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CHAPTER - VI

SUMMARY AND CONCLUSION

6.0. INTRODUCTION:

The data collected for the present investigations have been analysed and findings are presented in the preceding chapters. This chapter presents a brief summary of the investigation and the findings, discussion of the findings, conclusions that have been drawn from the findings, limitations of the study, implications of the study and suggestions for further study.

"Education is a continuous process from the cradle to the grave". Man is primarily distinguishable from the lower animals because of his educable ability. He is endowed with Intelligence, he wants to remain active, energetic and even original. He always wants to excel in everything. His aspirations, Need are all very enormous. These all can be met only through good education. The important characteristic of good education is always aiming at excellence. The purpose and objective of modern education is academic excellence. The capacity of the children is assessed by the academic achievement. Their academic achievement, decides their admissions to good school, courses, institutions etc. In one's life academic achievement highly determines the success of an individual's future. The term 'Academic achievement' stands for the identifiable operations that students are expected to perform on the curricular materials prescribed for a course. This term has wide connotation. It does not indicate the marks alone secured by students in
tests and examinations, it represents the totally of the academic gains acquired within the school and outside it too. The Academic achievements of children is found to be correlated by several psychological factors like self-concept, study habits, achievement motivation, Memory, Intelligence and also sociological factors.

**Self-Concept:**

Self-concepts are images, people have of themselves. It includes self understanding, and self control or self-regulation. Self concept tells us what and who we are. Self concepts includes two things; one is a real self [i.e., who we are] and the ideal self [who we would like to be]

There are mainly two types of self-concepts

- Physical self-concept
- Psychological self-concept

The physical self-concept is composed of concepts, about their appearance, gender and physique in relation to their behavior. The psychological aspect is composed of concepts individuals have of their abilities and disabilities, their worth and their relationships with others. At first these two are separate, but they gradually fuse as child progresses in development. Psychological self images are based on thoughts, feelings and emotions - they consists of the qualities and abilities that affect adjustment to life, qualities such as courage, honesty, independence, self confidence, aspiration and abilities of various kinds. To know all these qualities and abilities within the individual, study of self concept become more essential.
Study Habits:

Study habits help to have a good Academic Achievement. The word "Study" means application of the mind to books, art or any subject for purpose of acquiring knowledge. It is an act or process of acquiring the knowledge of the subject by one's own efforts. Students succeed well that has been worked out by themselves and that incorporates desirable procedures. The success factor alone gives the honour and respect to the student. The successful student has learned how to alternate work with rest. So that the fatigue does not interfere with his/her successful achievement. By good study habits he/she can learn any matter rapidly takes notes well, attend carefully to classroom discussion and in the other ways to master the subject matter and can gain good Academic achievement.

Achievement Motivation:

Over the years behavioural scientists have observed that some people have an intense "Need to achieve", others perhaps the majority do not seem to be as concerned about achievement. This phenomenon has fascinated David. C. Macleland (1953). For over 20 years he and his associates at Harvard University studied this urge to achieve. Macleland research lead him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. The people in whom the need for achievement is strong and seek to become accomplished and improve their task of performance. This refers to "motives in action". A motive may be conceived as a latent disposition to strive for a particular goal state or aim. The arrival of motivation to perform some act is attributed to an interaction between the motives of
the individual and factors in the situation which confront him. Motivation is therefore closely related to intrinsic forces within the human organism and the external stimuli which are perceived by him as incentives, rewards or goals to be persuade. The motivation is always achievement oriented. The degree of achievement motivation among the children is linked with their Academic achievement.

**Home Climate:**

In our social system, each family member occupies a position with definite responsibilities, privileges and expected behaviour. Family members also provide the model for behaviours, children imitate the people around them especially they love and admire. There is a saying that “Home is an Elementary school and mother is the first-teacher”. As social horizons broaden and children come in contact with peers and adults outside the Home, the early foundations, laid in the home may be changed and modified, though they are never completely eradicated. Instead they influence later attitudes and behaviour patterns. The contributors of the family to childrens development come from the type of relationships childrens have with different family members. These relationships, in turn are influenced by the pattern of family life as well as by the attitudes and behavior of different family members toward the children of the family. Depending upon the parental attitudes and relationships among the members of family the Home climate can be diversified into encouraging or supporting Home climate, Moderate Home climate and discouraging Home climate. The different conditions prevail in Home climate of the children will definitely play a vital role in enhancing or decreasing the Academic achievement.
6.1. NEED AND IMPORTANCE OF THE STUDY:

The current study felt most important due to the following aspects:

- Self-concept is composite of ideas, feelings and attitudes, a child has about himself. Self concept helps the child to know himself better i.e., his weakness and strengths. According to Rogers, when a child understanding ‘Self’ better he attains self-actualization by achieving something in each and every step of his academic career.

