CHAPTER V

SUMMARY, MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS, CONCLUSION, SUGGESTIONS FOR FURTHER RESEARCH

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5.1. INTRODUCTION

In our society, academic achievement is seen as a key criterion for judging potentialities and total abilities. Consequently, academic achievement plays a very important role in education as well as in the learning process. A society based on information and technology requires individuals, who are able to think critically about complex problems, analyze and adapt to new situations, solve problems of various types and communicate Their thoughts. Thus, it is necessary to make systematic educational efforts aimed mainly at influencing the attitudes, behavior, values and personality of individuals in order to manage their growth and development.

Education is the best inheritance that a nation can give its citizens, especially young people. This is because the development of a nation or community largely depends on the quality of education of such a nation. It is generally believed that the basis for any genuine development must begin with the development of human resources. It is said that formal education remains the vector of socio-economic development and social mobilization in any society. Academic Achievement is essential for every student who is under the process of acquiring education because it helps in the successful development of young people in contemporary society. Hence in the present study the researcher intention is to know the educational level of Rwanda and their Academic Achievement level and also find out the influential factors such as achievement motivation, study habits and learning styles on academic achievement at lower secondary level in Kigali city of Rwanda country especially in 2nd year.

Academic Achievement is one of the prime factors among various aspect of life which adds value to our life. Academic Achievement is the primary goal of educational practice. It equips the next generation to face the challenges. The performance of the students is influenced by number of factors such as study habits, parent-child interaction, family environment, school climate, peer group, intelligence, achievement motivation, socio economic status, learning styles, adjustment etc.
Academic Achievement refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic success is important because it is strongly linked to the positive outcomes we value for children. Academically successful students will have more employment opportunities than those with less education. The family is of great social importance because it pertains to the issues regarding the proper upbringing of their children. Family perspective is closely related to many other understanding processes, including how to up bring children in order to build a successful and strong family ties.

Now a day, tests on achievement have gained significant importance in measuring one's ability. An achievement test is used to measure nature and extent of students learning in a particular subject. Various factors and conditions affect the achievement of a particular student in a particular field. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest in the field of endeavor, teachers' methodology of teaching, socio-economic conditions and family set up and some other psychological factors also affect students' performance directly or indirectly.

Academic achievement is excellence in all academic disciplines, in class as well as extra-curricular activities. Academic achievement is knowledge attained or skills developed by pupils usually in the school subject measured by test scores or by marks assigned by teachers or by both. Academic achievement may be defined as the degree or level of proficiency attained in scholastic and academic work. It is the competence that is really revealed in school subjects in which students have received instructions. It is directly related to pupil’s growth and development in educational situations, where learning and teaching are intended to go on.

Factors of achievement may also be classified as subjective and objective factors. Subjective factors are related to the individual himself while influencing one’s achievement as intelligence, learning ability, self-efficacy, learning style, study habits, creativity, level of aspiration, self-concept, locus of control etc. whereas objective factors are related to the environment of the individual as socio economic status, educational system, family environment, evaluation system, value system, teachers” efficiency, school situation and environment.
The concept achievement motivation has generated a major current of activity in the psychology of motivation. Academic achievement is influenced by many personality factors, among them ‘achievement motivation’ seems to be the most important factor. Achievement motivation is the attitude to achieve rather than the achievements themselves. In general, children usually acquire the achievement motive from their parent’s life style. It is found through research studies, that, children whose independent training starts at an early age and who get more autonomy within a co-operative, encouraging and less authoritarian family, usually develop an achievement-oriented attitude.

Motivation is one of the factors that contribute to 20 academic successes. It is important for both parents and educators to understand why promoting and encouraging academic motivation from an early age is very important. Motivation is crucial to a student’s academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A proper study habits enables an individual to reap a good harvest in future.

The importance of study habits in student’s life is that plays a major role in their academic achievement, because without studies no one can succeed. For studying, students should use different techniques because with these techniques they can ensure good outcomes. As everybody knows that every student has different study habits. Some students can study in a crowdie place but some want silent environment for studies.

