SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
Summary, Findings, Conclusions, Recommendations and Suggestions for Further Research

This chapter deals with summary, findings, conclusions, recommendations, and suggestions for further research.

6.1. Summary

Habit means a confirmed way of doing things. It starts forming at conscious level but becomes automatic due to repetition. Habits are ways of a cliff but mere important as they constitute or form as a motive. As motive or even an activity they are automatic. They require no predomination. They are learned modes of response. They do not result become of glandular or psychological functioning or motivation. Habits are true indicators of individuality in a person. Study habits relate to the behaviour of the individual related to studies. The study habits of the pupil includes home environment, reading, listening, note taking techniques, distribution of time, planning of work and subject, habits of concentration, preparation for examination, social relationships in study, Audio – Visual programmes, General habits and attitude of work, school environment, the judicious application of whole and part method, Massed and distributed learning, consultation, selection of study place, work habits, interest in studies, motivation etc.

Majority of the pupils do not know how to utilize their time properly; pupils may feel no sense of urgency to study from beginning. They are confronted with the questions like, what to study? How to study? Where to study? When to study? And what is the purpose of study? etc. All these arise only with the lack of proper study habits among the pupils.
Study habits play a dominant role in the pupil’s academic achievement and in their career building. Study habits differ from pupil to pupil. Many pupils do badly academically, due to factors other than low general intellectual capacity. One such factor is unhealthy study habits, which often result in poor academic performance even among the naturally bright pupils. It deserves careful investigation. It is, therefore, pertinent to collect data regarding the study habits of pupils by administering study habits inventory.

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

6.2. STATEMENT OF THE PROBLEM

The title of the problem is “Study habits of Residential and Non-Residential pupils of X class in relation to certain psycho-sociological factors”

6.3. PURPOSE OF THE STUDY

The present study aims at investigating the pattern of study habits among 10th class Residential Vs Non-Residential pupils. The study also aims at to study the influence of demographic and sociological factors, self-concept, personality factors, and academic achievement on the study habits of the pupils of X class.
6.4. OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To know the general level of study habits persisting in X class pupils.

2. To identify the differences in the study habits of Residential and Non-Residential pupils.

3. To study the influence of self-concept on the study habits of the Residential and Non-Residential pupils of X class.

4. To know the influence of different personality factors on the study habits of Residential and Non-Residential pupils of X class.

5. To study the influence of academic achievement on the study habits of Residential and Non-Residential pupils.

6. To study the influence of certain sociological and demographic factors on the study habits of Residential and Non-Residential pupils.

7. To predict the study habits score of Residential pupils with the help of different types of factors in the investigation.

8. To predict the study habits score of Non-Residential pupils with the help of different types of factors in the present study.

9. To predict the study habits score of total sample with the help of the factors in the present investigator.
6.5. HYPOTHESES OF THE STUDY

The following major Null hypotheses have been set up for the purpose of this study.

1. There would not be in general good study habits among 10th class pupils.
2. There would not be any differences in the study habits of Residential and Non-Residential pupils.
3. There would be no significant influence of self-concept on the study habits of Residential and Non-Residential pupils.
4. There would be no significant influence of different personality factors on the study habits of Residential and Non-Residential pupils.
5. There doesn't exist any relationship between academic achievement and study habits of Residential and Non-Residential pupils.
6. The socio-economic and demographic factors of the Residential and Non-Residential pupils of 10th class would not bring any significant influence on their study habits.
7. Socio-Psychological factors do not have significant influence on study habits of 10th class pupils in general.
8. It is not possible to predict the study habits of 10th class pupils with the help of Socio-Psychological factors.
9. It is not possible to predict the study habits of Residential and Non-Residential pupils with the help of Socio-Psychological factors.
6.6. VARIABLES STUDIED

The review of literature in the field of study habits reveals the fact that the study habits of the pupils have been influenced by a number of psycho-sociological and demographic variables.

A. DEPENDENT VARIABLE

The dependent variable in the study is "STUDY HABITS OF X CLASS PUPILS (Study habits total score) in general and Residential and Non-Residential pupils in particular.

B. INDEPENDENT VARIABLES

Independent variables such as self-concept, personality factors, academic achievement, and Socio-demographic variables of the Residential and Non-Residential pupils of X class are studied in the investigation.

