Chapter -VI

Summary, Findings, Conclusions and Suggestions
CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

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

6.1. SUMMARY

Study can be interpreted as a planned programme of subject matter mastery. It is essential to learning and fundamental to school/college life. Its chief purposes are (1) to acquire knowledge and habits which will be useful in meeting new situations, interpreting the ideas, making judgments, creating new ideas, and in general enrichment of life; (2) to perfect skills; and (3) to develop attitudes. Study usually is associated with reading and reference work, but it is also related to the solution of problems arising daily life activities. Successful achievement in any form of activity is based upon study, interpretation, and application.

Habits are true indicators of individuality. Study habits relate to the behaviour of an individual related to studies. The behaviour of an individual is adjusted from his study-habits. Styles of studying are known as Study-Habits. The study-habits of the students means the ability to schedule his time, plan of his study, reading and note-taking, habits of learning, utilizing the social environment, over all learning, the habits of memory and concentration, general habits and attitude of work, home environment, school/college environment, the judicious application of methods – whole and
part method, massed and distributed learning, consultation, selection of study place, work-habits, interests in studies, motivation and so on.

Majority of students do not know how to utilize their time properly. Students may feel no sense of urgency to study from the beginning. They are confronted with the questions like what to study? How to study? Where to study? Why to study? etc. All these arise only with the lack of proper study-habits among the students.

Study habits play a predominant role in the academic achievement of the students and in their career building. Study-habits differ from student to student. Many students do baldly in their academic achievements due to factors other than low general intellectual capacity. One such factor is unhealthy study – habits, which often results in poor academic performance even among the naturally bright students. It deserves careful investigation. Therefore, it is pertinent to collect data regarding the study-habits of students by administering the Study-Habits Inventory (SHI). Thus, the investigator can have a clear picture of the problem and employ it as a logical starting point, for developing good study-habits.

After a glance of review of related literature in the area of Study-Habits, the investigator observed that it is rare to find a study on Study- Habits of B.Ed. students. Hence, the investigator has shown interest to study the Study-Habits of B.Ed. Students.
6.1 Statement of the Problem

The present study is concerned to look at whether the B.Ed. Students' personality factors, self-concepts, academic achievements, attitude towards teaching, and socio-demographic variables have any relation to their study-habits or not. The investigator also intended to predict the Study-Habits Score with the help of different sets of Psycho-sociological variables.

6.1.2 Title of the Problem

The title of the present investigation is "STUDY-HABITS OF B.Ed. STUDENTS IN RELATION TO CERTAIN PSYCHO-SOCIOLOGICAL FACTORS".

6.1.3 Need for the Study

There is an explosion of Knowledge and it is not possible to teach every-thing of everything in the present days. It is not only the teacher's responsibility to provide learning experiences, but it is also the responsibility of the students to acquire the knowledge through the effective learning approaches by themselves. One will be able to learn himself only if he has developed proper study-habits which can lead him to learn and read efficiently and effectively, how to memorize quickly and how to read systematically.

Study-habit is an important factor in learning. Generally study-habits are acquired by the students from their family members, peer-group, relatives etc., through observation, Study-Habits reveal students' personality in action at their studies. Hence, it is necessary to investigate into its nature and also to know whether it is related to factors like Personality, Self-Concepts, Teaching-Attitude, Academic Achievement, Socio-demographic variables.
6.1.4 Scope of the Study

The main object of the study is to draw the relationship or difference among Study-Habits Scores of the B.Ed. students belonging to different Gender, Type of management of the College in which they are studying, and Ed. CET. Subject/Methodology subject under the quota in which they have been admitted.

The study is also intended to test the impact of Personality factors, Academic-achievement, Self-Concept, Attitude towards Teaching and Socio-demographic factors on Study-Habits of the B.Ed. students. The study is restricted to some selected colleges within the three Districts of the S.V. University area.

6.1.5 Objectives of the Study

The study has been designed with the following main objectives.

1. To identify the study-habits of B.Ed. Students.
2. To study the influence of Gender, College and Ed. CET. Subject on the study-habits of B.Ed. students.
3. To study the influence of teaching attitude of B.Ed. students on their study-habits.
4. To study the relationship of personality-factors of B.Ed. students with their study- habits.
5. To identify the impact of self –concepts on the study-habits.
6. To observe the influence of academic-achievement of B.Ed. students on their study-habits.
7. To establish the relationship of study-habits with Personal Variables like age, birth-order, subject of teaching (methodology subject/Ed.CET. Subject), Educational Qualifications of B.Ed. student, family-size, educational and occupational status of parents, family annual income, etc.

