CHAPTER – 5

SUMMARY, LIMITATIONS AND SUGGESTIONS

5.1 SUMMARY:

Research has suggested that human beings can excel at any point in life and live a healthy life by emphasizing and enhancing positive resources or capacities. Positive elements play important role too among students. Students are viewed as leaders of tomorrow. As they have academic success as their major goal, they need good mental health to be able to succeed in their academic pursuit. In this study, an attempt is being made to determine the relationship between self-efficacy and psychological well-being (positive elements); and determine whether both have an influence on study habits among the college entrants with respect to gender (male and female); type of course (general and professional course); and working status of mothers (working or non-working). So, the design followed was a 2x2x2 factorial design. The study is confined only to the first year college students (college entrants) as the transition from school to college is a significant milestone in the life of students. As students enter college, they face different challenges in their life. Aside from their academic requirements, they also have different responsibilities brought about by their different life roles. In today’s competitive and fast moving world there is a great deal of stress and pressure among students due to changing lifestyle and environment. This underlies an urgent need to put emphasis on positive and constructive resources within a person in all age groups. Every human being have some positive psychological resources or mental assets within themselves which help to sustain in this competitive world and to attain all round achievement one needs to have a sound healthy life both psychologically and physically. The present study has been conceived to explore the role and relationship of self-efficacy and psychological well-being (positive psychological elements) upon study habits of college entrants. It is also important to mention that the present research was carried out in an unexplored area in the Indian context.
Thus, the present research was undertaken to seek answers to the following research questions:

1. Is there any relationship between self-efficacy, psychological well-being and study habits?
2. Can study habit be predicted from self-efficacy and psychological well-being?
3. Do self-efficacy, psychological well-being and study habit differ with gender, type of course and working or non-working status of mothers?

To investigate into these research questions, the main aim of the present study was envisaged to find out the relationship between the Self-efficacy, Psychological Well-being and Study Habits of first year college students with respect to (i) Gender (ii) General and professional course and (iii) Working and non-working status of mothers.

In the present study the following objectives was formulated for verification:

- To find out the level of Self-efficacy, Psychological wellbeing and Study Habits of male and female first year college students.
- To find out the level of Self-efficacy, Psychological wellbeing and Study Habits of first year college students based on general and professional course.
- To find out the level of Self-efficacy, Psychological wellbeing and Study Habits of first year college students based on the working and non-working status of mothers.
- To find out the level of Self-efficacy, Psychological wellbeing and Study Habits of first year college students when course, gender and working status of mother interact.
- To find out whether there is any relationship between Self-efficacy, Psychological wellbeing and Study Habits of first year college students.
- To find out the contribution of Self-efficacy and Psychological wellbeing in predicting study habits among the first year college students.
Accordingly, the following hypothesis were formulated –

- There will be no difference in self-efficacy level of male and female first year college students.
- There will be no difference in psychological wellbeing level of male and female first year college students.
- There will be no difference in study habits of male and female first year college students.
- There will be no difference in self-efficacy level of first year college students based on general and professional course.
- There will be no difference in psychological wellbeing level of first year college students based on general and professional course.
- There will be no difference in study habits of first year college students based on general and professional course.
- There will be no difference in self-efficacy level of first year college students based on working and non-working status of mothers.
- There will be no difference in psychological wellbeing level of first year college students based on working and non-working status of mothers.
- There will be no difference in study habits of first year college students based on working and non-working status of mothers.
- There will be no difference in the groups of first year college students when course and working status of mother interact.
- There will be no difference in the groups of first year college students when course and gender interact.
• There will be no difference in the groups of first year college students when
gender and working status of mother interact.

• There will be no difference in the groups of first year college students when
course, gender and working status of mother interact.

• There will be no relationship between self efficacy, psychological wellbeing
and study habits of first year college students.

The population of the study included college entrants i.e. first year college
students of under-graduate course studying at reputed government colleges
(included both professional and general course) of Guwahati city, Assam. The
sampling procedure adopted was purposive random sampling. The sample consisted
of –

• 300 male students and 300 female students = 600
• 300 general course students and 300 professional course students = 600
• 300 students whose mother is working and 300 students whose mother is
non-working = 600

Thus, the present research consists of a total sample of N = 600. The total
sample and its division into categories on the basis of the independent variables are
represented graphically.