- Study habits is one of great importance both from the theoretical and the practical point of view. Theoretically, efficient learning depends upon the development of the study habits. From the practical point of view it helps to know why some of the students are high achievers, average achievers and low achievers in Academic achievement?

- Usually the schools will emphasize only the knowledge aspect in academic achievement other than the mere increasing the knowledge aspect, there is a dire need to develop task orientation and challenging nature to work in difficult condition.

- Home is the elementary school and mother is the first teacher. The every aspect of the child is developed by contribution of Home climate. The encouraging Home climate, moderate Home climate and discouraging Home climates will definitely increase or decrease the study habits, self-concept and at large the academic achievement of the children.

- Research in the area of academic achievement of seventh standard children in Davangere district is of dire need. Since dearth of researches has been found in this area. Hence it is hoped that the
findings of the study will be useful in improving Academic achievement of seventh standard children in Davangere district.

Therefore the present study attempts to investigate the relationship between some psychological factors and Home climate on academic achievement of seventh standard children in Davangere district.

6.2. STATEMENT OF THE PROBLEM:

The problem of present study is stated as “A Study on the relationship between some psychological factors and Home climate on Academic achievement of children studying in 7th standard of Davangere District”.

6.3. VARIABLES:

6.3.1. Independent Variables or Predictors

The independent variables of the present study are,

a) Self-concept

b) Study habits

c) Achievement motivation

d) Home climate – Encouraging Home climate

Moderate Home climate

Discouraging Home climate

6.3.2 Dependent Variable or criterion:

Academic achievement of seventh standard children is considered as the dependent variable or criterion.
6.4. OBJECTIVES OF THE STUDY:

The present study was designed with the following general objectives in view:

1) To construct and validate an ‘achievement motivation test’ for 7th standard children.

2) To construct and validate an ‘study habit inventory’ for 7th standard children of Davangere District.

3) To study the ‘self concept’ of 7th standard children of Davangere District.

4) To study the ‘study habits’ of 7th standard children on Davangere district.

5) To study the ‘achievement motivation’ of 7th standard children of Davangere District.

6) To study ‘home climate’ of 7th standard children of Davangere District.

7) To find out the relationship between self-concept and academic achievement of 7th standard children of Davangere district.

8) To find out the relationship between study habits and academic achievement of 7th standard children of Davangere District.

9) To find out the relationship between achievement motivation and academic achievement of 7th standard children of Davangere District.
10) To find out the relationship between home climate and academic achievement of 7th standard children of Davangere District.

11) To find out the relationship between home climate and self-concept of 7th standard children of Davangere District.

12) To find out the relationship between home climate and study habits of 7th standard children of Davangere District.

13) To find out the relationship between home climate and achievement motivation of 7th standard children of Davangere District.

14) To find out the relationship between self-concept and study habit of 7th standard children of Davangere District.

15) To find out the relationship between self-concept and achievement motivation of 7th standard children of Davangere District.

16) To find out the relationship between study habit and achievement motivation of 7th standard children of Davangere District.

17) To study the relationship between self concept and control dimension of home climate of 7th standard children of Davangere District.

18) To study the relationship between self concept and protectiveness dimension of home climate of 7th standard children of Davangere District.

19) To study the relationship between self concept and punishment dimension of home climate of 7th standard children of Davangere District.
20) To study the relationship between self concept and conformity dimension of home climate of 7th standard children of Davangere District.

21) To study the relationship between self concept and social isolation dimension of home climate of 7th standard children of Davangere District.

22) To study the relationship between self concept and reward dimension of home climate of 7th standard children of Davangere District.

23) To study the relationship between self concept and deprivation of privileges dimension of home climate of 7th standard children of Davangere District.

24) To study the relationship between self concept and nurturance dimension of home climate of 7th standard children of Davangere District.

25) To study the relationship between self concept and rejection dimension of home climate of 7th standard children of Davangere District.

26) To study the relationship between self concept and permissiveness dimension of home climate of 7th standard children of Davangere District.

