FINDINGS,
IMPLICATIONS
AND SUMMARY
CHAPTER-V
FINDINGS, IMPLICATIONS AND SUMMARY

This chapter deals with the findings and implications pertaining to the academic profile of the college students perceived by the student and teacher respondents. The data are systematically analyzed and they are classified into different related titles under the following four major heads.

- Findings related to Hypotheses.
- Findings related to the Socio-Demographic Characteristics of the Students and Teachers.
- Findings related to the Students’ Perceptions on the Academic Profile of College Students.
- Findings Related to The Perceptions of The Teachers on the Academic Profile of the College Students.
- Findings Related to Comparative Perception of the Student and Teacher on the Academic Profile of College Students.
- Models of Academic Profile of College Students Perceived By Students and Teachers.
- Implications of the Study.
- Summary.

a. FINDINGS RELATED TO HYPOTHESES

1. Findings related to Hypotheses based on academic profile of students as perceived by students

1. Null hypothesis for research hypothesis 1.

There is no significant relationship between the students’ perception on students’ study involvement and their study habits.

To test the above hypothesis, the researcher used Karl Pearson’s Co-efficient of Correlation. The result indicated that there is a positive significant relationship
between the students' perception on study involvement and their study habits. Hence the null hypothesis is rejected. (Table 98).

2. **Null hypothesis for research hypothesis 2.**

There is no significant relationship between the students' perception on students' study habits and their classroom culture.

To test the above hypothesis, the researcher used Karl Pearson's Co-efficient of Correlation. The result highlighted that there is a positive significant relationship between the students' perception on study habits and their classroom culture. Hence the null hypothesis is rejected. (Table 98).

3. **Null hypothesis for research hypothesis 3.**

There is no significant relationship between the students' perception on classroom culture and their purpose towards higher education.

To test the above hypothesis, the researcher used Karl Pearson's Co-efficient of Correlation. The result highlighted that there is a positive significant relationship between the students' perception on classroom culture and their higher education. Hence the null hypothesis is rejected. (Table 98).

4. **Null hypothesis for research hypothesis 4.**

There is no significant relationship between the students' perception on higher education and their level of adjustment.

To test the above hypothesis, the researcher used Karl Pearson's Co-efficient of Correlation. The result highlighted that there is a positive significant relationship between the students' perception on higher education and their level of adjustment. Hence the null hypothesis is rejected. (Table 98).

5. **Null hypothesis for research hypothesis 5.**

There is no significant relationship between the students' level of adjustment and their personal problems.

To test the above hypothesis, the researcher used Karl Pearson's Co-efficient of Correlation. The result highlighted that there is a negative significant relationship
between the students’ perception on higher education and their level of adjustment. Hence the null hypothesis is rejected. (Table 98).

II. Findings related to Hypotheses based on academic profile of students as perceived by teachers.


There is no significant relationship between the teachers’ perception on students’ study involvement and their study habits.

To test the above hypothesis, the researcher used Karl Pearson’s Co-efficient of Correlation. The result indicated that there is a positive significant relationship between the students’ perception on study involvement and their study habits. Hence the null hypothesis is rejected. (Table 142).


There is no significant relationship between the teachers’ perception on students’ study habits and their classroom culture.

To test the above hypothesis, the researcher used Karl Pearson’s Co-efficient of Correlation. The result highlighted that there is a positive significant relationship between the teachers’ perception on students’ study habits and their classroom culture. Hence the null hypothesis is rejected. (Table 142).

8. Null hypothesis for research hypothesis 8.

There is no significant relationship between the teachers’ perception on classroom culture and their purpose towards higher education.

To test the above hypothesis, the researcher used Karl Pearson’s Co-efficient of Correlation. The result highlighted that there is no significant relationship between the teachers’ perception on students’ classroom culture and their higher education. Hence the null hypothesis is accepted. (Table 142).


There is no significant relationship between the teachers’ perception on higher education and their level of adjustment.
To test the above hypothesis, the researcher used Karl Pearson’s Co-efficient of Correlation. The result highlighted that there is no significant relationship between the teachers’ perception on students’ higher education and their level of adjustment. Hence the null hypothesis is accepted. (Table 142).


There is no significant relationship between the students’ level of adjustment and their personal problems.

To test the above hypothesis, the researcher used Karl Pearson’s Co-efficient of Correlation. The result highlighted that there is a negative significant relationship between the teachers’ perception on students’ level of adjustment and their personal problems. Hence the null hypothesis is rejected. (Table 142).

III. Findings related to hypotheses based on differences between students-teachers with regard to academic profile of students.

11. Null hypothesis for research hypothesis 11.

There is no significant difference between the perception of teachers and students with regard to the overall study involvement.

To test the above hypothesis, the researcher used ‘z’ test. The result highlighted that there is no significant difference between the perception of teachers and students with regards to overall study involvement. Hence the null hypothesis is accepted. (Table 154).

12. Null hypothesis for research hypothesis 12.

There is no significant difference between the perception of teachers and students with regard to the overall study habits.

To test the above hypothesis, the researcher used ‘z’ test. The result highlighted that there is a significant difference between the perception of teachers and students with regards to overall study habits. Hence the null hypothesis is rejected (Table 154).

There is no significant difference between the perception of teachers and students with regard to the classroom culture.

To test the above hypothesis, the researcher used ‘z’ test. The result highlighted that there is no significant difference between the perception of teachers and students with regards to classroom culture. Hence the null hypothesis is accepted. (Table 154).


There is no significant difference between the perception of teachers and students with regard to the purpose of higher education.

To test the above hypothesis, the researcher used ‘z’ test. The result highlighted that there is a significant difference between the perception of teachers and students with regards to purpose of higher education. Hence the null hypothesis is rejected. (Table 154).

15. Null hypothesis for research hypothesis 15.

There is no significant difference between the perception of teachers and students with regard to the overall adjustment.

To test the above hypothesis, the researcher used ‘z’ test. The result highlighted that there is no significant difference between the perception of teachers and students with regards to the overall adjustment. Hence the null hypothesis is accepted. (Table 154).

16. Null hypothesis for research hypothesis 16.

There is no significant difference between the perception of teachers and students with regard to the personal problems.

To test the above hypothesis, the researcher used ‘z’ test. The result highlighted that there is no significant difference between the perception of teachers and students with regards to the personal problems. Hence the null hypothesis is accepted. (Table 154).
b. FINDING RELATED TO THE SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE STUDENTS AND TEACHERS;

1. More than half of the student respondents (54.7 %) are female whereas more than half of the Teacher respondents (57.7 %) are male.

2. Vast majority of the student respondents (93.1 %) as well as the Teacher respondents (70.3 %) belong to Hindu religion.

3. One third of the student respondents (34.18 %) as well as the Teacher respondents (30.0%) are from Bharat College.

4. Majority of the student respondents (64.5%), as well as the Teacher respondents (70.4%) were studied in Tamil medium at their Plus-two level.

