Chapter - VI
Summary, Findings, Conclusions, Recommendations & Suggestions
SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS
AND SUGGESTIONS

This Chapter deals with the summary, major findings, conclusions, recommendations and suggestions for further research.

6.1. SUMMARY

Habit means a confirmed way of doing things. It starts forming at conscious level but becomes automatic due to repetition. Habit is pattern of behavior which can be learned. Habits exists in the various realms of our life; Physical (as a repeated actions), mental (as a way of thinking) and emotional (as a tendency to respond with the same emotion when a situation reverse). Habits are true indicators of individuality in a person. Habits are not simple reactions that are carried out by the organism. They are built into it as an integral part of its structure. Our surrounding environment and activities influence habits. Here activities are taken to mean all such behavior overt and covert, reading, writing, memorizing, reflecting, inferring, communicating etc. The term environment is taken as caste, economical conditions of the family, parents education and occupation, order of birth, native place, religion, sex, age etc. The habits are learned modes of response.

Study habits relate to the behavior of the individual related to studies. The study habits of the students includes home environment, reading, listening, note taking techniques, distribution of time, planning of work and subject, habits of concentration, preparation for examination, social relationships in study, audio-visual programmes, general habits and attitude of
work, school environment, the judicious applications of whole and part method, massed and distributed learning, consultation, selection of study place, work habits, interest in studies, motivation etc. The students who are part and parcel of education do not know how to utilize their time properly. They may feel no sense of urgency to study. They are confronted with the questions what to study? How to study? When to study? What is the purpose of study? etc. This is because of lack of proper study habits among the students.

Study habits play a dominant role in the student academic achievement and their career building. Study habits are peculiar from student to student. Many students do badly academically, due to factors other than low general intellectual capacity. One such factor is unhealthy study habits which often results in poor academic performance even among the DIET students. It deserves careful investigation. It is, therefore, pertinent to collect data regarding the study habits of the students by administering study habits inventory.

Thus, the investigator can have a clear picture of the problem and employ it as logical starting point, for developing good study habits.

6.1.1. STATEMENT OF THE PROBLEM

The present investigation is concerned to look at whether DIET students' socio-demographic variables, personality factors, self-concepts, academic achievements, and attitude towards teaching have any relation to their study habits. It also predicted the study habits with the help of different sets of psycho-sociological variables.
6.1.2. TITLE OF THE PROBLEM

The title of the present investigation is "Study Habits of DIET students in relation to certain psycho-sociological variables".

6.1.3. NEED FOR THE STUDY:

Today there is an explosion of knowledge and it is not possible to teach everything. It is also not possible to spoon feed students. And even if spoon feeding is possible, it does not result in good education. There is general agreement that there is a definite and imperative need for the qualitative improvement of education at all levels. Qualitative improvement of education depends on several factors such as curricular, duration of the course of the study, equipment, the teacher and taught. To achieve the qualitative improvement, the student has to develop good study habits which can lead him to learn and read efficiently and effectively, how to memories quickly and how to read systematically. It is not only the teacher's responsibility to provide learning experiences, but it is also the responsibility of the pupils to utilize them properly by adopting efficient learning techniques. One will be able to learn by himself if he has developed proper study habits.

Study habits are an important factor in learning. Generally study habits are acquired by the students from their family members, peer group, relatives etc. Study habits reveal students personalities in action at their studies. Hence, it is necessary to investigate in to its nature and also to know whether academic achievement, self-concepts, attitude towards teaching, socio-demographic, variables etc., are related to study habits.
6.1.4. Scope of the Study

The main objective of the study is to draw the relationship or difference among the study habits scores of the students belonging to different sex, region, religion, caste, parents educational and occupational status, annual income, native place, personality characteristics, self-concepts, academic achievement, attitude towards teaching etc. This study is restricted to some of the selected DIETs of Andhra Pradesh state.

6.1.5. OBJECTIVES OF THE STUDY

The present study is designed.

1. To know the general study habits of DIET students.
2. To study the influence of personality factors on study habits of the students.
3. To study the influence of students, academic achievement on their study habits.
4. To know the impact of self-concepts on study habits of the students.
5. To study the impact of personal and socio-demographic variables on study habits of the students (Area, age, family income, parents educational qualifications, parents occupation, birth order, total members in the family, residence, sex, community, caste, native place, economic position of the family etc).
6. To know the influence of teacher attitude scores on study habits of the students.
7. To predict the study habits scores of the students with the help of different sets of psycho-sociological variables.
6.1.6. 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. In general there would not be good study habits among DIET students.
2. Sex, Age, Area, Family income, Parents educational qualification and parent's occupation would not have significant impact on study habits.
3. Birth order, Total members in the family, Residence, Community (Religion), Caste, Native place and Economic position of the family would not have significant influence on study habits.
4. Personality factors would not have significant influence on study habits of the students.
5. There is no significant impact of self-concepts on study habits of the students.
6. There would not be significant influence of Academic Achievement on study habits of the students.
7. Teacher attitude scores would not have significant influence on study habits of the students.
8. No independent variable out of 49 in this investigation turns out to be significant predictor of the dependent variable namely study habits.

