

Understanding Study Habits: A Survey on Habit And Study Patterns of Youth

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Abstract- This study investigates the compressive strength of concrete using Sugarcane Bagasse Ash (SBA) and Rice Husk Ash (RHA) as partial replacements for cement in M20-grade concrete. Concrete cubes were produced with varying proportions of SBA and RHA (0%, 10%, 20%, 30%) and tested at 7, 14, and 28 days. Results demonstrate substantial improvements in compressive strength at optimal replacement ratios and highlight avenues for cost-effective and sustainable construction.

Keywords: Rice husk ash, Sugarcane Bagasse Ash, Cement replacement, Compressive strength, Workability, Sustainable concrete

I. INTRODUCTION

Recent Advances in Education have made it more important than ever for teachers to have a deep understanding of how to support learners in developing efficient study strategies[1]. Intelligence and/or innate ability will not automatically guarantee academic success; that success is instead dependent upon which study strategies, routines, and habits a student develops as he/she progresses through his/her education; thus, the way in which a student approaches learning and studies, his/her time management skills, and the way in which he/she utilizes educational materials will ultimately determine his/her academic success and overall educational achievement over the long-term.[2]

A student's study habit includes time management, learning styles, environments in which they prefer to study, and their ability to stay focused and stay motivated[3]. There are many factors that determine how a student develops their study habits. Students develop their study habits based on their likes and dislikes, education experiences, access to technology, and the people around them[4]. All the studies that have conducted research show that students who create strong and consistent study habits will perform better academically, experience less stress while in school, and will develop better thinking skills that will carry them far beyond formal education[5].

It includes how students set up their learning environment, take notes during class, review information for retention, and get ready for exams. Understanding these different aspects of student learning behavior is crucial for creating effective educational support and interventions.[6]

The Challenge-

Students have never, in the course of history, faced the opportunity to apply good study habits when faced with the following set of circumstances as they exist today because of the current technological era where there are a number of distraction activities such as the utilization of social media pages, internet streaming services such as Netflix and other online media services, and online gaming capabilities available through smartphones access.

An individual is bombarded with hundreds of notifications every day[7]. Moreover, the contemporary individual is engaged in a number of responsibilities, such as part-time jobs, participation in school events, taking care of the family, and having a social life.[8]

Multitasking results in a scatterbed study routine, further increasing their levels of stress that, in turn, affects their academic capabilities[9]. It is a difficult task to perform well in school, simultaneously having a social life and a sound extracurricular record.

The COVID-19 pandemic has greatly impacted the learning environment that is it brought a rapid transition to online learning, which the students were not prepared for. This challenge amplified preexisting learning difficulties concerning independent learning[10]. Most learning students face challenges in adapting to learning in their homes, where “the distinction between the private and learning spheres of a person’s life remains blurred.” This affects learning behavior for the students.[11]

The psychological implications of these challenges should not be underestimated. The students who experience challenges with study habits often develop feelings of

ineffectiveness, anxiety, and overwhelm[12]. This constitutes a vicious cycle because of the consequences of poor study habits that translate to poor performance and consequently reduced motivation and worse study habits. Addressing the vicious cycle requires a comprehension of the challenges and the creation of interventions.

Purpose of This Study-

The survey was intended to focus on the study behaviors of students at different levels of education, from school-going students to college-going undergraduates[13]. By looking into the way students study presently, we hope to identify learnable patterns and opportunities for improvement for students as well as institutions of education.

The specific areas explored by the research include the time students spend on independent study, the study time and location preferred by students, the study techniques preferred by students, the distractions and difficulties encountered by students during the time dedicated to independent study, and techniques used by the students to overcome the difficulties[14]. All these areas are important in order to formulate recommendations that optimize the learning potential of students.

Scope & Participants-

The survey was conducted among 66 students of varying educational backgrounds. The students include school-going students, college students pursuing 11th and 12th grades, and university students pursuing different courses. We randomly selected the students to collect a sample of varying learning behaviors among students of different academic levels.

The data collection took place using a structured Google forms questionnaire with 20 well-crafted questions. The questions covered different aspects of learning habits. They ranged from learning time, preferred times for learning, learning environments, learning strategies, contrasts between electronic learning and conventional learning, learning practices, causes of distraction, methods of goal formulation, sources of motivation, stress levels, to self-assessments of learning practices.

