backward class. It means their attitude towards study highly influenced of achievement in science. The partial correlation was significant between achievement in Science and study habits of male students of other backward class when their attitude towards study was partial out. It means there is relationship between their study habits and achievement in science while their attitude towards study partial out. The correlation was insignificant between achievement in Science and attitude towards study when their study habits were partial out of male Students of other Backward class. It means there is no correlation between study habits and achievement in science while their attitude towards study partial out. The correlation was insignificant between achievement in Science and study Habits of Female Students of other Backward class. It means their study habits do not influence of achievement in science. The correlation was insignificant between achievement in Science and Attitude towards study of female Students of other Backward class. It means their Attitude towards study does not influence of achievement in science. The partial correlation was insignificant between achievement in Science and Study Habits of female Students of Other Backward class when their Attitude Towards Study was partial out. It means there is no partial correlation between study habits and achievement in science when their attitude towards study were partial out. The partial co-relation was also insignificant between achievement in Science and Attitude towards Study of female students of Other Backward class when their Study habits were partial out. It means there is no partial correlation between attitude towards study and achievement in science when their study habits were partial out.

Educational Implications

The findings of the present study carried out the specific aim to find out the correlation of study habits and attitude towards study with achievement in science of OBC students of Rajasthan Province. The educational implication may be considered as to make more encouraging, understanding, increasing involvement of parents, teachers, counselors, administrators, policy makers and others for improvement of students study habits and attitude towards study so that their achievement not only science but other subjects be improved. The study aims also to provide all facilities and opportunities at every step and aspect in school and home where ever he/she studies. There should harmonious relationship between school and society. To make improvement of which aspect caused low achievement.

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