8. To observe the relationship of study-habits of B.Ed. students with their socio-demographic variables like caste, religion, native place, socio-economic status, etc.

9. To develop multiple regression equations in order to predict the study-habits score of the B.Ed students.

6.1.6 Hypotheses of the Study

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of the present investigation.

1. All the B.Ed. students do not have the same Study-habits.

2. Gender, College and Ed. CET. Subject of the B.Ed. students would not have any significant influence on their study-habits.

3. There exists no significant relationship between the personality factors and study-habits of the B.Ed. students.

4. Attitude towards teaching profession and teachers would not have any significant influence on the study-habits of the students.

5. There exists no significant relationship between the self-concepts and study-habits of the students.

6. The scholastic achievement of B.Ed. students would not have any significant impact on their study-habits.
7. Caste, Religion, Native place and Socio-Economic status of the students would not have significant effect on their study-habits.

8. There would be no significant influence of personal variables like age, birth-order, methodology/ Ed.CET. Subject, educational qualifications of the B.Ed. student, marital status, family size, educational and occupational status of parents, annual income of the family etc., on Study-habits.

9. It would not be possible to predict the study-habits score of the B.Ed. student with the help of Psycho-Sociological variables.

10. None of the 48 independent variables in the present study turns out to be significant predictor of study-habits score of B.Ed. students.

6.1.7 Variables included in the Study

The present research problem involves investigation of Study-habits of B.Ed. students. The study-habits of Students have been influenced by a number of Psycho-sociological variables collectively. Hence, the following variables are taken into consideration for the present study.

A. Dependent Variable:

Study-habits score (total) is taken as the dependent variable.

B. Independent Variables:

The Independent variables considered for the purpose of this investigation are socio-demographic variables viz., Gender, College, Marital status, community, Religion, Native Place, Economic-Position, Age, Educational qualifications of the student, Birth-order, Total members of the family, Educational and occupational status of the parents etc; Personality
factors; 10 Self-Concepts and Total Score of Self-Concepts; Teaching attitude score; and 3 Academic Achievement scores.

### 6.1.8 Tools used in the Study

The tools used in this study are given below:

1. Study-Habits Inventory (SHI),
2. Teaching Attitude Inventory (TAI),
3. CATTELL's 16 PF, Form – C,
4. Self – Concept Scale (SCS) of Mukta Rani Rastogi,
5. Personal Data Sheet, and
6. Achievement Marks

The validity and reliability of the above tools are established.

### 6.1.9 Sample Selected

The sample consists of 10 B.Ed. Colleges from S.V. University, out of which 4 colleges from Chittoor District, 3 colleges from Kadapa District and 3 colleges from Nellore District were included. Total sample consists of 941 B.Ed. students out of which there are 533 male students and 408 female students. The 4 Ed. CET. Subjects were also considered in the selection of the sample. The sample is a 2x3x4 factorial design with 2 dimensions in Gender, 3 districts, and 4 Ed. CET subjects.

### 6.1.10 Collection of Data

The investigator has informed to all the Principals of the colleges about his visit well in advance. After taking permission from them, he moved to collect the data. The data was collected from the students who were present...
on the day of data collection. The necessary instructions were given to the
students and motivated them to respond genuinely to all the items in the data
gathering tools.

After publication of the B.Ed. results the investigator collected the
marks of the sample subjects from the University records.

6.1.11 Scoring and Analysis

The Study-Habits Inventory (SHI), and Teaching Attitude Inventory
(TAI), were scored on a 5 - point scale by giving the weightages 5,4,3,2, and
1 in case of positive items and 1,2,3,4, and 5 in case of negative items. For 16
PF and SCS, the scoring keys prepared by the concerned authors were used.
The numerical values were assigned to the various divisions for each of the
socio-demographic variables in order to suit for the Computer Analysis.

The data is analysed with various perspectives based on the objectives
of the study, and Hypotheses formulated for the Study. Tables and graphs
were used wherever necessary for presenting the data.