5. Majority of the Teacher respondents (70.7%) are married.

6. Majority of the student respondents (68.0%) and majority of the Teacher respondents (51%) are from Arts discipline.

7. Majority of the Teacher respondents (69.6%) are taking class for the first year students and majority of the student respondents (62.9%) are studying in the first year classes.

8. A little less than half the student respondents (42.5%) as well as Teacher respondents (43.3%) are belonging to MBC category of community.

9. More than half of student respondents (60.0%) are from urban native background.

10. Less than half of teacher respondents (47.0%) are from urban native background.

11. One forth of the student respondents (26.0%) are from rural native background.

12. Less than half of the teacher respondents (47.3%) are from rural native background.

13. More than half of the families of the student respondents (53.7%) do have four-six siblings whereas the families of the teacher respondents (41.3%) do have four-six siblings.
14. Majority of the student (64.2%) and teacher (58.0%) respondents belong to nuclear family system.

15. More than One-third of the student (35.8%) and teacher (42.0%) respondents belong to joint family.

16. Majority of the student respondents (64.2%) and teacher respondents (58%) belong nuclear family system.

17. More than half (52.3%) of the respondents are belonging to the age group of Below 30 years.

18. More than half of the teacher respondents have 10-15 years of teaching experience.

19. More than one fourth of the teacher respondents (31.6%) monthly income is only Rs. 5000.

20. Vast majority (82.55%) of the respondents are in the age group of 21-24 years of age. Less than one third (24%) of the respondent’s father educational level is below SSLC (10th Standard).

21. More than one third (37.9%) of the respondent’s mother educational level is below SSLC (10th Standard).

22. The vast majority (76%) of the respondent’s father and mother education is above SSLC (10th Standard).

23. One third of the student respondents (34.3%) monthly income is only Rs.5000.

24. Nearly half (48.9%) of the respondent’s father occupation is farmer.

25. Majority (65.8%) respondents’ mothers are housewife.

26. More than one third (36.3%) of the student and teacher respondent’s do perceive and experience a greater extend of satisfaction in the studying in their respective college. Majority of the student and teacher respondent’s (57%) do perceive and experience some extend of satisfaction in the studying in their respective college.
27. More than half of the teacher and students respondents (54.7%) have the opined that the facilities like building, classroom, restrooms, play grounds, lab etc., need to be improved. More than half of the students’ respondents (57.3%) have opined that cordial relationships need to be improved with their classmates.

28. Majority (51.6%) of the students’ respondents felt that their subjects were difficult for them to study; indeed this coincides with perception of the majority (61.3%) teachers too. More than one third of the both teacher (43.7%) and students (40.0%) respondents perceived that the course offered and selected do have future and very much promising. Majority of the student (62.6%) and teacher (63%) respondents perceived that the relationship between their teacher and students need to be improved.

29. More than half (51%) of the student respondents had their own motivation to join in their specific course in the particular college.

30. There is more or less an equal percentage of influence by their teachers (18%) and friends (19.8%) on the students’ respondents to join in their specific course at the particular college.

31. Nearly one third of the students (27.3%) respondents have been influenced by their parents to joint in their specific course at the particular college.

32. Half of the student respondents opined that high level of study involvement (50.5%). Study habit (50.2%), Classroom culture (53.3%), Purpose of higher education (54.7%), and Adjustment (53.5%). In the same group, more half of the respondents (56.7%) do experienced low level of personal problems.

c. FINDINGS RELATED TO THE STUDENTS’ PERCEPTIONS ON THE ACADEMIC PROFILE OF COLLEGE STUDENTS

Findings related to the Students’ Perceptions on their Study Involvement:

1. More than half of the student (50.5%) respondents perceived to have high level of overall study involvement, and college environment (51.6%), peer relationship (57.3%).and feed back (50.9%).

2. Majority of them perceived to have high level of self confidence (60.9%), and more than Majority of them perceived to have high level of involvement (71.3%).

233
3. There is a significant difference between male and female of the student respondents with regard to their overall study involvement. Further from the mean scores it is evident that females have better overall study involvement than male.

4. There is also a significant difference between the male and female of the student respondents and their peer relationships; further mean score revealed that female have better peer relationship than male.

5. Moreover, there is no significant difference between male and female of the student respondents with regard to various dimension of study involvement namely college environment, self confidence, study involvement and feed back.

6. There is a significant difference between the first and second year of study and with regard to their perception on the sub dimension of self confidence. The mean score indicates that the first year students have a slightly higher level of self confidence than second years.

7. There is no significant difference between first and second year of study of the student respondents with regard to various dimension of study involvement namely college environment, self confidence, involvement, peer relation, feed back and overall.

8. There is no significant difference between Tamil and English medium of the student respondents with regard to their perception on various dimension of study involvement namely college environment, self confidence, involvement, peer relation, feed back and overall. The mean score indicates that Tamil medium students are having higher level of study involvement than English medium students.

9. There is no significant difference between discipline of the student respondents and their perceived level of overall study involvement and its sub dimensions namely college environment, self confidence, involvement, peer relation, and feed back.

10. There is no significant difference between type of family of the student respondents and their perceived level of overall study involvement and its sub dimensions namely college environment, self confidence, involvement, peer relation and feed back.
11. There is significant association between various fathers’ educations of the student respondents and their perceived level of overall study involvement.

12. There is no significant association between various father educations of the student respondents and its sub dimensions namely college environment, self confidence, involvement, peer relation, and feedback.

13. There is no significant association between various mother educations of the student respondents and their perceived level of overall study involvement, and its sub dimensions namely college environment, self confidence, involvement, peer relation, and feedback.

14. There is a significant association between various fathers’ occupation of the student respondents and their perceived level of overall study involvement.

15. There is no significant association between various father occupations of the student respondents and its sub dimensions namely college environment, self confidence, involvement, peer relation, and feedback.

16. There is a significant variance among the various communities namely BC, MBC, FC and SC/ST of the students respondents with regard to sub dimensions of study involvement namely college environment and feedback.

17. There is no significant various among the various communities of the students’ respondents with regard to other sub dimensions of study involvement such as self confidence, involvement, peer relationship and overall dimensions of study involvement.

18. There is a significant variance among the various native background namely Urban, Rural, and Semi urban of the students respondents with regard to sub dimensions of study involvement namely involvement.

19. There is no significant various among the various native background namely Urban, Rural, and Semi urban of the students’ respondents with regard to other sub dimensions of study involvement such as self confidence, peer relationship, college environment and feedback, and overall dimensions of study involvement.

20. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the students
respondents with regard to overall dimensions of study involvement college, other sub dimensions of study involvement namely study involvement, self confidence, peer relationship, environment and feed back.

21. There is a negative significant relationship between age of the student respondents and their perceived level of peer relationship and overall study involvement.

22. There is no significant relationship between various father educations of the student respondents and its sub dimensions namely college environment, self confidence, involvement, and feed back.

23. There is no significant relationship between No of family the Siblings of the student respondents and their perceived level of overall study involvement, and its sub dimensions namely college environment, self confidence, involvement, peer relationship and feed back.