The study habits thus are of great assistance to actualize the potentialities of the individual. Good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study-habits hampers academic achievement. Hence, study habits of the students play important role in learning and fundamental to school success.
The students who has acquired good study habits, has developed a behavior pattern, which enables him/her to sit down and begin working on his/her assignment with a minimum concentration. Individual study habits play a pivotal role in determining in a pupil’s academic achievement. Statistically significant differences were reported between the study habits of the most successful students and between the bright and the dull students (Samual and Rao, 1967; Aggarwal and Saini, 1969).

The relationship between study habits and academic achievement has been found at the high school level (Jones, Slate, Bell, & Saddler, 1991; Jones, Slate, Blake, & Holifield, 1992; Slate, Jones, & Dawson, 1993). Adegbile (2000) asserted in his study that secondary school students’ reading habit should be well developed irrespective of sex, subjects or socio-economic background.

‘Learning style’ is generally used to explain an individual’s natural or habitual pattern of acquiring and processing information in learning situations. Many articles have been written about this concept, yet there is no consensus on its definition; however, a core concept is that individuals differ in how they learn(James and Gardner, 1995). Proponents for the use of learning styles in education said: teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student’s learning needs.

Learning style are points along a scale that help us discover the different forms of mental representations, however, they are not good characterizations of what people are or are not like. When people try to learn something new they prefer to learn it by listening to someone talk to them or perhaps they prefer to read about a concept to learn it, or perhaps see a demonstration.

Learning styles play an important role in the educational process. Following points reflect the importance of learning styles: Learning styles provide a sound basis for formulating the groups of the students. Once the learning style of an individual is identified, it can be put in one of the four groups of learning styles and the education may be imparted to him accordingly. Learning styles help the teacher in the selection of the most appropriate teaching strategies, style and tactics. Learning styles are helpful in the enhancement of academic achievement of the learners.

They provide a basis for the individualization of instruction. They are helpful in rendering assistance to the guidance and counseling persons. Learning styles are
helpful in building a conducive learning environment in the class and school. Learning styles provide guidelines to the curriculum framers. Learning styles are useful for the pre-service teachers. Thus, it is obvious that the learning styles are very useful in the teaching learning process.

5.2 NEED AND IMPORTANCE OF STUDY

Today's modern society expects everyone to be a great success. The key criterion for judging its true potential and capabilities may be academic / academic success. Academic performance in school has become a clue to the future of a child. Therefore, it exerts great pressure on the minds of children and their parents. This academic achievement is a function of the cognitive and non-cognitive aspects of the personality and is the result of various factors such as personal, social, economic and other environmental factors. Research studies have shown that a favorable and supportive environment in the home, school and neighborhood could improve the child's academic success.

The influence of achievement motivation, study habits and learning styles factors on various aspects of the development of the individual has attracted the attention of educators. As noted by researchers, learning styles and motivation are the two most important factors influencing student achievement. There is a lot of research conducted and identified that a high intrinsic motivation with an appropriate learning style is capable of improving student success.

The study, conducted by Rashid (2007), stated that there is a significant relationship between students' learning styles and intrinsic motivation. A learning style consistent with student motivation allows students to explore their potential and abilities. Basically, students who were more independent in their thoughts were more effective in education.

This is not only for learning styles and motivation, study habits also depend on motivation for reading, interest in the subject, attitude and encouragement in turn is determined by the intellectual level of the parents, the education of the parents, the occupation, the income, the size of the family, etc.

The role played by study habits in achievement motivation was pointed out by the study of Osa-Edoh and Alutu(2012) which examined the usefulness of imbibing in
the student’s study habits as a means of enhancing their academic achievement revealed a high correlation between study habits and student academic achievement.

