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CHAPTER V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

Psychology has greatly influenced the development of modern Education. Basic connections and relationships between Psychology and Education are manifold. Educational theory and practice are conditioned by the nature of human behaviour. Educational Psychology has developed to study scientifically the behaviour of the students and to help the process of education. It is a particular field applied psychology. It tries to study the educational behaviour of the child and applies the knowledge psychology in education. Judd has defined Educational Psychology as the science which describes and explains the changes that take place in individuals as they pass through various stages of development from birth to maturity. "Apparently Educational Psychology deals with various problems of learning and teaching. That is why Educational Psychology is known as "psychology of teaching and learning."

Anxiety plays a very important role in every individual learner the achievement of student work is mainly depends how student control and maintains the Anxiety in every situation. Anxiety is some type of disorder now-a-day's most of the students facing different type of Anxiety. Some has Anxiety about their health their studies, their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about films, some dialogues, they thinking about some scenes which they seen in films, thinking about unnecessary things. Because of their Anxiety, they do not concentrate in any work properly, it will effect on their Academic Achievement and failure in their life and main aim to assess whether it will have a significant relationship with students' Academic Achievement and whether the Anxiety will predict the Academic Achievement of the students.
Student Academic Achievement, evidenced by test performance, is one of the most important outcomes by which school effectiveness is judged (Haertel, James, and Levin, 1987). Examining the role of school boards in improving student achievement, Lashway (2002) stated: Student Achievement is the ultimate measure of educational value. Teachers, administrators, and policymakers now routinely preface their action plans with the reminder that success is defined in terms of what students learn. Hoffer (2000) came to a similar conclusion. Educational psychology has generated a prolific array of findings about factors that influence and correlate with academic achievement.

A substantial amount of research has examined the role of students' Study Habits and their attitudes to study on academic performance. The study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the students study habit as a means of enhancing their academic performance revealed a high correlation between Study Habits and student's academic performance. This suggests that it is only when students imbibe or cultivate proper Study Habits that their academic performance can be improved upon. The purpose of the study was to assess whether the following Study Habits i.e. Time Scheduling, Concentration, Listening Note Taking, comprehension and Exams will have a significant relationship with students' Academic Achievement and whether these Study Habits will predict the Academic Achievement of the students.

In the modern days Education system Adjustment plays a very important role in every individual learner the achievement of student work is main depends how student control and maintains the Adjustment in every situation. Adjustment is some type of disorder. Now-a day's most of the students facing different type of Adjustment. Some has Adjustment about their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about unnecessary
things because of their Adjustment. They do not concentrate in any work properly, it will effect on their academic achievement and failure in their life. The purpose of the study was to assess whether the following Adjustment i.e. emotional Adjustment, Social Adjustment and educational Adjustment will have a significant relationship with students’ Academic Achievement and whether this School Adjustment will predict the Academic Achievement of the students.

Anxiety plays a very important role in every individual learner the achievement of student work is mainly depends how student control and maintains the Anxiety in every situation. Anxiety is some type of disorder now-a-day’s most of the students facing different type of Anxiety. Some has Anxiety about their health their studies, their environment, about their family member, about their position in college, about friends, about love and affectionate about their peer groups. They are always living in imagination. They are always thinking about films, some dialogues, they thinking about some scenes which they seen in films, thinking about unnecessary things. Because of their Anxiety, they do not concentrate in any work properly, it will effect on their Academic Achievement and failure in their life and main aim to assess whether it will have a significant relationship with students’ Academic Achievement and whether the Anxiety will predict the Academic Achievement of the students.

Contribution to this study is that explore the four factors that affect Secondary School students’ Academic Achievement. These factors are students’ Study Habits, Anxiety, Adjustment and School Environment. The Morarji Desai residential schools are purely residential and rural background, selection of the students on the merit basis. The investigator made an attempt to see the relation between Anxiety, School Environment, Adjustment and Study Habits on Academic Achievement among the students of Morarji Desai residential schools.
5.2 NEED AND IMPORTANCE OF THE STUDY

Even though there are many factors which may influence an individual's academic achievement, in this study it has been decided to find out relationship of four factors, namely Study Habits, School Environment, Anxiety and Adjustment of students of Morarji Desai schools with their Academic Achievement.