6.1.7. VARIABLES STUDIED

The review of related literature in the field of study habits reveals the fact that the study habits of the students have been influenced by a number of psycho-sociological variables independently and collectively. Hence, the following psycho-sociological variables are studied.
Dependent Variable

Study habits score i.e., total score of the study habits, is taken as the dependent variable for this investigation. Study habits inventory consist of '9' areas viz.,

1. Home environment and planning of work.
2. Reading and note taking,
3. planning of subjects
4. Habits of concentration
5. Preparation for examination
6. Tuition and social environment
7. Audio visual programmes
8. General habits and attitudes and
9. College environment.

Independent Variables

The independent variables considered for the purpose of this investigation are:

i. 15 socio-demographic variables.

ii. 16 personality factors.

iii. 10 self-concept areas and total score of self concept.

iv. Achievement in five papers and total achievement and

v. Attitude towards teaching. In total there are 49 independent variables in this investigation.
6.1.8. TOOLS USED IN THIS STUDY:

The tools administered in this investigation are given below.

1. Study habits inventory (SHI) consisting of 72 statements.
2. Teacher Attitude Inventory (TAI) consisting of 62 statements.
3. Cattell’s 16 personality factors (16PF) Questionnaire Form ‘C’.
4. Self-concept Scale (SCS)
5. 1st year, D.Ed Examination marks were taken as the indices of the level of Academic Achievement of the students.
6. Socio-Demographic scale (SDS).

The validity and reliability of the above tools are established.

6.1.9. SAMPLE SELECTED

Stratified random sample procedure is followed in the selection of the sample for this investigation. Andhra Pradesh state is divided into three regions viz. 1. Rayalaseema (2), Telangana (3) Circar. Four DIET’s in Rayalaseema, Four DIET’s in Telangana, and six DIET’s in Circar are selected. The sample frames for the present study consist of 362 students from Rayalaseema, 334 students from Telangana, and 504 students from Circar. There are 584 male students and 616 female students. It is 2x3 factorial designs with two divisions in sex and three divisions in Area (Region).

6.1.10. Collection of Data

The investigator has intimated to the heads of the institutions about his programme well in advance after taking permission from them, he moved to collect the data.
The students who were present on the day of collection of data are considered for this purpose of investigation. They were properly motivated to respond genuinely to all the items in the data gathering tools. The test booklets and the answer sheets were distributed to them and instructions as to be read out. Sufficient time was given to them to handle the SHI, TAI, 16PF, SCS and SDS test. After publication of results, the 1st year D.Ed Examination marks of the sample subjects were collected in the DIETS records.

6.1.11. SCORING AND ANALYSIS

The study habits inventory, teacher attitude inventory and self concept scale were scored on 5 point scale by giving the weightages 5,4,3,2 and 1 in the case of positive statements and 1,2,3,4 and 5 in the case of negative statements. For 16PF questionnaire, the scoring key prepared by the concerned author was used. For SDS, the numerical values are given for each variable in order to suit for the computer analysis.

The data is analyzed with various perspectives based on the objectives of the study and hypotheses formulated for this study. Tables and graphs are used wherever necessary for presenting the data.

6.1.12. STATISTICAL TECHNIQUES EMPLOYED

The analysis of the data on study habits scores of DIET students were carried out by computing the descriptive statistics such as measures of central tendency, measures of variability, Skewness, Kurtosis, Coefficient of variation and standard error of mean where even necessary. Necessary tables and graphs were used for presenting the data. The inferential statistical
Techniques such as 't' and 'F' tests were employed to test different hypotheses. Step-wise multiple regression analysis is employed to predict the study habits score of the students. The obtained numerical results were interpreted meaningfully.

6.2. MAJOR FINDINGS

The statistical treatment of the data reveals the following major findings of this investigation.

1. The mean value of study habits scores for the whole group (N=1200) is 272.87 and median is 276.00. The value of skewness is 0.972, and kurtosis is 5.890. Hence the frequency distribution of study habits scores is positively skewed and platy kurtic. The maximum score that one can obtain on study habits inventory is 360 (72 x 5) and neutral value is 216 (72 x 3). The mean value of the study habits score is greater than neutral value and hence the students have better study habits.