24. There is no significant relationship between family income of the student respondents and their perceived level of overall study involvement and its sub dimensions namely college environment, self confidence, involvement, peer relationship and feed back.

25. The students' perception on the dimensions of study involvement is correlated significantly with all the dimension of study involvement namely college environment, self confidence, involvement, peer relationship, feed back and overall study involvement of the students.

Findings related to the Students' Perceptions on their Study Habits:

1. Majority of the student respondents do perceived high level of Home Environment and Planning (67.6%), General Habits and Attitudes (69.5%) and College Environment (68.9%).

2. More than half student respondents perceived high level of Reading and Note Taking (55.6%), Planning of Subjects (56.9%), Habits of Concentration (57.6%) and Preparation of Examinations (50.4%).

3. Half of the student (50.2%) respondents perceived high level of overall study habit.
4. There is a significant difference between male and female student respondents with regard to their overall study habit. Further from the mean scores it is evident that females have better overall study habit than male.

5. There is also a significant difference between the male and female student respondents and their Planning of Subjects, General Habits and Attitudes and College Environment; further mean score revealed that female have better Planning of Subjects, General Habits and Attitudes and College Environment than male.

6. There is no significant difference between male and female student respondents with regard to various dimension of study habit namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations.

7. There is a significant difference between first and second year student respondents with regard to their perception on the sub-dimension of study habit, Home Environment and planning. Further from the mean scores it is evident that the second year students are perceived to have better Home Environment and planning study habit than first year students.

8. There is no significant difference between first and second year student respondents with regard to their overall study habits and their various dimension of study habit namely, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

9. There is no significant difference between Tamil and English medium student respondents with regard to their overall study habits and their various dimension of study habit namely, Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

10. There is no significant difference between Arts and Science student respondents with regard to overall study habits and their various dimension of study habit namely, Home Environment and planning, Reading and Note

11. There is no significant difference between Joint and Nuclear type of family of the student respondents with regard to overall study habits and their various dimension of study habit namely, Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

12. There is no significant association between various father educations of the student respondents and overall dimension of study habit with its sub dimensions namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

13. There is no significant association between various mother educations of the student respondents and the overall dimensions of study habit with its sub dimensions namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

14. There is a significant association between various father occupations of the student respondents and with the sub dimensions study habit namely Habits of Concentration. There is no significant association between various father occupations of the student respondents and overall dimension of study habit with its Home Environment and planning, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes and College Environment.

15. There is a significant association between various mother occupations of the student respondents and with the sub dimensions study habit namely Habits of Concentration. There is no significant association between various father occupations of the student respondents and overall dimension of study habit with its Home Environment and planning, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes and College Environment.
16. There is a significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard, to the sub-dimensions of study habit namely Reading and Note Taking, Planning of Subjects, Habits of Concentration.

17. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard, to the rest of the sub-dimensions of study habit namely Home Environment and Preparation of Examinations, General Habits and Attitudes, College Environment and overall dimension of the students' study habits.

18. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the student respondents with regard to their perception and overall dimensions of study habit, the sub dimensions of study habit namely Home Environment, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes, College Environment.

19. There is no significant variance among the various communities namely BC, MBC, FC and SC/ST of the student respondents with regard to their perception and overall dimensions of study habit, the sub dimensions of study habit namely Home Environment, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes, College Environment.

20. There is a positive significant relationship between age of the student respondents and their perceived level of sub dimensions of study habits namely Home Environment and planning.

21. There is no significant relationship between various ages of the student respondents and their overall study habits, sub dimensions of study habits namely Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.
22. There is a positive significant relationship between the number of siblings of the student respondents and their perceived level of sub dimensions of study habits namely Habits of Concentration.

23. There is no significant relationship between various ages of the student respondents and their overall study habits, sub dimensions of study habits namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes and College Environment.

24. There is no significant relationship between the Family Income of the student respondents and their perceived level of overall study habits, sub dimensions of study habits namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, Habits of Concentration, General Habits and Attitudes and College Environment.

25. The students’ perception on the dimensions of study habits significantly positively correlated with all the dimension of study habits and overall study habits of the students.

Findings related to the Students’ Perceptions on their Classroom Culture:

1. There is no significant difference between male and female student respondents with regard to their class room culture.

2. There is no significant difference between arts and science student respondents with regard to their class room culture.

3. There is no significant difference between joint and nuclear type of family of the student respondents with regard to their class room culture.

4. There is no significant difference between first and second year student respondents with regard to their class room culture.

5. There is no significant difference between Tamil and English medium of study of the student respondents with regard to their class room culture.

6. There is no significant association between fathers’ education of the student respondents with regard to their perceptions on their class room culture.
7. There is no significant association between fathers’ occupation of the student respondents with regard to the perception of the students on their classroom culture.

8. There is no significant association between mothers’ education of the student respondents with regard to the perception of the students on their classroom culture.

9. There is a significant association between mothers’ occupation of the student respondents with regard to the perception of the students on their classroom culture.

10. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard to their perception on classroom culture.

11. There is no significant variance among the various communities namely, BC, MBC, FC and SC/ST of the student respondents with regard to their perception and the students’ classroom culture.

12. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the student respondents with regard to their perception and students’ classroom culture.

13. There is no significant relationship between age of the student respondents and their perceived level of classroom culture.

14. There is no significant relationship between the number of siblings of the student respondents and their perceived level of classroom culture.

15. There is no significant relationship between the Family Income of the student respondents and their perceived level of classroom culture.

**Findings related to the Students’ Perceptions on Purpose of Higher Education:**

1. There is a significant difference between male and female student respondents with regard to their perception on their purpose of higher education.
2. There is no significant difference between arts and science student respondents with regard to their perception on their purpose of higher education.

3. There is no significant difference between joint and nuclear type of family of the student respondents with regard to their perception on their purpose of higher education.

4. There is a significant difference between first and second year student respondents with regard to their perception on their purpose of higher education.

5. There is no significant difference between Tamil and English medium of study of the student respondents with regard to their perception on their purpose of higher education.

6. There is no significant association between fathers’ education of the student respondents with regard to their perception on purpose of higher education.

7. There is no significant association between mothers’ education of the student respondents with regard to their perception on purpose of higher education.

8. There is no significant association between fathers’ occupation of the student respondents with regard to their perception on purpose of higher education.

9. There is a significant association between mothers’ occupation of the student respondents with regard to their perception on purpose of higher education.

10. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College of the student respondents with regard to their perception on the purpose of higher education.

11. There is no significant variance among the various communities namely BC, MBC, FC and SC/ST of the student respondents with regard to their perception and the students’ purpose of higher education.

12. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the student respondents with regard to their perception on the purpose of higher education.
13. There is a negative significant relationship between age of the student respondents and their perceived level of Purpose of Higher Education.

14. There is no significant relationship between the numbers of siblings of the student respondents and their perceived level of Purpose of Higher Education.

15. There is no significant relationship between the Family Income of the student respondents and their perceived level of Purpose of Higher Education.