Numbers of researches have been conducted to see the relationship between School Environment and Academic Achievement, Study Habits and Academic Achievement, Adjustment and Academic Achievement And Anxiety and Academic Achievement. However there are no researches related Morarji Desai Schools. All the students studying in Morarji Desai Residential Schools are provided with free Education, food, accommodation, uniforms, text books, study materials and medical facilities.

The residential type of school system tends to improve students' academic Achievement. Residential school system prepares students academically, physically and mentally to develop the good qualities of mind, body and character by using high discipline. The impetus for the present study came from the belief that schools vary considerably in their functions and set up. Since Morarji Desai Schools are residential in nature the atmosphere in those schools may influence positively the students Study Habits, Anxiety, School Environment, Adjustment and the Academic Achievement. Complex curriculum and heavy loads of restricted movements which sometimes creates high pressure and Anxiety in some students which may in turn affect their academic performance.

One particular phase of applied psychology that is of major importance to all students regardless of their special interest is study efficiency. Too frequently students finish their schooling without having learned how to use their study time well. To complete one's assignment in a minimum amount of time with a high degree of success, permitting sufficient time for leisure reading, sports, relaxation and various extra-curricular activities is one important mark of a successful Adjustment.
Since Morarji Desai Schools are unique in its approach with residential facilities, but it is natural that these schools have to improve the Academic Achievement of students by promoting proper study habits.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good Academic Achievement. Main objectives of the Morarji Desai Residential Schools are to Providing quality education along with free boarding and lodging facilities, Promoting Intellectual, Physical, Mental and spiritual aspects in the students and Helping the students to engage in studies with mutual co-ordination and harmony is keen on quality assurance and maintenance of standards. There is lack of sufficient research in the case of Morarji Desai Residential Schools as to what Psychological factors correlates/affect Academic Achievement and The researcher would therefore like to establish the contribution of predictor variables viz., Study Habits, Anxiety, Adjustment and School Environment in predicating the criterion variable (Academic Achievement) of Morarji Desai Residential Secondary School Students.

This is precisely the reason why the present study is undertaken to find out the Academic Achievement of Morarji Desai Schools students in relation to their Study Habits, School Environment, Anxiety and Adjustment. The results of the study will have far-reaching use for teachers in general and guidance counselors in particular. The results of the study would also enable to know the factors that affect or help the Academic Achievement of students

5.3 STATEMENT OF THE PROBLEM

"Psychological Correlates of Academic Achievement among the Students of Morarji Desai Schools of Shimoga District"
5.4 OPERATIONAL TERMS USED IN THE STUDY

The key terms used in the study were operationally defined as under:

- **Psychological Correlates**: The factors that influence the behaviour of the students to perform academic activities to their maximum potentials that contributes towards academic achievement. These are psychological variables that relate to or influence Academic Achievement. In this study these are relates to the Study habits, Adjustment, Anxiety and School Environment.

- **Academic Achievement**: It is means that the achievement a student makes in a school or a college or a university namely his marks in the Test/Examination, which is the criterion for the performance of the student.

  This variable was measured by using Academic Achievement Test. This Test consisted of each 50 multiple choice objective items on Kannada, English, Hindi, Mathematics, Science and Social Studies. Each item was constructed to test the achievement that will be required of persons with knowledge in each of the basic areas specified above. A total mark obtained by this test was considered as score Academic Achievement for present investigation.

- **Morarji Desai Schools**: The government of Karnataka has approved setting up of Residential School in rural areas. These schools are set up to provide free residential Education from Standards VI to X to the rural background merit students. These residential schools are provided with free Education, Food, Accommodation, Uniforms, Text Books, Study Materials and Medical Facilities for students. These are named after former prime minister of India Morarji Desai.

- **Shimoga District**: It is one of the 30 districts of Karnataka State.
5.5 RESEARCH DESIGN

Researches in the field of academic achievement have employed different methods of study for investigating different relationships. Method of research is also determined by the theory and objectives of the problem to be studied. The problem to be investigated for the present study concerns with Academic Achievement of Morarji Desai Residential secondary school students in relation to their school Environment, Anxiety, Adjustment and Study Habits.

