CHAPTER VI

Summary, Major Findings, Conclusions, Educational Implications and Suggestions for Further Research
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SUMMARY, MAJOR FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter deals with the summary, major findings, conclusions, educational implications and suggestions for further research.

6.1 SUMMARY

Education plays an important role in the progress of an individual’s mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines education as the process of educating or teaching ‘Educate’ is further defined as “to develop the knowledge, skill, or character of...” Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Education being one of the most important factors responsible to mould personality of an individual has manifold functions. It is the potent source of material for human development. Quality is the most cherished goal in human Endeavour and especially in the field of education. The right to education has been well recognized by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as: I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages .... II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms. III. Parents have a right to choose the kind of education that shall be given to their children. Education has now become a global concern.

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income as contributors significantly to academic achievement. A great
deal of research work has been done to assess the relationship of academic achievement with intelligence, anxiety, stress and other variables.

In recent years, society’s interest and concern for academic achievement has increased. In an adolescent’s social system, academic achievement is gaining a prominent value, particularly in India.

Academic achievement refers to 'identifiable operations' a student is expected to perform on the materials of a course and refers to the difference between the number and kinds of operations the students can and does perform at the beginning or at the end of the course. It is incorrect to consider high and low achievement, synonymous with over and under achievement. Under achievement is a fact, not simply an artifact of psychological and educational measurement. An under achiever is one who performs significantly less well in junior college / college, than could be predicted from his performance on the measures of learning ability or intelligence. An over achiever is one who tries too hard and worries too much about his success or failure than by the hope of success. The distinction between the concepts of high and low, over and under achievement is that high and low achievement are defined in terms of an absolute standard of performance while over or under achievement involve the discrepancy between predicted and actual achievement.

Research shows that student motivation and attitudes towards junior college are closely linked to student – teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relations with their students. Their ability to create effective learning environment that foster student achievement depends on the kind of relationship they build with their students. Useful teacher-to-student interactions are crucial in linking academic success with personal achievement. Here, personal success is a student's internal goal of improving himself, whereas academic success includes the goals he receives from his superior. A teacher must guide his student in aligning his personal goals with his academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions.
6.1.1 Introduction

College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different stressors such as time management, financial problems, sleep deprivation, social activities, and for some students even having children, can all pose their own threat to a student's academic performance. The way that academic performance is measured is through the ordinal scale of grade point average (GPA). A student's GPA determines many things such as class rank and entrance to graduate junior college. Much research has been done looking at the correlation of many stress factors that college students' experience and the effects of stress on their GPA.

This study did not take into account a main factor that a lot of college students have to deal with, having children and families to care for. Today more and more people are deciding to return to college after being out in the work force. Coming back to college puts high demands on older people, who sometimes have family already. This factor of having a family could itself contribute to a lower GPA, but one study looked at this factor of family and found the contrary. What helped these students was the support they found within the University, support such as childcare services, and also courses in how to hone superior studying skills. One extraneous factor in the study of family and junior college demands was that most of the students surveyed were only part-time students and therefore not a representative sample of the general college population.

There are also a number of health-related factors that can contribute to a student's academic performance, and therefore have an effect on his or her GPA. The amount of exercise, nutritional routines, and also the amount of social support the student perceives all can contribute to how a student academically performs. Exercising too much or not at all can influence academic performance. A frequent occurrence on college campuses is students becoming almost addicted to exercise, turning a healthy behavior into one that is psychologically unhealthy. Nutrition is also a problem with college students. Students may have difficulty finding the time to cook adequate meals. Most students are just learning to live on their own, and learning to cook can prove to be a challenge. Finding time to go to the grocery store once every couple of weeks can be a demanding task.
Little storage space is available in the average dorm room, and food storage may not be possible at all.

The above crucial conditions led the investigator to attempt to measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in groups and results in total were classified. The marks are converted into percentages and to study the influences of various demographic variables, intelligence, personality variables, study habits, self-concepts and personal factors on results of junior college students. The present study is a presage – product study in the area of results of junior college students. Studies of this type are not many. Therefore, there is a great need to conduct presage – product study in the area of results of junior college students.

6.1.2 Statement of the problem

The present study is concerned with the causes for poor results in junior colleges in Chittoor district. It examines the main and interaction effect of gender, year of study and management on the causes for poor results in junior colleges. It establishes the relationship between the causes for poor results and other variables namely; intelligence, personality factors, study habits, self concept, socio – economic status and socio – demographic variables. It also predicts the causes for poor results of junior colleges with the help of sets of psycho – sociological variables.

6.1.3 Title of the problem

The title of the present study is, "A DIAGNOSTIC STUDY OF THE CAUSES FOR POOR RESULTS IN SOME JUNIOR COLLEGES IN CHITTOOR DISTRICT".

6.1.4 Need and importance of the present study

The Government constituted a three – member expert committee to probe and analyse the reasons for poor results in the state-run junior colleges. The pass percentage, which is just about 20% has been worrying the government to a great deal. One of the
faculty. According to information, there are over many vacant junior college lecturer posts in the state. Following instructions from the government the management had reportedly recruited the teaching staff on contract basis depending on the local availability without giving much thought to the quality.

Over 23 percent students registered in class XII to sit for the intermediate examinations this year have dropped out mainly due to financial constraints. The main cause of the dropout is the financial inability of the students’ families to bear their educational expenses. Prices of educational material and different types of fees have sharply shot up in the last two years. Academicians observe that most families of the low-income groups are forced to reduce their children’s educational expenses thanks to persisting skyrocketing prices of essentials.

The main causes for poor results in intermediate course

- Lack of Co-curricular activities
- Difficulty subjects in the course
- Family financial inability
- Fear of English, Mathematics, Sciences
- Involvement in institutional politics in some cases
- Lack of lab facility in the college
- Lack of library facility in the college
- Marriage of girl students
- Insufficient teaching staff
- Lack of Physical infrastructure in the college
- Lack of facilities for games and sports in the college
- Poor results in the unit tests
- Lack of separate room for study in the home
- Lack of sufficient qualified teachers
- Student carelessness
Student carelessness
Political influence, strikes, dharnas etc., and captivating films tower all
Study Hours at Home
Study hours in college
Insufficient Learning material in teaching
Lack of managerial skills of the governing body
Works at Home

Achievement in checking poor results can not be seen overnight and all officials and people concerned should take additional efforts to that end.

The present study aims at the non-availability of qualified and committed teachers are at one end and at the other end are students lagging behind their own learning aptitude. Their family and surroundings, environment and family history too may contribute for poor results. Based on the above conditions the investigator made an attempt to find out a diagnostic study in getting the exact picture of the causes for poor results at the intermediate level.

The above conditions have led the investigator to make an attempt in this area “A DIAGNOSTIC STUDY OF THE CAUSES FOR POOR RESULTS IN SOME JUNIOR COLLEGES IN CHITTOOR DISTRICT”.

6.1.5 Purpose of the study

The present study aims at investigating the causes for poor results in junior colleges in relation to intelligence, personality factors, study habits, self concept, socio-economic status and socio-demographic variables.