27) To study the relationship between study habits and control dimension of home climate of 7th standard studying in Davangere District.
28) To study the relationship between study habits and protectiveness
dimension of home climate of 7th standard studying in Davangere
District.

29) To study the relationship between study habits and punishment
dimension of home climate of 7th standard studying in Davangere
District.

30) To study the relationship between study habits and conformity
dimension of home climate of 7th standard studying in Davangere
District.

31) To study the relationship between study habits and social isolation
dimension of home climate of 7th standard studying in Davangere
District.

32) To study the relationship between study habits and reward
dimension of home climate of 7th standard studying in Davangere
District.

33) To study the relationship between study habits and deprivation of
privileges dimension of home climate of 7th standard studying in Davangere District.

34) To study the relationship between study habits and nurturance
dimension of home climate of 7th standard studying in Davangere
District.

35) To study the relationship between study habits and rejection
dimension of home climate of 7th standard studying in Davangere
District.
36) To study the relationship between study habits and permissiveness dimension of home climate of 7th standard studying in Davangere District.

37) To study the relationship between achievement motivation and control dimension of home climate of 7th standard children studying in Davangere District.

38) To study the relationship between achievement motivation and protectiveness dimension of home climate of 7th standard children studying in Davangere District.

39) To study the relationship between achievement motivation and punishment dimension of home climate of 7th standard children studying in Davangere District.

40) To study the relationship between achievement motivation and conformity dimension of home climate of 7th standard children studying in Davangere District.

41) To study the relationship between achievement motivation and social isolation dimension of home climate of 7th standard children studying in Davangere District.

42) To study the relationship between achievement motivation and reward dimension of home climate of 7th standard children studying in Davangere District.

43) To study the relationship between achievement motivation and deprivation of privileges dimension of home climate of 7th standard children studying in Davangere District.
44) To study the relationship between achievement motivation and 
nurturance dimension of home climate of 7th standard children 
studying in Davangere District.

45) To study the relationship between achievement motivation and 
rejection dimension of home climate of 7th standard children 
studying in Davangere District.

46) To study the relationship between achievement motivation and 
permissiveness dimension of home climate of 7th standard children 
studying in Davangere District.

47) To study the relationship between academic achievement and 
control dimension of home climate of 7th standard children study in 
Davangere District.

48) To study the relationship between academic achievement and 
protectiveness dimension of home climate of 7th standard children 
study in Davangere District.

49) To study the relationship between academic achievement and 
punishment dimension of home climate of 7th standard children 
study in Davangere District.

50) To study the relationship between academic achievement and 
conformity dimension of home climate of 7th standard children 
study in Davangere District.

51) To study the relationship between academic achievement and 
social isolation dimension of home climate of 7th standard children 
study in Davangere District.
52) To study the relationship between academic achievement and reward dimension of home climate of 7th standard children study in Davangere District.

53) To study the relationship between academic achievement and deprivation of privileges dimension of home climate of 7th standard children study in Davangere District.

54) To study the relationship between academic achievement and nurturance dimension of home climate of 7th standard children study in Davangere District.

55) To study the relationship between academic achievement and rejection dimension of home climate of 7th standard children study in Davangere District.

56) To study the relationship between academic achievement and permissiveness dimension of home climate of 7th standard children study in Davangere District.

57) To study the interaction effect of home climate and self-concept on academic achievement of 7th standard children studying in Davangere District.

58) To study the interaction effect of home climate and study habits on academic achievement of 7th standard children studying in Davangere District.

59) To study the interaction effect of home climate and achievement motivation on academic achievement of 7th standard children studying in Davangere District.
60) To compare the self-concept of 7th standard children of Davangere District with discouraging moderate and encouraging type of home climate.

61) To compare the study-habit of 7th standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

62) To compare the achievement motivation of 7th standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

63) To compare the academic achievement of 7th standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

64) To find out the contribution of self-concept, study habit, achievement motivation, and home climate on academic achievement of 7th standard children studying in Davangere District.

6.5. RESEARCH HYPOTHESES:

The Research hypothesis of the present study are as follows:

1) There is no significant relationship between self-concept and academic achievement of 7th standard children of Davangere district.

2) There is no significant relationship between study habit and academic achievement of 7th standard children of Davangere district.
3) There is no significant relationship between achievement motivation and academic achievement of 7th standard children of Davangere district.