2. The mean value of study habits scores for male students is 269.60 and female students is 275.97. The female students have significantly better study habits than the male students.

3. The mean study habits scores for Rayalaseema students is 275.99, Telangana students is 279.13 and circar students is 266.48. The region has significant influence on the study habits of the students. Telangana students have better study habits than Rayalaseema and circar students. Rayalaseema students have better study habits than circar students.

4. The mean study habits score for Hindu students is 273.10, Christian students is 266.42 and Muslim students is 276.81. Religion does not have significant influence on study habits of the students.
5. The mean study habits score for open category students is 274.20, Backward class students is 273.72 and schedule caste and schedule tribe students is 269.60. It is found that caste does not have significant influence on study habits of the students.

6. Father's educational qualifications, Residence, Native place and Economic position of the family have significant influence on study habits of the students.

7. The socio demographic variables viz., Age, Annual income of the family, Father's occupation, Mother's educational qualifications, Mother's occupation, Birth order, and Total members in the family do not have significant influence on the study habits of the students.

8. The personality factors viz.,
   
i. Reserved Vs Outgoing (Factor A).
   
ii. Emotionally less stable Vs emotionally stable (C)
   
iii. Submissive Vs Aggressive (E)
   
iv. Weaker super-ego strength Vs Stronger super ego strength (G)
   
v. Timid Vs Socially bold (H)
   
vi. Self reliant Vs Dependent (I)
   
vi. Trusting Vs Suspicious (L)
   
ix. Artlessness Vs Shrewdness (N),
   
ix. Confident Vs Depressive (O)
   
x. Group Dependent Vs Self Sufficient (Q2)
   
xi. Undisciplined Vs Controlled (Q3)
   
xi. Relaxed Vs Frustrated (Q4) have significant influence on study habits of the students.
9. The personality factors Viz.,
   i. Less intelligent Vs More intelligent (Factor B)
   ii. Sober Vs Happy go lucky (F)
   iii. Practical Vs Imaginative (M)
   iv. Conservatism Vs Radicalism (Q,) do not have significant influence
       on study habits of the Students.

10. The self concept areas Viz.,
    i. Health and sex appropriateness (SHS)
    ii. Abilities (SAB)
    iii. Self confidence (SSC)
    iv. Self Acceptance (SSA)
    v. Worthiness (SWN)
    vi. Present, past and future (SPPF)
    vii. Feeling of shame and guilt (SFSG)
    viii. Emotional maturity (SEM), and
    ix. Total (ST) have significant influence on study habits of the
        students.

11. The self concept areas Viz.,
    i. Beliefs and convictions (SBC) and
    ii. Sociability (SSB) do not have significant influence on study
        habits of the students.

12. The academic achievement for the papers
    i. Education in emerging India
    ii. Elementary education Planning, management and teacher
        functions
iii. Perspectives in primary and primary education,
iv. Computer education and capacity building and
v. Total achievement have significant influence on study habits of the students.

13. The academic achievement for the paper viz., educational psychology does not have significant influence on study habits of the students.

14. Attitude towards teaching has significant influence on study habits of the students.

15. Out of 15 socio demographic variables, 7 variables viz.,
i. Area / region (A)
ii. Sex (S)
iii. Residence (RS)
iv. Native Place (NP)
v. Mother Occupation (MO)
vi. Mother Educational Qualifications (MQ) and
vii. Caste (C), contributed for predicting the study habits score (SHS) of the students. All these ‘7’ socio-demographic variables could explain 5.50% of variance in SHS. The multiple regression equation at the end of the 7th step is

\[ SHS = 284.43 - 6.012 (A) + 5.569 (S) - 6.252 (RS) + 2.663 (NP) - 11.884 (MO) + 8.518 (MQ) + 2.052 (C) \]

16. Out of 16 personality factors; ‘9’ personality factors viz.,
i. Factor ‘C’ (Emotionally Less stable Vs Emotionally stable)
ii. Factor ‘Q4’ (Relaxed Vs Frustrated)
iii. Factor ‘Q3’ (Undisciplined Vs Controlled)
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iv. Factor 'O' (Confident Vs Depressive)
v. Factor 'G' (Weaker super ego strength Vs Stronger super ego strength)
vi. Factor 'H' (Timid Vs Socially bold)

vii. Factor 'I' (Self-reliant Vs Dependent)
viii. Factor 'Q2' (Group dependent Vs Self sufficient) and
ix. Factor 'Q1' (Conservation Vs Radicalism) have contributed for the prediction of study habits score of the students. All these '9' personality factors could explain 12.8% of variance in SHS. The multiple regression equation at the end of the 9th step could be written as

\[ \text{SHS} = 248.84 + 2.81 \text{(FC)} - 1.54 \text{(FQ4)} + 1.20 \text{(FQ3)} - 1.16 \text{(F0)} + 1.34 \text{(FG)} + 0.90 \text{(FH)} - 1.01 \text{(FI)} - 0.73 \text{(FQ2)} + 0.61 \text{(FQ1)} \]

