CHAPTER V

SUMMARY, FINDINGS AND SUGGESTIONS

5.0 Introduction :-

The chief means whereby humankind can raise itself out of poverty to a condition of peaceful standard of living is by increasing economic condition of the nation. The main way to increase the economic condition of a nation is by increasing educational opportunities to the mass. Formal system of education offering education through a large number of colleges and universities is essentially developed to educate younger generation mostly of the age group of 17-24 for various technical, vocational and professional activities. It operates through full-time, specialised institution with mostly face-to-face teaching done by full-time professional teachers.

Today, education has been disseminated in several ways. For example, formal, non-formal, informal and distance education programme. Of them, distance education programme is a viable way through which adults attain knowledge, skill and attitude which are considered as the positive aspects of education.

The quantum and quality of knowledge required by an individual to live and function in the society always increases as the society develops into higher and more complex forms. The nature and constant of knowledge, higher abilities and skills and attitudes required also change with the changing society.
New communication technologies are helping in building up national and international information communication networks and new information order is getting developed. The network is likely to change not only the nature and function of the library but the whole teaching-learning process both in formal and non-formal education.

With the rapid scientific and technological developments, there is an explosion of knowledge which has created a high rate of obsolescence and the need for rapid changes in courses to offer learning opportunities in new knowledge and skills.

With the demand for democratization of education, for access to education for those sections of society hitherto neglected, the age-old formal structure cannot change its structure and function to accommodate the pressure of large enrolment and diversity of knowledge and skills required for social development and progress. It is therefore necessary to evolve non-formal educational systems by using distance education method.

5.1 Objectives of the Study:

The study has the following objectives:

I General Objective of the Study:

The General objective of the study is to investigate distance education learners' choice of course with regard to motivation, study habits and their family background.
II Specific Objectives of the Study

The specific objectives of this study are:-

1. To study the level of motivation of distance education learners.

2. To study the level of motivation of distance education learners belonging to different groups based on sex, age, subject of specialisation, medium of instruction, residential area, marital status and size of family.

3. To study whether the distance education learners differ significantly in motivation with respect to their

   i) Sex,
   ii) Age
   iii) Subject of specialisation
   iv) Medium of instruction.
   v) Residential area
   vi) Marital status
   and vii) Size of the family.

4. To study the level of study habits of distance education learners.

5. To study the level of study habits of distance education learners belonging to different categories based on sex, age, subject of specialisation, medium of instruction, residential area, marital status and size of family.
6. To study whether the distance education learners differ significantly in study habits with respect to their

   i) Sex
   ii) Age
   iii) Subject of specialisation
   iv) Medium of instruction
   v) Residential area
   vi) Marital status
   and vii) Size of family.

7. To study the educational status of the family members of the distance education learners.

8. To study the occupational status (Family income) of the family members of distance education learners.

9. To study the association between course of study and Motivation.

10. To study the association between course of study and study habits.

11. To study the association between course of study and family background.

5.2 Hypotheses of the Study:

Based on the objectives given above, forty three hypotheses were framed for the present study.
5.3 Findings :-

1) The mean motivation of the distance education learners was assessed to be 83.11 and the S.D. was 13.77.

2) Comparing the enrollment of learners, the enrollment of female learners (50.8%) was higher than the male learners. It is encouraging that the sample is female dominated. With regard to motivation of the learners, the male learners and the female learners do not differ significantly.

3) Majority of the distance education learners (82.9%) were in the age group of less than 25 years. Considering the age group of the learners, the mean score for the age group 18-25 years and 26-35 years were found to be more or less equal. At the same time it was higher for the age group 36-45 years. But, the learners of the three age groups did not differ significantly in motivation.

4) The learners from rural areas (54.2%) were more than those from urban areas (45.8%). But the rural and the urban learners did not differ significantly in motivation.

5) Majority of the distance education learners were commerce (B. Com.,) students (64.9%). In motivation, the learners belonging to different categories based on their course of study differed significantly. There was a significant difference between the learners of B.Sc., and B. A., degree courses and between the learners of B. Com. and B. A. degree courses. They differed at 0.05 level.
6) Considering the subject of specialisation (main subject), majority of the learners were commerce students. The learners belonging to different categories based on their main subjects, differed significantly in motivation. They differed both at 0.01 level and at 0.05 level. There was a significant difference at 0.01 level between the groups of learners with their main subjects Commerce and History, Commerce and Language, History and Language, Maths and Language and Psychology and Language. There was a significant difference at 0.05 level between the groups of learners with their main subjects Psychology and Economics, History and Psychology and Language and Economics.