4) There is no significant relationship between home climate and academic achievement of 7th standard children of Davangere district.

5) There is no significant relationship between home climate and self-concept of 7th standard children of Davangere District.

6) There is no significant relationship between home climate and study habits of 7th standard children of Davangere District.

7) There is no significant relationship between home climate and achievement motivation of 7th standard children of Davangere District.

8) There is no significant relationship between self-concept and study habits of 7th standard children of Davangere District.

9) There is no significant relationship between self-concept and achievement motivation of 7th standard children of Davangere District.

10) There is no significant relationship between study habits and achievement motivation of 7th standard children of Davangere District.

11) There is no significant relationship between self-concept and control dimension of home climate of 7th standard children of Davangere district.
12) There is no significant relationship between self-concept and protectiveness dimension of home climate of 7th standard children of Davangere district.

13) There is no significant relationship between self-concept and punishment dimension of home climate of 7th standard children of Davangere district.

14) There is no significant relationship between self-concept and conformity dimension of home climate of 7th standard children of Davangere district.

15) There is no significant relationship between self-concept and social isolation dimension of home climate of 7th standard children of Davangere district.

16) There is no significant relationship between self-concept and reward dimension of home climate of 7th standard children of Davangere district.

17) There is no significant relationship between self-concept and deprivation of privileges dimension of home climate of 7th standard children of Davangere district.

18) There is no significant relationship between self-concept and nurturance dimension of home climate of 7th standard children of Davangere district.

19) There is no significant relationship between self-concept and rejection dimension of home climate of 7th standard children of Davangere district.
20) There is no significant relationship between self-concept and permissiveness dimension of home climate of 7th standard children of Davangere district.

21) There is no significant relationship between study habit and control dimension of home climate of 7th standard children of Davangere District.

22) There is no significant relationship between study habit and protectiveness dimension of home climate of 7th standard children of Davangere District.

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27) There is no significant relationship between study habit and deprivation of privileges dimension of home climate of 7th standard children of Davangere District.
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30) There is no significant relationship between study habit and permissiveness dimension of home climate of 7th standard children of Davangere District.

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32) There is no significant relationship between achievement motivation and protectiveness dimension of home climate in 7th standard children of Davangere District.

33) There is no significant relationship between achievement motivation and punishment dimension of home climate in 7th standard children of Davangere District.

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35) There is no significant relationship between achievement motivation and social isolation dimension of home climate in 7th standard children of Davangere District.
36) There is no significant relationship between achievement motivation and reward dimension of home climate in 7th standard children of Davangere District.

37) There is no significant relationship between achievement motivation and deprivation of privileges dimension of home climate in 7th standard children of Davangere District.

38) There is no significant relationship between achievement motivation and nurturance dimension of home climate in 7th standard children of Davangere District.

39) There is no significant relationship between achievement motivation and rejection dimension of home climate in 7th standard children of Davangere District.

40) There is no significant relationship between achievement motivation and permissiveness dimension of home climate in 7th standard children of Davangere District.

41) There is no significant relationship between academic achievement and control dimension of home climate of 7th standard children of Davangere District.

42) There is no significant relationship between academic achievement and protectiveness dimension of home climate of 7th standard children of Davangere District.

43) There is no significant relationship between academic achievement and punishment dimension of home climate of 7th standard children of Davangere District.
44) There is no significant relationship between academic achievement and conformity dimension of home climate of 7th standard children of Davangere District.

45) There is no significant relationship between academic achievement and social isolation dimension of home climate of 7th standard children of Davangere District.

46) There is no significant relationship between academic achievement and reward dimension of home climate of 7th standard children of Davangere District.

47) There is no significant relationship between academic achievement and deprivation of privileges dimension of home climate of 7th standard children of Davangere District.

48) There is no significant relationship between academic achievement and nurturance dimension of home climate of 7th standard children of Davangere District.

49) There is no significant relationship between academic achievement and rejection dimension of home climate of 7th standard children of Davangere District.

50) There is no significant relationship between academic achievement and permissiveness dimension of home climate of 7th standard children of Davangere District.

51) There is no interaction effect of home climate and self-concept on academic achievement of 7th standard children studying in Davangere District.
52) There is no interaction effect of home climate and study habit on academic achievement of 7th standard children studying in Davangere District.

53) There is no interaction effect of home climate and achievement motivation on academic achievement of 7th standard children studying in Davangere District.