17. Out of '11' self-concepts variables, only '5' variables contributed to predict the study habit scores of the students. The '5' variables are

i. Self concept total score (ST)
ii. Sociability (SSB)
iii. Abilities (SAB)
iv. Present, Past and future (SPPF), and
v. Emotional maturity (SEM).

All these '5' variables put together could explain 15.6% of variance in the dependent variable SHS. The multiple regression equation at the end of the 5th step could be written as

\[ \text{SHS} = 173.68 + 0.445 \text{(ST)} - 1.39 \text{(SSB)} + 0.675 \text{(SAB)} + 0.70 \text{(SPPF)} + 0.572 \text{(SEM)} \]

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18. Out of '6' academic achievement variances; only '2' variables contributed for the prediction of study habits score of the students. These two variables are

i. Perspectives in pre-primary and primary educations (P4) and

ii. Total marks (PT). These two variables put together and explain 2.2% of variance in the dependent variable SHS. The multiple regression equation at the end of 2nd step could be written as

\[ SHS = 215.89 + 0.39 (P4) + 0.093 (PT) \]

19. Out of total '49' independent variable in this investigation, only '15' variables viz.,

i. Self-concept total (ST)

ii. Teacher Attitude scores (TAS)

iii. Personality factor C (FC)

iv. Sociability (SSB)

v. Personality factor Q4 (FQ4)

vi. Marks in perspectives in pre primary and primary education (P4)

vii. Residence (RS)

viii. Personality Factor H (FH)

ix. Sex (S)

x. Personality Factor (FO)

xi. Age in years (AG)

xii. Native place (NP)

xiii. Personality factor I (FI)

xiv. Present, past, future (SPPF) and

xv. Personality factor Q3 (FQ3)
All these '15' independent variables put together could explain 25.10% of variance in the dependent variable (SHS). The step-wise multiple regression equation at the end of 15th step could be written as

\[
\text{SHS} = 131.78 + 0.39 \text{(ST)} + 0.24 \text{(TAS)} + 1.31 \text{(FC)} - 1.35 \text{(SSB)} - 1.25 \text{(FQ4)} \\
+ 0.32 \text{(P4)} - 5.07 \text{(RS)} + 1.01 \text{(FH)} + 3.97 \text{(S)} - 0.83 \text{(F0)} - 2.63 \text{(AG)} \\
+ 2.27 \text{(NP)} - 0.77 \text{(FI)} + 0.54 \text{(SPPF)} + 0.69 \text{(FQ3)}.
\]

6.3. CONCLUSIONS

In the light of the above findings, the following conclusions are drawn

1. On the whole, the DIET students have good study habits.
2. The study habits of female students are significantly better than male students.
3. The area / region have significant influence on the study habits of the students.
4. Telangana students have better study habits than Rayalaseema and circar students. Rayalaseema students have better study habits than circar students.
5. Religion does not have significant influence on study habits of the students.
6. Caste does not have significant influence on study habits of the students.
7. Father's educational qualifications, residence, native place and economic position of the family have significant influence on study habits of the students.
8. The socio-demographic variables viz., age, annual income of the family, father's occupation, mother's educational qualification,
mother's occupation, birth order and total members in the family do
not have significant influence on the study habits of the students.

9. '12' personality factors out of '16' have significant influence on study
habits of the students.

10. '8' self concept areas out of '10' and self-concepts total score have
significant influence on study habits of the students.

11. Academic achievement has significant influence on study habits of
the students.

12. Attitude towards teaching has significant influence on study habitats
of the students.

13. '7' socio demographic variables out of '15' have contributed for the
prediction of study habits score of the students.

14. '9' personality factors out '16', have contributed for the prediction of
study habits score of the students.

15. '4' self-concepts areas out of '10' and self-concepts total score have.
contributed for the prediction of study habits score of the students.

16. '2' academic achievement variables out of '6' contributed for the
prediction of study habits score of the students.

17. '15' independent variables out of '49' have contributed for the
prediction of study habits score of the students.