Theoretical Framework

The research described here draws on several different theories in educational psychology that may help to explain the relationship between learning behaviors and academic success. Zimmerman developed a concept called

'Self-regulated Learning', which states that successful students actively manage their mental processes, feelings, and actions. In addition to being able to recognize progress, students who are self-regulated learners can alter their learning strategies to improve their performance, if necessary. This survey aims to investigate these aspects

The study also looks at the idea of distributed practice, or spaced repetition. Research shows that this method is much more effective than cramming for long-term retention of information.

By examining students' revision patterns and study frequency, we can assess the extent to which students are utilizing this evidence-based learning strategy. The survey also considers environmental factors, drawing on research that demonstrates the significant impact of study environment on concentration and learning effectiveness.

Significance of the Research-

This research is based on some established theories from education psychology that explain the differences between the habits of studying and performance[15]. One such established theory of education psychology is the Self-Regulated Learning theory, which was given by Zimmerman, and it states that efficient learners are the ones who regulate their own processes of learning, meaning that those who perform self-regulated learning are the ones who are goal-oriented, self-control-oriented, and regulate their own strategies[16].

Moreover, the study employs the aspect of distributed practice, which is known by the name spaced repetition. This was found to be much more effective than the process of cramming[17]. To a great extent, the study can determine the aspect of how much this effective study technique is employed by the students[18]. Moreover, the study takes into consideration the environmental aspect, known by the name study environment. This employs the aspect of the impact associated with the environment related to concentration and the effectiveness of the learning process[19].

II. OBJECTIVE

The primary aim of this survey is to understand the Study Habits of the different levels of students. The specific objectives are as follows:

1. Analyse the learning behaviors and study patterns.

- To determine a student's daily study routine duration, to identify the preferred time of studying.
 - Examine the study techniques used commonly, and maintain the level of consistency.
2. **To examine the challenges and barriers students face while studying.**
- To know what kind of distractions they face, or any difficulty in understanding certain topics.
3. **Evaluate the effectiveness of students' current study strategies.**
- Methods of taking notes, strategies used during examination times etc.
 - Usage of digital tools and active learning methods.
4. **To provide recommendations for improving study habits.**
- Enhance academic performance, increase productivity, reduce study related stress among students.

III. METHODOLOGY

1. Research Design-

- This study uses a survey method. A questionnaire was given to college students to understand their study habits, the time they study, and the methods they use while studying.
- The participants were college and school students from different years and different courses. Students were selected randomly. A total of 66 students took part in the study survey.
- A questionnaire was circulated in the form of google form which was used to collect the information .
- It had simple questions about
 - . Study hours.
 - . Study environment
 - . Difficulties faced during studying.
 - . Study strategies etc..
- The google form was shared with students online.
- The answers were counted and arranged in tables and charts.
- Simple statistics were used, such as:
 - . Pie chart
 - . Bar chart

TABLE 1-Google form questions provided for survey..

1	What is the level of your education? a)School b)College(11th/12th) c)University
2	What stream are you studying? a)Science b)Commerce c)Arts d)Other
3	How many hours do you study (excluding classes)? a)Less than 1 hour b)1-2 hours c)3-4 hours d)More than 4 hours
4	What time of day do you prefer to study? a)Early morning b)Afternoon c)Evening d)Late night
5	Do you have a quiet and distraction-free place to study? a)Always b)Sometimes c)Never
6	Do you follow a fixed study timetable? a)Regular b)Sometimes c)Never
7	Which method helps you learn fast? a)Reading and writing notes b)Watching video lectures c)Group discussion d)Solving practise papers
8	Do you prefer digital learning or traditional books? a)Digital b)Traditional c)Both
9	Do you revise your lessons regularly? a)Daily b)Weekly

	c)Only before exams
10	Do you get distracted easily? a)Yes b)No
11	What distracts you the most? a)Mobile/social media b)Noise c)Friends/Family d)Lack of interest
12	Do you plan your study goals for each day/week? a)Yes b)Sometimes c)No
13	What motivates you the most to study? a)Good grades b)Career goals c)Family expectations d)Personal interest
14	How often do you feel stressed or anxious about studies? a)Always b)Sometimes c)Rarely d)Never
15	What activities help you reduce study stress? a)Listening to musics b)Talking to friends c)Exercise d)Taking breaks
16	How satisfied are you with your current study habits? a)Very satisfied b)Somewhat satisfied c)Not satisfied