Findings related to the Students’ Perceptions on Adjustments:

1. More than half of the student (53.3%) respondents perceived high level of Overall Adjustments.

2. Majority of the student respondents do perceived high level of Educational Adjustments (67.3%), Emotional Adjustments (60.9%) and Social Adjustments (63.5%).

3. More than half student respondents perceived high level of Home Adjustments (58.4%).

4. There is no significant difference between male and female student respondents with regard to their Overall Adjustments.

5. There is no significant difference between male and female student respondents with regard to various sub-dimensions of Adjustments namely Home Adjustments, Educational Adjustments, Emotional Adjustments and Social Adjustments.

6. There is a significant difference between first and second year student respondents with regard to sub-dimension of Adjustments namely Educational Adjustments, further the mean score indicates that second year student are having higher adjustments than the first year students.

7. There is no significant difference between first and second year student respondents with regard to their Overall Adjustments and their various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments and Social Adjustments.

8. There is a significant difference between arts and science student respondents with regard to sub-dimension of Adjustments namely, Emotional Adjustments
further the mean score indicates that arts student are having higher adjustments than the science students.

9. There is no significant difference between arts and science student respondents with regard to their Overall Adjustments and their various sub-dimensions of Adjustments namely Home Adjustments, Educational Adjustments and Social Adjustments.

10. There is a significant difference between joint and nuclear type of family of the student respondents with regard to their Home Adjustments. Further the mean score indicates that the students from joint families are having higher adjustments than the students from nuclear families.

11. There is no significant difference between joint and nuclear type of family of the student respondents with regard to their Overall Adjustments and various sub-dimensions of Adjustments namely, Emotional Adjustments, Educational Adjustments and Social Adjustments.

12. There is no significant difference between Tamil and English medium of study of the student respondents with regard to their Overall Adjustments and their various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

13. There is no significant association between various fathers’ education of the student respondents with regard to their Overall Adjustments and various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

14. There is no significant association between various mothers’ education of the student respondents and their perceived level of overall Adjustments and various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

15. There is a significant association between various fathers’ occupation of the student respondents and their perceived level of overall Adjustments and the various sub-dimensions of Adjustments namely Educational Adjustments and Social Adjustments. There is no significant association between fathers’
education of student respondents with regard to various sub-dimensions of Adjustments namely Home Adjustments and Emotional Adjustments.

16. There is a significant association between mothers’ occupation of student respondents with regard to sub-dimension of Adjustments namely Educational Adjustments.

17. There is no significant association between various mothers’ occupation of the student respondents and their perceived level of overall Adjustments and various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments and Social Adjustments.

18. There are no significant variations among the various communities namely BC, MBC, FC and SC/ST of the student respondents with regard to their perceived level of overall Adjustments.

19. There are no significant variations among the various communities namely BC, MBC, FC and SC/ST of the student respondents with regard to their perceived level of sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

20. There is a significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard to their perceived level of overall Adjustments and sub-dimensions of Adjustments namely Emotional Adjustments, and Educational Adjustments.

21. There are no significant variations among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard to their perceived level of sub-dimensions of Adjustments namely Home Adjustments, and Social Adjustments.

22. There is no significant variation among the various native background namely Urban, Rural, and Semi urban of the student respondents with regard to their perceived level of overall Adjustments and the sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.
23. There is no significant relationship between age of the student respondents and their perceived level of overall adjustments and the various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

24. There is no significant relationship between number of siblings of the student respondents and their perceived level of Overall Adjustments and the various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

25. There is no significant relationship between the Family Income of the student respondents and their perceived level of Overall Adjustments and the various sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

26. There is a relationship between the various dimensions namely, home, educational, emotional, social, and overall adjustment as perceived by the student respondents.

27. There is a significant relationship between the study involvement and study habits, study involvement and personal problems, study involvement and purpose of higher education, study involvement and classroom culture, the study habit have significant relationship with personal problems, higher education and classroom culture, adjustment have significant relationship with personal problems, purpose of higher education and classroom culture.

28. There is a significant relationship between the personal problems and purpose of higher education and also with classroom culture as perceived by the students.

29. There is significant relationship between purpose of higher education and the classroom culture.

30. There is no significant relationship between the adjustment and study involvement and study habits as perceived by students.
Findings related to the Students' Perceptions on Personal Problems:

1. There is a significant difference between male and female student respondents with regard to their perceived level of personal problems.

2. There is a significant difference between arts and science student respondents with regard to their perceived level of personal problems.

3. There is no significant difference between joint and nuclear type of family of the student respondents with regard to their perceived level of personal problems.

4. There is no significant difference between first and second year student respondents with regard to their perceived level of personal problems.

5. There is no significant difference between Tamil and English medium of study of the student respondents with regard to their perceived level of personal problems.

6. There is no significant difference between religions of the student respondents with regard to their perceived level of personal problems.

7. There is no significant difference between fathers' education of the student respondents with regard to their perceived level of personal problems.

8. There is no significant difference between mothers' education of the student respondents with regard to their perceived level of personal problems.

9. There is no significant difference between fathers' occupation of the student respondents with regard to their perceived level of personal problems.

10. There is no significant difference between mothers' occupation of the student respondents with regard to their perceived level of personal problems.

11. There is a significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard to their perceived level of personal problems.
12. There are no significant variations among the various communities namely BC, MBC, FC and SC/ST of the student respondents with regard to their perceived level of personal problems.

13. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the student respondents with regard to their perceived level of personal problems.

14. There is no significant relationship between age of the student respondents and their perceived level of Personal Problems.

15. There is no significant relationship between the number of siblings of the student respondents and their perceived level of Personal Problems.

16. There is no significant relationship between the Family Income of the student respondents and their perceived level of Personal Problems.

**d. FINDINGS RELATED TO THE PERCEPTIONS OF THE TEACHERS ON THE ACADEMIC PROFILE OF THE COLLEGE STUDENTS:**

1. More than half of the teacher respondents opined that the students possess high level of study involvement (55%), Study habit (52%), and Classroom culture (50.2%), Purpose of higher education (58.3%) and Adjustment (52.7%).

2. More half of the teacher respondents perceived (52%) experienced low level personal problems.

3. There is a significant relationship between the study involvement and study habits, study involvement and purpose of higher education, study involvement and classroom culture, the study habit have significant relationship with higher education and classroom culture, adjustment have significant relationship with personal problems, and classroom as perceived by teachers on students.

4. There is no significant relationship between the study involvement and adjustment, personal problems also there is no significant relationship between adjustment and study habits, study habits and personal problems, adjustment and purpose of higher education, similarly the personal problems have no relationship with purpose of higher education and classroom culture.
5. There is no significant relationship between purpose of higher education and classroom culture as perceived by teachers on students.

**Findings related to the Teachers’ Perceptions on the students’ Study Involvements:**

1. More than half of the teacher (55%) respondents perceived the students to have possessed high level of overall study involvement.