6.1.12 Statistical Techniques Employed:

The analysis of the data on study-habits scores of B.Ed. students were
carried out by computing descriptive statistics such as Measures of central
tendency, Measures of dispersion, Skewness, Kurtosis, coefficient of variation
and Standard Error of Mean wherever necessary. Necessary tables and
graphs were used for presenting the data. The inferential statistical
techniques such as ‘t’ and ‘F’ tests were employed to test the different
hypotheses. Step-wise multiple regression analysis is employed to predict the
study-habits score of the students. The obtained numerical results were interpreted meaningfully.

6.2 MAJOR FINDINGS

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

1. The Mean value of study-habits scores for the whole group (N=941) is 237.95 and Median is 238.00. The difference between Mean and Median is negligible. Hence, the frequency distribution of the Study-Habits scores is very close to the normal distribution. The maximum score that one can obtain on Study-Habits Inventory is 315 (=63x5) and neutral value is 189 (=63x3). The Mean value of Study-Habits scores is greater than the neutral value and hence, the B.Ed. students have better study habits.

2. The frequency distributions of Study-Habits scores for male and female students are also very close to the normal distribution. The mean study-habits score for female students is slightly greater than male students though the difference is statistically not significant.

3. The frequency distributions of study-habits scores for the different Ed.CET. Subjects' students are also found to be very close to the normal distribution. The difference among the mean values is not statistically significant.

4. The variable 'college' has significant influence on the study-habits of the students. The variable Ed.CET. Subject does not have significant effect on the study-habits of the students. There is no significant influence of
interaction viz., College X Ed. CET. Subject and study-habits of the students.

5. It is found that the 'Gender' does not have significant influence on the study-habits of the students. 'Community' has significant influence on the study-habits of the students. The two factor interaction, viz., Gender X community does not have significant influence on the study-habits of the students.


7. It is inferred that among the 16 personality factors, the students who are having personality characteristics of (1) Emotionally stable, calm, mature; (2) Venture some, socially bold i.e., Parnia; (3) Tender minded, dependent, sensitive i.e., Premisa; (4) Experimenting, Critical, free thinking i.e., Radicalism; (5) Controlled, socially precise, following self image, i.e., high self-concept control, and (6) conscientious, preserving, rule minded i.e., stronger super- ego strength, have significantly better study-habits than the students who are having the personality characteristics of (1) Affected by feeling, emotionally less stable; (2) Shy, restrained, timid i.e., Threctica; (3) Touch-minded, self-
reliant i.e., Harnia; (4) Conservative, tolerant of traditional difficulties, i.e., conservatism; (5) Undisciplined, self-conflict, careless i.e., low integration; and (6) Expedient, evades rules i.e., weaker super-ego strength.

It is also inferred that the students who are having personality characteristics of (1) Trusting, adaptable, free of jealous, i.e. Alaxia; (2) Forth right, natural, artless, i.e., Artlessness; (3) Placid, Self assumed, confident, i.e., untroubled adequacy; (4) Group – dependent, sound follower i.e., Group-adherence; and (5) Relaxed, tranquil, unfrustrated i.e., Low ergic tension, have significantly better study-habits than the students who are having personality characteristics of (1) suspicious, self-opinionated, hard to fool, i.e., proteinon; (2) shrewd, calculating wordly, i.e., shrewdness; (3) Apprehensive, worrying, depressive, troubled i.e., Guilt Proneness; (4) Self-sufficient, resourceful, i.e., self-sufficiency; and (5) Tense, frustrated, driven i.e., Ergic tension.

8. It is found that the students who scored better in Self-concepts (1) Health and sex appropriateness, (2) Abilities, (3) Self-confidence, (4) Self-acceptance, (5) Worthiness, (6) Present, past and future, (7) Feelings of shame and Guilt, (8) Emotional maturity and (9) Over all self-concepts, have significantly better study-habits.

9. It is found that the B.Ed. students who have better attitude towards teaching have significantly better study-habits than the others.