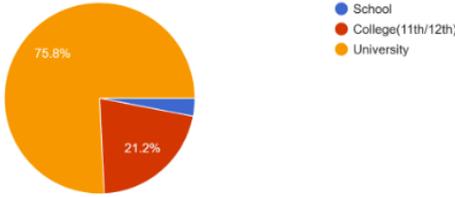
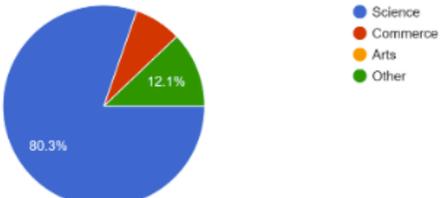
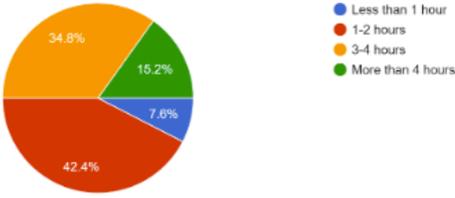
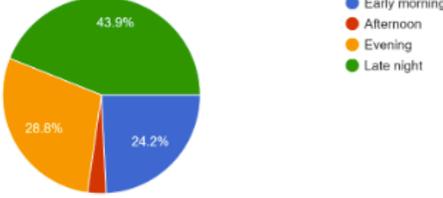
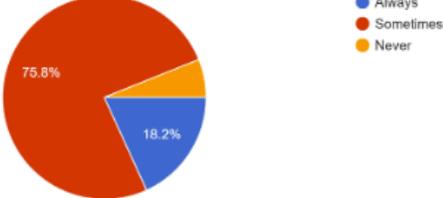
17	Do you feel your study habits have improved over time? a)Yes b)No c)Somewhat
18	Do you track your academic performance regularly? a)Yes b)No c)Sometimes
19	What are the biggest challenges you face while studying? a)Lack of time b)Distractions c)Lack of motivation d)Difficulty in understanding topic
20	What strategies could you use to enhance your study productivity? a)Create a daily schedule b)Minimize distractions with focused time blocks c)Use active learning techniques like summarizing d)Seek help from peers or tutors when needed

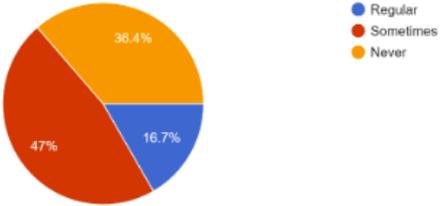
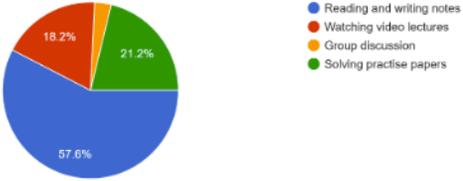
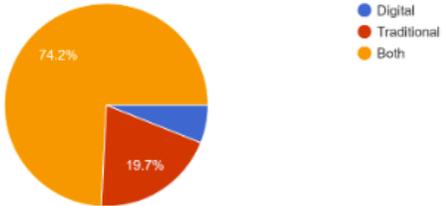
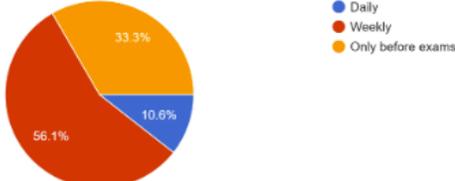
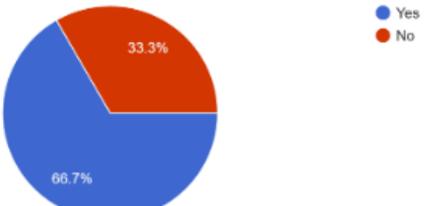
Thus in this questionnaire our major focus was on the following:- Prevalence and to understand how college/school students study, how much time they spend on studies, and what methods they use while learning. It also aims to find the difficulties students face and what helps them study better.

