

## CHAPTER -5

# SUMMARY, CONCLUSIONS & RECOMMENDATIONS

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# SUMMARY, CONCLUSIONS & RECOMMENDATIONS

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*This chapter looks at the summary of findings, conclusions, recommendations and suggestions for further research.*

### ***Summary***

Academic achievement is considered as key criteria to judge one's total potentialities and capacities. Apart from academic achievement adolescents' study habits and self-concept equally keep importance in students' academic spheres. This The study is a quantitative study which was designed to investigate the influence of inhabitation and gender on study habits, academic achievement and self-concept of school going adolescents in the Beed district, Region of Maharashtra. Looking to the objective of the present research 2 X2 factorial design was found to be appropriate. as per design the sample distribution was formulated. The total sample of this study comprised of school students with age rang 13 to 16 years. The whole sample consist of total 600 students with equal number of boys (n=300) and girls (n=300). Both subgroups were made with equal number of students belong to urban & rural community. Hence four experimental groups were made. The selected sample was administrated on study habit and Attitude developed by C.P.Mathur and self-concept questionnaire by R.K. Saraswat (1984) . In order to obtain data for academic achievement, the percentage of the total

marks obtained by the students in their final exam of previous academic year were used. Hence the overall data respective to each variable was collected.

These obtained data were analyzed by using two way analysis of variance (ANOVA). The study reviewed literature regarding concept of study habits& attitude, self-concept and academic achievement and also, factors influencing these variables. The obtained result after analysis the data were presented as follows-

## ***Conclusion***

***From the analysis it was found out that:***

- Adolescents who belongs to rural area were found to be more excellent in their study habits and possess significantly more positive attitudes towards teaches; school and home environment; education; study habits; mental conflict; concentration; home assignment; self-confidence; and examination as compared to those who belongs to urban community.
- Female adolescents possess significantly good study habit and attitude than male students.
- Interaction effect of living area and gender was found to be insignificant in order to determine adolescents' study habit and attitude.
- Adolescents students based on their inhabitanace ie. Urban and rural do not significantly different in their academic achievement.
- Female adolescents are significantly higher in their academic achievement as compared to their male counterparts. .

- There is significant difference in academic achievement of male and female students in relation to their inhabitation difference.
- Inhabitation was found to be significant on physical component of self-concept in favor of urban adolescents.
- rural students was found to be significantly higher than urban community students on their measure of Social , Educational , moral self-Concept.
- There is insignificant difference was observed in urban and rural adolescents on their measure of intellectual , temperamental and overall Self Concept.
- On physical dimension of self-concept, male obtained significantly higher scores than female adolescence.
- on Temperamental, Education and Moral component of self-concept female adolescents were found to be significantly more positive than male adolescents
- Male and female were found to be parallel in their overall as well as social self-concept.
- F values were found to be insignificant for male and female students in relation to their living area (urban and rural ) in their measure of overall self-concept (SCQ) as well as its various dimensions namely physical, social, moral, Intellectual, temperamental and educational self-concept.

## ***Delimitation of the study***

***The present study has following delimitations:***

- The present study is limited to the study variables namely study habit, academic achievement and self-concept and its influencing factor that is only inhabitation and gender.
- It is only cause-effect type investigation.
- It is confined to the school going adolescents only.
- The population under study is limited to the municipal limits of Aurangabad (Maharashtra, India).
- The sample size of the present study is limited to 600 students.
- The present study is limited in its design, method, measuring devices and statistical techniques.

## ***Suggestions for Future Research***

***The following suggestions with reference to aforementioned limitation are-***

- It is important that the findings of this research are not generalized to all schools in the country. The sample for this study though fairly large was from only one district in the Central Region of Maharashtra. Further research can be conducted with larger sample size from schools situated in different area throughout the regions of country.

- Other factors that may influence the study habits of students such as academic motivation, intelligence, parental socio-economic background etc. should also be considered for further research in a different geographical location.
- Future research works in the area of intervention strategies need to be developed to enhance academic achievement, self-concept and improve study habits among students.

## ***Implication for Counseling***

***The following implication in area of educational counselling are-***

- Recent educational research from around the world has demonstrated rural-urban gaps in achievement. Evidence from developing countries is still sparse. This study is the attempt to report rural-urban disparities in academic achievement. The study has employed an appropriate sampling strategy and proportionally adequate sample to address the potential differences in achievement of rural and urban students. The findings could therefore be used to guide policy interventions in areas of curriculum differences, schooling conditions, teachers' training and multi-grade teaching across provinces.
- The difference in study attitude scores of rural and urban students indicates that rural students have a comparatively better study attitude than urban students. Therefore, urban students' study attitude building programmed should be designed and implemented.

- Attitudes and achievement go side by side with each other. If the attitude to study is positive, the achievement is greater, which means that the better the attitude, the better the marks and learning. If the attitude to study is negative, the marks and learning are low; so, the development of a positive attitude to study is essential. The rural students have better attitudes about studying than the urban students. The reasons for the positive attitude to study among rural students are yet to be explored. The achievements of rural and urban students are vital indicators of their attitudes. The attitude of female students to study at the secondary school level is more positive than for boys. The comparative study of marks obtained by girls and boys vividly displays that female students get better marks than boys, simply because of the positive study attitudes of the girls. Female students work with greater devotion and sense of commitment than boys. Devotion and sense of commitment are the indicators of positive attitude. Positive attitude to study can be developed, improved and polished. For this purpose, guidance and counselling can play a vital role. An interesting curriculum can be very effective in order to activate a positive attitude to study. Moreover, the friendly behaviour of teacher and parent to students can go a long way in connection with the development of a positive attitude toward study.
- One point to note is that, counselling psychologists should give considerable research attention to the importance role of students' contextual factors in the students' academic achievement, study habits and self-concept.

- Concerning the academic performance of students that were involved in this study, parents and teachers should involve students in a lot of extra-curricular reading activities.

## ***Recommendations***

*On the basis of present study some recommendations for students in the schools are drawn as follows:*

- It would be worthwhile for all stake holders in education i.e. parents, teachers and government to encourage students in their respective areas of responsibilities, such as providing study materials, conducive place of study, recognizing excellence, appreciating students hard work as soon as possible among others. These will help to motivate the students positively towards their study and academic achievement.
- Students should be taught study skills so that they can cultivate good and effective study skills.
- As inhabitation has been found to be a significant factor in academic achievement and developing study habits and self-concept among students, there is the need for curriculum developers and teachers to take the availabilities of different facilities of their respective area into account when developing curriculum and designing instructions.
- All dimensions of self-concept (such as) should be given consideration when planning any programmes for students in the country particularly in the District.
- Parents should improve the level of control and care of their children, show more interest and concern in the academic work of their wards by



way of providing conducive atmosphere for studies, providing materials for studies and helping students in their studies.

- It is necessary for parents and teachers to maintain a warm and cordial relationship with their child and students irrespective to their gender differences.
- Study habits are important as they influence the academic performance of students so parents and teachers must help in improving the study habits of students. Some investigators have sought to determine what study habits are characteristically used by students when left to work by themselves with little or no direction hence, teachers in schools should be facilitators of learning. The finite treasure within every learner should be discovered and nurtured for the purpose of improving effective study skills.

These recommendations can be achieved by talking to parents and on the issues raised in a forum like the P.T.A i.e. Parent-Teachers'-Association. Group counselling can also be organized for students on good study habits, academic achievement, positive self-concept and gender equality. School administrators i.e. the head teachers should forward the needs and problems affecting students study habits and academic achievement to government for intervention.