6.4. EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

In the present days, study habits are an important factor in the
student's academic achievement and personal improvement. If good study
habits are inculcated, nurtured and promoted at the young and
impressionable of age of child, it will go a long way in removing, a number of hurdles on the way to development of good and cultured citizens.

If the habits like listening, understanding, concentrating, reading, writing, note taking, reviewing, and study skills, began even from elementary stage, the students automatically possess good scholastic success in high school and college stages.

On the basis of the results of the present investigation, the following recommendations are made.

1. The study habit is an important for students to their college education and life long education. Hence, it is essential to inculcate the good study habits among the DIET students.
2. Study habits of male students are less than that of female students. Care may be taken to improve the performance of male students.
3. Study habits of circar students are poor as comparing to other area / region students. Necessary steps may be taken to improve the study habits of circar region students.
4. Congenial study habits may be created in DIET colleges and libraries may be well equipped with books, journals, magazines, dailies periodicals etc.
5. It is found that most of the personality factors have significant influence on study habitats of the students. It is recommended to improve these personality characteristics which are related to the study habits of the students.
6. Academic achievement of the students is associated with the study habits. It is advised that the principal and staff have to take necessary steps for improving the study habits of the students.

7. The socio-demographic factors such as father's educational qualifications, residence, native place, and economic position of the family are associated with study habits of the students. It is recommended that the principal and staff may provide necessary knowledge for the students in the above aspects.

8. It is recommended that the hostel warden is advised to take necessary steps for improving the study habits of the students. In case of the day scholars parents are advised to take appropriate steps for improving the study habits of the students.

9. Learning through such activities as individual reading, holding groups discussions, visiting places, dramatizations etc; should be encouraged.

10. Most of the self-concept areas are associated with study habits. Necessary steps may be taken by the principal and staff for developing the self-concepts which are useful for study habits of the students.

11. Attitude towards teaching is positively associated with study habits of the students. Hence it is necessary to develop positive attitude among students. So that they may have good study habits.

12. To ensure maximum learning, the lecturer must strictly watch over the work habits and behavior pattern of the students.
13. Students with poor study habits have to take the suggestion from their friends and lecturers for developing good study habits.

14. It is instructed to parents that they allow the students for watching educational programmes according to their interest. Sometimes it may also give the students to develop the divergent thinking and associate the situation with studies.

15. Students can consult subject lecturers for clarification of their doubts in subjects concerns.

16. It is recommended that the lecturers should inculcate the moral, social and aesthetic value among the students.

17. The research findings are also used for the improvement of study habits of the students.

18. Inter library loans, exchange of latest and costly books between college libraries should be made feasible.

19. Students should participate in sports / games, yoga and meditation. These activities make them healthy and keep their minds flesh, which will help for good study habits.

20. It is very essential that lecturers should remove the test anxiety (exam – blue) among the students, because, some times a good students may fail in the examination with test anxiety.

21. Lecturers can supervise frequently the study habits of the students.

6.5. SUGGESTIONS FOR FURTHER RESEARCH:

The following suggestions are considered for further research in the area of study habits.
1. This investigation is restricted to DIET students only. It may be undertaken for other students in the degree colleges, professional colleges, universities and different types of schools.

2. The studies may be undertaken including different types of psychological variables like anxiety, creativity, introversion and extraversion, intelligence etc in relation with the study habits.

3. This is a presage-product study and it is advised to take up, presage process, process product, presage – process – product studies may be conducted in the area of study habits.

4. It is a survey type research. It is advised to conduct experimental type of research.

5. Further studies may be conducted to know the study conditions and facilities available in DIET colleges.

6. The relation between regular class hours for developing good study habits and achievement of the students may be taken for further investigation.

7. A micro level study to assess parental interest and cooperation in development of some basic skills among the students relating to study habits can be taken up.

8. Relationship between co-ordination among parents, students and lecturers, and development of study habits of the students may be investigated for further research.

9. Development of programmes for the improvement of study habits may be undertaken for further investigation.
10. Relationship between silent reading ability and comprehension may be taken up for further investigation.

11. Relationship between use of dictionary, books for idioms, and phrases etc and enrichment of functional vocabulary among the students may be undertaken for further investigation.

12. A study habits programmes both of preventive and remedial must be arranged according to the abilities of the students.

13. A study to see the impact of the study habits on behavioral changes of students needs to be carried out.

14. Some regular class hours may be arranged for developing good study habits.

15. A regular study habits training programmes must be arranged to improve the study habits.

16. It is important that practicing lecturers at colleges, researchers, and psychologists develop the programmes for the improvement of study habits.