10. It is found that the students who scored better marks in theory, practical and total achievement, have significantly better study-habits than the others.
11. It is found that out of 17 socio-demographic variables, 5 variables contributed for the prediction of the study-habits score (SHS). These 5 variables are (1) College (C), (2) Community (CM), (3) Family Annual Income (AI), (4) Age (A), and (5) Birth-order (BO). All these 5 socio-demographic variables could explain 3.70% of variance in SHS. The regression equation at the end of 5th step is

\[ \text{SHS} = 225.339 + 7.852 (C) + 3.481 (CM) - 2.780 (AI) - 2.211 (A) + 1.954 (BO). \]

12. It is found that out of 16 personality factors, 9 factors viz., (1) Factor – G (weaker super-ego strength Vs. stronger super – ego strength), (2) Factor – Q4 (Relax. Vs. Tense), (3) Factor – O (confident Vs. Depressive), (4) Factor – C (Emotionally less stable Vs. Emotionally stable) (5) Factor–Q3 (Undisciplined Vs. Controlled), (6) Factor–L (Trusting Vs. Suspicious), (7) Factor–H (Shy Vs. Venture Some), (8) Factor–Q2 (Group dependent Vs. Self. Sufficient), and (9) Factor–E (Submissive Vs. Dominance) Contributed 13.1% of variance in SHS. The multiple regression equation at the end of 9th step could be written as

\[ \text{SHS} = 228.019 + 1.825 (FG) - 1.166 (FQ4) - 1.010 (FO) + 1.127 (FC) + 1.109 (FQ3) - 1.116 (FL) + 0.796 (FH) - 1.889 (FQ2) - 0.615 (FE). \]

13. It is found that out of 10 self-concepts and self-concepts total score, 5 self-concepts and Self-Concepts total score contributed 28.2% of variance in SHS. These are (1) SCT (Self-concept total score), (2) SC3 (Self-Confidence), (3) SC7 (Beliefs and Convictions),
(4) $SC_2$ (Abilities), (5) $SC_{10}$ (Emotional Maturity), and (6) $SC_4$ (Self-Acceptance).

The Multiple regression equation at the end of 6th step could be written as:

$$SHS = 116.604 + 0.196 (SCT) + 1.864 (SC_3) - 1.184 (SC_7) + 1.304 (SC_2) + 0.958 (SC_{10}) + 1.023 (SC_4).$$

14. It is found that out of 3 variables in the Scholastic Achievement only one variable "Practical marks" (p) is contributed 3.7\% of variance in SHS.

The multiple regression equation that could be written at the end of first step is

$$SHS = 158.339 + 0.158 (P).$$

15. It is found that out of 48 independent variables in the study, 17 variables have contributed 40.3\% of variance in SHS. The variable self-concepts total score (SCT) which entered in the 2nd step, is removed in 12th step.

The multiple regression equation at the end of 19th step could be written as

$$SHS = 13.381 + 0.561 (TA) - 1.254 (SC_7) + 1.579 (SC_3) + 0.842 (FG) + 0.037 (TM) + 1.049 (SC_2) + 0.800 (SC_{10}) - 0.720 (FQ_2) + 0.474 (FQ_3) + 0.680 (SC_4) - 1.653 (Al) + 2.198 (CM) + 1.567 (BO) + 3.907 (G) - 0.540 (FQ_4) - 2.554 (EP) - 1.381 (NP).$$
6.3 CONCLUSIONS

From the above findings, the following conclusions are drawn.

1. The frequency distribution of study-habits scores for the total sample is very close to the normal distribution.

2. The frequency distributions of Male students, Female students, and for all the 4 Ed.CET. Subjects’ students are very close to the normal distribution.

3. In general, the B.Ed. students have positive better study-habits.

4. The Variables College, Community and Age have significant influence on the study-habits of B.Ed. students. Students of Government and University Colleges, Forward caste/community, students and students with lower age have significantly better study-habits than the other students.


6. Most of the personality factors of CATTELL’S 16PF have significant influence on the study-habits of the B.Ed. students.

7. Most of the self-concept constructs and self-concept total score have significant influence on the study-habits of the students.
8. Attitude towards teaching has significant influence on the study-habits of the students. Better attitude towards teaching is associated with better study-habits.

9. Achievement in theory, practical and total achievement have significant influence on the study-habits of the B.Ed. students. Better achievement is associated with better study-habits.

10. It is possible to predict the study-habits score with the help of
   i) Socio-Demographic variables, (ii) Personality factors, (iii) Self-Concepts, (iv) Achievement variables, and (v) With all the independent variables in the study.

6.4 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS:

In the schools/colleges increasing attention is being paid to the teaching of various subjects through the best possible methods. A number of attempts are also being made to improve the system of examinations so as to minimize chances of injustice to the students. The buildings and the equipments of schools/colleges are also being more carefully planned. But in how many schools/colleges do the teachers advise the students regarding the proper study habits? The answer is quite simple. A teacher or a student has only to introspect for a moment to find it out.