The purpose of the study is to make an attempt to answer the following questions

1. What is the general ability of the junior college students?

2. Whether there is any interaction effect of gender, year of the study and management on the poor results of junior college students.
4. Whether there is any relationship between intelligence and poor results of junior college students?

5. Whether there is any relationship between personality factors and poor results of junior college students?

6. Whether there is any relationship between study habits and poor results of junior college students?

7. Whether there is any relationship between self concept and poor results of junior college students?

8. Whether there is any relationship between socio-economic status and poor results of junior college students?

9. What is the percentage of variance explained by the socio demographic variables in estimating poor results of junior college students?

10. What is the percentage of variance explained by the psychological variables in estimating poor results of junior college students?

11. What is the percentage of variance explained by the different independent variables (all independent variables) in estimating poor results of junior college students?

6.1.6 Scope of the study

The main intention of the study is to find the language, group subjects marks and total marks of junior college students in relation with socio-demographic variables, study habits, self-concept and personality factors. To measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in groups and results in total were classified. The marks are converted into percentages. The socio-demographic variables, study habits, self-concepts and personality factors are measured by using the relevant instruments.

The study attempted to predict the language, group subjects marks and total marks of intermediate students with the help of different psycho-sociological variables.
6.1.7 Objectives of the study

The study has been designed with the following specific objectives.

1. To know the performance of junior college students at examinations.

2. To study the interaction effect of gender, year of the study and management on the poor results of junior college students.

3. To study the influence of socio-demographic variables on the poor results of junior college students.

4. To study the influence of intelligence on the poor results of junior college students.

5. To study the influence of personality on the poor results of junior college students.

6. To study the influence of study habits on the poor results of junior college students.

7. To study the influence of self concept on the poor results of junior college students.

8. To study the influence of socio-economic status on the poor results of junior college students.

9. To predict the poor results of junior college students with the help of socio-demographic variables.

10. To predict the poor results of junior college students with the help of psychological variables.

11. To predict the poor results of junior college students with the help of all independent variables?
6.1.8 Hypotheses of the study

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of this investigation.

1. All junior college students do not have same results.

2. Gender, year of the study and management would not have significant influence on the poor results of junior college students.

3. There would not be significant influence of socio demographic variables on the poor results of junior college students.

4. There would not be significant influence of intelligence on the poor results of junior college students.

5. There would not be significant influence of personality on the poor results of junior college students.

6. There would not be significant influence of study habits variables on the poor results of junior college students.

7. There would not be significant influence of self concept on the poor results of junior college students.

8. There would not be significant influence of socio-economic status on the poor results of junior college students.

9. It would not be possible to predict the poor results of junior college students with the help of socio demographic variables.

10. It would not be possible to predict the poor results of junior college students with the help of psychological variables.

11. It would not be possible to predict the poor results of junior college students with the help of all independent variables.
6.1.9 Variables studied

The following variables were taken into consideration for this study.

A. Dependent Variables

Results from the Board of Intermediate Education Examinations

1. Language marks
2. Group subjects marks
3. Total marks

The present study considers total marks as the main dependent variable that is the composite score arrived at combining language and group marks of intermediate students.

B. Independent Variables

i. Socio – Demographic variables

The following socio – demographic variables are included in the present investigation:

1. Management
2. Year of study
3. Gender
4. Group of study
5. Difficult subject in the course
6. Age
7. Caste
8. Community
9. Locality
10. Residence
11. Birth order
12. Father education
13. Father occupation
14. Mother education
15. Mother occupation
16. Economic position of the family
17. Annual income of the family
18. Size of the family
19. Type of the family
20. Medium of study
21. Separate room for the study
22. Socio – economic status

II. Psychological Variables

The following psychological variables are included in the present investigation:

1. Intelligence,
2. Cattell’s 14 personality factors (14 PF), Form ‘A’,
3. Study habits
4. Self concept

Total numbers of variables in the investigation 3 are dependent variables and 49 independent variables.

6.1.10 Methods of study

The present study is survey type. Various procedures that are followed in the construction and standardization of data gathering instruments and the tools adopted to measure the impact of different variables that are included in the study are discussed. The methods adopted in selection of the sample, collection of data, scoring and analysis are as follows.
To measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in groups and results in total were classified. The marks are converted into percentages. A questionnaire is prepared to collect the necessary information about the students regarding their personal characteristics, home background and socio-economic conditions of the family. To measure the study habits of the students, the Study Habits Inventory (SHI) developed by Dr. B. V. Patel (1975) was adopted and it is worth using for the present investigation. To measure the self-concepts of the students, self-concept scale (SCS) developed by Dr. (Miss) Mukta Rani Rastogi (1974) was adopted and it is more suitable for the purpose of present study. To measure the personality traits of IX class students, High Junior college Personality Questionnaire (HSPQ) Form – A, developed by Cattell (1950) is adopted for the study. To measure the intelligence of the students, Raven’s Progressive Matrices Test (RPM) developed by J. C. Raven (1950) was adopted and it is more suitable for the purpose of present study. To measure the socio-economic status of the students, socio-economic status (SES) developed by Aaron, P.G Marihal, V. G. and Malathisha, R.N., (1974) was adopted and it is more suitable for the purpose of present study. Socio-Demographic Scale was developed by the investigator to measure the socio-demographic variables. A sample of 1200 students representing all categories of students is selected by following the standardized procedures. The necessary data is collected in a planned way and are analyzed using appropriate statistical techniques and the results are interpreted accordingly.

6.1.11 Tools used

The tools used in the present study are shown here under:

1. Results

To measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in groups and results in total were classified. The marks are converted into percentages.
2. Raven’s Standard Progressive Matrices (R.P.M) scale

To measure the intelligence of the students, the Standard Progressive Matrices prepared and standardized by Raven, J.C. (1950) was adopted.

3. Cattel’s 14 personality factors (14 PF), Form - ‘A’.

Cattell’s 14 personality factors (14 PF), Form - ‘A’ (HSPQ) (1950) is adopted to measure the personality traits of the students.

4. Study habit inventory

Dr. B. V. Patel (1975) study habit inventory is adopted to measure the study habits of the students.

5. Self concept scale

Dr. (Miss) Mukta Rani Rastogi’s (1974) self – concept scale is adopted to measure the self – concept of the students.

6. Socio – Economic Status (S.E.S) scale


7. Personal Data Sheet is developed by the investigator, to measure the socio-demographic variables.

6.1.12 Sample selected

The sample for the investigation consists of 1200 Intermediate students. The stratified random sampling was applied in three stages. In the first stage three management colleges were selected (Government, Aided and Private college), in the second stage two years of study in intermediate colleges (First year and Second year) and next stage 100 boys and 100 girls students were selected. In total 600 male and 600 female students are included in this study. It is a 3X2X2 factorial design with 1200 sample subjects.
6.1.13 Collection of data and analysis

Having selected the junior colleges, following stratified random sampling method, the investigator consulted the heads of institutions selected, personally and explained them, the purpose of the test and took their permission for holding the test. The test dates for different junior colleges were intimated sufficiently in advance. The students were thoroughly motivated for the tests and they were given proper instructions for answering the different sets of test tools. The investigator visited all the junior colleges personally, as decided and intimated earlier. The pupils who attended to the junior college on the day of collection of data are considered for the purpose of the investigation. The students were given necessary instructions about the various instruments and motivated to respond genuinely to all the items. The study habits inventory, Socio-Demographic Scale and Socio-economic status scale were administered in the forenoon session. RPM scale, Self-concept scale and HSPQ questionnaire were administered in the Afternoon session. To measure the performance of junior college students, from the Board of Intermediate Education examinations marks were taken as the indices of the level of results of the students. On the basis of results in languages, results in groups and results in total were classified. The marks are converted into percentages from the records of the colleges. All the data gathering instruments are collected from the students and they are evaluated following the weightages given by the test constructing authorities concerned. All the collected data are given for statistical analysis. Scoring is done as already explained in the preceding pages, under each tool. The data on each variable is properly coded to suit for computer analysis.