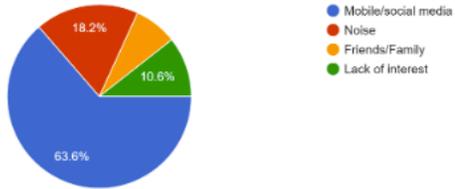
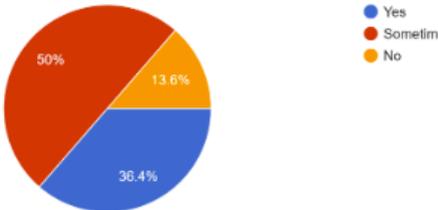
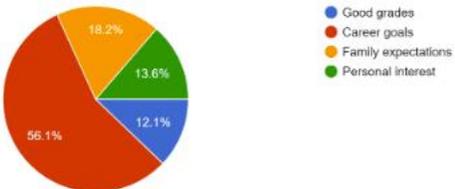
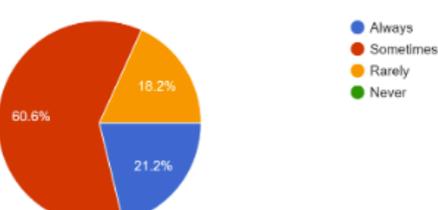
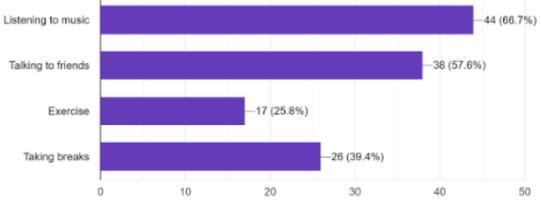
IV. RESULT AND DISCUSSIONS

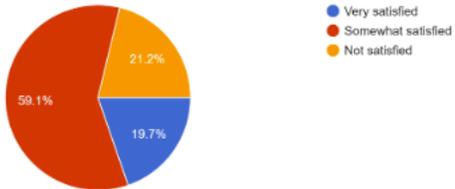
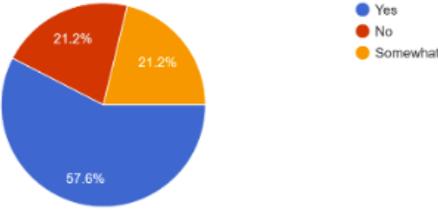
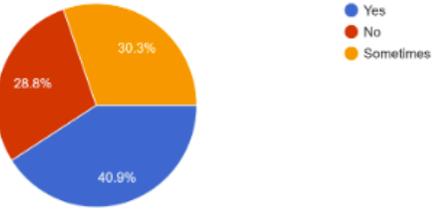
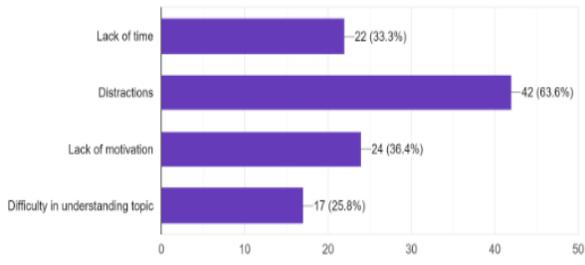
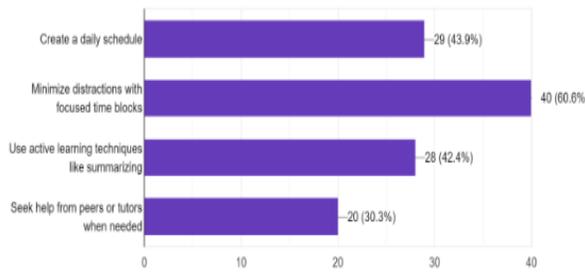
The responses gathered from respondents after the surveying procedure are graphically represented using a pie chart and bar chart. The Results and discussion on the basis of responses from respondents including graphical representations and discussions, are shown in Table.

Table 2 (given below) shows the result of the google forms questions in the form of pie chart and bar graph.