Respondent’s personal identification sheet was prepared by the researcher
herself to collect the basic socio-demographic information of the students. Then to
measure the self-efficacy, the General self-efficacy scale developed by Ralf
Schwarzer and Mathias Jerusalem in 1979 in Germany was used. The variable
psychological well-being was measured by Carol Ryff’s Psychological Well-Being
Inventory (1995). The Study Habit Inventory developed by M.N. Palsane &
Anuradha Sharma was used to measure the study habit behaviour of students. In this
way, the data were obtained. After scoring of the raw score, data were entered into
SPSS software package for further analysis. Following statistical techniques were
applied-
- Descriptive statistics which includes mean and standard deviation.
- t-test to find significance of mean difference of self-efficacy, psychological well-being and study habit among college entrants based on gender (male and female); type of course (general and professional course); and working status of mothers (working or non-working).
- The statistical test ANOVA was applied to find out significant difference in groups of college students when course, gender and working status of mother interact, followed by Tuckey’s Test.
- Pearson product–moment correlation was applied to determine the relationship between self-efficacy, psychological well-being (along with its dimensions) and study habits.
- Multiple regression analysis was performed to test the contribution of self efficacy and psychological well-being in predicting study habits among the college entrants.

After the statistical analysis, obtained results were presented in tabular form and graphical presentation followed by explanation and discussion.

The following findings were obtained:

- No significant difference was found in self-efficacy level between male and female college entrants.
- No significant difference was found in overall psychological well-being between male and female college entrants.
- In the dimension of positive relation with others and purpose in life of the psychological well-being scale, there was significant difference between the male and female students; whereas in all the other dimensions (i.e. autonomy, environmental mastery, personal growth, and self-acceptance) no such differences were found. The females yielded higher score than the males in these two aspects.
- There was a highly significant difference in the variable ‘study habit’ among the male and female college entrants. Female students had better study habits than male students.
No significant difference was found in self efficacy level of college entrants based on general and professional course.

No significant difference was found in the total mean score of psychological wellbeing between general and professional course first year students.

In the dimension of purpose in life of the psychological well-being scale, there was significant difference between the general and professional course students; whereas in all the other dimensions (i.e. autonomy, environmental mastery, personal growth, positive relations with others, and self-acceptance) no such differences were found.

No significant difference was found in the variable study habit of college entrants based on general and professional course.

There was a significant difference in self efficacy level of college entrants based on working and non-working status of mother. The students of working mothers showed better results than the students of non-working mothers.

There was significant difference in the total mean score of psychological well-being of college entrants based on working and non-working status of mothers. The Ryff’s psychological well-being scale has six dimensions and after comparing mean and standard deviation values of college entrants based on working and non-working status of mothers, the ‘t’ value was found to be significant at P<0.05 in four dimensions of the psychological well-being scale (namely autonomy, personal growth, positive relation with others and purpose in life). The students of working mothers showed better results than the students of non-working mothers.

There was a significant difference in the variable ‘study habit’ among the general and professional course college entrants. Students of working mother had better study habits than students of non-working mother.

There was significant effect in the groups of college entrants when course and working status of mother interact.

There was significant effect in the groups of college entrants when course and gender interact.
There was significant effect in the groups of college entrants when gender and working status of mother interact.

There was significant effect in the groups of college entrants when course, gender and working status of mother interact.

Positive significant correlation was found to exist between self efficacy, psychological well-being and study habit among the college entrants.

Findings indicated that self efficacy and psychological well-being statistically significantly predict the variable study habits among the college entrants. Self-efficacy and psychological well-being has its positive and significant impact on study habits among college entrants. It was found that self-efficacy and psychological well-being enhance study habit behaviour of students.

Thus it can be concluded that self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. Self-efficacy and psychological well-being are important positive resources for enhancing students’ learning, success and quality in education. Self-efficacy and psychological well-being has its positive and significant impact on study habits among college entrants. It was found that self-efficacy and psychological well-being enhance study habit behaviour of students. Good mental health is highly essential for students to be able to succeed in their academic pursuit. The findings in this study will be relevant and helpful to counsellors, educators and parents in assisting and helping out students in developing their sense of belief in oneself as well as in their ability to control life’s situations or events and promoting psychological well-being so that students can succeed in their academic pursuit and maintain a healthy balanced life.

5.2 LIMITATION OF THE STUDY:

- The main limitation of the study was the sample size. The sample size is small for generalization of the findings.
- It is only a co-relational research and does not indicate causation.
- The administration of the tools was time consuming; as a result the task was exhausting.
The area covered for the study was only from city area of Guwahati. The result would have been better if more number of districts were selected.

Ethnic origin of students was not identified as Assam is a state with varied tribes and ethnic diversity (culture).

5.3 SUGGESTIONS FOR FURTHER RESEARCH:

- A larger sample can be taken to generalize the research results in a broader context.
- It is recommended that in-depth investigation can be made by using both quantitative and qualitative method to collect data information.
- Further research can be carried out by using experimental designs to prove cause-effect relationship between the variables.
- Similar and related topic of research is recommended for future investigations. The findings of the study need to be corroborated with more variables and expanded in future studies.
- Samples from all districts should be included as there is a scarcity of such studies in the districts as well as the whole state of Assam.
- As Assam is a multi-cultural state, inter ethnic group difference (if any) may be studied for each of the variables among the students.
- Intervention training programme can be carried out in colleges to enhance positive psychological resources among students.