CHAPTER- V

SUMMARY, FINDINGS AND CONCLUSION

5.1 Introduction

In the present days, study skills, achievement motivation, self-acceptance and intellectual performance responsibility are important factors in the pupils’ academic success and personal improvement. If good study skills are inculcated, nurtured and promoted at the young and impressionable age of a child, it will go a long way in removing a number of hurdles on the way to the development of good and cultured citizens. It is needless to say that adolescence is a period when individuals start searching for their identity. Intellectual performance responsibility has an important role to play in developing qualities such as leadership and adjustment among adolescent learners. A positive and negative intellectual performance responsibility plays an important role in building up personality characteristics of adolescents. This chapter gives brief summary of the major findings of the study, few recommendations and suggestions for further research.

5.2 Statement of the problem

The present study aims to find the level of achievement motivation of adolescent learners with respect to independent variables (study skills, self-acceptance and intellectual performance responsibility) and associated variables (age, gender, type of school management, parents’ educational status, parents’ occupational status, monthly income of the family, number of children in the family, type of family and locality). The problem selected for the present investigation is stated as follows: “Achievement motivation of adolescent learners in relation to Self-acceptance, Study skills and Intellectual performance responsibility”.

5.3 Hypotheses of the study

The hypotheses formulated for this study are given below:

1. There is no significant difference between achievement motivation, self-acceptance, study skills and intellectual performance responsibility scores with respect to the associated variables such as age, gender, type of school management, parent’s educational status, parent’s occupational status, monthly income of the family, number of children in the family, type of family, locality.

2. There is no significant relationship between self-acceptance and achievement motivation.

3. There is no significant relationship between study skills and achievement motivation.

4. There is no significant relationship between intellectual performance responsibility and achievement motivation.

5. There is no significant association between achievement motivation, self-acceptance, study skills and intellectual performance responsibility scores with respect to the associated variables such as age, gender, type of school management, parent’s educational status, parent’s occupational status, monthly income of the family, number of children in the family, type of family, locality.

5.4 Method of study

The present study aims to find out the relationship between achievement motivation, study skills, self-acceptance and intellectual performance responsibility of adolescent learners. This study focused on survey collected through a profile. Moreover this study is intended to gather information on a population at a single point of time. Hence normative survey method was selected for this study.
5.5 Tools used for the study

To verify the hypotheses, four data gathering instruments have been used to collect data. Achievement Motivation inventory developed by P. Mehta (1969), The self-acceptance inventory constructed by S.B. Kakkar (1984), the Study Skills inventory developed by Kanchana. M (1986) and the intellectual achievement responsibility Scale constructed and standardised by Crandall C.J. and Chambells D.L. (1986) were used to collect the data from the sample.

5.6 Sample and Sampling Technique

The population of this study is adolescent learners and sample constituted 9th, 10th, 11th standard students of Chennai and Thiruvallur districts. 1000 students of age group 14 years, 15 years and 16 years belonging to different types of schools under the Tamil Nadu State Board syllabus (Government, Government-aided and Matriculation higher secondary schools) were selected for the study using stratified random sampling technique. The sample size was 1000 with 540 students from the schools of Chennai and 460 students from the schools of Thiruvallur districts.

5.7 Delimitations

1. Students of 9th, 10th and 11th classes only were selected.
2. Only the adolescent learners studying in Chennai and Thiruvallur districts were considered.
3. Only Indian students were considered.
4. Only adolescent learners studying in systems like Matriculation and State board were considered; but other systems like AISE, CBSE, ICSE and other modes were excluded.

This study centres on relation of achievement motivation with respect to self-acceptance, study skills and intellectual performance responsibility of adolescent learners in Chennai and Thiruvallur districts but due to time and other factors it will be limited to only six schools.
5.9 Major Findings of the Study

The following are the detailed findings of the study as the major findings with the dependent variable achievement motivation and the sub-variables in relation to the three independent variables of this study on the behaviour patterns of the adolescent learners.

1. The level of adolescent learners’ achievement motivation, self-acceptance, study skills and intellectual performance responsibility are moderate in nature.

2. There is significant difference between boys and girls in their mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and the mean intellectual performance responsibility scores. Hence the null hypothesis is rejected.

3. There is no significant difference between type of family of adolescent learners and their mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores. Hence the null hypothesis is accepted.

4. There is no significant difference between the locality of adolescent learners and mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores. Hence the formulated null hypothesis is accepted.

