CHAPTER – V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

This chapter presents a brief summary of the various aspects pertaining to the present study. The significance and objectives of the study undertaken for investigation, the hypothesis formulated for testing, the methodology adopted and also the various statistical techniques used for analysing and interpretation of data have been presented. This chapter also presents the conclusion of the study under investigation and also the limitations of the study. Educational implications of the study and recommendations, certain suggestions have been made by the investigator for the pursuit of research in future in this area of study.

The present study is aimed at finding out the self-concept, achievement motivation and study skills in relation to academic performance of tenth standard students and the other factors like sex, locale, medium of instruction, community, type of management, type of school, locality of students, parent’s educational status, parent’s occupation and type of stay of the students.

Academic performance of students depends upon their family background, socio-economic characteristics, school effectiveness, and the psychological factors, which influence them to achieve success in their studies. Self-concept, achievement motivation and study skills are very important factors to perform any task / activity successfully. Further the investigator feels equality that the study skills and
achievement motivation can also influence improve the academic achievement. So, the researcher wants to conduct a research study on self-concept, achievement motivation and study skills in relation to the academic performance of the tenth standard students.

5.2 NEED FOR THE STUDY

Despite many hard and scientific efforts of teacher to improve the capacity of achievement level of students, there is a downward trend in their achievement level contrary to the expectations.

There is no doubt that it is a tragic experience to a teacher, yet they can avoid the frustration by sincerely involving into the matter and discovering the real cause for the deterioration. Most probably, the root cause for this backwardness of achievement level will prove to be almost universal absence of study skills among school goers.

In order to reduce the deterioration in achievement, a thorough need for the study of self-concept, achievement motivation and study skills of students at X standard level become vital and the need for the study arises.

Socialization involves the complementary process of individualization and along with social development, every individual develops of self-concept. The self-concept is a major importance in understanding an individual, his motivation, interest, study habits and study skills and in short his behaviour. The self is a system of attitudes, feeling and perception that the individual has himself or herself.

These are all important in determining behaviour either at home or at school. Self-concept is the feelings which one has about one self and such a self-evaluation
greatly influences behaviour and interpretation of environmental situations in which he is studying different subjects with different motivation, study skills and students self-concept. With a positive self-concept, higher achievement motivation and good study skills of an individual is creative, novel, spontaneous and achieve anything as he / she likes. So, the self-concept of oneself, proper motivation and study skills will make him to develop his potential powers and capacity which will enhance his achievement. Students self-concept, motivation and study skills are the determinants to perform better in every subject. It is therefore felt need to study the problem entitled, “Self-concept, Achievement Motivation, Study Skills in Relation to Academic performance of X Standard Students”.

5.3 SIGNIFICANCE OF THE STUDY


It is sincerely hoped that the present study will definitely find solutions to help in good achievement with development of self-concept and good study skills of learners at the secondary level.

For every activity of an individual, skills make his daily routine or path easier and well planned. In a similar way, study skills provide a smooth path for achieving the goal in education as well as all walks of life. The study skills, with achievement motivation, for example, sitting in an ideal place and studying may increase one’s concentration and the art of remembrance. Remembrance of power of memory in turn increases confidence and consciousness and it leads to achievement at the end. It saves the energy and time of the student as well as in improving study skills,
discipline, planning, execution, systematization, orderliness and almost all desired activities and behaviours among the learners.

Self-concept, achievement motivation and study skills play an active role in the all around development of an individual. In this context, the present study is significant. In the knowledge era, the X standard students have an opportunity to develop their personality and use their potential abilities irrespective of the socio-economic characteristics for achieving excellence in secondary education.

The self-concept is very important for individual to do anything in his life according to his potentialities and capacities including academic achievement.

This study will estimate on the one hand, the role of social structure in determining achievement motivation and on the other hand, the role of achievement motivation in determining achievement. In addition to that the study skills can influence learning any subjects easily and interestingly. Thus, this study has its own significance.