2. Majority of the teacher respondents do perceived the students to have experienced a high level of self confidence (66%), involvement (66%) and more than half (59%) peer relationship.

3. There is no significant difference between male and female of the teacher respondents with regard to their perception on the various dimension of students’ overall study involvements and its sub-dimensions namely college environment, self confidence, involvement, peer relation and feedback.

4. There is no significant difference between the teacher respondents who teach to the first and second year students and their perception with regard their students’ various dimension of study involvement namely college environment, self confidence, and study involvement, peer relation, feedback and overall.

5. There is no significant difference between Tamil and English medium of the students perceived by teacher respondents with regard to the various dimension of study involvement namely college environment, self confidence, involvement, peer relation, feed back and overall.

6. There is no significant difference between the teacher respondents who teach to the Arts and Science students and their perceived level of students’ overall study involvement and its sub dimensions namely college environment, self confidence, involvement, peer relation, and feedback and overall.

7. There is no significant difference between type of family of the teacher respondents and their perceived on the students level of overall study involvement and its sub dimensions namely college environment, self confidence, involvement, peer relation, and feedback.
8. There is no significant various among the various communities namely BC, MBC, FC and SC/ST of the teacher respondents with regard to their perception on students and overall dimensions of students’ study involvement. Sub dimensions of study involvement such as self confidence, involvement, and college environment and feed back, peer relationship.

9. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the teacher respondents with regard to their perception on students and overall dimensions of students’ study involvement, other sub dimensions of study involvement such as self confidence, involvement, peer relationship, study involvements, college environment and feedback.

10. There is a significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard to their perception on the students and the sub dimensions of study involvement namely college environment.

11. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard to their perception on students and the overall dimensions of students’ study involvement, other sub dimensions of study involvement such as self confidence, study involvement, peer relationship and feedback.

12. The teachers’ perception on the students’ dimensions of study involvement is correlated significantly with all the dimensions of study involvement and overall study involvement.

**Findings related to the Teachers’ Perceptions on the students’ Study Habits:**

1. More than half of the teacher (52.0%) respondents perceived their students to have high level of overall study habits.

2. Majority of the teacher respondents do perceived their students to have high level of Home Environment and Planning (61.7%), Preparation of Examinations (68.3%), General Habits and Attitudes (71.0%) and College Environment (70.3%).
3. More than half teacher respondents perceived their students to have high level of Reading and Note Taking (59.0%), Planning of Subjects (57.3%), Habits of Concentration (50.7%).

4. There is a significant difference between the male and female teacher respondents with regard to their perception on students’ overall dimension of study habits.

5. There is no significant difference between male and female teacher respondents with regard to their perception on various dimensions of study habit namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, Preparation of Examinations, General Habits and Attitudes and College Environment.

6. There is no significant difference between the teacher respondents who teach to the first and second year students and their perception with regard their students’ overall dimension of study habits and on various dimensions of study habit namely Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, Preparation of Examinations, General Habits and Attitudes and College Environment.

7. There is no significant difference between Tamil and English medium of the students perceived by teacher and with regard to their perception of their students’ various dimension of study habit namely, Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

8. There is no significant difference between the teacher respondents who teach to the Arts and Science students and with regard to their perception of their students’ various dimension of study habit namely, Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

9. There is no significant difference between the teacher respondents who were from Joint and Nuclear type of family and with regard to their perception of
their students' various dimension of study habit namely, Home Environment and planning, Reading and Note Taking, Planning of Subjects, Habits of Concentration, and Preparation of Examinations, General Habits and Attitudes and College Environment.

10. There is a significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard to their perception on the students' and to the sub-dimensions of study habit namely Habits of Concentration.

11. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard their perception on the students' and to the rest of the sub-dimensions of study habit namely Home Environment, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes, College Environment and overall dimension of the students study habits.

12. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the teacher respondents with regard to their perception on students' and overall dimensions of students' study habit and sub dimensions of study habit such as Home Environment, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes, College Environment.

13. There is no significant variance among the various communities namely BC, MBC, FC and SC/ST of the teacher respondents with regard to their perception on students' and overall dimensions of students' study habit and sub dimensions of study habit such as Home Environment, Reading and Note Taking, Planning of Subjects, Preparation of Examinations, General Habits and Attitudes, College Environment.

14. The teachers' perception on their students' dimensions of study habits, is correlated significantly with all the dimension of study habits and overall study habits.
Findings related to the Teachers’ Perceptions on the students’ Classroom Culture:

1. There is no significant difference between male and female teacher respondents with regard to their perception of their students’ classroom culture.

2. There is no significant difference between arts and science teacher respondents with regard to their perception of their students’ classroom culture.

3. There is no significant difference between joint and nuclear type of family of teacher respondents with regard to their perception of their students’ classroom culture.

4. There is no significant difference between first and second year teacher respondents with regard to their perception of their students’ classroom culture.

5. There is no significant difference between Tamil and English medium of study of teacher respondents with regard to their perception of their students’ classroom culture.

6. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard to their perception on the students and their classroom culture.

7. There is no significant variance among the various communities namely BC, MBC, FC and SC/ST of the teacher respondents with regard to their perception on students and their classroom culture.

8. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the teacher respondents with regard to their perception on students and their classroom culture.

Findings related to the Teachers’ Perceptions on the students’ Purpose of Higher Education:

1. There is no significant difference between male and female teacher respondents with regard to their perception of students’ purpose of higher education.
2. There is no significant difference between arts and science teacher respondents with regard to their perception of the students’ purpose of higher education.

3. There is no significant difference between joint and nuclear type of family of teacher respondents with regard to their perception of the students’ purpose of higher education.

4. There is no significant difference between first and second year teacher respondents with regard to their perception of the students’ purpose of higher education.

5. There is no significant difference between Tamil and English medium of study of teacher respondents with regard to their perception of the students’ purpose of higher education.

6. There is no significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard their perception on the students and their purpose of higher education.

7. There is no significant variance among the various communities namely BC, MBC, FC and SC/ST of the teacher respondents with regard to their perception on students and their purpose of higher education.

8. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the teacher respondents with regard to their perception on students and their purpose of higher education.

Findings related to the Teachers’ Perception on the students’ Adjustments:

1. More than half of the teacher (52.7%) respondents perceived that the students have high level of Overall Adjustments.

2. Majority of the teacher respondents do perceived that the students have high level of Home Adjustments (64.3%), Educational Adjustments (53.7%), Emotional Adjustments (53.3%) and Social Adjustments (58.0%).

3. There is no significant difference between male and female teacher respondents with regard to their perception of students’ Overall Adjustments.
4. There is no significant difference between male and female teacher respondents with regard to their perception of students' various sub-dimensions of Adjustments namely Home Adjustments, Educational Adjustments, Emotional Adjustments and Social Adjustments.

5. There is no significant difference between first and second year teacher respondents with regard to their perception of the students' Overall Adjustments.