54) There is no significant difference in self-concept of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

55) There is no significant difference in study habit of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

56) There is no significant difference in achievement motivation of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

57) There is no significant difference in academic achievement of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

58) There is no significant difference in contribution of self-concept, study habit, achievement motivation and home climate to academic achievement of 7th standard children studying in Davangere District.
6.6. DATA GATHERING TOOLS:

The tools used in the present study are presented in the table below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the tool</th>
<th>Author / Constructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Children’s self-concept scale</td>
<td>S.P. Ahluwala</td>
</tr>
<tr>
<td>2.</td>
<td>Study habits inventory</td>
<td>Constructed and validated by the researcher</td>
</tr>
<tr>
<td>3.</td>
<td>Achievement motivation test</td>
<td>Constructed and validated by the researcher</td>
</tr>
<tr>
<td>4.</td>
<td>Home climate inventory</td>
<td>Dr. Karuna Shankar Mishra</td>
</tr>
</tbody>
</table>

6.7. SAMPLE OF THE STUDY:

The sample of the study included the 7th standard children studying in Davangere district. The population for the present study includes seventh standard children from 920 Higher Primary Schools in Davangere district. Out of which 69 schools were randomly selected. A proper representation was given to private and Government schools. In total 1406 childrens were selected as sample out of 39777 children studying in seventh standard of Davangere district. Table below provides the details of the sample.

Table: Showing the number of government schools and private schools selected as sample

<table>
<thead>
<tr>
<th>Govt. schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Rural</td>
</tr>
<tr>
<td>27</td>
<td>8</td>
</tr>
</tbody>
</table>
Table: Sample of the study based on Gender, Type of School, and Locality.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Classification</th>
<th>Sample</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Male</td>
<td>673</td>
<td>19549</td>
</tr>
<tr>
<td>4</td>
<td>Female</td>
<td>733</td>
<td>18433</td>
</tr>
<tr>
<td>5</td>
<td>Type of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Government</td>
<td>1061</td>
<td>32579</td>
</tr>
<tr>
<td>5</td>
<td>Private</td>
<td>345</td>
<td>5749</td>
</tr>
<tr>
<td>6</td>
<td>Locality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Rural</td>
<td>718</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>Urban</td>
<td>688</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1406</td>
<td>--</td>
</tr>
</tbody>
</table>

6.8. COLLECTION OF DATA:

The data was collected by administering the tools selected for data collection such as, self concept, study habit, achievement motivation and home climate. First prior permission was taken from DDPI of the district to visit the schools and collect the data for research. Later a good rapport was established with the headmaster, teacher and children. The following are the steps taken to administer each test.

1. The testees are seated comfortably in normal psychological conditions.

2. The testees were guided not to carry any material other than test booklet and pen.

3. Before distributing the booklets the students are instructed clearly about marking the booklets.

4. The students are asked to fill up their personal data – name, school, age, place etc. in the beginning.
5. The testees are encouraged to clarify the doubts before they start writing.

6. The booklets are counted, before the students leave the class.

The study habit inventory and children self-concept scale were administered in the beginning. After a gap of one-day achievement motivation test and home environment inventory were administered.

After the completion of administration the response sheets were scored according to the scoring key and the scores were subjected for further statistical analysis.

**Academic Achievement Scores:**

The average scores in different subjects scored by the children who have been selected as sample for the study in trimester examination was obtained by the school records. The obtained scores were converted to T-scores.

**6.9. STATISTICAL TECHNIQUES USED IN THE PRESENT STUDY:**

In pursuance of the objectives of the study the following statistical techniques were used.

1. In order to find the relationship between the independent variables and dependent variable Karl Pearsons product moment coefficient of correlation was used.

2. Analysis of variance technique (ANOVA) was used to test if any difference exist among the mean level of academic achievement for the different levels of independent variables.
3. Two way ANOVA was used to find out the interaction effect of multiple variables on academic achievement.

4. Regression analysis was used for finding out the possible predictors of academic achievement using different variables like children self-concept, study habit, achievement motivation and home climate separately for each of the independent variable and also combining with the other independent variable.

6.10. FINDINGS OF THE STUDY :

The findings of the study are as follows:

1) There is a positive significant relationship between self-concept and academic achievement of 7th standard children studying in Davangere District.

2) There is no significant relationship between study habits and academic achievement of 7th standard children studying in Davangere District.