5.4 SCOPE OF THE STUDY

It has been observed that lack of achievement motivation, negative self-concept and poor study skills of an individual not only retards school progress but also develops, frustration, destroys initiatives and losing confidence, and makes prominent the feeling of worthlessness towards himself and the subject of study, whereas effective achievement motivation, positive self-concept and good study skills ensure one’s own development, academic performance, success, happiness and sense of accomplishment are possible to acquire in students.
This study will definitely throw more light on students at standard tenth level to improve their knowledge and skills. The outcome of the study may be useful to formulate appropriate strategies to improve student’s self-concept, achievement motivation and the study skills of learners.

This study will give an idea about the sections of society and the teachers that requires special attention in enhancing students academic achievement.

5.5 STATEMENT OF THE PROBLEM

To be successful in life one should achieve something in his life. To achieve something in his life one needs interest, attitude, aptitude, sincerity and dedication towards work and study. These quantities make one to achieve the aims and goals which he sets for himself.

For achieving something the basic need is to understand the aims and objectives completely. In this context, the researcher wants to study the X standard students’ self-concept, their achievement motivation and study skills and how far these elements influence them for achievement. The present study is stated as follows “Self-Concept, Achievement Motivation and Study Skills in Relation to the Academic Performance of Tenth Standard Students”.

5.6 OPERATIONAL DEFINITION OF THE KEY TERMS USED

1. SELF-CONCEPT

Self-concept implies a person’s perception or view of himself, self-concept is what the individual thinks of his actual self. Self-concept is the totality of attitude, Judgements and value of an individual, related to his behaviours abilities and qualities (According to Haris, 1960).
2. ACHIEVEMENT MOTIVATION

Achievement motivation is defined as the desire to accomplish something of value or importance through effort and to meet standards of excellence in that activity (MC Clelland et al., 1953).

3. STUDY SKILLS

The study skills are the abilities and approaches applied in learning. They are generally critical to success in school. They are considered essential for acquiring good grades, and are useful for learning throughout one's life. It be developed in order to improve a learner's capacity to learn.

4. ACADEMIC PERFORMANCE

“Performance is proficiency of achievement in a given skill or body of knowledge” (Dictionary of Education, 1954).

Academic performance is a measure of knowledge gained in formal education usually indicated by test scores, grade, point, average and degrees. (Encyclopedia Dictionary of Psychology and Education, 2005).

Student’s performance in academic and their level of attainment of knowledge about the subjects or their level of acquisition of knowledge, understanding and skills of that particular subject viz., Mathematics, General Science and Social Science.

5.7 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To study the level of self-concept of the X standard students.

2. To find out the significant difference in the self-concept mean scores of the X standard students in terms of sex, locale, medium of instruction, community,
type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

3. To study the level of achievement motivation of the X standard students.

4. To find out the significant difference in the achievement motivation mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

5. To study the level of study skills of the X standard students.

6. To find out the significant difference in the study skills mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

7. To study the level of academic performance of the X standard students.

8. To find out the significant difference in the academic performance mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

9. To find out the significant relationship between self-concept, achievement motivation, study skills and academic performance of the X standard students.

10. To compare groups of X standard students with different levels of academic performance with respect to self-concept, achievement motivation and study skills.
5.8 HYPOTHESES OF THE STUDY

In the light of the above objectives, the following null hypotheses are formulated for testing.

1. There is no significant difference in the self-concept mean scores between boys and girls.

2. There is no significant difference in the self-concept mean scores between rural and urban schools X standard students.

3. There is no significant difference in the self-concept mean scores between Kannada and English medium X standard students.

4. There is no significant difference in the self-concept mean scores between SC/STs and non-SC/ST students.

5. There is no significant difference in the self-concept mean scores between co-education and girls school students.

6. There is no significant difference in the self-concept mean scores among Government, Private Aided and Private Unaided Schools X standard students.

7. There is no significant difference in the self-concept mean scores between X standard students of graduate and non-graduate parents.

8. There is no significant difference in the self-concept mean scores among X standard students of employed, agriculture and business parents.

9. There is no significant difference in the self-concept mean scores between X standard students, hostellers and dayscholars.