6.7. METHOD OF INVESTIGATION

The various procedures implemented in the construction and development of data gathering instruments to measure different variables included in the study and the methods adopted in selection of sample, collection of data, method of scoring and analysis are as follows:
A. TOOLS USED:

The tools used in this investigation are:

1. Study Habits Inventory (SHI) was developed by the investigator to test the study habits of Residential and Non-Residential pupils of X class.
2. Cattell's 14 PF of HSPQ Form - A was adopted for testing the personality factors.
3. Self-concept scale developed by Dr. Mukta Rani Rastogi was adopted to measure the self-concept of the pupils.
4. Subject wise marks in the SSC public examination are taken to assess the academic achievement of the pupils.
5. Socio-demographic scale was developed by the investigator to obtain the socio-economic and demographic factors of the sample. The validity and reliability of the above tools are established.

B. SAMPLE

The sample frame for the study consists of 607 girls and 593 boys (N = 1200). Geographically, Andhra Pradesh State is divided into three regions viz., Telangana, Rayalaseema and Circar. One district in each region, 12 schools in each district were selected at random. These 36 schools under different management i.e., Government, Zilla Parishad schools were under Non-Residential setup. A.P. Social Welfare Society, A.P. Residential Society and Private Residential Schools were under Residential setup. These schools were also studied in rural and urban localities.
C. ADMINISTRATION OF TOOLS AND DATA COLLECTION

The investigator in person visited the sample schools, and with the permission of the head of the institution. The required number of pupils were selected at random and given the instructions orally about the data gathering tools and motivated to respond genuinely to the items.

After publication of the S.S.C Public examination results, the investigator again obtained permission from the heads of the institutions and collected subject wise and total marks of the sample, which were taken as the indices of the level of their academic achievement.

D. SCORING

The study habits inventory on a 5-point scale by giving the weights 5,4,3,2 and 1 in the case of positive items and 1,2,3,4 and 5 in case of Negative items to the five alternatives – Always, often, sometimes, seldom and Never. Much care was taken in scoring the responses. For HSPQ and Self – concept scales, the scoring key prepared by the concerned authors were employed. The information furnished by the respondents in Socio – economic and demographic scale was coded numerically.
E. ANALYSIS

The analysis was carried out, on the basis of objectives of the study and hypotheses formulated, by employing statistical techniques.

1. Frequency distributions were calculated wherever necessary.

2. The significance tests like ANOVA and 't' – test were used in the study to test different hypotheses.

3. Measures of central tendency, Measures of dispersion, skewness, kurtosis, coefficient of variance and Standard Error of Mean were calculated wherever necessary.

4. Necessary graphs were used for the study.

5. Multiple ‘R’ was calculated by carrying out the step-wise regression analysis to find out whether it was possible to estimate the study habits score of the pupils.

The significance levels employed with respective symbols are given below:

* * Indicates significant at 0.01 level.

*  Indicates significant at 0.05 level

@  Indicates not significant at 0.05 level.
6.8. MAJOR FINDINGS OF THE STUDY

The statistical treatment of the date reveals the following major findings of the study.

1. The mean value of study habits score for the total sample (N=1200) is 412.71. The skewness and kurtosis are 0.0023 and 2.64 respectively. Hence, the frequency distribution of study habits scores is slightly leptokurtic. The maximum score that one can obtain on study habits inventory is 585 (117 x 5); and neutral value is 351 (117 x 3). The mean value of study habits is more than the neutral value and hence, the pupils on the whole have better study habits.

2. The mean study habits score of Residential pupils is 417.50 and Non-residential pupils is 405.28. The residential pupils have significantly better study habits than the Non-Residential pupils.

3. The socio-demographic variables namely (1) Locality (2) Region and (3) Mother’s educational qualification have significant influence on study habits of 10th class pupils. The variables namely (1) Sex, (2) Age (3) Mother’s occupation (4) Community (5)Caste (6) Native Place (7) Economic Position of the family (8) Annual Income (9)Father’s Educational Qualification (10) Father’s Occupation (11) Mother’s Occupation (12) Birth Order and (13) Total Children to the Parents do not have significant influence on study habits of X pupils.
4. Self-concept areas namely self – acceptance has significant influence on study habits of the pupils. The remaining 9 areas of self – concept namely (1) Health and Sex Appropriateness (2) Abilities (3) Self – Confidence (4) Worthiness (5) Present, Past and Future (6) Beliefs and Convictions (7) Feeling of Shame and Guilt (8) Sociability and (9) Emotional Maturity and total score of self – concept scale do not have significant influence on study habits of the pupils.