6.1.14 Statistical analysis

On the basis of the objectives of the investigation, statistical analysis is carried out by employing appropriate statistical techniques.

Frequency distribution tables were prepared for the total sample and for some other variables. Measures of central tendency, measures of dispersion, percentages, skewness, kurtosis and standard error of mean were computed wherever necessary. The inferential statistical techniques such as 't' test (critical ratio) and 'F' test were employed
to test different hypotheses. Multiple ‘R’ was computed by carrying out Step – Wise Multiple Regression analysis to find out whether it would be possible to predict results of junior college students. For dividing the groups, quartile values and sten values are used wherever necessary. The obtained numerical results are adumbrated by graphical representations wherever necessary.

For Statistical Formulae, the Following text Books were consulted:

- “Statistical Methods for research workers” by Fisher (1950).

The significant levels employed with respective symbols are given here under:

- ** Indicates significant at 0.01 level
- * Indicates significant at 0.05 level
- @ Indicates not significant at 0.05 level

6.2. MAJOR FINDINGS OF THE STUDY

The statistical treatment of the data reveals the following major findings of the study

6.2.1 Distribution characteristics of results

1. The mean language marks for the whole group (N = 1200) is 73.39. The median and mode values are 78.00 and 95.00. The magnitude of skewness is -0.371 and kurtosis is -1.200. Hence the frequency distribution of language marks for the whole group is slightly negatively skewed. It implies that the scores are massed at the high / right end of the scale and are spread out gradually towards the low/
left end of the scale and frequency distribution of language marks for the whole group is lepto kurtic. The distribution is peaked than the normal distribution. On the whole the languages of the Junior college students is good, because mean language marks is greater than 50 percent.

2. The mean language marks for the Government students \((N = 400)\) is 65.22. The median and mode values are 66.00 and 47.00. The magnitude of skewness is 0.064 and kurtosis is -1.345. Hence the frequency distribution of language marks for the Government students is slightly positively skewed. It implies that the scores are massed at low / left end of the scale and are spread out gradually towards the high / right end of the scale. The frequency distribution of language marks for the Government students is lepto kurtic. The distribution is peaked than the normal distribution.

3. The mean language marks for the Aided students \((N = 400)\) is 80.78. The median and mode values are 85.00 and 95.00. The magnitude of skewness is -0.850 and kurtosis is -0.500. Hence the frequency distribution of language marks for the Aided students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of language marks for the Aided students is lepto kurtic. The distribution is peaked than the normal distribution.

4. The mean language marks for the Private students \((N = 400)\) is 74.18. The median and mode values are 81.00 and 95.00. The magnitude of skewness is -0.479 and kurtosis is -1.099. Hence the frequency distribution of language marks for the Private students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of language marks for the Private students is lepto kurtic. The distribution is peaked than the normal distribution.
5. The mean language marks for the first year students (N = 600) is 72.24. The median and mode values are 76.00 and 95.00. The magnitude of skewness is -0.297 and kurtosis is -1.202. Hence the frequency distribution of language marks for the first year students is slightly negatively skewed. It implies that the scores are massed at high/right end of the scale and are spread out gradually towards the low/left end of the scale. The frequency distribution of language marks for the male students is lepto kurtic. The distribution is peaked than the normal distribution.

6. The mean language marks for the second year students (N = 600) is 74.54. The median and mode values are 80.00 and 95.00. The magnitude of skewness is -0.456 and kurtosis is -1.173. Hence the frequency distribution of language marks for the second year students is slightly negatively skewed. It implies that the scores are massed at high/right end of the scale and are spread out gradually towards the low/left end of the scale. The frequency distribution of language marks for the second year students is lepto kurtic. The distribution is peaked than the normal distribution.

7. The mean language marks for the male students (N = 600) is 74.52. The median and mode values are 82.00 and 95.00. The magnitude of skewness is -0.510 and kurtosis is -1.127. Hence the frequency distribution of language marks for the male students is slightly negatively skewed. It implies that the scores are massed at high/right end of the scale and are spread out gradually towards the low/left end of the scale. The frequency distribution of language marks for the male students is lepto kurtic. The distribution is peaked than the normal distribution.

8. The mean language marks for the female students (N = 600) is 72.26. The median and mode values are 75.00 and 95.00. The magnitude of skewness is -0.236 and kurtosis is -1.226. Hence the frequency distribution of language marks for the female students is slightly negatively skewed. It implies that the scores are massed at high/right end of the scale and are spread out gradually towards the low/left end of the scale. The frequency distribution of language marks for the female students is lepto kurtic. The distribution is peaked than the normal distribution.
marks for the female students is lepto kurtic. The distribution is peaked than the normal distribution.

9. The mean value on language marks for male students is 74.52 and for female students is 72.26. It can be inferred that male students performed better than female students. The mean values of Government students, Aided students and Private students are 65.22, 80.78 and 74.18 respectively. It indicates that Aided students performed better than the Government and Private students. The mean values of first year students and second year students are 72.24 and 74.54 respectively. It indicates that second year students performed better than the first year students. It is clear from the Table – 13 that the mean language marks for the students of Aided colleges is the highest (80.78) among all the groups and the lowest (72.24) for the students of first year. The standard deviation of language marks for the male students is the highest (17.82) among all the groups and the lowest (15.34) for the students of Aided colleges. The values of skewness for the students of Government colleges are positively skewed. It implies that the scores are massed at low / left end of the scale and are spread out gradually towards the high / right end of the scale and remaining groups are negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. All the distributions of language marks are lepto kurtic, the distributions is peaked than the normal distribution, since the values of kurtosis for different groups are less than 3.00.

10. The mean group subjects marks for the whole group (N = 1200) is 75.40. The median and mode values are 85.00 and 93.00. The magnitude of skewness is -0.533 and kurtosis is -1.312. Hence the frequency distribution of group subjects marks for the whole group is slightly negatively skewed. It implies that the scores are massed at the high / right end of the scale and are spread out gradually towards the low / left end of the scale and frequency distribution of group subjects marks for the whole group is lepto kurtic. The distribution is peaked than the normal distribution. On the whole the group subjects of the
Junior college students is good, because mean group subjects marks is greater than 50 percent.