10. There is no significant difference in the achievement motivation mean scores between X standard boys and girls.
11. There is no significant difference in the achievement motivation mean scores between X standard rural and urban students.

12. There is no significant difference in the achievement motivation mean scores between Kannada and English medium X standard students.

13. There is no significant difference in the achievement motivation mean scores between SC/STs and non-SC/ST students.

14. There is no significant difference in the achievement motivation mean scores between co-education and girl’s school students.

15. There is no significant difference in the achievement motivation mean scores among Government, Private Aided and Private Unaided Schools X standard students.

16. There is no significant difference in the achievement motivation mean scores between X standard students of graduate and non-graduate parents.

17. There is no significant difference in the achievement motivation mean scores among X standard students of employed, agriculture and business parents.

18. There is no significant difference in the achievement motivation mean scores between hostellers and dayscholars X standard students.

19. There is no significant difference in the study skills mean scores between X standard boys and girls.

20. There is no significant difference in the study skills mean scores between X standard rural and urban students.

21. There is no significant difference in the study skills mean scores between Kannada and English medium X standard students.
22. There is no significant difference in the study skills mean scores between SC/STs and non-SC/ST students.

23. There is no significant difference in the study skills mean scores between co-education and girls school students.

24. There is no significant difference in the study skills mean scores among Government, Private Aided and Private Unaided Schools X standard students.

25. There is no significant difference in the study skills mean scores between X standard students of graduate and non-graduate parents.

26. There is no significant difference in the study skills mean scores among X standard students of employed, agriculture and business parents.

27. There is no significant difference in the study skills mean scores between X standard students hostellers and dayscholars.

28. There is no significant difference in the academic performance mean scores between X standard boys and girls.

29. There is no significant difference in the academic performance mean scores between X standard rural and urban students.

30. There is no significant difference in the academic performance mean scores between Kannada and English medium X standard students.

31. There is no significant difference in the academic performance mean scores between SC/STs and non-SC/ST students.

32. There is no significant difference in the academic performance mean scores between co-education and girls school students.
33. There is no significant difference in the academic performance mean scores among Government, Private Aided and Private Unaided schools X standard students.

34. There is no significant difference in the academic performance mean scores between X standard students of graduate and non-graduate parents.

35. There is no significant difference in the academic performance mean scores among X standard students employed, agriculture and business parents.

36. There is no significant difference in the academic performance mean scores between X standard hostellers and dayscholars students.

37. There is no significant difference in the mean scores of self-concept between high performing and low performing X standard students.

38. There is no significant difference in the mean scores of achievement motivation between high performing and low performing X standard students.

39. There is no significant difference in the mean scores of study skills between high performing and low performing X standard students.

40. There is no significant relationship between self-concept and achievement motivation of the X standard students.

41. There is no significant relationship between achievement motivation and study skills of the X standard students.

42. There is no significant relationship between study skills and academic performance of the X standard students.

43. There is no significant relationship between self-concept and study skills of the X standard students.
44. There is no significant relationship between achievement motivation and academic performance of the X standard students.

45. There is no significant relationship between self-concept and academic performance of the X standard students.

5. MethoDoLoGy In BRIEF

In the present study survey method was used and details of method followed in study namely selection of tools, sample, collection of data, scoring of the responses and various statistical techniques employed in the analysis of data are presented.

5.10 SAMPLE OF THE STUDY

For the purpose of the study, a total of 800 tenth standard students were selected as sample from different high schools in Mysore District by using stratified random sampling technique.

5.11 TOOLS USED

In the present study the following tools were employed to collect data from the X standard students.

1. Self-concept inventory constructed and standardized
   by Mohsin. S.M. (1979)

2. Achievement motivation scale developed and standardized
   by Gopal Rao (1973)

3. Study skills inventory constructed and standardized
   by Kanchana. M (1986)

4. Academic performance test developed and used
   by the investigator.
5.12 STATISTICAL TECHNIQUES USED

The data thus obtained were analysed by using appropriate statistical techniques such as mean, standard deviation. ‘t’-test, ANOVA, correlation and regression analysis.