3) There is no significant relationship between achievement motivation and academic achievement of 7th standard children studying in Davangere District.

4) There is a significant relationship between home climate and academic achievement of 7th standard children studying in Davangere District.

5) There is significant relationship between home climate and self-concept of 7th standard children in Davangere District.
6) There is a significant relationship between home climate and study habit of 7th standard children in Davangere District.

7) There is significant between home climate and achievement motivation of 7th standard children in Davangere District.

8) There is a significant relationship between self-concept and study habits of 7th standard children in Davangere District.

9) There is significant relationship between self-concept and achievement motivation of 7th standard children in Davangere District.

10) There is a significant relationship between study habits and achievement motivation of 7th standard children in Davangere District.

11) There is no significant relationship between self-concept and control dimension of home climate of 7th standard children studying in Davangere District.

12) There is a significant relationship between self-concept and protectiveness dimension of 7th standard children studying in Davangere District.

13) There is no significant relationship between self-concept and punishment of 7th standard children studying in Davangere District.

14) There is a significant relationship between self-concept and conformity dimension of 7th standard children studying in Davangere District.
15) There is a significant relationship between self-concept and social isolation dimension of 7th standard children studying in Davangere District.

16) There is a significant relationship between self-concept and reward dimension of 7th standard children studying in Davangere District.

17) There is a significant relationship between self-concept and deprivation of privileges dimension of 7th standard children studying in Davangere District.

18) There is a significant relationship between self-concept and nurturance dimension of 7th standard children studying in Davangere District.

19) There is a significant relationship between self-concept and rejection dimension of 7th standard children studying in Davangere District.

20) There is a significant relationship between self-concept and permissiveness dimension of 7th standard children studying in Davangere District.

21) There is a significant relationship between study habit and control dimension of home climate of 7th standard children studying in Davangere District.

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30) There is no significant relationship between study habit and permissiveness dimension of home climate of 7th standard children studying in Davangere District.
31) There is significant relationship between achievement motivation and control dimension of home climate of 7th standard children studying in Davangere District.

32) There is significant relationship between achievement motivation and protectiveness dimension of home climate of 7th standard children studying in Davangere District.

33) There is significant relationship between achievement motivation and punishment dimension of home climate of 7th standard children studying in Davangere District.

34) There is significant relationship between achievement motivation and conformity dimension of home climate of 7th standard children studying in Davangere District.

35) There is significant relationship between achievement motivation and social isolation dimension of home climate of 7th standard children studying in Davangere District.

36) There is significant relationship between achievement motivation and reward dimension of home climate of 7th standard children studying in Davangere District.

37) There is significant relationship between achievement motivation and deprivation of privileges dimension of home climate of 7th standard children studying in Davangere District.

38) There is significant relationship between achievement motivation and nurturance dimension of home climate of 7th standard children studying in Davangere District.
39) There is significant relationship between achievement motivation and rejection dimension of home climate of 7th standard children studying in Davangere District.

40) There is significant relationship between achievement motivation and permissiveness dimension of home climate of 7th standard children studying in Davangere District.

41) There is significant relationship between academic achievement motivation and control dimension of home climate of 7th standard children studying in Davangere District.

42) There is significant relationship between academic achievement motivation and protectiveness dimension of home climate of 7th standard children studying in Davangere District.

43) There is no significant relationship between academic achievement motivation and punishment dimension of home climate of 7th standard children studying in Davangere District.

44) There is no significant relationship between academic achievement motivation and control dimension of home climate of 7th standard children studying in Davangere District.

45) There is significant relationship between academic achievement motivation and social isolation dimension of home climate of 7th standard children studying in Davangere District.

46) There is significant relationship between academic achievement motivation and reward dimension of home climate of 7th standard children studying in Davangere District.
There is significant relationship between academic achievement motivation and deprivation of privileges dimension of home climate of 7th standard children studying in Davangere District.

There is no significant relationship between academic achievement motivation and nurturance dimension of home climate of 7th standard children studying in Davangere District.

There is significant relationship between academic achievement motivation and rejection dimension of home climate of 7th standard children studying in Davangere District.

There is significant relationship between academic achievement motivation and permissiveness dimension of home climate of 7th standard children studying in Davangere District.

There is significant interaction effect of home climate and self concept on academic achievement of 7th standard children studying in Davangere District.

There is significant interaction effect of home climate and study habit on academic achievement of 7th standard children studying in Davangere District.