<p>What is the level of your education? 66 responses</p>  <p> ● School ● College(11th/12th) ● University </p>	<p>The pie chart indicates that most respondents are university students, which is evident as 75.8% are university students; this is an indication that most of the respondents are undertaking higher education. The other category, which constitutes 21.2% in college (11th/12th grade), is smaller in comparison, and few people are school students. This is an indication that this survey covered mostly university students.</p>
<p>What stream are you studying? 66 responses</p>  <p> ● Science ● Commerce ● Arts ● Other </p>	<p>From the graph, it is observed that the largest percentage (80.3%) of the participants are from the Science stream. The second largest percentage (12.1%) is from other streams, and the third largest percentage is from the Commerce stream, which consists of only 7%. The result implies that the majority of the participants are enthusiastic about science-related streams.</p>
<p>How many hours do you study (excluding classes)? 66 responses</p>  <p> ● Less than 1 hour ● 1-2 hours ● 3-4 hours ● More than 4 hours </p>	<p>According to the pie chart, a majority of students (42.4%) spend time on self-study purposes for a period of 1-2 hours per day. Approximately 34.8% of students spend a period of 3-4 hours on self-study purposes, while another 15.2% spend more than 4 hours on self-study purposes. Only a few students (7.6%) spend less than an hour on self-study purposes.</p>
<p>What time of day do you prefer to study? 66 responses</p>  <p> ● Early morning ● Afternoon ● Evening ● Late night </p>	<p>From the pie chart, it is seen that a major section of people (43.9%) prefers studying late at night, followed by studying in the evenings (28.8%), and then in the early morning (24.2%). Very few people prefer studying in the afternoon, which indicates that most people are more energetic in the late parts of the day.</p>
<p>Do you have a quiet and distraction-free place to study? 66 responses</p>  <p> ● Always ● Sometimes ● Never </p>	<p>Data from the pie chart indicates that most students (75.8%) sometimes have a quiet and distraction-free place where they can study. Approximately 18.2% of these students always have such an environment, while a few never do. It appears that although some students enjoy optimal conditions for learning, many experience occasional distractions.</p>

<p>Do you follow a fixed study timetable? 66 responses</p>  <p>Legend: Regular (Blue), Sometimes (Red), Never (Yellow)</p>	<p>The pie chart indicates that almost half of the participants (47%) practice a fixed study routine at times. Only about 16.7% of the participants regularly maintain a study routine, and 36.4% of the participants do not maintain a study routine at any times, meaning that most students are irregular in following a study routine.</p>
<p>Which method helps you learn fast? 66 responses</p>  <p>Legend: Reading and writing notes (Blue), Watching video lectures (Red), Group discussion (Yellow), Solving practise papers (Green)</p>	<p>The pie chart reveals that a significant percentage (57.6%) of students find reading and writing notes to be the most effective mode of learning. Approximately 21.2% of students find practicing problem-solving papers to be useful, and 18.2% find watching video lectures to be effective. A very minor portion of students find group discussions to be effective; hence, self-study methods are preferred.</p>
<p>Do you prefer digital learning or traditional books? 66 responses</p>  <p>Legend: Digital (Blue), Traditional (Red), Both (Yellow)</p>	<p>The pie chart indicates that the highest number of respondents, that is, 74.2 percent, favour both digital learning and traditional books. Additionally, only about 19.7 percent favour traditional books, and very few favour digital learning. From this, it is evident that blended learning is most preferred by students.</p>
<p>Do you revise your lessons regularly? 66 responses</p>  <p>Legend: Daily (Blue), Weekly (Red), Only before exams (Yellow)</p>	<p>From the pie chart, it is apparent that the majority of the student population (56.1%) revise their lessons on a weekly basis, the highest frequency of the three. Only about 33.3% of the student population revise their lessons prior to examinations, which is trailed behind by the 10.6% that revise their lessons on a daily basis.</p>
<p>Do you get distracted easily? 66 responses</p>  <p>Legend: Yes (Blue), No (Red)</p>	<p>From the pie chart, the majority of the students (66.7%) are easily distracted while studying, while 33.3% are not faced with this problem. This indicates that lack of concentration could be a problem with most students, thus impacting the efficiency of study.</p>