5. The HSPQ factors namely (1) Factor – B (less intelligent Vs more intelligent) (2) Factor – D (Phlegmatic Vs Excitable (3) Factor – E (Obedient Vs Assertive), (4) Factor – F(Sober Vs Happy goes lucky) and (5) Factor - Q4(Relaxed Vs Tense), have significant influence on study habits of the pupils.

6. The achievement of the pupils in X public examination in six school subjects namely (1) Telugu (2) Hindi (3) English (4) Mathematics (5) General Science and (6)Social Studies do not have significant influence on study habits of the pupils.

7. The total marks obtained by the pupils in 10th class public examination and class obtained by the pupils in 10th class public examinations do not have significant influence on study habits of the pupils.

8. In most of the A x B factorial designs i.e. Residence (Residential and Non – Residential Factor – A) and other independent variables (48 independent variables, some have two divisions and other have three divisions, i.e. factor – B); Residence i.e. Factor – A. comes out as a significant main effect.
The main effects namely (1) Locality, (2) Caste (3) Self-acceptance (4) HSPQ Factor - C (Emotionally less stable Vs Emotionally stable) and (5) HSPQ Factor – Q4 (Relaxed Vs Tense) have significant influence on study habits of Residential and Non-Residential pupils.

The Interaction effects namely (1) Residence x Region (2) Residence x Sex (3) Residence x Mother’s Education (5) Residence x Birth Order (6) Residence x Health and Sex appropriateness (7) Residence x HSPQ Factor - A (Reserved Vs Outgoing) (8) Residence x HSPQ Factor – B (Less Intelligent Vs More Intelligent) (9) Residence x HSPQ Factor – E (Obedient Vs Assertive) and (10) Residence x HSPQ Factor – Q3 (Undisciplined Vs Controlled), have significant influence on study habits of the Residential and Non-Residential pupils.

9. Out of 16 Socio-demographic variables, it could be possible to explain 7.2% of variance in study habits score of the X class pupils (total samples). The multiple regression equation at the end of the 10th step could be written as:

\[
\text{SHS} = 433.059 - 14.791(L) + 15.484(S) - 7.095(RN) - 7.309(AI) + 7.615(CT) - 5.788(A) + 2.004(TC) + 5.00(ME) - 5.376(FE) - 4.194(SX)
\]

10. Out of 10 areas of self-concept and total score of self-concept, with the help of 4 areas of self-concept, it could be possible to explain 1% of variance in study habits score of X class pupils. The regression equation at the end of the 4th step could be written as:
SHS = 440.107 - 0.868 (SA) - 0.760 (HSA) - 0.645 (WN) + 0.653 (PPF)

11. Out of 14 personality factors, it could be possible to explain 2.4% of variance with the help of 5 personality factors in the dependent variable i.e. study habits score (SHS), of the X class pupils. The multiple regression equation at end of the 5th step could be written as:

\[
\text{SHS} = 421.669 - 2.705 (HB) - 1.051 (HE) + 1.095 (HC) + 1.151 (HQ) - 0.848 (HQ_1)
\]

12. The dependent variable study habits score is predicted with the help of 7 academic achievement scores. It is possible to explain 0.4% of variance with the help of 2 academic achievement score in study habits score of X class pupils. The multiple regression equation at end of 2nd step could be written as:

\[
\text{SHS} = 416.520 + 0.255 (MM) - 0.267 (MT)
\]

13. It is possible to predict study habits score (SHS) of 10th class pupils with the help of 49 independent variables and only 17 independent variables contributed 10.5% of variance in dependent variable study habits score (SHS) of X class pupils. The multiple regression equation at the end of the last step (17th) could be written as:

\[
\text{SHS} = 439.393 - 13.218 (L) + 20.938 (S) - 2.244 (HB) + 0.939 (HQ) - 9.098 (RN) + 1.470 (HC) - 1.151 (HE) - 7.118 (AI) + 7.172 (CT) + 1.317 (HI) - 1.256 (HQ_1) - 0.796 (SA) - 0.683 (HSA) - 6.705 (A) + 2.164 (TC) - 0.669 (WN) + 0.755 (PPF).
\]
14. Out of 15 socio-demographic variables, it could be possible to explain 19.2% of variance with the help of 8 socio-demographic variables in study habits score of Residential pupils. The multiple regression equation at the end of the last step (8th) could be written as:

$$SHS = 496.019 - 19.121(RN) - 24.345(L0) - 11.271(MO) + 7.766(CT) - 8.177(FE) - 8.125(A) + 4.658(ME) + 4.385(C).$$

15. Out of 10 areas of self-concept and total score of self-concept, only one variable is entered in regression analysis. It could be possible to explain 2.47% of variance in study habits of Residential pupils. The multiple regression equation at the end of the 1st step is given as:

$$SHS = 458.523 - 2.326(HSA).$$

16. Out of 14 factors of personality, it could be possible to explain 6.8% variance with the help of 7 personality factors in study habits scores of residential pupils of 10th class. The regression equation at the end of the last step (7th) could be written as:

$$SHS = 419.959 - 4.479(HB) + 1.782(HQ4) - 1.756(HD) + 1.153(HG) + 1.010(H1) - 1.326(HA) + 1.178(HC).$$

17. It is possible to predict study habits scores (SHS) of residential pupils of 10th class with the help of all the 48 independent variables and contributed 21.9% of variance with the help of 9 independent variables in dependent variable (SHS) of Residential pupils of X class. The regression equation at the end of 9th step could be written as:
SHS = 497.369 - 20.114(RN) - 22.487(L) - 1.646 (HSA) - 2.853(HB) -13.683(MO) +1.569 (HC) +1.305 (HG) + 5.137 (CT) + 0.191 (MS)

18. Out of 15 socio-demographic variables, it could be possible to explain 9.8% of variance with the help of 5 demographic variables in dependent variable (SHS) of Non-Residential pupils of X class. The equation at the end of 5th step could be written as:

SHS = 387.998 + 14.143 (RN) - 13.148 (SX) + 13.147 (MO) - 8.704 (AI) + 7.055 (ME)

19. Out of 10 areas of self-concept and self-concept total score only two steps is obtained in the regression analysis of Non-Residential pupils of X class. The multiple regression equation at the end of the 2nd step could be written as:

SHS = 373.799 + 1.539 (SA) + 0.797 (HSA)

20. Out of 14 factors of personality, it could be possible to explain 5.9% of variance with the help of 6 personality factors in study habits scores of Non-Residential pupils of X class. The regression equation at the end of 6th step could be written as:

SHS = 359.204 + 2.762 (HD) + 0.966 (HQS) - 1.346 (HE) + 1.494 (HC) + 1.665 (HI) - 1.547 (HQL)
21. It is possible to predict study habits scores (SHS) of Non – Residential pupils of 10th class with the help of all the 48 independent variables. It is possible to explain 15.7% of variance with the help of 9 independent variable in the dependent variable i.e. SHS of Non – Residential pupils of 10th class. The multiple regression equation could be written as:

\[
\text{SHS} = 335.663 + 14.755 (\text{RN}) - 13.583 (\text{SX}) + 2.409 (\text{HD}) \\
+ 1.595 (\text{SD}) - 1.077 (\text{EM}) + 14.615 (\text{MO}) + 1.057 (\text{HSA}) \\
- 7.384 (\text{AI}) + 6.179 (\text{ME})
\]
6.9. CONCLUSIONS

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

1. On the whole the 10th class pupils have positive and better study habits.

2. Residential pupils have significantly better study habits than the Non-Residential pupils.

3. Socio-Demographic variables namely (1) Locality (2) Region and (3) Mother’s Educational Qualifications have significant influence on study habits of 10th class pupils.

4. The self-concept areas namely self-acceptance has significant influence on the study habits of the pupils.

5. Some of the HSPQ personality factors have significant influence on the study habits of the 10th class pupils.

6. Achievement in different school subjects has no significant influence on study habits of the pupils.

7. The total achievement and class obtained also do not have significant influence on study habits of the pupils.

8. The Residence (Residential and Non-residential) has come one of the significant main effect in most of the factorial designs. Hence, Residence of the pupils has significant influence on study habits of the pupils.