5. There is no significant difference between age and the mean achievement scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores of adolescent learners. Hence the formulated null hypothesis is accepted.
6. There is significant difference between the type of school management and the mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores of adolescent learners. Hence the null hypothesis is rejected.

7. There is significant difference between parents’ educational status and the mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores of adolescent learners. Hence the null hypothesis is rejected.

8. There is significant difference between parents’ occupational status and the mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores of adolescent learners. Hence the null hypothesis is rejected.

9. There is significant difference between monthly income of the family and the mean achievement motivation scores, mean self-acceptance scores, mean study skills scores and mean intellectual performance responsibility scores of adolescent learners. Hence the null hypothesis is rejected.

10. There is no significant difference between number of children in the family and the mean achievement motivation and the mean study skills. Hence the formulated hypothesis is partially rejected; whereas there is significant difference between number of children in the family and the mean self-acceptance scores and the mean intellectual performance responsibility scores. Hence the formulated hypothesis is partially accepted.

11. There is no significant association between age and achievement motivation, self-acceptance, study skills and intellectual performance
responsibility of adolescent learners. Hence the formulated hypothesis is accepted.

12. There is significant association between type of school management and achievement motivation, self-acceptance, study skills and intellectual performance responsibility of adolescent learners. Hence the null hypothesis is rejected.

13. There is significant association between parents’ educational status and achievement motivation, self-acceptance, study skills and intellectual performance responsibility of adolescent learners. Hence the null hypothesis is rejected.

14. There is significant association between adolescent learners’ monthly income of the family and achievement motivation, self-acceptance, study skills and intellectual performance responsibility. Hence the null hypothesis is rejected.

Correlation between achievement motivation, self-acceptance, study skills and intellectual performance responsibility

1. There is significant moderate positive correlation between achievement motivation and self-acceptance. Hence the null hypothesis is rejected.

2. There is significant high positive correlation between achievement motivation and Study skills. Hence the null hypothesis is rejected.

3. There is significant moderate positive correlation between achievement motivation and intellectual performance responsibility. Hence the null hypothesis is rejected.

4. There is significant high positive correlation between self-acceptance and study skills. Hence the null hypothesis is rejected.
5. There is significant moderate positive correlation between self-acceptance and intellectual performance responsibility. Hence the null hypothesis is rejected.

6. There is significant moderate positive correlation between Study skills and intellectual performance responsibility. Hence the null hypothesis is rejected.

Relative influence of the independent variables on achievement motivation of adolescent learners

Stepwise multiple regression analysis of achievement motivation of adolescent learners has been obtained as below:

\[ Y = 14.088 + 0.0681X_1 + 0.0926X_2 + 0.106X_3 \]

Where \( X_1 \) refers to self-acceptance; \( X_2 \) refers to study skills; \( X_3 \) refers to intellectual performance responsibility. Implying that the contribution of intellectual performance responsibility is significantly higher than self-acceptance and study skills on achievement motivation of adolescent learners.

Path analysis

From the path coefficients it is observed that effective achievement motivation is manifested through proper study skills, high self-acceptance and high intellectual performance responsibility.

5.10 Educational Implications

On the basis of the findings of the study a few educational implications are suggested.

1. Achievement motivation can be conditioned by one’s early training, experiences and subsequent learning. As the child grows old, he searches for confidence in his own ability. He wants to achieve and secure independence especially in adolescent age group. Many goals in the classroom can help the pupil satisfy his needs for self-esteem. i.e., when students engage in various academic tasks, they set various personal goals and the types of goals that
students adopt can directly influence their academic outcomes. Through classroom activities he has been enabled to recognise what he can and what he cannot do, his confidence in himself is influenced by the success and failures. Subsequently, the need for self-respect is one which the teacher can utilize effectively in motivation.

2. Achievement motivation training encourages the individual to find his/her own unique way of satisfying his/her concern for excellence. To energise the students towards pursuing appropriate goals a teacher can use motivational factors such as attention, expectations, incentives, feedback, commitments, challenge, discipline, individualized instruction and competition. The spirit of competition should be inculcated amongst students.

3. The need for achievement largely depends on early childhood. It depends on the mother-child interaction and the home environment. Parents in the early stage of their children put restrictions on their independence so that they may avoid failures but as they grow dependence level is reduced and the children are given more and more freedom to make their own choices. Hence every teacher must meet the parents through parent teacher association meetings and provide suggestions to parents to encourage their child to master his/her environment to foster achievement motive in their children. Parent-Teacher association meetings should be conducted once in a month and the parents should be informed of the pupil’s progress. Teachers can guide parents to help their children to improve proper study skills.