There is no significant interaction effect of home climate and achievement motivation of 7th standard children studying in Davangere District.

There is significant difference in self-concept of 7th standard children with discouraging, moderate and encouraging type of home climates in all different dimensions of home climate.
There is significant difference in study habits of 7th standard children with discouraging, moderate and encouraging type of home climates in all different dimensions of home climate.

There is significant difference in achievement motivation of 7th standard children with discouraging, moderate and encouraging type of home climates in all different dimensions of home climate.

There is significant difference in academic achievement of 7th standard children with discouraging, moderate and encouraging types of home climates in all the different dimensions of home climate.

There is significant difference in contribution of self-concept, study-habit, achievement motivation and home climate to academic achievement of 7th standard children studying Davangere District.

6.11. DISCUSSION OF THE RESULTS:

An attempt is made in this section to bring together the overall results obtained in the present study and to discuss them in the light of earlier findings in this area. A few of the correlation, regression, multivariate analysis available at hand seem to show some relevance to the present findings are discussed below.

It is evident from the finding of the present research that self concept and Home climate have turned to be the significant predictors of academic achievement of seventh standard children.
The contribution of self concept in total percentage of variance explained is 8% which is highest among the percentages of contributions of individual predictor. Home climate takes the second place – 3% in contribution to academic achievement, study habit (0.2%) and achievement motivation (0.1%) towards the academic achievement of seventh standard children studying in Davangere district. The contribution of four factors will be 12% of the variance. The remaining percentage of variance of 88% is still to be considered. The unexplained percentage of variance must be inevitable attributed to factors not covered by the present research.

**Self Concept:**

Self concept of children is prominent predictor academic achievement of seventh standard children in Davangere district. It was found that the low protectiveness will decrease the self concept of the children. In the same manner moderate level of ‘conformity’ refers to ‘Demands to work according to parents desires and expectations’ will increase self-concept of the children. Interestingly high level of reward will increase the children self concept and high level of rejection – conditioned love by parents will decrease self concept of the children. These findings are in line with that of Singh [1984], Francisco Jacier. Peratta [2003].

**Study Habit:**

Study habits of children does not show any significant relationship with Academic achievement. However control, protectiveness, punishment, reward, nurturance, dimensions of home climate shows significant relationship with study habits and conformity, social isolation,
deprivation of privileges, rejection and permissiveness dimensions of home climate are not significantly related with the study habit of seventh standard children. However study habit contribute 0.2% to academic achievement of seventh standard children. These findings are in line with the studies conducted by Michael (1943), Smith and Glock (1958)

**Achievement Motivation:**

Achievement motivation of children does not show any significant relationship with academic achievement. However the achievement motivation show significant relationship with all dimensions of home climate. This findings are in line with that of Sontakey (1986).

**Home Climate:**

The influence of Home climate of children on their Academic achievement is of immense value. In the present study home climate is turned out as the significant predictor of academic achievement of seventh standard children. The home climate with low level of controlling, low level of social isolation, high level of reward, low level of deprivation of privileges will tend to increase academic achievement of seventh standard children in Davangere district. These findings are at par with Jagannadhan (1985), Pareek (1992), Vijayalakshmi (2002).

6.12. CONCLUSION:

Academic achievement of 7th standard children is found to be related with self concept and home climate. The dimensions of home climate like protectiveness, social isolation, reward, are found to be positively related with academic achievement of 7th standard children. This means the infantile care taken by the parents (protectiveness) will
help to increase the academic achievement of 7th standard children. Also
the use of isolation from beloved person except family members for
showing negative behaviour will helps to increase the academic
achievement of 7th standard children. The use of rewards will also help to
increase the academic achievement of 7th standard children.

Academic achievement is found to be different in discouraging,
moderate and encouraging type of home climates. Interestingly children
with discouraging home climate will show high academic achievement
than the children with encouraging home climate.