5.13 LIMITATIONS OF THE STUDY

1. The study was limited to the selected high schools in Mysore District.
2. This study has been confined only to X standard students.
3. The size of the sample has been restricted to a maximum of 800 students.
4. Among the various boards of secondary level, only the students from Karnataka Secondary School Examination Board has been considered.
5. The study was confined to the variables under consideration viz. self-concept, achievement motivation, study skills and academic performance of X standards students.

5.14 FINDINGS OF THE STUDY

The findings emerged out of the present study are presented below.

1. The X standards boys and girls do not differ significantly in their self-concept scores. The mean value of boys on self-concept is 39.20 and that of girls is 38.51. Their standard deviations are 8.772 and 8.710 respectively. There is no significant difference in self-concept scores between boys and girls.
2. There is a marked difference in self-concept scores between the rural and urban students. The urban students have got a mean value of 39.60 and the rural students have got a mean value of 34.77. Their standard deviations are 8.486 and 7.994
respectively. The urban students have obtained a higher self-concept than the rural students.

3. The X standard English medium students have got a mean value of 39.36 and Kannada medium students have got a mean value of 34.83 in self-concept. Their standard deviations are 8.288 and 7.958 respectively. The English and Kannada medium students differ significantly in their levels of self-concept. The English medium students have obtained higher self-concept scores than the Kannada medium students.

4. The X standard SC/ST students have got a mean value 38.56 and Non-SC/ST students have got a mean value 39.15 in self-concept. Their standard deviations are 7.028 and 7.663 respectively. The SC/ST students and Non-SC/ST students do not differ significantly in their levels of self-concept.

5. The co-education school students have got a mean value of 36.81 and the girls school students have got a mean value of 37.19. Their standard deviations are 7.521 and 7.697 respectively. The girls school students and co-education school students do not differ significantly in their levels of self-concept.

6. There is no significant difference among X standard students of government, private aided and private unaided schools in their levels of self-concept.

7. There is a marked difference in the self-concept mean scores between the X standard students of graduate and non-graduate parents. The students of graduate parents have got a mean value of 39.08 and the students of non-graduate parents have got a mean value of 32.90. Their standard deviations are 8.130 and 7.581 respectively. The students of graduate and non-graduate parents differ
significantly in their levels of self concept. The students of graduate parents have obtained a higher self-concept than the students of non-graduate parents.

8. There is no significant difference among X standard students employed, agriculture and business parents in their levels of self-concept.

9. The X standard students hostellers and dayscholars do not differ significantly in their self-concept. The mean value of hostellers on self-concept is 39.00 and that of dayscholars is 39.03. Their standard deviations are 8.852 and 8.743 respectively. Both of them have obtained similar levels of self-concept.

10. The X standard boys and girls do not differ in their levels of achievement motivation scores. The mean value of boys on achievement motivation is 17.56 and that of girls 17.42. Their standard deviations are 4.187 and 4.149 respectively. Both of them have obtained similar levels of achievement motivation.

11. The rural and urban students differ significantly in their levels of achievement motivation. The rural students have a mean value of 14.14 and urban students of have got a mean of value of 17.63. Their standard deviations are 4.144 and 4.169 respectively. The urban students have higher levels of achievement motivation than the rural students.

12. The English and Kannada medium students differ significantly in their levels of achievement motivation. The English medium students have got a mean value of 17.71 and Kannada medium students have got a mean value of 13.17 in achievement motivation. Their standard deviations are 5.113 and 4.181 respectively. The higher mean scores of English medium students have obtained better achievement motivation than the Kannada medium students.
13. The X standard students of SC/STs and Non-SC/STs do not differ significantly in their achievement motivation scores. The mean value of SC/STs on achievement motivation is 17.42 and that of Non-SC/STs is 17.49. Their standard deviations are 4.163 and 4.214 respectively. Both SC/STs and Non-SC/STs have similar in their levels of achievement motivation.