7) The number of Tamil medium learners (333) was greater than the English medium learners (171). Regarding the motivation of Tamil and English medium learners, both of them were in equal respects.

8) Most of the learners (86.5%) belonged to Hindu religion. The learners belonging to different categories based on their religion did not differ significantly in motivation.

9) Of the total sample population, backward class students (57.3%) were more than S.C./S.T., students (6%). Considering the community of the learners, the mean score for S.C./S.T., was less than the other three categories such as F.C., B.C. and M.B.C. whose mean scores were more or less equal. However, the learners belonging to different categories based on their community did not differ significantly in motivation.
10) Most of the learners were unmarried (87.3%). The mean score for motivation of married learners was more than that of unmarried learners. However, the married and the unmarried learners did not differ significantly in motivation level.

11) As for the married learners belonging to different categories based on the number of children, the mean score of the learners with two or three children were more or less equal except the learners with only one child whose mean score was less. There was a significant difference between the learners with one child and two children, those with two children and three children. The difference was found to be significant at 0.05 level.

12) As far the occupation, majority of the learners (56.5%) were unemployed. The learners belonging to different groups based on their occupation differed significantly in motivation at 0.05 level. The difference was found between the category of learners, salaried and unemployed and between agribased and unemployed. The mean score for the category of unemployed learners was found to be more. It indicates that the level of motivation for the unemployed learners is comparably high.

13) There was no significant difference among the different groups of learners based on their monthly income as far as motivation is concerned.

14) No significant difference was found in motivation among the learners' groups based on the educational status of father.
15) No significant difference was found in motivation among the learners' groups based on the educational status of mother.

16) No significant difference was found in motivation among the learners' groups based on the occupation of father.

17) No significant difference was found in motivation among the learners' groups based on the occupation of mother.

18) No significant difference was found in motivation among the learners' groups based on the income per month of father.

19) No significant difference was found in motivation among the learners' groups based on the income per month of mother.

20) No significant difference was found in motivation among learners' groups based on the total family income.

21) Majority of the learners (77.4%) belonged to big families (> 4 members). But in motivational level the learners belonging to both big and small families were in equal respects.

22) No significant difference was found in motivation among the learners' groups based on their financial support.

23) The mean scores for motivation of the learners' groups based on 'educational guidance' were found to be more or less equal. Hence, the learners belonging to different groups based on their educational guidance did not differ significantly in motivation.

24) The learners belonging to different groups based on obstacles in continuing their education differed significantly in
motivation. They differed at 0.05 level. The difference was found between the categories of obstacles, parent and finance, parent and none, sisters and finance and sisters and none. In short, it reveals that the parents and poor finance are the inhibiting factors in the process of continuing their education.

25) The mean study habits for the distance education learners was assessed to be 112.9 and the S. D. was 20.08.

26) The mean scores for study habits for both male and female learners were found to be more or less equal. Further, the t-test result reveals that male and female learners do not differ significantly in their study habits.

27) The learners belonging to different groups based on their age did not differ significantly in study habits. The mean scores for the learners' groups 18-25 years and 36-45 years were found to be more or less similar and more than the other group, 26-35 years. It indicates that the learners in the age groups 18-25 years and 36-45 years are following better study habits than the learners in the age group 26-35 years.

28) The mean scores of the urban learners was found to be more than the rural learners in their study habits. It indicates that the level of study habits for urban learners is better than that of rural ones. But the ANOVA finding reveals that the male and female distance education learners do not differ significantly in study habits.
29) The learners belonging to different groups based on their choice of course of study did not differ significantly in study habits.

30) The learners belonging to different groups based on their main subjects did not differ significantly. The mean value for study habits of learners whose main subject Economics is more than those of others. It indicates that the level of study habits of the students of Economics is higher.

31) No significant difference was found in study habits of learners based on the medium of instruction i.e. Tamil and English medium.

32) No significant difference was found in study habits of learners'groups based on their religion.

33) No significant difference was found in study habits of learners' groups based on their community.

34) The married and unmarried learners do not differ significantly in their study habits.

35) As for the married learners, those who belong to different groups based on the number of children did not differ significantly. It is clear that the number of children in the family do not interfere with the study habits of the learners.