6. There no significant difference between first and second first and second year teacher respondents with regard to their perception of the students' various sub-dimensions of Adjustments namely Home Adjustments, Educational Adjustments, Emotional Adjustments and Social Adjustments.

7. There is no significant difference between arts and science teacher respondents with regard to their perception of the students' Overall Adjustments.

8. There no significant difference between arts and science teacher respondents with regard to their perception of the students' various sub-dimensions of Adjustments namely Home Adjustments, Educational Adjustments, Emotional Adjustments and Social Adjustments.

9. There is no significant difference between joint and nuclear type of family of teacher respondents with regard to their perception of the students' Overall Adjustments.

10. There no significant difference joint and nuclear type of family of teacher respondents with regard to their perception of the students' various sub-dimensions of Adjustments namely Home Adjustments, Educational Adjustments, Emotional Adjustments and Social Adjustments.

11. There is no significant difference between Tamil and English medium of study of teacher respondents with regard to their perception of the students' Overall Adjustments.

12. There no significant difference Tamil and English medium of study of teacher respondents with regard to their perception of the students' various sub-
dimensions of Adjustments namely Home Adjustments, Educational Adjustments, Emotional Adjustments and Social Adjustment.

13. There is no significant variations among the various communities namely BC, MBC, FC and SC/ST of the teacher respondents with regard to their perceived level of students overall Adjustments and sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

14. There is a significant variation among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard to their perceived level of overall Adjustments.

15. There is a significant variation among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard to their perceived level of sub-dimensions of Adjustments namely and Emotional Adjustments and Social Adjustments.

16. There are no significant variations among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the student respondents with regard to their perceived level of sub-dimensions of Adjustments namely Home Adjustments and Educational Adjustments.

17. There is no significant variations among the various native background namely Urban, Rural, and Semi urban of the teacher respondents with regard to their perceived level of students overall Adjustments and sub-dimensions of Adjustments namely Home Adjustments, Emotional Adjustments, Educational Adjustments and Social Adjustments.

18. There is a relationship between the variables of adjustment dimensions namely, home, educational, emotional, social, and overall adjustment as perceived by the teacher' respondents.

Findings related to the Teachers’ Perception on the students’ Personal Problems:

1. There is no significant difference between male and female teacher respondents with regard to their perception of students’ personal problems.
2. There is no significant difference between arts and science teacher respondents with regard to their perception of the students’ personal problems.

3. There is no significant difference between joint and nuclear type of family of teacher respondents with regard to their perception of the students’ personal problems.

4. There is no significant difference between first and second year teacher respondents with regard to their perception of the students’ personal problems.

5. There is no significant difference between Tamil and English medium of study of teacher respondents with regard to their perception of the students’ personal problems.

6. There is also a significant variance among the various colleges namely K.N.G. College, T.U.K. College, Bharath College, and R.S. College, of the teacher respondents with regard their perception on the students and their personal problems.

7. There is no significant variance among the various communities namely BC, MBC, FC AND SC/ST of the teacher respondents with regard to their perception on students and their personal problems.

8. There is no significant variance among the various native background namely Urban, Rural, and Semi urban of the teacher respondents with regard to their perception on students and their personal problems.

e. FINDINGS RELATED TO A COMPARATIVE PERCEPTION OF THE STUDENT AND TEACHER ON THE ACADEMIC PROFILE OF COLLEGE STUDENTS:

1. The perception of both teacher and student respondents on their various dimensions of academic profile of students are nearly coinciding.

2. The students and teachers perception slightly differ from each other on their perception on study involvement and its various dimensions namely, college environment, self-confidence, involvement, feed back, and peer relations.
3. There is a significant difference between male and female with regard to the perception of students on overall study involvement whereas it is not significant with respect to the teachers’ perception.

4. There is no significant difference between the various factors namely, year of study, medium of study at 12th level, discipline of study, and type of family with regard to the perception of students and teachers on the students overall study involvement.

5. There is no significant variations between the various factors namely, various communities, various nativity, and various colleges with regard to the perception of students and teachers on the students overall study involvement.

6. The students and teachers perception on the students' level of study habit slightly differ from each other.

7. There is a significant difference between male and female with regard to the perception of students on overall study habit, whereas it is not significant with respect to the teachers’ perception.

8. There is no significant difference between the various factors namely, year of study, medium of study at 12th level, discipline of study, and type of family with regard to the perception of students and teachers on the students overall study habits.

9. There is no significant variations between the various factors namely, various communities, various nativity, and various colleges with regard to the perception of students and teachers on the students overall study habits.

10. There is no significant variation between the various factors namely, various communities, various nativities, and various colleges with regard to the perception of students and teachers on the students’ class room culture.

11. There is a significant difference between the students and teachers perception on students’ college environment. The mean score value also indicate that the teachers’ perception is high on college environment than the students’ perception.
12. There is no significant difference between the students and teachers perception on rest of the dimensions of study involvement namely, self-confidence, involvement, feedback, peer group and overall study involvement of college students.

13. There is a significant difference between the students and teachers perception on students’ reading, note-taking and habits of concentration and overall study habits. The mean score value also highlights that the students’ perception is high on reading and note-taking, habits of concentration, and overall study habits than the teachers’ perception.

14. There is no significant difference between the students and teachers perception on rest of the dimensions of study habits namely, home environment and planning of subjects, preparation for examinations, general habits and attitudes, and school environment of college students.

15. There is no significant difference between the students and teachers perception on various dimensions of students’ namely, home, educational, emotional, social, and overall adjustments of college students.

16. There is significant difference between the students and teachers perception on students’ overall study habits and the mean score value depicts that the students perceived a higher level of overall study habits than the teachers’ perception.

17. There is significant difference between the students and teachers perception on students’ overall purposes of higher education and the mean score value indicates that the teachers perceived a higher level on purposes of higher education that the students perception.

18. There is a positive significant relationship between the study involvement and study habits, purpose of higher education and classroom culture.

19. The study habits have positive significant relationship with purpose of higher education and classroom culture.

20. Adjustments have positive significant relationship with classroom culture as perceived by teachers on students.
21. The personal problems students have negative significant relationship with the various students' academic problems namely study involvement, study habits, classroom culture, purpose of higher education and, adjustments.

22. There is no significant relationship between the study involvement and adjustment, study habits and adjustment, adjustment and purpose of higher education, purpose of higher education and classroom culture as perceived by teachers on students.

23. There is a positive significant relationship between the study involvement and study habits, personal problems, purpose of higher education, and classroom culture.

24. The study habits have a positive significant relationship with higher education and classroom culture.

25. Adjustments have a positive significant relationship with purpose of higher education and classroom culture.

26. There is significant relationship between purpose of higher education and the classroom culture.

27. There is a negative significant relationship between the personal problems and study involvement, study habits, classroom culture, purpose of higher education and adjustments as perceived by the students.