11. The mean group subjects marks for the Government students \((N = 400)\) is 65.54. The median and mode values are 58.50 and 42.00. The magnitude of skewness is 0.249 and kurtosis is -1.536. Hence the frequency distribution of group subjects marks for the Government students is slightly positively skewed. It implies that the scores are massed at low / left end of the scale and are spread out gradually towards the high / right end of the scale. The frequency distribution of group subjects marks for the Government students is lepto kurtic. The distribution is peaked than the normal distribution.

12. The mean group subjects marks for the Aided students \((N = 400)\) is 86.76. The median and mode values are 91.00 and 93.00. The magnitude of skewness is -1.775 and kurtosis is 2.645. Hence the frequency distribution of group subjects marks for the Aided students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the Aided students is lepto kurtic. The distribution is peaked than the normal distribution.

13. The mean group subjects marks for the Private students \((N = 400)\) is 73.90. The median and mode values are 83.00 and 93.00. The magnitude of skewness is -0.376 and kurtosis is -1.477. Hence the frequency distribution of group subjects marks for the Private students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the Private students is lepto kurtic. The distribution is peaked than the normal distribution.

14. The mean group subjects marks for the first year students \((N = 600)\) is 73.66. The median and mode values are 82.00 and 93.00. The magnitude of skewness is -0.373 and kurtosis is -1.489. Hence the frequency distribution of group marks for the first year students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the first year students is lepto kurtic. The distribution is peaked than the normal distribution.
subjects marks for the first year students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the male students is lepto kurtic. The distribution is peaked than the normal distribution.

15. The mean group subjects marks for the second year students (N = 600) is 77.14. The median and mode values are 86.00 and 93.00. The magnitude of skewness is -0.704 and kurtosis is -1.054. Hence the frequency distribution of group subjects marks for the second year students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the second year students is lepto kurtic. The distribution is peaked than the normal distribution.

16. The mean group subjects marks for the male students (N = 600) is 73.43. The median and mode values are 80.00 and 93.00. The magnitude of skewness is -0.347 and kurtosis is -1.458. Hence the frequency distribution of group subjects marks for the male students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the male students is lepto kurtic. The distribution is peaked than the normal distribution.

17. The mean group subjects marks for the female students (N = 600) is 77.37. The median and mode values are 87.00 and 93.00. The magnitude of skewness is -0.735 and kurtosis is -1.064. Hence the frequency distribution of group subjects marks for the female students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of group subjects marks for the female students is lepto kurtic. The distribution is peaked than the normal distribution.
18. The mean value on group subjects marks for male students is 73.43 and for female students is 77.37. It can be inferred that female students performed better than male students. The mean values of Government students, Aided students and Private students are 65.54, 86.76 and 73.90 respectively. It indicates that Aided students performed better than the Government and Private students. The mean values of first year students and second year students are 73.66 and 77.14 respectively. It indicates that second year students performed better than the first year students. It is clear from the Table - 22 that the mean group subjects marks for the students of Aided colleges is the highest (86.76) among all the groups and the lowest (65.54) for the students of Government College. The standard deviation of group subjects marks for the Government students is the highest (20.90) among all the groups and the lowest (12.39) for the students of Aided colleges. The values of skewness for the students of Government college is positively skewed. It implies that the scores are massed at low / left end of the scale and are spread out gradually towards the high / right end of the scale and remaining groups are negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. All the distributions of group subjects marks are lepto kurtic, the distributions is peaked than the normal distribution, since the values of kurtosis for different groups are less than 3.00.

19. The mean total marks for the whole group (N = 1200) is 74.39. The median and mode values are 74.50 and 92.00. The magnitude of skewness is -0.288 and kurtosis is -0.765. Hence the frequency distribution of total marks for the whole group is slightly negatively skewed. It implies that the scores are massed at the high / right end of the scale and are spread out gradually towards the low / left end of the scale and frequency distribution of total marks for the whole group is lepto kurtic. The distribution is peaked than the normal distribution. On the whole the totals of the Junior college students is good, because mean total marks is greater than 50 percent.
20. The mean total marks for the Government students (N = 400) is 65.38. The median and mode values are 65.50 and 68.50. The magnitude of skewness is 0.109 and kurtosis is -0.445. Hence the frequency distribution of total marks for the Government students is slightly positively skewed. It implies that the scores are massed at low / left end of the scale and are spread out gradually towards the high / right end of the scale. The frequency distribution of total marks for the Government students is lepto kurtic. The distribution is peaked than the normal distribution.

21. The mean total marks for the Aided students (N = 400) is 83.77. The median and mode values are 86.00 and 92.50. The magnitude of skewness is -0.758 and kurtosis is 0.061. Hence the frequency distribution of total marks for the Aided students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of total marks for the Aided students is lepto kurtic. The distribution is peaked than the normal distribution.

22. The mean total marks for the Private students (N = 400) is 74.04. The median and mode values are 73.50 and 66.50. The magnitude of skewness is -0.183 and kurtosis is -0.737. Hence the frequency distribution of total marks for the Private students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of total marks for the Private students is lepto kurtic. The distribution is peaked than the normal distribution.

23. The mean total marks for the first year students (N = 600) is 72.95. The median and mode values are 72.00 and 89.00. The magnitude of skewness is -0.154 and kurtosis is -0.658. Hence the frequency distribution of total marks for the first year students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of total marks for the male students is lepto kurtic. The distribution is peaked than the normal distribution.
24. The mean total marks for the second year students \((N = 600)\) is 75.84. The median and mode values are 76.00 and 92.50. The magnitude of skewness is -0.445 and kurtosis is -0.763. Hence the frequency distribution of total marks for the second year students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of total marks for the second year students is lepto kurtic. The distribution is peaked than the normal distribution.

25. The mean total marks for the male students \((N = 600)\) is 73.97. The median and mode values are 74.00 and 72.00. The magnitude of skewness is -0.283 and kurtosis is -0.834. Hence the frequency distribution of total marks for the male students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of total marks for the male students is lepto kurtic. The distribution is peaked than the normal distribution.

26. The mean total marks for the female students \((N = 600)\) is 74.82. The median and mode values are 74.50 and 92.50. The magnitude of skewness is -0.279 and kurtosis is -0.715. Hence the frequency distribution of total marks for the female students is slightly negatively skewed. It implies that the scores are massed at high / right end of the scale and are spread out gradually towards the low / left end of the scale. The frequency distribution of total marks for the female students is lepto kurtic. The distribution is peaked than the normal distribution.

27. The mean value on total marks for male students is 73.97 and for female students is 74.82. It can be inferred that female students performed better than male students. The mean values of Government students, Aided students and Private students are 65.38, 83.77 and 74.04 respectively. It indicates that Aided students performed better than the Government and Private students. The mean values of first year students and second year students are 72.95 and 75.84 respectively. It indicates that second year students performed better than the first year students. It is clear from the Table – 31 that the mean total marks for
the students of Aided colleges is the highest (83.77) among all the groups and
the lowest (65.38) for the students of Government. The standard deviation of
total marks for the male students is the highest (14.80) among all the groups and
the lowest (9.93) for the students of Aided colleges. The values of skewness for
the students of Government is positively skewed. It implies that the scores are
massed at low / left end of the scale and are spread out gradually towards the
high / right end of the scale and remaining groups are negatively skewed. It
implies that the scores are massed at high / right end of the scale and are spread
out gradually towards the low / left end of the scale. All the distributions of total
marks are lepto kurtic, the distributions is peaked than the normal distribution,
since the values of kurtosis for different groups are less than 3.00.