36) The learners belonging to different groups based on their occupation did not differ significantly in study habits. The mean
value for the category of occupation 'unemployed' was more than those of the other groups. It implies that the study habits of unemployed learners are better.

37) The learners belonging to different groups based on their monthly income, did not differ significantly in their study habits even at 0.01 level. The mean value for the category of monthly income of learners 'Rs.3001 - Rs.4000/-' was higher than the others. It indicates, the study habits of the learners whose monthly income ranging between Rs.3001 - Rs.4000/- are better than the other categories.

38) The learners belonging to different groups based on educational status of the father did not differ significantly in study habits. The mean value for the category of educational status of father with 'degree and above' was more. It shows, the study habits of the learners whose fathers' education degree and above are better than that of other groups.

39) The learners belonging to different groups based on educational status of mother did not differ significantly. The mean value for the category of educational status of the mother 'degree and above' was high. It indicates that the study habits of the learners whose mothers' educational status was degree and above are better than those of other categories.

40) No significant difference was found in study habits of learners' groups based on their occupation of father.
41) The learners belonging to different groups based on occupation of the mother did not differ significantly. The mean score for the category of occupation of mother, 'business' was more. It implicits, the study habits of the learners whose mothers' occupation is business are better.

42) The learners belonging to different groups based on monthly income of father did not differ significantly in study habits. The mean score for the category of monthly income of father 'Rs.4001 and above' was higher. It shows, the study habits of the learners whose fathers' monthly income ranging between Rs.4001 and above are better than those of other categories.

43) The learners belonging to different groups based on monthly income of mother differed significantly in study habits. They differed at 0.01 level. The mean value for the category of monthly income of mother ranging between 'Rs.4001 and above' was high. It shows, the study habits of the learners whose mothers' monthly income ranging between Rs.4001 and above are better than those of other categories. The groups of learners whose mothers' monthly income level was between 'Rs. upto 1000 and Rs. 1001 - Rs.2000/-, Rs.1001 - Rs2000 and Rs 2001 - 3000/-, Rs 1001 - Rs 2000 and Rs 4001 and above were found to significant at 0.05 level.

44) Considering the monthly income of the family, the learners belonging to different groups based on family income per month did not differ significantly in study habits.
45) As for the learners belonging to two groups based on the size of the family, learners of big family and small family did not differ significantly in study habits.

46) The learners belonging to different groups based on their financial support differed significantly in study habits. The difference was found to be significant at 0.01 level between the categories namely self and parent, friends and parent and friends and spouse.

47) The learners belonging to different groups based on their educational guidance did not differ significantly in study habits. The mean score for the category of educational guidance of learners' 'sisters' was more than the other categories. It shows that the learners who are guided by their sisters have better study habits.

48) The learners belonging to different groups based on obstacles in continuing their education differed significantly. They differed either at 0.01 level or at 0.05 level. The difference was found to be significant at 0.01 level between the categories of 'parent and none', 'spouse and none' and 'brothers and none'. Further, the difference was found to be significant at 0.05 level between the categories, parent and sisters, children and sisters, friends and sisters, brothers and sisters, sisters and finance and sisters and none.

49) There is an association between the learners' choice of course and motivation. It is inferred that the level of
motivation is high for the commerce students and low for the learners studying Psychology, Geography and Economics as their main subjects.

50) There is no association between the learners' choice of course and their study habits.

51) The Chi-square analysis indicates that family size, religion, sex, residential area of the students, occupation of the learners, medium of instruction are the contributing factors in motivating the learners.

52) The chi-square value indicates that there is an association between community of the learners and their study habits. From the mean score analysis it is known that the learners belong to F.C and B.C have got better study habits than the learners belong to M.B.C and S.C/S.T.
5.4 Conclusion :-

1) Motivation is an inevitable phenomena for all kinds of learning.

2) Motivation, study habits and family background of distance education learners vary due to several reasons.

3) A moderate levels of motivation and study habits are essential for the choice of better course among the learners.

4) Educational status of parents, occupation of parents, age of the learners, family income and community had no effect on motivation of the learners.

5) Age of the learners, educational status of father, educational status of mother and occupation of learner had no effect on study habits of the learners.

6) Number of brothers or number of graduate brothers, number of sisters or number of graduate sisters and number of children in the case of married learners had no effect on the motivation and study habits of the learners.