28. There is no significant relationship between the adjustment and study involvement, adjustment and study habits as perceived by students.
MODELS OF ACADEMIC PROFILE OF COLLEGE STUDENTS PERCEIVED BY STUDENTS AND TEACHERS

a) STUDENTS' PERCEPTION

The above model denotes that the academic profile perceived by students in the domain of study involvement is positively correlated with study habits, purpose of higher education, classroom culture. Further, in the domain of study habits is positively correlated with purpose of higher education and classroom culture. It is also indicated from model that classroom culture positively related with adjustments and purposes of higher education. The same model indicates that the personal problems negatively correlated with all the other academic profile, namely study involvement, study habits, classroom culture, purposes of higher education and adjustments. However, the model portrays that adjustments do not significantly correlate with study involvements and study habits.
b) TEACHERS' PERCEPTION

The above model denotes that the academic profile perceived by teachers in the domain of study involvement is positively correlated with study habits, purpose of higher education, class room culture. Further, in the domain of study habits is positively correlated with purpose of higher education and class room culture. It is also indicated from model that class room culture positively related with adjustments. The same model indicates that the personal problems negatively correlated with study involvement, study habits, classroom culture, purpose of higher education and adjustments. However, the model portrays that study involvement do not correlate with adjustments, study habits do not correlate with adjustment, adjustment do not significantly correlate with purpose of higher education, purpose of higher education do not correlate with class room culture.
g. IMPLICATIONS OF THE STUDY

Based on the researcher's personal experience as a teacher in the field of higher education for the past eight years and his frequent visits to the four higher education institutes where the data were collected, using observation and interaction with the postgraduate students and teachers, and based on the findings that have emerged from this study, a few implications for implementation are hereby offered.

Reforms Suggested in the Improvement of Quality of Education

i) Curriculum

The curriculum for higher education has to be developed carefully by considering three years period of degree course and 2 years period of post-graduate course. It should include basic or core subjects, vocational subjects, applied subjects and personality development subjects. The institutions in the world of work should be called upon to finalize the syllabi and course contents. Interdisciplinary approach in Courses and subject will make the course more interesting and useful to the practical world. The emphasis should be on development of specific skill and exposure of students to the practical situation.

ii) Teaching Methodology

Teaching methodology has to play a very important role in quality of education. The traditional lecturing method is to be supplemented by guest lectures of persons in the field, visit to business and industries etc. Very fruitful use of seminar, group discussion, case study, role playing and group project work can be made by dividing the students into small number.

iii) Evaluation System

Serious attempt must be made to increase the credibility of examination system. The process of evaluation is a continuous process and it can be performed by variety of ways such as: Continuous evaluation by the internal teacher, Evaluation by internal and external examiners together, Evaluation by external examiner only and Practical examination.
iv) **Rote Learning**

Modern education in India is often criticized for being based on rote learning. Emphasis is laid on passing examinations with high percentage. Very few institutes give importance to developing personality and creativity among students. Recently, the country has seen a rise in instances of student suicides due to low marks and failures, especially in metropolitan cities, even though such cases are very rare. The presence of a number of education boards (SSC, ICSE, CBSE, IB) leads to non-uniformity. ICSE and CBSE boards, being quite tougher than SSC, are favourably considered at the time of admission. A large number of SSC (State board) students therefore complain that their ICSE and CBSE counterparts are given an advantage during college admissions, which are extremely competitive and sought for. Most colleges though account for these differences during admissions. The syllabi prescribed by the various boards are accused of being archaic and some textbooks (mostly ones written for the SSC) contain many errors. The boards are recently trying to improve quality of education by increasing percentage of practical and project marks. However, critics say even this is memorized by students (or even plagiarized). This is attributed to pressure from parents who are eager to see high scores more than overall development. Many people also criticize the caste, language and religion-based reservations in education system. Many allege that very few of the weaker castes get the benefit of reservations and that forged caste certificates abound. Educational institutions also can seek religious minority (non-Hindu) or linguistic minority status. In such institutions, 50% of the seats are reserved for students belonging to a particular religion or having particular mother-tongue(s). In case of languages, an institution can declare itself linguistic minority only in states in which the language is not official language. These reservations are said to be a cause of heartbreak among many. Many students with poor marks manage to get admissions, while meritorious students are left out. Critics say that such reservations may eventually create rifts in the society.

v) **Emphasis on the training of skilled manpower**

Higher education usually lays emphasis on the training of skilled manpower, market forces requiring “marketable products” and consequently on, “specialization”. But this has its own limitations, and general education of the individual is as necessary. As economy progresses, techniques alter rapidly.
Hence the need for individuals capable of adjusting themselves to changing conditions. Higher education should be capable of striking a balance between professional training and general education. Individuals have, henceforth, to adapt themselves to multi-cultural and multi-ethnic societies. Discovery and experience of diversity of cultural identities is an imperative for mutual understanding, tolerance and peace among peoples, for neutralizing the risks of uniformalisation and for the affirmation of universal unity of mankind. Institutions should not only develop qualifications but human qualities in students. In the words of Julian Huxley, the first Director-General, UNESCO itself should have a general policy of “a universal scientific humanism”. In fact, there is a need for a new kind of human person coming out of the portals of institutions at this level. It is suggested that the first year of post-secondary education should be devoted to grooming young students with the principles of international education and programmes promoting tolerance and respect for difference among individuals and societies. This preparatory year could also serve the institution to introduce efficient mechanisms for counselling and guidance of students for canalizing them to studies suited to their inclination, aspirations and capacities, and to the needs of society.

vi) Suggestions to the NGO Sector

The resources of state, national and international NGOs (Non Governmental Organizations) and service clubs can be mobilized for providing better academic profile and environments to the students doing their higher education. They may be take up free health care, recreational activities and day care services can be established to cater to the needs of the economically weaker students. NGOs and service clubs have the advantage of planning independently to carry out innovative and creative project activities. They are also known for their high-level professionalism and quality services.

vii) Suggestions to the States

It is suggested that States should be encouraged to plan an increasingly integrated higher education sector and to apply new procedures and methods of management and administration to all its components. At the policy level, it may be advisable to review the organizational matters regarding institutions managed at different levels by different bodies covering different disciplines and activities.
Teaching, training, research and service to the community should be organized both within and outside formal higher education institutions. It seems desirable that a high-level national “umbrella” organism co-ordinate action, without sacrifice for components of their autonomy. It could arrange for the harmonization of action for national development through enhancement of the collective performance and individual productivity and utility. Mobilization of higher education conceived as a composite factor for individual and societal development is indeed the task of the Inter-Sectoral Committee on Higher Education within the state. It is suggested that the Committee should consult with and receive inputs from all sectors and units concerned with disciplinary and inter-disciplinary teaching, training and research, as well as problem-oriented projects at the higher education level, and particularly those concerning the priority target groups’ viz. women and youth.

INTERVENTIONS WITH SOCIAL WORK METHODS

In the present study, majority of the students and teachers perceive that the students in higher education do experience high level of study habits, study involvement, class room culture, purpose of higher education and adjustments and these needs to be encouraged and supported by their respective colleges and universities. Hence there is a need to have professional social workers to intervene by applying various methods of social work.

