

CHAPTER - VI

**SUMMARY, CONCLUSIONS,  
RECOMMENDATIONS AND  
SUGGESTIONS**

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### SUMMARY, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

Individual differences are necessary for the existence of psychology. Individuals differ from each other on several aspects. As there are physical and psychological differences, there are social and economic differences also. Probably India is the only country in which large number of people were deprived of formal education on the basis of artificially created discriminations. Despite a long history of culture and civilization most people in India remained uneducated due to artificially created caste or varna system. In India there are some special factors on which the Indians can be discriminated. Since the last three decades psychologists started considering caste as an important factor in their studies. Present study deals with generation of learners. Surprisingly, there are many who could be labelled as first generation learners. So the subjects could be classified as first generation learners (FGLs) and Non-first generation learners (NFGLs).

A large number of Indian population was forcibly kept as disadvantaged. So there is no dearth of families which could be termed as "prolonged deprived" and those who were not deprived. In addition to these two classification, the individuals could be classified on the basis of their sex and intelligence. Because of these classifications the youths belonging to first generation and non-first generation learners developed different study habits and also faced problems which vary in their magnitude.

Because of sex discriminations in almost all the cultures, the nature of problems being faced by females are generally different than that of the problems faced by the males. In general it has been observed that the nature of problem of intelligent persons is different and those who have relatively poor intellectual ability, their nature and severity of problems are different.

The deprived individuals come-across many economic and social problems from which the non-deprived are generally free. These individuals, in general, develop different study habits; it is so because they have to adjust themselves with the environmental conditions in which they are born and being brought up. A good number of studies (*Carter, 1948; Diener, 1960; Dahiwala and Saini, 1975; etc.*) on study habits revealed that individual differences are predominant in developing study habits. Study habit is closely associated with academic or educational adjustment. Some of the study habits are useful for better academic achievement while the others do not. In what way development of study habits is influenced by the generation of learners by their sex, by their intellectual ability and by their degree of deprivation? Present study is a small attempt to search the probable answer for this question.

Further, the study is designed to examine the association between the generation of learner and problems being faced by him or her; sex of the S and problems being faced by him or her. Also the association between problems faced by the youths with LIQ and HIQ and the subjects belonging to deprived and non-deprived communities.

Though a good number of studies were carried out with first and non-first generation of learners, there is a dearth of studies which incorporate large number of variables. In the present study more number of variables were incorporated.

As the title of the study indicates it is a comparative study of study habits and youth problems amongst advantaged and disadvantaged first generation and non-first generation learners. Obviously, the main aim of study is to examine the differences in the study habits and youth problems of the Ss classified on the basis of generation of learners and degree of deprivation. However, in addition to these two major variables, two other variables were taken into consideration, they are sex differences and differences in the intellectual ability. Thus, effect of these four independent variables was examined on the study habits and problems of the youths.

Broadly, the objectives could be stated as follows :-

- \*\* To examine the extent to which first generation learners and non-first generation learners differ in their study habits.
- \*\* To find out the severity of different problems faced by the first and non-first generation learners.
- \*\* To search sex differences with regards to study habits and problems faced by the males and females.
- \*\* To search the extent to which high intelligent and low intelligent individuals differ from each other in study habits and problems faced by them.
- \*\* To examine the effect of degree of deprivation on the study habits.
- \*\* To search the differences in the problems being faced by the deprived and non-deprived Ss.

Taking into consideration the nature of study and the objectives a few hypotheses were framed and tested.

Assuming that the other factors are kept controlled—

The first generation and non-first generation learners differ significantly in their study habits.

There is significant difference in the problems faced by the youths belonging to first and non-first generation learners.

Girls had significantly superior study habits to that of the boys.

Boys face significantly less number of problems than the girls.

Intellectual ability of the individual plays significant role of developing study habits; the HIQ Ss are significantly superior in study habits to the LIQ Ss.

Some times intelligence is defined as the ability to solve the problems correctly. It is assumed that the problems faced by the HIQ Ss are significantly less than the problems faced by LIQ Ss.

There is significantly high difference in the study habits of deprived and non-deprived Ss. The non-deprived Ss are significantly superior in study habits to the deprived Ss.

Deprived Ss face significantly more problems than the non-deprived Ss.

Sample for the study was selected from High school and junior college students from Amravati. The initial sample consists of 792 subjects, they were selected from different institutions by using stratified random sampling technique. Since 2x2x2x2 factorial design was used, the Ss were divided into 16 different classified groups on the basis of four criteria, namely generation of learner, sex, intelligence and degree of deprivation. In this process, several Ss were deleted; in some of the groups a good number of Ss were randomly deleted for maintaining the cell frequency equal. Finally, the effective sample comprised of 480 Ss. Their age range was 16 to 20 years. Educational standard was 11th and male female ratio was 1 : 1.