4. Recognition, affection and praise from peers and adults also motivate the pupils. Correlating classroom activities of the pupil with their day-to-day life events increases the level of achievement motivation.

5. Creating interest among students in attaining high achievements in life.

6. Making them to recognise the value of attaining higher achievement.

7. Creating interest among them, provide new incentives to motivate them.

8. Some students do not know why they are being taught, what they are being taught. Give them guidance and counseling why they are doing, what the school authorities ask them to do.
9. Right educational and vocational guidance should be given to raise the economic status of the family, spreading awareness about the merits of limited number of family members.

10. Freedom to involve in various activities and giving training in doing things independently.

11. Self-acceptance is something that is developed through countless learning experiences as the child interacts with others and with his environment, as he discovers himself, he becomes aware of what he is capable of doing and what he cannot do.

12. Study skills are important for learners in their school education and lifelong education. Hence, it is essential to nurture good study skills among the school students. Parents and teachers should train well children to realise that performance outcome is a consequence of their own behaviour.

13. It is the responsibility of the Pupil to make use of the teachers properly by adopting best methods of learning. One will be able to learn by himself if he has developed proper study skills which can lead him to learn and read effectively.

14. It is recommended that teachers provide necessary knowledge and counselling to the students to improve their study skills. Keep a watch on pupils to identify their study habits and liberate them from their faults if any, and help them go ahead.

15. Teachers have to maintain study hours separately even after school hours for pupil who do not possess proper study habits in order to enhance their study skills.

16. Teachers and parents may provide suitable study environment to develop their study skills. Parents should maintain an encouraging home atmosphere for effective study methods.

17. Students with high self-acceptance are aware of their strengths and weaknesses and know about their capabilities. Therefore, they are able to rectify their weaknesses and develop their strengths to conquer their target in
this competitive world. So parents should provide suitable environment to enhance their self-acceptance so as to increase the achievement motivation.

18. Parents and teachers should share the responsibility to explain the adolescents about the causes and speculate about the outcome of their own and other people’s behaviour. They need to know the world around them and to control their environment.

19. Findings suggest that in schools serving low socio-economic status students, teachers should be made aware of their role to enhance the self-acceptance and intellectual performance responsibility of pupils which can play on adolescent learners’ achievement motivation.

5.11 Suggestions for Further Study

The following suggestions are considered for further research on study habits.

1. The investigative study focused exclusively on adolescent learners. Thus there is a need for future study to be directed towards students of elementary schools and CBSE, AISSE syllabus.
2. This study may be extended by including some other psychological factors like anxiety, intelligence, attitude, aptitude, types of personalities to test the relationship with the study skills.

5.12 Recommendations

Many potential problems in teaching can easily be addressed by simply getting to know something about the students. Educationists always emphasize that minimum a teacher should know the name of every student in his/her class. Sometimes the student's performance depends upon the socio-economic background. They need a lot of guidance and help from their elders, which boost up their interest in the studies. Schools should place the child in an environment to encourage poise, tactfulness, self-reliance, originality, social consciousness and optimism. Until recently, most people took study habits for granted and left them to instinct. One of the frequently reported
problems is that of failure to master the effective learning methods. This is one of the major causes of wastages and stagnation in schools as well as in colleges.

Educational success of any individual is determined by his or her intellectual abilities and it is assessed only by their educational performance. There is no learning without motivation. Motivation is a process that energizes responses and determines their direction. Motivational factors influence the intellectual performance of students.

Achievement motivation is also closely linked with succeeding competitive tasks which is related to intelligence. The expectations, parents have for their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour. So Parents and teachers should take proper steps to motivate the students in the proper way that will promote intellectual abilities which are responsible for success in education and life.

Now a days, study skills, achievement motivation, self-acceptance and intellectual performance are vital factors in the pupil’s academic success and personal improvement. If good study skills are inculcated, nurtured and promoted at the young and impressionable age of a child, it will go a long way in removing a number of hurdles on the way to the development of good and cultured citizens.

It is recommended that future research in an effort to support the qualitative findings of the study conduct follow-up studies on a broader scale as regards to sample size, diversity of participants in the study and the number of schools included in the population study of more participants would certainly yield greater insight and perhaps an even closer convergence with the findings of this research.

Further study should have greater consideration in assessing the socio-cultural factors influencing achievement motivation, self-acceptance, study skills and intellectual performance responsibility.

It is recommended that school counselling as an intervention be included as a variable in future research on AM, SA, SS, IPR. Future research needs to include academic performance as a variable and there is a need to study the influence