9. It is possible to predict study habits score of the X Class pupils, Residential and Non-Residential pupils with the help of different independent socio-psychological variables.
6.10. SUGGESTIONS AND RECOMMENDATIONS

In the present days, study habits are an important factor in the pupil's academic achievement and personal improvement. If good study habits 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. If the habits like Reading, Writing and Study Skills begin even from elementary stage, the pupil will automatically posses good scholastic achievement in academic career.

On the basis of the results of the study, the following suggestions and recommendations are made.

1. The study habits are important for pupils in their school education and their academic achievement. Hence, it is essential to inculcate the good study habits among the pupils.
2. A regular study habit training programmes in school must be arranged to improve the study habits.
3. Teachers should help the students to frame time – table for study. They should be instructed to adhere to it.
4. Parents should check that their wards do not study in places of distraction and disturbance.
5. Teacher should correlate the subject matter with the life situations of the pupils, in order to concentrate on the abstract subject matter and make it interesting for the pupils.

6. Use of the library books; magazines and newspapers should be encouraged among the pupils.

7. A pilot project on experimental basis may be undertaken to inculcate good study habits in pupils.

8. Parents and teacher would do well to exercise great vigilance with regard to the formation of the good study habits among the pupils.

9. Teacher should take special steps to increase and develop the reading skills of the pupils.

10. Teachers should make their classes lively by adopting modern techniques of teaching and learning.

11. Distractions for study are minimized. Hostels as well as study rooms should be designed so as to facilitate better study.

12. The habits are thought rather than taught and a congenial and healthy attitude and environment are pre requisite for its cultivation.

13. The study habit programmes both of preventive and remedial must be arranged according to the abilities of the pupils.

14. In order to implement this programmes, efficient persons with psychology background must be selected and employed.

15. Congenial atmosphere for good study habits must be created in schools and libraries.

16. The parent teacher associations must be arranged. The parents must be aware of good study habits.
17. Some regular class hours must be arranged for developing good study habits.

18. Study habits of the rural pupils are poor. Hence, the teacher, parents and friends have to take necessary steps to promote good study habits.

19. It is found that very few personality factors have their influence on the pupils study habits. It is recommended to improve those personality characteristics in the pupils related to their study habits.

20. Academic achievement of the pupils is associated with their study habits. Hence, proper study habits may be developed among the pupils for attaining good academic achievement.

21. It is recommended that the parents should keep the home environment neatly and instruct them to keep their place of work neatly for improving the study habits of the pupils.

22. It is recommended that teacher should inculcate the good habits in the classrooms and in the leisure hours too.

23. Government should establish too many residential schools to develop the study habits as well as scholastic achievement among the pupils.

24. Residential schools can stop the percentage of drop – outs in elementary education. It ultimately leads to the total literacy in the country.

25. It is instructed to parents that they allow the children for watching the Audio – visual programmes according to their interests. Some times, it may also give the children to develop the divergent thinking and associate the situations with his studies and

26. Healthy competitions such as group discussion, debate, quiz programmes, essay writing etc., are to be conducted in the schools, because healthy competitions promote the good study habits in the children.
6.11. SUGGESTIONS FOR FURTHER RESEARCH

The present study is limited to Residential and Non - Residential pupils of 10th class. The size of the sample is 1200. The following suggestions are given for further investigation on study habits.

1. A similar study may be undertaken on a large sample covering different states.

2. A similar study may be undertaken at a time taking VIII, IX and 10th classes.

3. A similar study may be undertaken for Intermediate (+2 level), Degree, Post Graduate and Professional Courses.

4. The present investigation is conducted on the pupils following state syllabus. Further investigation may be conducted on the pupils studying CBSE, AISSE syllabus.

5. It is a survey type research. It may also be conducted in experimental research type.

6. Causes of specific study difficulties of children's may be investigated with special reference to deaf and dumb and mentally handicapped children.

7. The investigation may be extended to include some other psychological factors like anxiety, creativity, introversion and extraversion to test the relationship with the study habits.

8. Study habits programme both preventive and remedial must be arranged according to the abilities of the pupils.
9. It is important that practicing teachers at school, Researchers and Psychologists have to develop programmes for the improvement of study habits.

10. Only certain psycho-sociological factors are studied in this investigation. More number of psycho-sociological factors may be studied in the further investigation.

11. More research on reading speed, comprehension, and method of developing reading skills is essential. They may be taken up in further investigation.