Self concept of 7th standard children was emerged as a potent
predictor of academic achievement. Self concept is found to be related
with study habits and achievement motivation. Self concept of children
was found to be significantly related with protectiveness, punishment,
conformity, reward, nurturance and rejection dimensions of home
climate. This means the infantile care taken by parents, the affective
punishment to avoid the occurance of undesirable behaviour, parents
direction to complete the work, the rewards, parents interest and
attachment to the children and the conditioned love by the parents are
found to increase the self concept of the children. Since self concept is
related with academic achievement, the increased self concept will
definitely enhance the academic achievement of the children. Self
concept was also found to be different in discouraging, moderate and
encouraging type of home climates. Children with encouraging home
climate were found to posses low self concept than children with
discouraging home climate.
Study habit of 7\textsuperscript{th} standard children show a meager contribution to academic achievement of 7\textsuperscript{th} standard children. Study habit was found to be significantly related with self concept and home climate. Also study habit was found to be significantly related with control, protectiveness, punishment, reward and nurturance dimension of home climate. This means the autocratic discipline pattern imposed by the parents, (control dimension), infantile care (protectiveness), the affective punishment system (punishment), rewards and parents interest towards the children will help to increase the study habits of children. The increased study habits of children will relatively help to increase self concept among children, which in turn helps to increase the academic achievement of 7\textsuperscript{th} standard children. No significant difference in study habit of 7\textsuperscript{th} standard children was found in discouraging, moderate and encouraging type of home climate.

Achievement motivation of 7\textsuperscript{th} standard children was found to be significantly related with all the dimensions of home climate. The dimensions of home climate like control, protectiveness, social isolation, reward, deprivation of privileges, rejection, and permissiveness was found to posses positive significant relationship with academic achievement of children. So by following autocratic discipline pattern, good infantile care, the isolation of beloved persons, deprivation of facilities, conditioned love and the opportunity to express their feelings will help to increase the academic achievement of the 7\textsuperscript{th} standard children. Also children from discouraging, moderate and encouraging type of home climates show difference in achievement motivation. That is children with encouraging home climate will have high achievement motivation than children with discouraging home climate.
Home climate was found to be related with academic achievement, self concept, study habits, and achievement motivation. Home climate plays a major role in predicting the academic achievement of 7th standard children in Davangere District.

6.13. LIMITATIONS OF THE STUDY:

Due to the time constraint, the present study has been delimited as follows.

1) The present study is limited to only the seventh standard children.

2) The present study is limited to only seventh standard children of Davangere district.

3) Academic achievement of students is influenced by various psychological and sociological factors. However, the present study is confirmed only to variable like self-concepts, study habits, achievement motivation, and Home climate.

6.14. EDUCATIONAL IMPLICATIONS:

The findings of the research have some important implications for education of seventh standard children studying in Davangere district.

Self-concept:

Children’s self-concept is emerged as a potent predictor of academic achievement of seventh standard children. It was found that self-concept has positive significant relationship with study habits and achievement motivation. Self concept is significantly related with all the
dimensions of home climate except control, punishment and permissiveness. The above findings suggests that by developing self-concept among children, their academic achievement can be increased. Since self concept is related with study habits and achievement motivation, modifications in study habits and achievement motivation can bring improvement in academic achievement of seventh standard children. Also, study habit and achievement motivation are significantly related with different dimensions of home climate, modifications or improvements brought in home climate will helps to bring improvement in academic achievement of seventh standard children.

**Study habits:**

In the present study even though study habit has not emerged as a potent predictor of academic achievement of seventh standard children, but show meager contribution to academic achievement (0.2%). Study habit is significantly related with achievement motivation, self concept and home climate. So necessary modifications brought in the dimensions of home climate will help to bring good academic achievement.

**Achievement motivation:**

Achievement motivation of children is significantly related with all the dimensions of home climate. So by making necessary changes, in home climate achievement motivation can be increased. Achievement motivation contributes 0.1% to academic achievement of seventh standard children according to the present research. So necessary modification brought to improve achievement motivation of seventh standard children will definitely helps to improve academic achievement of children.
**Home climate:**

The condition of home climate will definitely increase the academic achievement of the children. The home climate is related with self-concept, study habits and achievement motivation. So by improving the home climate, children’s academic achievement can be improved.

**6.15. SUGGESTIONS FOR FURTHER RESEARCH:**

Education is a continuous process of perpetual growth of knowledge and understanding. The process itself is dynamic. So investigations should be continued in the filed of education. Hence further studies should be made in this field. The following is a list of topics suggested for further study.

- This study can be extended to secondary school children.
- The present study can be extended to compare study habit, self concept, achievement motivation and home climates of children with working and non working mothers, rural and urban children, government and private school children and children based on gender.
- A study could be undertaken by including other important variables not covered in the present study such as scholastic aptitude, intelligence, emotional intelligence etc.