14. There is a marked difference in achievement motivation scores between the co-education and girls school students. The co-education students have got a mean value of 14.26 and the girls school students have got a mean value of 18.22 in achievement motivation. Their standard deviations are 4.36 and 4.75 respectively. The co-education and girls school differ significantly in their levels of achievement motivation. The girls school students have obtained higher achievement motivation than the co-education school students.

15. The X standard students from Government, Private Aided and Private Unaided Schools do not differ significantly in their levels of achievement motivation. All of them have obtained similar levels of achievement motivation.

16. Significant difference is found in the achievement motivation mean scores between the students of graduate and non-graduate parents. The students of graduate parents have got a mean value of 18.01 and the students non-graduate parents have got mean value of 13.94. Their standard deviations are 4.69 and 4.21 respectively. The students of graduate parents have obtained higher achievement motivation than the students non-graduate parents.
17. There is no significant difference is found among the X standard students of employed, agriculture and business parents in their levels of achievement motivation.

18. The X standard students hostellers and dayscholars do not differ significantly in their achievement motivation. The mean value of hostellers on achievement motivation is 17.57 and that of dayscholars is 17.47. Their standard deviations are 4.269 and 4.167 respectively, both of them have obtained similar levels of achievement motivation.

19. The X standard boys and girls do not differ significantly in their levels of study skills. The mean value of boys on study skills is 43.83 and that of girls is 44.18. Their standard deviations are 8.243 and 8.301 respectively. Both boys and girls have similar in their levels of study skills.

20. There is a marked difference in the study skills mean scores between the rural and urban students. The rural students have got a mean value of 40.84 and the urban students have got a mean value of 44.94. Their standard deviations are 8.902 and 9.783 respectively. The higher mean scores of urban students possessed better study skills than the rural students.

21. The English medium and Kannada medium students differ significantly in their levels of study skills. English medium students have got a mean value of 45.37 and Kannada medium students have got a mean value of 41.17 in study skills. Their standard deviations are 9.862 and 9.748 respectively. The higher mean scores of English medium students possessed better levels of study skills than the Kannada medium students.
22. The SC/STs and Non-SC/ST students do not differ significantly in their study skills. The SC/ST students have obtained a mean value 43.44 and Non-SC/ST students have obtained a mean value 44.11 in study skills. Their standard deviations are 8.306 and 8.507 respectively.

23. The co-education students have got a mean value of 45.51 and the girls school students have obtained a mean value of 46.17. Their standard deviations are 8.23 and 8.51 respectively. The girls school students and co-education school students do not differ significantly in their levels of study skills.

24. The X standard students from Government, Private Aided and Private Unaided Schools do not differ significantly in their study skills. All of them have obtained almost similar in their levels of study skills.

25. There is marked difference in the study skills mean scores between the students of graduate and non-graduate parents. The students of graduate parents have obtained mean value 49.82 and the students of non-graduate parents have obtained a mean value of 44.02. Their standard derivations are 9.87 and 8.64 respectively. The students of graduate and non-graduate parents differ significantly in their study skills. The higher mean scores of the students of graduate parents have better levels of study skills than the students of non-graduate parents.

26. The X standard students of employed, agricultural and business parent do not differ significantly in their study skills. The students of employed, agricultural and business parents have almost similar in their levels of study skills.

27. The hostellers and dayscholars do not differ significantly in their study skills. The X standard students hostellers have obtained a mean value of 44.88 and the
dayscholars have got a mean value of 43.91. Their standard deviations are 8.439 and 8.345 respectively. Both hostellers and dayscholars have similar in the levels of study skills.

28. Significant difference is found in the academic performance mean scores between boys and girls. The boys have got mean value of 68.36 and the girls have got a mean value of 74.21. Their standard deviations are 10.74 and 10.88 respectively. The X standard boys and girls differ significantly in their levels of academic performance. The girls have obtained a higher level of academic performance than their counterparts.