7) Motivation of the learners had an effect on choice of course.

8) Study habits of the learners had no effect on choice of course.
9) Family background had a considerable effect and influence on choice of course.

10) Community of the learners had a considerable effect on study habits.
5.5 Educational Implications.

There are several influencing factors for the choice of course among the learners through distance education programme. This part of the report mainly focuses on how far the independent variables namely motivation, study habits and family background may influence the distance education learners in selecting their course of study.

First, motivation is found to be the basic factor which directs the learners in choosing their course of study, that is the main subject as per their need and desire. It acts as a prominent factor in the choice of course among the distance education learners. Depending upon the levels of motivation, the learners choose different courses. Here the course of study denotes the main subject (Subject of specialisation).

Majority of the learners whose level of motivation is high or medium choose commerce, maths, history or language (Tamil/English) subjects. They could have been motivated by an interest of higher qualification and a desire to acquire a better information. The other motives might be better job, higher status of life, utilising the time in a useful manner and interacting with new and interesting people. This fact implies that proper orientation is necessary for creating awareness about the usefulness of the subjects like commerce, mathematics and economics.
Further, the enrollment of female learners is higher than the male learners as they are not allowed to go to regular colleges. Here the inhibiting factors are parents or finance. Especially the female learners choose commerce, maths or economics courses as they desire to acquire better job and they like to interact with new people. The other motives are spending the time in a useful manner and aspiration for higher qualification. This fact implies that proper guidance and counselling should be provided to the male population regarding the nature and use of subjects like commerce and mathematics.

Majority of the distance education learners are in the age group of below 25 years. Since they do not get admission into regular colleges they continue the course through distance education programme. The following may be their motives:

(i) There is an equal recognition in the case of both regular college studies and distance education studies and

(ii) There is no capitation fee for getting admission into distance education programme.

Mostly the learners of this age group choose subjects such as commerce, maths, history and economics as they wish to obtain a degree with more job opportunity. Those who want to have a mere degree and whose motivation level is medium or low choose the courses which they find easy to get through and rather flexible to learn by themselves as the distance education requires home study or self-learning.
The learners who are above 36 years of age are mostly employed and they choose commerce or economics subjects. Their level of motivation is high or medium. The learners of this age group might be motivated by motives like, promotion to higher position, higher qualification and higher status.

 Majority of the distance education learners whose level of motivation is high or medium choose commerce subject as they intend to obtain higher status, better job, increase of income, job in banks, etc., Most of the commerce students do satisfy with the course and expect better job especially in banks. With this expectation and motivation many of the distance education learners may prefer commerce subjects rather than other arts subjects.

 The learners from rural areas are more in number than those from urban areas. The reason inferred is that there are no educational facilities available for them in rural areas. The level of motivation is medium or high for some of the rural learners. They choose history or tamil subjects. Here the motivating factor is higher qualification, continuing one's studies etc., Also they want to be praised by their friends and relatives. They want to increase their standard of living. But in urban areas the learners have sufficient education facilities and they get admission into regular college courses. Those who do not get admission into regular college courses, those who do not like the clutches of institutionalization,
those who want to learn while they earn, those who do not want to spend their time in regular colleges foregoing their earning opportunities, and those who love self-learning continue their studies through distance education. This fact implies that the rural areas also should have equal number of regular colleges in order to provide educational facilities to the rural people.

The learners with high or medium level of motivation choose commerce, maths, or economics subjects. Other learners whose level of motivation is low, choose other arts subjects as they wish to obtain a mere degree in their life. But some of them wish to gain more general knowledge and outwit their friends. This fact implies that the learners who have chosen commerce, maths or economics do have high level of motivation due to their awareness about the usefulness of such subjects.

Secondly, good study habit is one of the factors of success in education and choice of the course for every learner in distance education programme. That is, the study habit determines their success in their educational process. This implies that more the level of study habits, better is the progress in education. Hence we can infer that the choice of the course is determined by the study habits of the learners to a greater extent.

The study habits seem to improve with the age of learners as the grown up people are more experienced and mentally matured. The level of study habits and the method of study vary from
learner to learner with respect to their course of study. Depending upon the level of study habits, the learners choose their course of study.