Hardly studies have been conducted to prove the inter-relation between the academic achievement and an amalgamation of these aforesaid variables viz, Devanisan, Paul.P(1990) and Alam, M.M(2006) conducted the studies on academic achievement and achievement motivation with other variables, their studies revealed that there was a significant relationship between the academic achievement and achievement motivation., the studies of Singh(2011), Khurshid; Taveer and Qasmi(2013), Anuar(2013), Chaudhari(2013); Kumar and Sohi(2013), Stanley and Gupta(2013), Andal and Sivakumar(2014), Chamundeshwari; Sridevi and Kumar(2014); Gadaganavar(2014), Siahi and Maiyo(2015) and Singh and Mahipal(2015), Kumar and Chamundeshwari(2015) have studied the relationship between academic achievement and study habits, Abidin et al (2011), Khalid et al(2013) and Vaishnavn studied the correlation between learning styles and academic achievement, Abidin and Vaishnav studies revealed that learning styles and academic achievement are highly correlated but in the study of Khalid et al(2013), in contradiction with others he revealed that the Pearson Correlation analysis showed no significant relationship between learning styles and as a whole with academic achievement except for avoidance. The main findings also showed no significant relationship between learning styles and academic achievement.

Much then, in Rwanda, the research is at a low level because of different factors such as:

- Lack of post graduate education(level)
- Rwanda is a developing and landlocked country where human resources are not developed, capacities and facilities (budget) are not sufficient to involve in research area. This study will be added to lesser ones(if any) worked in this area.
- The genocide of 1994 has affected all the sectors of life in the country included education; this has also handicapped the research work.
In such a situation, it clearly indicates that there is a wide gap in the research. In order to contribute to this gap, an attempt was made by undertaking the present study. Hence, it would have significance in giving educational implications.

5.3 SCOPE OF THE STUDY

The present Study has attempted to examine the relationship of academic achievement of lower secondary students and achievement motivation, study habits and learning styles. To achieve this aim academic achievement was considered as the criterion variable and achievement motivation, study habits and learning styles were taken as independent variable and few variables such as gender and types of school management were selected as background variables. The investigator believes that the study would produce reliable results which will help the director and sector officers of education to improve the quality in their education especially in Kigali City. It will also help the government authorities especially those in charge of educations to improve the academic achievement in their schools especially in government aided as well as in public schools. This will require a high degree of monitoring and evaluations in these secondary schools of Kigali City especially in lower secondary level and availing facilities and other educational resources.

5.4 STATEMENT OF THE PROBLEM

This study examines the academic achievement of secondary school students in relation to their achievement motivation, study habits and learning styles. It examines differences in academic achievement, achievement motivation, study habits and learning styles of secondary school students, as well as differences based on types of school management with different levels of achievement motivation, Study habits and different types of learning styles.

It establishes the relationship between academic achievement and other variables, namely achievement motivation, study habits and learning styles. Finally, it examines whether those factors are the predictors of academic achievement.

Hence the study is entitled as

**A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION, STUDY HABITS AND LEARNING STYLES IN KIGALI CITY (RWANDA)**
5.5 OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To measure the academic achievement, achievement motivation, study habits and learning styles of secondary school students in Kigali City.

2. To study the differences in the academic achievement, achievement motivation, study habits and learning styles of secondary school students based on gender; types of school management and different levels of achievement motivation, study habits and learning styles.

3. To investigate the relationship between academic achievements and achievement motivation, study habits and learning styles of the students at secondary school students in Kigali City.

4. To identify the significant predictors of the academic achievement of secondary school students based on their achievement motivation, study habits and learning styles.

5.6 DESIGN OF THE STUDY

The descriptive research design was used in the present study.

5.7 SAMPLE OF THE STUDY

The present Researcher used the stratified random sampling method for drawing the sample. The researcher has used Stratified Random Sampling for selection of the students of 2nd year of secondary school students. The sample was drawn by giving representation to the sex and types of management i.e Public, Private and Government aided schools of Kigali city (Rwanda). In the present study, stratified random sampling was used to select twenty one secondary schools in other words 7 Public schools, 7 Private and 7 government aided schools were selected randomly and boys and girls in each school were selected randomly.