It is a well-known fact that our students lack in good study-habits. It may be because they do not know what those good study-habits are, or it may be that they find it difficult to contract them, even though they know them. The many number of students do not know, what is the good method of study?
This lack of knowledge about the proper methods of study is one of the important causes of poor achievement at the examinations.

There is a great need to improve the study-habits of the students. It is necessary to inculcate in them the habits of regular work which will pay them dividends in their later lives. This should also result in better standards in Education.

On the basis of the results of the present investigation, the following recommendations are made.

1. It is found that there are poor study-habits among the students of private colleges. So, it is recommended to arrange special training classes for developing good study-habits among the students of private, B.Ed. colleges.

2. It is found that there are poor study-habits among the backward class, scheduled caste and scheduled tribe students. Necessary programmes may be planned for improving the study-habits of the above said students.

3. It is found that the students with higher age are poor in study-habits. Hence it is recommended to arrange the training programmes for acquiring good study-habits.

4. It is found that the students with certain personality characteristics have better study habits. It is advised to develop such personality characteristics among other students also.
5. It is observed that the students with certain self-concept constructs have better study-habits. So, it is recommended that such self-concept constructs may be developed among other students.

6. Better attitude towards teaching is associated with better study-habits. Hence it is advised to develop better attitude towards teaching among all the B.Ed. students.

7. Better achievement is associated with better study-habits. Necessary care may be taken by the teacher-educators for developing good study-habits.

8. Congenial study conditions in the B.Ed. colleges and libraries of B.Ed. colleges may be created.

9. Training may be provided to the students in (1) Budgeting time, (2) Physical conditions for study, (3) Motivation in learning, (4) Skills in learning and memory, (5) Reading skills and (6) Taking examinations.

10. Training may be provided on various factors of reading ability viz., (1) Good Vocabulary, (2) Reading a number of words in a group, (3) Good speed of reading, (4) Good comprehension and (5) Independent selection of appropriate material for reading and locating information.

11. Any kind of work needs physical stamina which depends on the health of the person. Therefore, good physical condition is the primary requisite for effective study. Regular and healthy habits of eating, exercise, recreation and rest including sleep promote good health and consequently help to maintain schedule of work.
Necessary awareness may be provided to the students in the above aspects.

12. Taking down notes on the spot is very important because memory is fallible and notes, once taken, form a permanent record. The notes also serve as a valuable aid in remembering the content. Moreover while reading, note-taking keeps one active at his study; otherwise, it may become a monotonous activity in which one may soon lose interest. Notes should always be brief, pointed and clear so that they do not require much time to prepare or to review. Awareness may be provided to the students in note-taking.

13. Develop a spirit of competition and cooperation in learning activities among the students.

14. Experimental studies show that recitation is very helpful in learning any kind of material quickly and in forming a permanent memory of it. When once or twice a certain portion is read, it is best to try to recite the important ideas of the sentences from it and check them later with the original for accuracy. Awareness programmes may be arranged for improving the better memory techniques among the students.

15. The results of the examinations are not just for the filing purposes. The students can know about their strong and weak points from them. They can also compare their results with those of others and see the ways in which they can improve. The knowledge of the results is a valuable guide to making attempts for improvement,
because it provides the needed motivation and direction. Adequate training may be provided to the students in taking the examinations.

16. Students should be helped to evaluate critically their own study-habits so that they may discover their weaknesses and then try to improve their study efficiency.

17. Every student gradually should develop a critical attitude toward his own power to read, to think, to master, and to re-present.

18. Summarization and review give to the student an opportunity to reflect, recall, and evaluate ideas in the order of their importance. So, adequate training may be provided to the students in summarization and review techniques.

19. Training in the mechanics of reading, developing power of comprehension, and encouraging attitudes or mind sets that will impel the individual student, young or old, to increase his own skill in putting thought in to the printed page is necessary in the interests of the individual student himself and of society.

20. Training may be provided to the students how to use (1) the table of contents of a book, (2) the index of a book, (3) the dictionary, (4) Encyclopedias, Anthologies and other collections of information and literature, (5) Year books, almanacs, who's who, catalogues, hand books, concordances etc., (6) Maps, graphs, Keys and (7) Atlas and library card index.

21. The ability to concentrate is partly a natural gift and partly a matter of training. The educational system in India in the past has not done much to give this training or to build up and encourage those
interests which alone will stimulate the faculty of concentration and active attention. There can be no intelligent study without the ability to develop concentration. Methods of training to study must be directed to increase the ability to concentrate.