29. There is a marked difference in the academic performance mean scores between the rural and urban students. The rural students have a got a mean value of 59.27 and the urban students have got a mean value of 72.27. Their standard deviations are 10.78 and 11.55 respectively. The higher mean scores of urban students have better levels of academic performance than the rural students.

30. The English medium and Kannada medium students do not differ significantly in their levels of academic performance. The English medium students have obtained a mean value of 67.08 and Kannada medium students have got a mean value 69.71. Their standard deviations are 10.53 and 10.67 respectively. Both English and Kannada medium students have similar in their levels of academic performance.

31. The SC/STs and Non-SC/ST students do not differ significantly in their academic performance. The SC/ST students have got a mean value 69.61 and Non-SC/ST students have got a mean value 70.03. Their standard deviations are 10.19 and
10.53 respectively. Both the categories of students have similar levels of academic performance.

32. The co-education school students have got a mean value of 70.98 and the girls school students have got a mean value of 72.03. Their standard deviations are 10.96 and 10.98 respectively. The girls school students and co-education school students do not differ significantly in their levels of academic performance.

33. There is no significant difference among X standard students of Government, Private Aided and Private Unaided Schools in their levels of academic performance.

34. Significant is difference found in the academic performance mean scores between the students of graduate and non-graduate parents. The students of graduate parents have obtained a mean value 71.89 and the students of non-graduate parents have obtained a mean value of 66.01. Their standard deviations are 11.27 and 10.80 respectively. The students of graduate parents have better levels of academic performance than the students of non-graduate parents.

35. There is no significant difference among X standard students of employed, agriculture and business parents in their levels of academic performance.

36. The hostellers and dayscholars do not differ significantly in their levels of academic performance scores. The X standard students hostellers have got a mean value of 71.80 and the dayscholars have got a mean value of 70.90. Their standard deviations are 11.195 and 10.665 respectively. Both hostellers and dayscholars have almost similar in their levels of academic performance.
37. The mean scores of high performing and low performing X standard students on self-concept are 39.52 and 33.00. Their standard deviations 7.305 and 7.011 respectively. There is a significant difference between high performing and low performing students in self concept. The high performing students have obtained a higher self-concept scores than the low performing students.

38. The mean scores of high performing and low performing X standard students on achievement motivation are 17.88 and 13.25. The standard deviations are 5.210 and 4.281 respectively. There is a significant difference between high performing students and low performing students in achievement motivation. The high performing students have obtained a better achievement motivation scores than the low performing students.

39. The mean scores of high performing and low performing X standard students on study skills are 43.87 and 36.29. The standard deviations are 8.45 and 7.16 respectively. There is a significant difference between the high performing and low performing students in study skills. The high performing students have obtained a better levels of study skills than the low performing students.

40. There is a significant and positive relationship between self-concept and achievement motivation of the X standard students.

41. There is a significant and positive relationship between achievement motivation and the study skills of the X standard students.

42. There is a significant and positive relationship between study skills and academic performance of the X standard students.
43. There is a significant and positive relationship between self-concept and study skills of the X standard students.

44. There is a significant and positive relationship between achievement motivation and the study skills of the X standard students.

45. There is a significant and positive relationship between achievement motivation and academic performance of the X standard students.

46. The self-concept, achievement motivation, study skills and academic performance of the X standard students are moderately and significantly correlated with each other.

5.15 RECOMMENDATIONS OF THE STUDY

The following recommendations were made based on findings of the present study.

1. It has been found that the X standard students have a greater level of study skills. In order to enrich the study skills of students, the teachers should create conducive atmosphere for their learning at the classroom level and also create more opportunities for them to develop study skills.

2. It has been found that the X standard students have obtained a higher level of achievement motivation. Further they may be encouraged to undertake individualized learning in order to develop logical thinking, reasoning, problem solving abilities and creativity. The teachers in school may also be provided necessary guidance and motivate students taking in account of their learning styles and individual differences among students.
3. The present study reveals that the rural students, Kannada medium students, the students of non-graduate parents have a lower level of self-concept, achievement motivation, study skills and it leads to low academic performance of the students. The schools may organize necessary programmes including remedial teaching, and adopt appropriate strategies for them to develop their self-concept, study skills and achievement motivation. The students at this stage, have a possibility to neglect their studies. In this regard the parents should take care of their children and creative an ideal learning atmosphere at home to develop the desired behaviours among the students.