6.2.2 Factorial designs

28. There is significant influence of management at 0.01 level on the language
marks of Junior college students.

29. There is significant influence of year of study at 0.05 level on the language
marks of Junior college students.

30. There is significant influence of gender at 0.05 level on the language marks of
Junior college students.

31. There is significant interaction effect of management Vs year of study at 0.01
level on the language marks of Junior college students.

32. There is significant interaction effect of management Vs gender at 0.05 level on
the language marks of Junior college students.

33. There is significant interaction effect of year of study Vs gender at 0.05 level on
the language marks of Junior college students.

34. There is significant interaction effect of management Vs Year of study Vs
gender at 0.01 level on the language marks of Junior college students.

35. There is significant influence of management at 0.01 level on the group subjects
marks of Junior college students.
36. There is significant influence of year of study at 0.01 level on the group subjects marks of Junior college students.

37. There is significant influence of gender at 0.01 level on the group subjects marks of Junior college students.

38. There is significant interaction effect of management Vs year of study at 0.01 level on the group subjects marks of Junior college students.

39. There is significant interaction effect of management Vs gender at 0.05 level on the group subjects marks of Junior college students.

40. There is significant interaction effect of year of study Vs gender at 0.01 level on the group subjects marks of Junior college students.

41. There is significant interaction effect of management Vs year of study Vs gender at 0.01 level on the group subjects marks of Junior college students.

42. There is significant influence of management at 0.01 level on the total marks of Junior college students.

43. There is significant influence of year of study at 0.01 level on the total marks of Junior college students.

44. There is significant interaction effect of management Vs gender at 0.01 level on the total marks of Junior college students.

45. There is significant interaction effect of management Vs year of study Vs gender at 0.05 level on the total marks of Junior college students.

6.2.3 The impact of socio-demographic variables on the language marks, group subjects marks and total marks of Junior college students

46. There is significant influence of management at 0.01 level on the language marks, group subjects marks and total marks of Junior college students.

47. There is significant influence of year of study at 0.01 level on the group subjects marks and total marks of Junior college students and at 0.05 level on the language marks of junior college students.
48. There is significant influence of gender at 0.01 level on the group subjects marks of Junior college students and at 0.05 level on the language marks of Junior college students.

49. There is significant influence of age at 0.01 level on the language marks and total marks of Junior college students and at 0.05 level on the group subjects marks of Junior college students.

50. There is significant influence of locality at 0.01 level on the group subjects marks of Junior college students.

51. There is significant influence of residence at 0.05 level on the group subjects marks and total marks of Junior college students.

52. There is significant influence of father education at 0.01 level on the language marks and total marks of Junior college students and at 0.05 level on the group subjects marks of Junior college students.

53. There is significant influence of father occupation at 0.01 level on the total marks of Junior college students.

54. There is significant influence of mother education at 0.05 level on the group subjects marks of Junior college students.

55. There is significant influence of mother occupation at 0.01 level on the language marks and total marks of Junior college students.

56. There is significant influence of annual income of the family at 0.01 level on the language marks, group subjects marks and total marks of Junior college students.

57. There is significant influence of size of the family at 0.01 level on the language marks and total marks of Junior college students.

58. There is significant influence of type of family at 0.01 level on the total marks of Junior college students and at 0.05 level on the group subjects marks of Junior college students.
59. There is significant influence of medium of study at 0.01 level on the language marks and total marks of Junior college students.

60. There is significant influence of separate room for the study at 0.01 level on the language marks, group subjects marks and total marks of Junior college students.

6.2.4 The impact psychological variables on language marks, group subjects marks and total marks

61. There is significant influence of personality factor – B, personality factor – D and personality factor – Q₄ at 0.01 level and personality factors – C, personality factor – G, personality factor – J and personality factors – O at 0.05 level on the language marks of Junior college students.

62. There is significant influence of personality factor – C and personality factor – Q₄ at 0.01 level and personality factors – A and personality factors – O at 0.05 level on the group subjects marks of Junior college students.

63. There is significant influence of personality factors – A, B, C, G, O and Q₄ at 0.01 level and personality factors – D, I and J at 0.05 level on the total marks of Junior college students.

64. There is significant influence of SC₃, SC₁₀ and SC₇ at 0.01 level and SC₄, SC₂, SC₆, SC₈ and SC₉ at 0.05 level on the language marks of Junior college students.

65. There is significant influence of SC₁₀ at 0.01 level and SC₃, SC₅, SC₇, SC₉ and SC₇ at 0.05 level on the group subjects marks of Junior college students.

66. There is significant influence of SC₂, SC₄, SC₅, SC₇, SC₈, SC₉, SC₁₀ and SC₇ at 0.01 level and SC₁ and SC₃ at 0.05 level on the total marks of Junior college students.

6.2.5 Step-Wise Multiple Regression - Analysis

67. There are 7 steps in this step wise regression analysis. Summary of the last (7th) step of step-wise multiple regression analysis to predict language marks with the
help of socio-demographic variables (1 – 22) as independent variables, the value of $R^2$ is 0.108. This shows that these seven variables put together could explain 10.80 percent of variance in the dependent variable (L).

The regression equation at the end of 7th step could be written as;

\[
L = 63.827 + (4.113) (M) + (3.764) (SOF) + (-3.274) (SRS) + (-4.270) (MO) + (2.909) (YOS) + (-2.591) (MOS) + (-1.855) (G)
\]

Hence it is concluded that language marks could best be predicted with the help of Management, Size of the family, Separate room for the study, Mother occupation, Year of study, Medium of study and Gender among the twenty two (1 – 22) socio-demographic variables.

68. There are eleven steps in this regression analysis. Summary of the last (11th) step of step-wise multiple regression analysis to predict language marks with the help of psychological variables (23 – 49) as independent variable, the value of $R^2$ is 0.0733. This shows that these eleven variables put together could explain 7.33 percent of variance in the dependent variable (L).

The regression equation at the end of 11th step could be written as;

\[
L = 83.492 + (-2.093) (SC_7) + (-1.380) (SC_4) + (-1.495) (PFQ_4) + (2.661) (PFO) + (-2.815) (PFD) + (1.918) (PFF) + (-2.656) (SC_2) + (2.657) (SC_3) + (-2.044) (PFB) + (-1.150) (SC_1) + (1.343) (PFH)
\]

Hence it is concluded that language marks could best be predicted with the help of Self concept total, Past, Present and future, personality factor $- Q_4$, personality factor $- O$, personality factor $- D$, personality factor $- F$, abilities, feelings of shame and guilt, personality factor $- B$, health and sex appropriateness and personality factor $- H$ among the twenty seven (23 – 47) psychological variables.

69. There are twenty steps in this regression analysis. Summary of the last (20th) step of step-wise multiple regression analysis to predict language marks with the help of all dependent variables (1 – 49) as independent variables, the value of $R^2
is 0.169. This shows that these twenty variables put together could explain 16.90 percent of variance in the dependent variable (L).