5.8 VARIABLES OF THE STUDY

The following variables were selected for the study

**Dependent Variable:** Academic Achievement

**Independent Variables:**

1. Achievement motivation
2. Study habits
3. Learning styles
Background Variables: 1. Gender
2. Type of management

5.9. STATEMENT OF HYPOTHESES

The following hypotheses are formulated for the study:

1. There is no significant difference in the academic achievement of secondary school boys and girls.
2. There is no significant difference in the achievement motivation of secondary school boys and girls.
3. There is no significant difference in the study habits of secondary school boys and girls.
4. There is no significant difference in the activist learning styles of secondary school boys and girls.
5. There is no significant difference in the reflector learning style of secondary school boys and girls.
6. There is no significant difference in the theorist learning styles of secondary school boys and girls.
7. There is no significant difference in the pragmatist learning styles of secondary school boys and girls.
8. There is no significant difference in the academic achievement of secondary school students studying in different types of school management.
9. There is no significant difference in the academic achievement of secondary school students having low, moderate and high achievement motivation.
10. There is no significant difference in the academic achievement of secondary school students having poor, average and good study habits.
11. There is no significant difference in the academic achievement of secondary school students having activist, reflector, theorist and pragmatist learning styles.
12. There is no significant difference in the achievement motivation of secondary school students studying in different types of school management.
13. There is no significant difference in the study habits of secondary school students studying in different types of school management.

14. There is no significant difference in the activist learning styles of secondary school students studying in different types of school management.

15. There is no significant difference in the reflector learning styles of secondary school students studying in different type of school management.

16. There is no significant difference in the theorist learning styles of secondary school students studying in different type of school management.

17. There is no significant difference in the pragmatist learning styles of secondary school students studying in different type of school management.

18. There is no significant relationship between gender and academic achievement of secondary schools students

19. There is no significant relationship between gender and achievement motivation of secondary schools students

20. There is no significant relationship between gender and study habits of secondary schools students

21. There is no significant relationship between gender and learning styles of secondary schools students

22. There is no significant relationship between gender low, moderate and strong activist preferences of secondary schools students

23. There is no significant relationship between gender and low, moderate and strong preference of reflector learning style of secondary schools students

24. There is no significant relationship between gender and low, moderate and strong preferences of theorist learning style of secondary schools students

25. There is no significant relationship between gender and low, moderate and strong preferences of pragmatist learning styles of secondary schools students

26. There is no significant relationship between type of school management and academic achievement of secondary schools student.

27. There is no significant relationship between types of school management and achievement motivation of secondary schools students
28. There is no significant relationship between types of school management and Study Habits of secondary schools students
29. There is no significant relationship between types of school management and Learning Styles of secondary schools students
30. There is no significant relationship between types of school management and activist learning style of secondary schools students
31. There is no significant relationship between type of management and reflector learning style of secondary schools students
32. There is no significant relationship between types of school management and theorist learning style of secondary schools students
33. There is no significant relationship between types of school management and pragmatist learning style of secondary schools students
34. There is no significant relationship between achievement motivation and academic achievement of secondary schools students
35. There is no significant relationship between study habits and academic achievement of secondary schools students
36. There is no significant relationship between learning styles and academic achievement of secondary schools students
37. There is no significant relationship between academic achievement of secondary school students and their achievement motivation and its dimensions
38. There is no significant relationship between Academic Achievement of secondary school students and their Study Habits and its dimensions.
39. There is no significant relationship between academic achievement of secondary school students and their learning styles and its dimensions.
40. Achievement Motivation, Study habits and Learning Styles are not the significant predictors of academic achievement of secondary school students.
41. The dimensions of Achievement Motivation are not the significant predictors of Academic Achievement of secondary school students.
42. The dimensions of Study Habits are not the significant predictors of Academic Achievement of secondary school students.
43. The dimensions of Learning Styles are not the significant predictors of Academic Achievement of secondary school students.

5.10 TOOLS OF THE STUDY

According to Best (1963), like the tools in a carpenter’s box, each research tool is appropriate in a given situation to accomplish a particular purpose. The selection of the instruments or tools is of the vital importance for any successful research.

In the right of this, the following tools will be used for the collection of data.