4. The best performing students would be encouraged to participate in various curricular and co-curricular activities of the school in and out of classrooms at various levels.

5. It is found that the students studying in Government schools have less study skills and low academic performance that that of the students studying Private Aided and Private Unaided schools. The school education authorities of Govt. Schools should take note of this finding and should take appropriate strategies to foster the study skills of X standard students. The students may be encouraged to participate in debates, quiz programmes and meetings to develop interest and motivation in their studies.
5.16 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. In the light of findings of the study there is a need to organize intervention programmes for parents, teachers and students. Intervention programs for parents should aim at the enrichment of the family environment, so as to enable the parents to contribute better in the school performance of students. Such programmes may be organized through schools were not only awareness and orientation be provided to parents but also adequate training concerning ways and means through which enriched school focused interactions be achieved.

2. Schools should arrange a variety of co-curricular activities, so that the students can participate in a number of activities of their choice, which enhances their self-concept and achievement motivation.

3. By means of practising study skills in students, one can be developed positive self-concept, and better academic performance.

4. Education does not mean learning core subjects such as Mathematics, General Science and Social Science and the alike. Along with these subjects the pedagogic/home environment should offer facilities that help students learn life lessons too.

5. In-service training should be given to the high school teachers for enhancing the academic achievement of students, development of positive self-concept and achievement motivation.

6. Partnership between the school and the community may be made more functional and the curricular and co-curricular approaches, curriculum transaction may be employed to attain the objectives of secondary education.
7. Effective study skills need to be always practiced. The skills include goals, time scheduling, listening, reading, remembering and problem solving.

8. Continuous internal assessment and evaluation with constant feedback to students will improve their academic performance and in turn self-concept as well as achievement motivation.

9. The instructional design aimed at to produce specific change in the behaviour of students and it can be used to shape the curriculum, student activities, evaluation and other settings with instructional objectives.

10. Teacher should right attitude towards the education of students through the process of teaching in the classroom so as to achieve their ultimate aims and objectives of education.

11. Comprehensive studies of family environment characteristics covering psycho-social characteristics as well as status characteristics, as associated with school performance of students may also be carried out.

5.17 SUGGESTIONS FOR FURTHER RESEARCH

In the light of the present study and its results, it is suggested to undertake the following studies.

1. As this study has been taken up with only X standard students. Similar studies can be conducted for students at the higher secondary level.

2. Interaction of self-concept, achievement motivation, study skills and level of aspiration of the plus two students can be undertaken.
3. A comparative study of self-concept, achievement motivation, study skills and academic performance of Tenth standard students under central board of secondary education and the students of state board may be taken up.

4. Attempts may be taken to study the constrains in the Secondary Education of Karnataka state.

5. Attempts may be taken to study the effect of co-operative learning on study skills, locus of control and academic achievement of the learners at different levels may be undertaken.

6. Studies may be conducted to psychological variables of the college students like interest, attitude, aptitude, learning styles, personality, multiple intelligence etc.

7. A learning of academic performance in relation to intelligence and other social variables may be taken up.

8. The investigator had made the learning of only the students of X standard the learning can be extended to different classes of all types of schools, including ICSE, CBSE and Anglo-Indian schools.

5.18 CONCLUSION

The present study reveals that the X standard students have considerable levels of self-concept, achievement motivation and study skills. The study reveals that certain student related and institutional related variables may be influenced their reveals of academic performance of the students.
Secondary education plays a very significant role in every individual life since after secondary education all decisions are made for the future. Students need proper guidance for the management of their time and efforts for better prospects. The learning habits individually cultivated by them are likely to determine the level of their success.

Abdul Kalam A.P.J. (The Former President of India) had expressed that the youth had to develop aspiration and aspiration leads to academic performance. This research will help the students to lead a better academic performance.