The regression equation at the end of 20th step could be written as:

\[ L = 75.511 + (3.545) (M) + (3.775) (SOF) + (-2.204) (SC_7) + (-2.640) (SRS) + (1.401) (MO) + (2.269) (PFF) + (3.775) (YOS) + (2.360) (SC_8) + (-2.002) (SC_2) + (-1.520) (PFQ_4) + (-2.045) (PFB) + (-2.398) (MOS) + (-1.000) (SC_{16}) + (-1.993) (GEN) + (1.401) (PFH) + (-2.325) (PFD) + (2.018) (PFO) + (-1.180) (PFI) + (-1.207) (SC_5) + (-1.100) (SC_1) \]

Hence it is concluded that language marks could best be predicted with the help of Management, Size of the family, Self concept total, Separate room for the study, Mother occupation, Personality Factor – F, Year of study, Feelings of shame and guilt, Abilities, Personality Factor – Q4, Personality Factor – B, Medium of study, Emotional maturity, Gender, Personality Factor – H, Personality Factor – D, Personality Factor – O, Personality Factor – I, Past, present and future and Health and sex appropriateness among the forty nine (1 – 49) independent variables.

70. There are 8 steps in this regression analysis. Summary of the last (8th) step of step-wise multiple regression analysis to predict group subjects score with the help of socio-demographic variables (1 – 22) as independent variables, the value of \( R^2 \) is 0.091. This shows that these eight variables put together could explain 9.10 percent of variance in the dependent variable (G).

The regression equation at the end of 8th step could be written as:

\[ G = 42.259 + (4.379) (M) + (5.157) (AI) + (3.928) (YOS) + (3.941) (GEN) + (3.492) (LOC) + (-3.959) (SRS) + (3.191) (TOF) + (-1.347) (BO) \]

Hence it is concluded that group subjects score could best be predicted with the help of Management, Annual income, Year of study, Gender, Locality, Separate room for the study, Type of family and Birth order among the 22 (1 – 22) socio-demographic variables.
71. There are 7 steps in this regression analysis. Summary of the last (7th) step of step-wise multiple regression analysis to predict group subjects score with the help of psychological variables (23 – 49) as independent variables, the value of $R^2$ is 0.044. This shows that these seven variables put together could explain 4.40 percent of variance in the dependent variable (G).

The regression equation at the end of 7th step could be written as;

$$G = 83.577 + (-2.350) (PFQd) + (2.381) (PFC) + (-1.746) (PFI) + (-1.877) (SC_3) + (3.293) (PFO) + (-2.330) (PFD) + (-1.479) (SC_2)$$

Hence it is concluded that group subjects score could best be predicted with the help of personality factor – Q4, Personality factor – C, Personality factor – I, Sociability, Personality factor – O, Personality factor – D and Abilities among the twenty seven (23 – 49) psychological variables.

72. There are seventeen steps in this regression analysis. Summary of the last (17th) step of step-wise multiple regression analysis to predict group subjects score with the help of all dependent variables (1 – 49) as independent variables, the value of $R^2$ is 0.130. This shows that these fifteen variables put together could explain 13.00 percent of variance in the dependent variable (G).

The regression equation at the end of 17th step could be written as;


Hence it is concluded that group subjects score could best be predicted with the help of Management, Annual income, Year of study, Gender, Locality, Separate room for the study, Personality factor – A, Personality factor – C, Worthiness, Intelligence, Type of family, Beliefs and Convictions, Self concept total, Birth order, Size of the family, Personality factor – F and
Health and sex appropriateness among the forty nine (1 – 49) independent variables.

73. There are eight steps in this regression analysis. Summary of the last (8th) step of step-wise multiple regression analysis with total score with the help of socio-demographic variables (1 – 22) as independent variables, the value of $R^2$ is 0.138. This shows that these eight variables put together could explain 13.80 percent of variance in the dependent variable (T).

The regression equation at the end of 8th step could be written as:

$$T = 47.155 + (4.385) (M) + (2.666) (SOF) + (-3.527) (SRS) + (3.441) (YOS) + (2.941) (AI) + (1.832) (LOC) + (1.669) (TOF) + (-1.452) (MOS)$$

Hence it is concluded that results score could best be predicted with the help of Management, Size of the family, Separate room for the study, Year of study, Annual income, Locality, Type of family and Medium of study among the twenty two (1 – 22) socio-demographic variables.

74. There are twelve steps in this regression analysis. Summary of the last (12th) step of step-wise multiple regression analysis to predict results score with the help of psychological variables (23 – 49) as independent variables, the value of $R^2$ is 0.106. This shows that these fourteen variables put together could explain 10.60 percent of variance in the dependent variable (T).

The regression equation at the end of 12th step could be written as:

$$T = 86.911 + (-2.285) (SC_1) + (-1.841) (PFQ_4) + (1.012) (PFC) + (-1.509) (SC_5) + (2.994) (PFO) + (-2.111) (PFD) + (-0.991) (PFI) + (1.823) (PFF) + (-2.527) (SC_2) + (2.448) (SC_3) + (-1.063) (SC_7) + (-1.090) (SC_4)$$

Hence it is concluded that results score could best be predicted with the help of Self concept total, Personality factor – Q, Personality factor – C, Sociability, Personality factor – O, Personality factor – D, Personality factor – I, Personality factor – F, Abilities, Feelings of shame and guilt,
Worthiness and self acceptance among the twenty seven (23 – 49) psychological variables.

There are twenty steps in this regression analysis. Summary of the last (20th) step of step-wise multiple regression analysis to predict results score with the help of all dependent variables (1 – 49) as independent variables, the value of \( R^2 \) is 0.220. This shows that these twenty variables put together could explain 22.08 percent of variance in the dependent variable (T).

The regression equation at the end of 20th step could be written as:

\[
T = 64.059 + (3.679) (M) + (2.781) (SOF) + (-2.295) (SC_7) + (3.301) (YOS) \\
+ (2.788) (AI) + (-3.124) (SRS) + (-1.464) (PFQ_4) + (0.945) (PFC) \\
+ (-1.068) (PFI) + (1.768) (PFF) + (-1.348) (SC_9) + (2.229) (PFO) \\
+ (-1.539) (PFD) + (-1.127) (SC_3) + (1.914) (LOC) + (-2.666) (MO) \\
+ (-0.991) (SC_6) + (-1.870) (SC_2) + (2.252) (SC_8) + (-0.932) (PFA)
\]

Hence it is concluded that results score could best be predicted with the help of Management, Size of the family, Self concept total, Year of study, Annual income, Separate room for the study, personality factor – Q_4, Personality factor – C, Personality factor – I, Personality factor – F, Sociability, Personality factor – O, Personality factor – D, Beliefs and convictions, Locality, Mother occupation, Past, present and future, Abilities, Feelings of shame and guilt and personality factor – A among the forty nine (1 – 49) independent variables.

6.3 CONCLUSIONS

In the light of the findings presented in preceding pages, the following conclusions are drawn.

1. The Frequency distribution of language marks, group subjects marks and total marks of Junior college students is very nearer to normal distribution.