<p>What distracts you the most? 66 responses</p>  <p> ● Mobile/social media ● Noise ● Friends/Family ● Lack of Interest </p>	<p>The data depicts that a large number of respondents (63.6%) are distracted by mobile phones and social media. After that, the next highest number (18.2%) is distracted by noise. Then, there are smaller percentages for friends or family (7.6%) and lack of interest (10.6%). It's clear that the foremost problem regarding the concentration of the students is the distractions from technology.</p>
<p>Do you plan your study goals for each day/week? 66 responses</p>  <p> ● Yes ● Sometime ● No </p>	<p>The data above shows that exactly half of the group (50%) often plan study targets for each day or each week, while about 36.4% plan regularly. Another 13.6% of the respondents never plan at all. Of course, this data shows that even though planning is considered vital, not all students observe it.</p>
<p>What motivates you the most to study? 66 responses</p>  <p> ● Good grades ● Career goals ● Family expectations ● Personal interest </p>	<p>The pie chart clearly reveals that more than half (56.1%) of the students are motivated to study because of their career goals. A little over 18.2% students are motivated to study as per their family expectations. Personal interest is an important motivation for more than 13.6% students. Only 12.1% students are motivated to study in order to obtain good grades.</p>
<p>How often do you feel stressed or anxious about studies? 66 responses</p>  <p> ● Always ● Sometimes ● Rarely ● Never </p>	<p>The graph reveals that a large proportion of students (60.6%) often feel stressed or anxious about their study. Some students (21.2%) feel stressed or anxious about their study all the time. Only 18.2% of the students rarely feel stressed or anxious about their study.</p>
<p>What activities helps you reduce study stress? 66 responses</p>  <p> Listening to music —44 (66.7%) Talking to friends —38 (57.6%) Exercise —17 (25.8%) Taking breaks —26 (39.4%) </p>	<p>The bar chart above reveals that listening to music cuts study stress for the majority (66.7%) of the respondents. The next common method adopted by close to 57.6% of the respondents involves speaking with friends. A significantly smaller proportion (39.4%) find break time helpful in reducing stress. Relaxation and socialization seem important in dealing with study-induced stress for 25.8% of the respondents studied.</p>

<p>How satisfied are you with your current study habits? 66 responses</p>  <p>Legend: Very satisfied (blue), Somewhat satisfied (red), Not satisfied (yellow)</p>	<p>The graph reveals that the majority of students (59.1%) are partially satisfied with the present study pattern. Approximately 21.2% of students are not satisfied, and only 19.7% feel very satisfied. It is revealed that although students are partially satisfied, they are still required to improve their study pattern.</p>
<p>Do you feel your study habits have improved over time? 66 responses</p>  <p>Legend: Yes (blue), No (red), Somewhat (yellow)</p>	<p>Looking at the graph, it can be seen that the largest number of respondents (57.6%) feel that their study habits have been enhanced over the years. On the other hand, 21.2% of the respondents think that their study habits have worsened, and 21.2% also believe that there has been no improvement in their study habits, but there has been some improvement.</p>
<p>Do you track your academic performance regularly? 66 responses</p>  <p>Legend: Yes (blue), No (red), Sometimes (yellow)</p>	<p>The data provided by the pie chart reveals that 40.9% of students monitor their academic performance on a regular basis, while 30.3% of them monitor it sometimes and another 28.8% of students do not monitor it at all. This shows that even though a large number of students monitor their performances regularly, many students monitor it irregularly or do not monitor it at all.</p>
<p>What are the biggest challenges you face while studying? 66 responses</p> 	<p>From the bar chart, the problem that diverts the highest percentage (63.6%) are distractions, followed by the lack of motivation (36.4%), lack of time (33.3%), and lack of understanding of topics (25.8%). This indicates that if the problem of concentration and the study environment can be addressed, students will be able to tackle the problem that diverts them the most</p>
<p>What strategies could you use to enhance your study productivity? 66 responses</p> 	<p>The fact remains that the major approach that students must consider in order to optimize productivity in studying is the use of concentrated time blocks to avoid distractions (60.6%). The next would be the preparation of a study schedule (43.9%), followed by the employment of active learning methods such as summarizing (42.4%), and finally the use of study help from peers or tutors (30.3%).</p>

V. CONCLUSION

The analysis of this survey data tells us the variety of study timetable and path of the different types of students in studying different grades. According to the survey most of the students choose science stream and most of the students get distracted.

Though many students exhibit knowledge of proper study methods, implementation of these guidelines has proven inefficient. The implications of this finding highlight the importance of time management, minimizing distractions, and being aware of active learning ideas for better understanding. On the overall, the importance of the hard work put in by the students to acquire disciplined and time-managed studying habits to enhance their performance has been emphasized.

Key takeaways-

- **Time management is a crucial part-** Students who manage their study time well perform better and are less stressed.
- Distractions contribute towards reduced productivity** - Distractions such as mobile phones, social media, and background noise contributed towards making effective study difficult.
- Study Environment Matters** – This is because a setting where there are fewer distractions and is well-arranged facilitates concentration and rates of learning significantly.
- Consistency is key** - The students who show consistency regarding their study routine, which implies not pulling all-nighters before an exam, usually have better comprehension as well as performance.

VI. ACKNOWLEDGEMENT

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