22. The following "Rules of study' are helpful for developing good study-habits among the students.

i. Concentration is a matter of will-power and a strong desire. If you catch your mind wandering, concentrate again.

ii. At the beginning of each study period, think over what you know on the subject. Anticipate what the text is going to say on the new topic.

iii. Read the assignment straight through, to get a general idea of the subject-matter.

iv. Review what you have read, picking out the main points and rereading any parts that were not clearly understood at the first reading. If you have acquired enough proficiency to carry this out line in your mind, fix it there by careful thought. If not, make a written out-line.

v. Study any graphs, diagrams, or pictures carefully. These are very expensive to construct, and are put in the book only because they have a real significance.

vi. Do every day's assignment carefully. You will then have to face examinations with only a few hours' review instead of a great deal of cramming. Make a summary or revised outline of your work, and then relax your mind until time for the test.
vii. Make a daily programme for study and stick to it. See that it gives you time for exercise – at least an hour a day – and eight hours of sleep.

viii. Master the meanings of words. They are the tools of your thought. If, as you read, you do not get a clear, satisfactory meaning of a new term, look it up in the dictionary. Words are your assistants. Make them work.

ix. When you read a story that is worth thinking about, make a synopsis of it. Retell the story in brief form, including those aspects that have most meaning. If the book is a long story let your synopsis consists of one short paragraph for each chapter.

x. Drill yourself freely and frequently on such subjects as grammar, foreign language vocabularies, mathematical formulas, etc., say them over aloud at intervals until the right forms become familiar to your eye. Such repetition establishes the desired thought – habit.

xi. At all times be confident. Develop your self-respect by doing neat work, by giving full measure, by working for yourself, not the teacher, by working with as little help as possible, by taking a positive attitude toward every course, and, above all, by never giving up.

xii. Importance of language:-

A man who does not know his mother-tongue thoroughly is not more than half-educated. Language is the only medium of thought that amounts to much; and whoever has no command
over that medium dooms himself to think unclearly and to miss many of life's richest experiences, as these are transmitted to him through the news reports, scientific books, poems, plays, and novels of his own day and of past ages.

23. Teachers should make sure that the learning activities provided to students are not meaning exercises, but are the results of a series of well-planned experiences that lead to cultural and intellectual development.

24. To ensure maximum learning, the teacher must keep a strict watch over the work habits and behaviour patterns of the students.

25. Students can be encouraged to consult subject teachers for clarifying their doubts.

26. The research findings are also used for the improvement of study-habits of the students.

27. Inter-library loans, exchange of latest and costly books between college libraries should be made feasible.

28. Students should be encouraged to participate in sports/games, yoga, and meditation. These activities make them healthy and keep their minds fresh and attentive, which will help for good study-habits.

29. It is very essential that the teachers should remove the test anxiety among the students, because sometimes a good student may fail in the examinations with test-anxiety.
6.5 SUGGESTIONS FOR FURTHER RESEARCH

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

1. The study is restricted to B.Ed. students only. It may be extended to other students in the schools, degree colleges, professional colleges and universities.

2. The study is limited to S.V. University only. It may be extended to other universities and even to other states.

3. The present investigation is a presage-product study. Presage-process, process-product and presage-process-product studies may be conducted in the area of study-habits.

4. It is a survey-type research. Experimental studies may be conducted in the area of study-habits.

5. Causes for specific study-difficulties of the students may be conducted with special reference to physically-challenged and mentally-retarded students.

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

7. Studies related to study-habits programmes both preventive and remedial must be taken up.

8. Further studies may be conducted to know the study conditions and facilities available in the B.Ed. colleges.
9. Relation between regular class-hours for developing good study-habits and achievement of the students may be taken up for further investigation.

10. A micro level study to assess parental interest and co-operation in development of some basic skills among the students relating to study habits can be taken up.

11. Relationship between home environment and institutional environment in promoting study habits among students may be investigated.

12. Programmes for the improvement of study-habits among students may be developed by the practising teachers, researchers and psychologists.

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

14. More researches on reading speed, comprehension, and methods of developing reading skills are essential. They may be taken up in further investigations.

15. A study to see the impact of study-habits on behavioural changes of the students needs to be carried out.

16. More studies may be carried out in order to develop mathematical equations in order to predict the study-habits of the students.