2. All the Junior college students do not have same language marks, group subjects marks and total marks.
3. Management has significant influence on the language marks, group subjects marks and total marks of Junior college students.

4. Year of study has significant influence on the language marks, group subjects marks and total marks of Junior college students.

5. Gender has significant influence on the language marks and group subjects marks of Junior college students.

6. Management Vs year of study has significant influence on the language marks and group subjects marks of Junior college students.

7. Management Vs gender has significant influence on the language marks, group subjects marks and total marks of Junior college students.

8. Year of study Vs gender has significant influence on the language marks and group subjects marks of Junior college students.

9. Management Vs year of study Vs gender has significant influence on the language marks, group subjects marks and total marks of Junior college students.

10. Age has significant influence on the language marks, group subjects marks and total marks of Junior college students.

11. Locality has significant influence on the group subjects marks of Junior college students.

12. Residence has significant influence on the group subjects marks and total marks of Junior college students.

13. Father education has significant influence on the language marks, group subjects marks and total marks of Junior college students.

14. Father occupation has significant influence on the total marks of Junior college students.

15. Mother education has significant influence on the group subjects marks of Junior college students.
16. Mother occupation has significant influence on the language marks and total marks of Junior college students.

17. Annual income of the family has significant influence on the language marks, group subjects marks and total marks of Junior college students.

18. Size of the family has significant influence on the language marks and total marks of Junior college students.

19. Type of family has significant influence on the group subjects marks and total marks of Junior college students.

20. Medium of study has significant influence on the language marks and total marks of Junior college students.

21. Separate room for the study has significant influence on the language marks, group subjects marks and total marks of Junior college students.

22. Personality factor – A has significant influence on the group subjects marks and total marks of Junior college students.

23. Personality factor – B has significant influence on the language marks and total marks of Junior college students.

24. Personality factor – C has significant influence on the language marks, group subjects marks and total marks of Junior college students.

25. Personality factor – D has significant influence on the language marks and total marks of Junior college students.

26. Personality factor – G has significant influence on the language marks and total marks of Junior college students.

27. Personality factor – I has significant influence on the total marks of Junior college students.

28. Personality factor – J has significant influence on the language marks and total marks of Junior college students.
29. Personality factor – O has significant influence on the language marks, group subjects marks and total marks of Junior college students.

30. Personality factor – $Q_4$ has significant influence on the language marks, group subjects marks and total marks of Junior college students.

31. Health and Sex appropriateness has significant influence on the language marks and total marks of Junior college students.

32. Abilities have significant influence on the language marks and total marks of Junior college students.

33. Self-confidence has significant influence on the group subject marks and total marks of Junior college students.

34. Self-acceptance has significant influence on the language marks and total marks of Junior college students.

35. Worthiness has significant influence on the group subjects marks and total marks of Junior college students.

36. Present, past and future has significant influence on the language marks and total marks of Junior college students.

37. Beliefs and convictions has significant influence on the group subjects marks and total marks of Junior college students.

38. Feelings of shame and guilt have significant influence on the language marks and total marks of Junior college students.

39. Sociability has significant influence on the language marks, group subjects marks and total marks of Junior college students.

40. Emotional maturity has significant influence on the language marks, group subjects marks and total marks of Junior college students.

41. Self-concept total has significant influence on the language marks, group subjects marks and total marks of Junior college students.
42. It is possible to predict the language marks, group subjects marks and total marks of Junior college students with help of different sets of independent variables.

43. It is possible to develop, the regression equations for predicting the language marks, group subjects marks and total marks of Junior college students with the help of different sets of independent variables.

6.4 RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS

On the basis of the results of the present investigation the following recommendations are suggested:

1. As the performance of Government students is poorer to Aided students in Group scores, necessary steps may be taken to improve their performance through extra coaching for Government students. More number of junior colleges of this type may be established and similar atmosphere may be promoted in Government junior colleges.

2. Second year students performed better than the First year students, necessary steps may be taken to improve their performance through extra coaching for Government students.

3. As the performance of males is poorer to females, necessary steps may be taken to improve their performance through extra coaching.

4. Age has influence on the results of Junior college students. It is observed that performance of low age group students is better than high age group students. It is advised to provide relevant programmes for high age Junior college students for better performance of results.

5. Locality has influence on the results of Junior college students. It is observed that performance of urban students is better than rural students. It is advised to provide relevant programmes for rural Junior college students for better performance of results.

6. Residence has influence on the results of Junior college students. It is observed that performance of Day scholar students is better than hostellers. It is advised to
provide relevant programmes for hostel Junior college students for better performance of results.

7. Father education has influence on the results of Junior college students. It is observed that performance of higher father education group students is better than lower father education group students. Government has to take necessary steps for better educational facilities for the fathers.

8. Father occupation has influence on the results of Junior college students. It is observed that performance of lower father occupation group students is better than higher father occupation group students. Government has to take necessary steps for better amenities for the fathers.

9. Mother education has influence on the results of Junior college students. It is observed that performance of higher mother education group students is better than lower mother education group students. Government has to take necessary steps for better educational facilities of the mothers.

10. Mother occupation has influence on the results of Junior college students. It is observed that performance of lower mother occupation group students is better than higher mother occupation group students. Government has to take necessary steps for better amenities for the mothers.

11. Annual income has influence on the results of Junior college students. It is observed that performance of high annual income group students is better than low annual income group students. Government has to take necessary steps for scholarships and hostel facilities to the poor students on the basis of annual income of the family of the students.

12. Size of the family has influence on the results of Junior college students. It is observed that performance of students of big family is better than the students belonging to small family. Government has to take necessary steps for better amenities in the families.
13. Type of family has influence on the results of Junior college students. It is observed that performance of students of joint family is better than the students belonging to nuclear family. Government has to take necessary steps for better amenities in the families.

14. Medium of study has influence on the results of Junior college students. It is observed that performance of students of Telugu medium students is better than the English medium students. Government has to take extra coaching for English medium students.

15. Separate room for the study has influence on the results of Junior college students. It is observed that performance of students having separate room for the study is better than students who have not separate room for the study. Government and parents have to take necessary steps for better amenities in the families.

16. Personality has influence on the results of Junior college students. At present the system of education forgot its main task in fostering the development of whole sum personality among students because of a sense of insecurity among the students. Hence in every junior college the guidance and counseling centers are opened to mould the student’s personality within the current techniques to show that they can have a stable mind. The following personality characteristic may be developed in Junior college students through guidance and counseling for better performance of Languages (1) More intelligent, abstract thinking, (2) Emotionally stable, calm nature, (3) Excitable, impatient, demanding, overactive, (4) Conscientious, preserving, rule bound i.e., stronger super ego strength, (5) Doubting, obstructive, individualistic, reflective, internally restrained, unwilling to act, (6) Apprehensive, worrying depressive, troubled, guilt proneness and (7) Tense, driven over wrought, frustrated.

17. Personality has influence on the results of Junior college students. At present the system of education forgot its main task in fostering the development of whole sum personality among students because of a sense of insecurity among the students. Hence in every junior college the guidance and counseling centers are
opened to mould the student's personality within the current techniques to show that they can have a stable mind. The following personality characteristic may be developed in Junior college students through guidance and counseling for better performance of Groups (1) Outgoing, warm hearted, easy going, participating, (2) Emotionally stable, calm nature, (3) Apprehensive, worrying depressive, troubled, guilt proneness and (4) Tense, driven over wrought, frustrated.