Four different tools were used for measuring different variables of the study. Study Habit Inventory constructed by Patel was used for measuring study habits. Youth problems were measured by Youth Problem Inventory constructed by Verma.

Culture Fair Test of Intelligence constructed and standardized by Cattell and Cattell was administered for measuring intelligence.

Degree of deprivation was measured by Prolonged Deprivation Scale developed by Mishra.

For collecting the data, the Ss were called in small groups consisted of 20 to 25 each. Before administering each scale or test rapport was formed with the subjects. The data were collected in two sessions. In one session Culture Fair Test of Intelligence and Youth Problem Inventory were administered one after another following the standard procedures suggested by authors.

In another session on the same subjects two other scales were administered. They were Study Habit Inventory, and Prolonged Deprivation Scale. In this session also rapport was formed and the procedure suggested by authors were followed.

Four major variables were treated as independent variables. They were : generation of learners, sex, intelligence, and degree of deprivation. The dependent variables were seven different categories of study habits, and four types of youth problems.

A balanced 2x2x2x2 factorial design was used. Each variable was varied at two levels.

The data were first treated by Mean and Standard Deviation and then a four way *ANOVA* was employed. Finally, intergroup mean differences were examined by Duncan's New Multiple Range Test. On the basis of the results following conclusions were drawn.

Better concentration was associated to generation of learners. The FGLs were significantly poor in concentration than the NFGLs.

With concentration the other factors, sex, intelligence and degree of deprivation were not related.

Planning of subjects was closely associated to the factor of intelligence only. More intelligent Ss were significantly better in planning of subject than the Ss with relatively poor intelligence.



Contrary to the hypothesis of study, generation of learners, sex, and degree of deprivation were negligibly associated with planning of subject.

Generation of learners, sex, and intelligence were associated with preparation for examination.

The NFGLs were significantly better in preparation of examination than the FGLs.

The Ss with more intelligence were significantly superior to the Ss with relatively low intelligence in preparation for examination. Significant sex differences were observed in preparation of examination.

Home environment and planning were associated with the factor of sex, and factor of intelligence. The Ss with more intelligence had, significantly better home environment and significantly better planning also, than the Ss with less intelligence.

Contrary to the hypothesis of study, degree of deprivation and generation of learners were not associated with home environment and planning.

Reading and notes taking were closely associated to the generation of learners and degree of deprivation. The NFGLs were significantly superior in reading and notes taking than the FGLs. Deprived Ss were significantly poor in reading and notes taking than the non-deprived Ss.

General habits and interests were associated with degree of deprivation only. The non-deprived Ss were significantly superior in general habits and interests than the deprived Ss.

Generation of learner, sex and intelligence were not associated with general habits and interests.

School and college environment had good association with generation of learners and degree of deprivation. The FGLs studying in such institutions where school and college environment were not favourable for better academic achievement. The NFGLs on the other hand were studying in significantly better school and college environment.

The deprived Ss were enrolled in such institutions where the academic atmosphere was significantly poor than the academic atmosphere of schools and colleges where the non-deprived Ss were enrolled.

The FGLs, females, Ss with relatively poor intelligence and the deprived Ss had significantly more family problems than the NFGLs, the males, Ss with more intelligence and the non-deprived Ss.

School and college problems were faced significantly more by the FGLs than the NFGLs. Similarly the deprived Ss had significantly more the school and college problems than the non-deprived Ss.

Social problems were closely associated with generation of learners and degree of deprivation. The NFGLs had significantly less social problems than the FGLs.

The deprived Ss had significantly more social problems than the non-deprived Ss.

Personal problems and oversensitivity were significantly more predominant among FGLs than the NFGLs.

Among the females personal problems and over sensitivity were significantly more predominant than the males. The deprived Ss were found facing significantly more personal problems and had more sensitivity than the non-deprived Ss.

#### **RECOMMENDATIONS** :

In view of the findings of study, a few recommendations are made. From the childhood better habits should be taught to the children. Purposeful efforts should be made to develop interest in studies. The children should be encouraged from the beginning to solve their problems. They should not be made dependent on others for solving their personal, social and academic problems.

As far as possible the children should be given complete freedom to develop ability for adjusting in the society satisfactorily. Only when the problem is difficult and seem to be beyond the cognitive ability of child then only the elders should extend their assistance.

#### **SUGGESTIONS** :

There are a few studies dealing with study habits; most of them were carried on homogeneous sample, it is hereby suggested that on a large number heterogeneous sample these studies should be carried out.

Most of the studies on study habits opted for univariate approach, it is hereby suggested that with large number of variables multivariate study should be launched.

There is a dearth of studies with rural sample, hence it is suggested that for bringing improvement in rural students more number of studies with rural population must be carried out.

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