(a) The Achievement Motivation Scale (AMS) developed by Deo-Mohan (1985)

(b) The Study Habits Inventory (SHI) developed by Dr. B.V. Patel (1975)

(c) The Learning Styles Questionnaire (LSQ) developed by Honey and Mumford (1992)

(d) Academic Achievement (AA) is taken from school records.

5.11 STATISTICAL TECHNIQUES USED IN ANALYZING DATA

The statistical techniques viz., percentage analysis and descriptive analysis were employed for analyzing the data. The formulated hypotheses were tested through ‘t’ Test; ANOVA; χ² test and Pearson’s Coefficient of Correlation.

5.12 MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study:

Findings based on the Descriptive Analysis:

- The large number of students is securing below average score and the nature of the distribution of academic achievement scores is non-homogeneous.
- The estimated population mean value fall between the scores 9.91 and 14.53.
**Differential Analysis:**

- The Academic Achievement of secondary school girls is significantly higher than boys. This finding is coincides with the research findings of the studies conducted by Bondu Raju (2013).

- The Achievement Motivation is significantly high among the girls when compared with boys. This finding is in accordance with the findings of Awan; Noureen and Naz (2011) and Begum(2013)

- The study habits among secondary school girls were found to be better than boys. The same differences are noticed in the research studies conducted by Singh (2011); Ogoemeka (2013); Chamundeswari; Sridevi and Kumari (2014); Razia (2015); Singh and Mahipal (2015); G.I. Osa-Edoh and Alutu (2012), and Hassan and Reddy (2014).

- The secondary school girls have better learning styles than boys with respect to reflector learning styles.

- There is no significant difference between boys and girls with respect to theorist learning styles. That means that the secondary school boys and girls have similar learning styles respect to theorist learning styles.

- The secondary school girls have better learning styles than boys with respect to pragmatist learning styles.

- The academic achievement of secondary school students studying in private schools are found to be better than the students studying in government and government aided school students. This is due to that the private schools are more favoured than government and public schools, it can also be due to the availability of educational resources such as human, physical, financial and material more available and adequate in private schools than in government aided and public schools.

- The significant difference in the academic achievement among the secondary school students having high, moderate and low achievement motivation was found, the secondary school students with high achievement motivation have better academic achievement as compared to secondary school students with
moderate achievement motivation and low achievement motivation. This shows that achievement motivation influence academic achievement of secondary school students. Similar results were reported by Kumar and Yadav (2015). Contradictory results were reported by Alimi; Ehinola and Alabi (2012).

- There is a significant difference in the academic achievement among secondary school students having poor, average and good study habits. Secondary school students who belong to poor, average and good study habits do differ among themselves with respect to academic achievement. It was found that secondary school students with good study habits have better academic achievement as compared to secondary school students with average and poor study habits. This result is similar to the result of the research study carried by Anwar (2013).

- The significant difference was found in the academic achievement among secondary school students having activist, reflector, theorist and pragmatist preference of learning styles. The students of secondary school in Kigali City who belong to activist, reflector, theorist and pragmatist learning styles preference do differ among themselves in respect of their academic achievement. The secondary school students with pragmatist preference of learning styles have better academic achievement as compared to secondary school students with activist, theorist and reflector preference of learning styles.

- The significant difference in the achievement motivation of secondary school students studying in different types of school management was found that the secondary school students studying in private have better achievement motivation as compared to government aided and public school students. The better achievement motivation is due to better facilities and the fact that they are belonging to the educated parents. The similar results were reported by Kumar and Yadav(2015).

- The significant difference in the study habits among secondary school students studying in different types of school management such as private, public and government aided was found. This indicates that secondary school students
studying in private schools have better study habits as compared to government aided and public school students. It is inferred that difference in study habits is due to the facilities available in private schools. In addition, those schools are attended by the privileged children coming from the rich families.

- There is a significant difference in the activist learning styles of secondary school students studying in different types of school management. It was found that secondary school students studying in private have better activist preference of learning styles as compared to government aided and public school students. This can be due to that the teachers working in private schools are more motivated than the teachers in government aided and public schools.

**Relationship between academic achievement; achievement motivation, study habits, and learning styles of the students**

- The significant relationship between gender and academic achievement was found. It is also found that the gender and academic achievement is independent each other.