Majority of the learners whose level of study habit is high or medium, choose economics, commerce, maths, history or language (Tamil/English). Especially the learners who like to do hard work and have good study habits choose commerce or maths subjects. They have proper educational guidance. They study regularly. They refer library books and they consult the regular college students and teachers. They attend the contact seminar classes regularly. This fact implies that study habits play considerable role in influencing the learners to choose useful courses of study.

The urban learners have better study habits than the rural learners. The reasons might be that they get educational guidance at home or at tuition centres or at contact seminar classes. They are guided by educated parents or family members or friends or tutors and they have lot of opportunities to improve their study habits. Hence they choose economics, commerce or maths subjects which need educational support to some extent.

The learners who do not like hard work and their level of study habit is low choose other art subjects. They lack regular study habits and they do not revise the subject matter from time
to time. Very often they absent themselves from contact seminar classes. They do not take down notes during contact seminar classes even if they attend. This might be due to their over confidence that they can prepare for their exams by way of learning the study materials provided by the institute.

Unmarried learners have high or medium level of study habits as they are free from family burden and income generating activities. Many of them choose commerce, history or economics subjects. These learners attend contact seminar classes regularly and they take down notes during contact seminar classes. They consult the regular college students also. This implies that they are free from family burden and that they have plenty of time to devote exclusively for their study purpose.

Majority of the distance education learners choose commerce subject. The level of their study habit is high or medium. They study regularly and they prefer to work hard. They write lessons regularly and they consult regular college students and faculties. They refer library books along with the materials of distance education institute. Before the exams they read the notes carefully. This implies that the learners who have chosen commerce subjects have high level of achievement motivation and awareness about the use of the subject.

Finally, the third main factor which enhances the learning of the student is their family background. It is rather a complex phenomena of a person which may affect the choice of course to a
considerable extent. It implies that parental education, parental occupation and family income influence the learners' choice of course either collectively or individually.

Majority of the distance education learners come from the families with income up to Rs.1000/- per month. Their parents' occupation is mostly business or office work or agriculture. The learners whose parents' education is degree and above, choose commerce or maths subjects. The learners whose parents' education level is below higher secondary level choose history, economics or language (Tamil/English). The other learners select geography or psychology subjects. The learners whose parents' occupation is salaried or business with a monthly earning of Rs.3000/- and above choose maths or commerce subjects since their parents are able to spend more money for their education. This implies that higher educational qualification and higher income of the parents influence the choice of the subjects made by the learners.

Since, majority of the learners are unemployed, they depend upon their parents or guardians for their financial assistance to pay their course fee and for stationery items such as books, note books, writing materials etc., It implies again that the family income is an important factor which influences the learners to choose the courses which is appropriate to them.

Employed learners as well as the learners with required financial assistance choose commerce or maths subjects as they
able to spend more money towards academic activities. They may even arrange for personal tuition or they may get coaching at the tuition centres if needed. It implies that the learner's own income or his financial assistance from external sources like government, voluntary agencies, trusts, etc. enables them to choose commerce or mathematics which require more amount of money to be spent.

Income of the parent or their family members like brothers, sisters or spouse in the case of married learners or friends may serve as an influencing factor for the learners to undertake the course and select a relevant subject (course of study).

The learners with proper educational guidance choose courses like commerce, maths or economics. In big families the learners may have a chance of comparison with other family members regarding their scholarly progress and may be guided by their elders who are educated. Hence, they choose commerce, maths or economics as their course of study.

The learners who have personal tuition facility or those who go to tuition centres for academic development or who are guided by their educated and experienced family members choose courses which have better job opportunities such as commerce or maths or economics. But the learners who do not get proper educational guidance choose other arts subjects according to their interest, ability and capacity. Thus it implies that the family background especially, the parental education, parental
occupation and the family income act as the intervening factors in the choice of course among distance education learners.

To sum up, the high level of motivation, particularly the achievement motivation, good study habits and family background with educated parents and elder members of the family with high income serve as the intervening factors for the distance education learners in the choice of appropriate and job-oriented courses for study.
5.6 **Suggestions for Further Research** :-

Based on the knowledge and experience gained out of conducting this study, the investigator is bound to put forth the following suggestions for further research in the field of distance education.

1) Study of this kind may be undertaken extensively covering all kinds of institutions to find out the ways and means of developing motivation and improving better study habits among the learners.

2) An experimental study can be undertaken to study the effects of motivation, study habits and family background on choice of course among the learners.

3) An indepth study on the influence of motivation, study habits and family background of learners on their academic achievements may be undertaken.

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