The students in higher education are regularly needed to be engaged in group work activities on issues of common interest besides enabling them to share their personal problems. Moreover, the social workers might offer psychological support to one another which could provide immense therapeutic benefits. The social worker could further liaison with other organizations and implement programmes for the welfare of the students in higher education.

i) Counselling centers at colleges and universities.

Since the present study has found out that half of the students suffer with personal problems the colleges and universities need to have counselling centers. The appointment of professional social workers as counselling officers is the nerve center of be it, a university or a college. The counsellor should be a person and should have a well balanced lovable personality, a broad out look, an understanding attitude, a genuine interest in helping students. The ‘counsellor’ in the words of Williamson, "should be clearly more than a
competent technician, he should be viewed as a broadly informed and cultivated educator."

Some students need little assistance; others may need strong support and may also need to be referred to psychological counseling service. The counselor should be able to help according to the students need.

The counseling officer needs to discharge the following functions:

- Educate students regarding proper study habits, study involvement, class room culture, purpose of higher education and adjustment and assist them in their development.

- Arrange individual discussions with students and their parents for giving them educational and occupational information.

- Assessing the achievements of the students and thus enabling them to know better their strengths and weaknesses in certain subjects.

- Arranging discussions on educational problems.

- Counsellors by meeting the parents of the students and can help the students on an individual basis by offering counseling services to help them to overcome their emotional and personal problems.

ii) Educational guidance centers at colleges and universities.

Since the present study has found out that more than the half of the students do perceive that they have higher level of study habits, study involvement, class room culture, purpose of higher education and adjustment and these needs to be encouraged and supported by their respective colleges and universities. Hence there need to have guidance centers. Educational guidance' is mainly concerned with such problems of education as are faced by students engaged in the study of different subjects with a view to making preparation of taking up some vocation. Thus, educational guidance is remotely connected with 'vocational guidance' educational guidance aims to maximize learning in students. The emphasis is on providing assistance to them to achieve the best of their ability in all the prescribed courses of study. Students often encounter difficulties in understanding what is taught in the classrooms laboratories and workshops. They will be found wanting in achieving the explicitly spelt out instructional objectives a failures in examinations and tests, poor standards or assignments unsatisfactory involvement in the academic work by students are some of the often noticed problems. Such academic problems can be solved only through
educational guidance. According to Meyers “the main purpose of educational guidance is to help the pupils in making a proper educational choice”.

SUGGESTIONS FOR FUTURE STUDIES

1. It is essential that more and more researches aim at developing and evolving deeper empirical sociological and psychological theories that strengthen the academic profile of the students in higher education of the country.

2. Comparative studies can be done on rural and urban, male and female students of higher education to study variations in psychosocial profile between the two groups.

3. Other psychological parameters of the academic profiles of the students such as feelings of insecurity, extent of self-esteem and dependency, anxiety, etc., can be taken up for further research.

4. Studies focusing exclusively on the academic profile of the special categories of students namely tribal and physically challenged students could be carried out.

5. Suicidal intention, feelings of alienation, isolation and perceived social support among the disturbed students in higher education are some of the other aspects which could be explored.

6. An in-depth research can be conducted to the respondents who experience a low level of study involvement, study habits, classroom culture, purposes of higher education and adjustments and with high personal problems.

7. A comparative study can be conducted between the colleges accredited with NAAC and non-accredited colleges by using the same variables.

8. By using the same variables, a study may be conducted by comparing Autonomous and Non-Autonomous colleges.

9. A study may be conducted on academic profile between government and private colleges.
The present study is undertaken to understand the academic profile of the college students in Thanjore. The study was conducted with the following objectives; to study the socio-demographic characteristics of the student and teacher respondents, the students' study involvement as perceived by student and teacher respondents, the students' study habits as perceived by student and teachers respondents, the students' class room culture as perceived by student and teacher respondents, the students' purpose of higher education as perceived by student and teacher respondents, the students' adjustments as perceived by student and teacher respondents, the various personal problems of students as perceived by student and teacher respondents. The study also suggested suitable measures in enhancing academic profile and problem solving capacities of the college students.

Based on the objectives several hypotheses were formulated and tested and results have also been presented. Descriptive research design was adopted for the present study. The universe of the study is 1100, the male and female, first and second year postgraduate students studying at the four colleges of Thanjore city limits, namely Raja Saraboji College, Kunthvai Nachiyar College, Barath College, and Karanthai Tamil Venther College. The students from the different departments at the four selected colleges comprising fifty percentages were selected by using proportionate random stratified sampling method. To collect data from all the teachers working in the above mentioned four colleges, the researcher used census method. The tools of data collection used were; the self prepared questionnaire by the researcher, the study involvement inventory developed by Jaya Lakshmi (1978), the study habit Inventory by B.V. Patel, Classroom Culture Assessment Inventory by Stephen P. Robbins (1998), purpose of higher education inventory constructed by P. Joseph Sathiaraj (1980), Adjustment inventory developed by D.N. Srivastava and Govind Tiwari (1972) and personal problems index developed by M.N. Wig and Nagpal. The data collected was analyzed by using the statistical package for social sciences (SPSS).

The findings of the study revealed that one-third of the student respondents were from lower socio-economical background. Majority of them were from nuclear families and were Hindus. Majority of their mothers were housewife and educated up to SSLC (Secondary School Leaving Certificate).
Most of the father of the respondents worked in small agricultural farm. Most of the students their choice of college and major being their own, they were satisfied with the same. With regard to the academic profile, more than half of post graduate students had high level of study involvement, study habits, class room culture, purpose of higher education and adjustments, whereas, majority of them perceive to have low level of personal problems. The inter correlation matrix denotes that the academic profile perceived by students in the domain of study involvement is positively correlated with study habits, purpose of higher education, and class room culture. Further, in the domain of study habits is positively correlated with purpose of higher education and class room culture. It is also indicated that class room culture positively related with adjustments.

The personal problems negatively correlated with all the other academic profile, namely study involvement, study habits, class room culture, purposes of higher education and adjustments. With regard to the perception of teachers on their students’ academic profile, revealed that more than half of the students had high level of study involvement, study habits, class room culture, purpose of higher education and adjustments, whereas, majority of them perceive to have low level of personal problems.

The inter correlation matrix denotes that the academic profile perceived by teachers in the domain of study involvement is positively correlated with study habits, purpose of higher education, class room culture. Further, in the domain of study habits is positively correlated with purpose of higher education and class room culture. It is also indicated that class room culture positively related with adjustments and the personal problems is negatively correlated with namely study involvement, study habits, class room culture, purposes of higher education, and adjustments.

All these indicators an urgent need for specific interventions on, study habits, study involvement, class room culture, adjustments, purpose of higher education, life skills and personal problems. Here the interventions strategies recommended by the author could have potential applicability within Indian cultural ethos. Despite the methodological limitations of a descriptive research study, the present investigation has thrown some light on some of the key variables among the academic profile of the college students. This study, it is hoped, would provide a good basis for more systematic and scientific research relating to academic profile of college students.