- There is a significant relationship between gender and achievement motivation. The gender and achievement motivation are independent variables.

- The gender and study habits are having the positive relationship and it is observed that the gender and study habits are independent each other.

- There is no significant relationship between gender and learning styles and they are not independent.

- There is no relationship between gender and low, moderate and strong preference of activist learning style and they are not independent.

- There is a significant relationship between gender and strong preferences of reflector learning style dimension. They are independent.

- There is significant relationship between gender and theorist learning styles and they are found to be related with each other.
There is a significant relationship between gender and different levels of pragmatist learning styles.

There is a significant relationship between types of school management and academic achievement and these two variables are interrelated with each other.

There is a significant relationship between types of school management and achievement motivation and these variables are interrelated with each other.

There is a significant relationship between type of school management and different levels of theorist learning styles and these two variables are interrelated with each other.

There is a significant relationship between type of school management and different levels of pragmatist learning style preferences and these two variables are interrelated with each other.

The positive significant relationship was found between Academic Achievement and Achievement Motivation. This means that the students with high achievement motivation have positive effect on academic achievement. This also indicates that higher the achievement motivation, higher will be the academic achievement, and lower the achievement motivation, lower will be the academic achievement. Same results were reported in the studies of Emmanuel, Adom and Josephine (2014), Chetri (2014) and Dhall(2014) and Awan; Noureen and Naz(2011).

There is a significant relationship between dimensions of achievement motivation with academic achievement. It is inferred that each and every dimension of achievement motivation has significant influence on academic achievement.

There is a positive significant relationship between academic achievement and study habits with its components. This shows that study habits as well as various components of study habits have effect on academic achievement of secondary school students. The similar results were reported by Anwar(2013), Premalakshimi(2012) and Kumari and Chamundeswari(2015) and Kumarand Sohi(2013).
There is a positive significant relationship between Academic Achievement with different Learning Styles.

**Achievement motivation, study habits and learning styles as the predictors of the academic achievement**

There is a significant multiple correlation between academic achievement and achievement motivation; study habits, and learning styles. This shows that achievement motivation, study habits and learning styles does act as the predictors in influencing the academic achievement. In the first step of multiple stepwise correlation variance experienced by achievement motivation in academic achievement is accounted for 6.90% which means that achievement motivation influence the academic achievement by a considerable percentage of 6.90% in the following step, variance experienced by study habits in academic achievement is 13.10% which means that study habits influence the academic achievement by the considerable percentage of 13.10%. Thirdly, comes learning styles as a predictor in influencing academic achievement by a percentage of 5%. Finally, the variance experienced by all the factors such as achievement motivation, study habits and learning styles in predicting academic achievement is 25% which means that achievement motivation, study habits and learning styles influence academic achievement by a considerable percentage of 25%.

Among the achievement motivation dimensions, the need for achievement; achievement anxiety; meaningfulness of tasks; and work methods are found to be the significant predictors in predicting academic achievement of secondary school students. The other dimensions viz., academic motivation; academic challenge; importance of grades/marks; relevance of school for future goals; attitudes towards education; attitudes towards teachers; interpersonal relation; individual concern; general interest, and dramatics and sports are not the predictors of academic achievement.

Among the study habits dimensions, the home environment & planning of work; reading & note taking; planning of subjects; habits of concentration and general habits & attitudes are found to be the significant predictors in predicting academic achievement of secondary school students. The other
dimensions viz., preparation for examination and school environment do not predict the academic achievement.

- The activist learning styles; theorist learning styles, and pragmatist learning styles are found to be the significant predictors in predicting academic achievement of secondary school students. The same results were reported by Deniz (2013).