18. Personality has influence on the results of Junior college students. At present the system of education forgot its main task in fostering the development of whole sum personality among students because of a sense of insecurity among the students. Hence in every junior college the guidance and counseling centers are opened to mould the student's personality within the current techniques to show that they can have a stable mind. The following personality characteristic may be developed in Junior college students through guidance and counseling for better performance of total (1) Outgoing, warm hearted, easy going, participating (2) More intelligent, abstract thinking, (3) Emotionally stable, calm nature, (4) Excitable, impatient, demanding, overactive, (5) Conscientious, preserving, rule bound i.e., stronger super ego strength, (6) Tender minded, dependent, over protected, sensitive, (7) Doubting, obstructive, individualistic, reflective, internally restrained, unwilling to act, (8) Apprehensive, worrying depressive, troubled, guilt proneness and (9) Tense, driven over wrought, frustrated.

19. Self – concepts has influence on the results of Junior college students. At present the system of education forgot its main task in fostering the development of whole sum self concept among students because of a sense of insecurity among the students. Hence in every junior college the guidance and counseling centers are opened to mould the student's self – concept within the current techniques to show that they can have a stable mind. The following self – concepts characteristics may be developed in Junior college students through guidance and counseling for better performance of languages 'Health and Sex appropriateness' (SC₁), ‘Abilities’ (SC₂), ‘Self-acceptance’ (SC₄), ‘Present, Past and Future’ (SC₆),
20. Self-concepts have influence on the results of Junior college students. At present the system of education forgot its main task in fostering the development of whole sum self-concept among students because of a sense of insecurity among the students. Hence in every junior college the guidance and counseling centers are opened to mould the student's self-concept within the current techniques to show that they can have a stable mind. The following self-concepts characteristics may be developed in Junior college students through guidance and counseling for better performance of Groups ‘Self-confidence’ (SC₃), ‘Worthiness’ (SC₅), ‘Beliefs and Convictions’ (SC₇), ‘Sociability’ (SC₉), ‘Emotional Maturity’ (SC₁₀), and ‘Self-concept total’ (SC₇).

21. Since good library facilities are associated with the achievement levels, junior college managements are advised to equip their libraries with the books that are liked by the students.

23. Lecturers are advised to encourage the students for extensive reading through creating interest among them to read lessons of teachers.
24. Lecturers are advised to encourage the students for extensive reading of books.
25. Parents have to take necessary steps for better atmosphere in the home.
26. Lecturers and administrators have to take necessary steps for better teaching with learning material in the junior colleges.
27. It is recommended to provide the students with good number of magazines of their interest and dailies in the home and in the junior college.
28. Latest innovations like Programmed Reading Instruction Material, Teaching Machines and Computer Assisted Instructions may be utilized for improving the results of the students.
29. Lecturers should be trained on strategies to promote reading activities among the students with the information of latest techniques.
30. Professional opportunities should be provided to teachers to learn about effective practices to use knowledge to develop the word decoding skills, group subjects marks skills and strategies among all the students.
31. Entire junior college staff should involve in bringing children's attainment of high levels of achievement through instructional programmes and by involving the parents in their children's reading and home work.
32. Lecturers are suggested to analyze each text to determine its potential challenges and match it with their goals. They should consider conceptual and decoding demands and apply strategies to meet those challenges.
33. Students will be better able to comprehend texts when they are taught to make connections between what they know and what they are reading. Good marks helps them to make these connections more effective. Language marks knowledge is an important part of group subjects marks and good language marks instruction involves students actively in learning word meanings, as well as relating words to contexts and other known words. Teaching about words improves students' group subjects marks and results.
34. Creating good reading atmosphere in the classroom and providing adequate time for reading instruction in the class time-table will go a long way in improving the reading skills of the secondary junior college students.

35. Better qualified and specially trained (in reading instruction) lecturers may be recruited in all the secondary junior colleges.

36. The students should be taken to the language laboratories for their participation and the language laboratory facilities should be made available to all the students to stimulate them towards reading.

37. The research findings can be effectively used for the improvement of results of the students.

38. Parental help in the form of modeling good reading habits and monitoring homework are associated with gains in results. Programmes that assist families on initiating and sustaining these sorts of activities should be planned by the administrators.

39. Inter-college results tests may be conducted frequently.

40. Full care and attention should be taken during their exposure to different training programmes at college level.

41. The deficiencies in the physical and infrastructural facilities should be improved.

42. The government should take suitable steps in creating campus more attractive for both the student and teacher.

43. The cultural and co-curricular activities have their own influence on the results / development among the students. Hence, the authorities should provide / encourage such type of programmes and encourage the students to participate in such programmes.

44. Special care / attention should be given to the educationally challenged personnel.

45. Parent teacher association may be regularly arranged in the colleges and the difficulties of results of the pupils may be brought to the notice of the parents.
Necessary instructions may be provided for the parents for the improvement in results among the pupils.

46. Proper interests may be developed among pupils to utilize the mass – media in better way.

47. Languages in the colleges should have improved resources in terms of staffing, accommodation and ancillary help and also community library facilities may also be increased for improving reading skills of the pupils.

48. Every college should have systematic policy for the development of reading competence in pupils of all ages and ability levels.

49. There should be a reading clinic or remedial centre in every college or giving assess to a comprehensive diagnostic service and expert medical, psychological and teaching help.

6.5 DELIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

The following suggestion are considered for the research

1. Similar study can be carried out on other sample subjects of other states.

2. The study is confined only to Junior college students. A similar investigation may be conducted by taking students from different classes also, namely VIII and IX classes, under-graduate, post-graduate courses.

3. The study may be undertaken to cover the other age groups.

4. Many social factors like modernization, atavism and so on may be examined for their effect on results.

5. Many psychological factors like self-esteem, religiosity, emotional maturity and cognitive development and so on may be examined for their effect on results.

6. Other significant factors like emotional maturity, parental commitment, parental behavior, child rearing practice may be studied for their effect on results.
7. Experimental designs may be planned to examine the influence of effective methods of developing programmes and techniques of giving moral instructions on results.

8. Experimental designs may be developed in order to test different methods of teaching morality and their effect on results.

9. Some projects related to results for enhancing competency among the teachers in the educational system may be taken up.

10. A cross cultural study may be conducted for the tribal and non-tribal groups; Indians and abroad like American, Tibetans etc., for comparing their moral behavior and results.

11. The present study is confined to 1200 Junior college students. It is suggested that future researchers may undertake studies with larger sample.

12. This is a presage–product study in the area of results presage–process, process–product and presage–process–product studies may be undertaken in the area of results.

13. Only very few socio-demographic variables and psycho-sociological variables are studied in the present study. Some other variables like merits, attendance, regularity of students etc. may help to know their impact on the results.

Let there be an optimistic view on educational issues like these in the years to come

"The first condition is being able to put someone to wholesome and meaningful work"

- JOHN RUSKIN