5.13 EDUCATIONAL IMPLICATIONS

- From this study, there is a positive significant relationship between academic achievement and achievement motivation of secondary school students in Kigali City and also the ‘t’ test result shows that students with high motivation have better academic achievement. Also, the achievement motivation was found to be the significant positive predictor in predicting academic achievement ($\beta=0.225$, $P=0.000$; 6.90%). This implies that parents of the children and their teachers in Kigali City try to provide a favorable environment at home and school and to improve their learning styles. It is recommended that, teachers and educators in Kigali City should try to make parents aware of the importance of the home environment on achievement motivation, which can improve the academic achievement of the pupils. Appropriate achievement motivation should be provided to the students from different schools especially in public schools, in order to set realistic goals. An appropriate environment inside and outside the school should be provided to the child to develop his innate potentialities and also to enrich his achievement motivation.

- The study also found from the correlation result shows that there is a positive significant relationship between Academic Achievement and Study Habit of secondary school students and also t-test result shows that students having better study habits have better academic achievement. This variable was identified as a significant positive predictor in prediction of Academic Achievement ($\beta=0.326$, $P=0.000$; 13.10%). This implies that teachers of secondary schools in Kigali City especially in lower secondary level have a role in guiding students to understand and develop in them the desirable study habits, while parents have a responsibility in understanding the significance of good study habits and monitor their children towards habits of study. Study habits play an important role in human
performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002).

- The study further shows that there is a positive significant relationship between academic achievement and learning styles of secondary school students and also the ‘t’ test result shows that students having high level of learning styles have better academic achievement. Also, this variable was significant positive predictor in prediction of Academic Achievement. The teachers of different schools of Kigali City should take special classes, take field trips, visit museums etc. to improve their academic achievement.

- Students of Kigali City may improve their academic achievements and strengthen the weaken areas of studies especially the public schools. Teachers may find out their own preferred learning style which often becomes predominant learning style. Teacher may find out students learning style for better learning. Parents of the students in Kigali City should be made aware about different kind of approaches help their child learn best The parents and teachers should understanding their children’s particular learning style and how to best meet the needs of that learning style is essential to achieve better academic performance. The t-test further showed that there is a significant difference in the academic achievement of secondary school boys and girls in Kigali City. The girls had better achievement when compared with boys.

- The study also showed that there is a significant difference in Academic Achievement of Secondary school students studying in different types of school management. The students studying in private schools are higher academic achievement than students studying in government aided and public schools. To make the achievement to a high level, efforts must be taken to strengthen the motivation, learning styles and habits of children more particularly the boys belonging to government aided and public schools in Kigali City.

- The Rwandans secondary school managers will benefit the findings of this study to improve the quality of their education especially in lower secondary schools of Kigali City. Not only that, the findings will also be useful to those in charge of education in Kigali City to improve the academic achievement in government as
well as in public school and avail facilities and other educational resources with implementation of new programs like school feeding programs, etc.,.

5.14 CONCLUSIONS

In the present study, it is found that there is positive relationship between Academic Achievement of secondary school students and their study habits, achievement motivation and learning styles. The study also found that there is significant difference in the Academic Achievement of students having different levels of study habits, achievement motivation and learning styles. The study found that there was a significant difference in Academic Achievement of secondary school students in relation to their gender and type of management.

5.15 DELIMITATIONS OF THE STUDY

The study has the following delimitations:

1. Students studying in the lower secondary level were selected for the present study.
2. The study is limited to 630 students only selected through the sampling method.
3. The study is delimited to three selected independent variables viz., Achievement Motivation; Study Habits, and Learning styles and one dependent variable viz., Academic Achievement only.
4. Population of the study is secondary schools of Kigali city only, hence sample is selected from only Kigali city.

5.16 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions were presented for further research

1. The same study can be undertaken in other provinces of Rwanda with a large sample and extending some more socio-psychological variables.
2. The research study based on sample drawn by adopting multi stage viz., national level; province level and sub-province level can be considered by taken some significant variables for predicting academic achievement of secondary students by adopting hierarchical linear modeling approach for
identification of significant predictors at national level; province level and sub-province level.

3. Similar study can be undertaken on different levels of school education as well as higher education also.

4. The study can be extended by undertaken the teacher related, school related and home related variables which will be influencing the Academic Achievement of students.

5. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.

6. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

7. The comparative analysis of same study with different socio-cultural contexts may be undertaken like comparing the achievement of secondary students of Rwanda with India or any other country.