The descriptive survey method was used in the present investigation. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem. In the present study, descriptive method of research was used by the researcher. The design adopted in the study was correlation -cum- casual comparative design. The design did not entail any experiment or the manipulation of any independent variable. Correlation method, to establish the relationship between two or more variables and Causal- comparative method, to know the cause and effect relationship between two or more variables.

5.6 VARIABLES

A concept which can take on different quantitative values is called a variable. If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable and the variable that is antecedent to the dependent variable is termed as independent variable. In the descriptive researches, the relationship between the two types of variables is studied.

Independent variables are the cause and the dependent variable is the effect. In the present investigation three independent variables were taken up with one dependent variable. The independent variables in respect of the present study are Study Habits, Anxiety, School Environment and Adjustment and the dependent variable is Academic Achievement.
5.7 SAMPLING DESIGN

Sampling is very important and crucial part of behavioural research. It is indispensable to educational research. The research work cannot be undertaken without the selection of sample. The study of entire target population is practically not possible. Cost, time and other factors come in the way of studying of the total target population. Sampling makes the research feasible within the available resources. David S. Fox (1969) remarks, “It is not possible to collect data from every respondent relevant to our study, but only from some fractional part of the respondents. This process of selecting the fractional part is called sampling.”

In the present study purposive sampling Technique was used by the researcher. The Sample Drawn for the present study consists of the students of IX standard studying in Morarji Desai Residential Schools in Shimoga District. A Purposive sample of Five hundred and Seventy (N=570) was drawn from fourteen schools with 630 student population. Out of Five hundred and seventy (N=570) students 268(47.01%) were boys and 302(52.98%) were girls.

5.8 TOOLS USED FOR THE STUDY:

The aim of this study was to find out the relationship of psychological factors like Anxiety, School Environment, Adjustment and Study Habits with Academic Achievement. Since standardized tests are used for Anxiety, School Environment, Adjustment factors and the investigator construct his own tools for Study Habits and Academic Achievement; the investigator made a careful selection of the available standardized tools which could be validly applied to the sample of students selected for study. All the tools selected were those that were developed for the use with pupils of secondary classes. Care was taken to assure that the tools had accepted levels of validity and reliability.

1. Study Habits Inventory for Secondary and Higher Secondary Students developed by the Investigator.

2. Academic Achievement Test in Kannada, English, Hindi, Mathematics, Science and Social Science Subjects developed by the Investigator
5. School Environment Inventory (2005) by Karuna Shankar Mishra

5.9 STATISTICAL TECHNIQUES USED

The hypotheses were tested by analyzing data by applying appropriate descriptive and inferential statistics.

- Descriptive statistics, Mean and standard Deviation were used for the different variables in the study.

- Co-efficient of Correlation: This statistical technique has been employed to verify hypotheses pertaining to correlational studies. It has been used to estimate the significance of the relationship between the two variables.

- F-Ratio: The analysis of variance has been employed to verify hypothesis pertaining to 'Interactional study.' This statistical method has been used with a view to estimate the main effects and the interactional effects of independent variables on dependent variables.

- Regression: A statistical procedure in which more than one predictor variable is correlated with a target variable as well as with the other predictor variables in order to form a linear model using a weighted sum of the predictor variables to predict values of the target variable.

5.10 FINDINGS OF THE STUDY

- The Academic Achievement levels of the students where it had found that, 25.3%, 49.6% and 25.1% of the students having High, Moderate and Low achievers respectively. It can be concluded that nearly 50% of the students belong to average achievement level. The students with low Academic Achievement (N = 143) have mean score 113.94 and standard deviation 22.64. The students with average Academic Achievement (N = 283) have mean score 187.46 and standard deviation 19.56. The students with high
Academic Achievement (N = 144) have mean and standard deviation 236.63 and 13.93 respectively. The students with overall achievement (N = 570) have mean and standard deviation 181.43 and 47.96 respectively.

- The School Environment levels of Secondary School Students found to be, 23.3%, 24.6% and 52.1% of students having good Normal and Poor School Environment respectively. It can be concluded that nearly 52% of the students belong to poor School Environment. The students with Poor School Environment (N = 297) have mean score 169.68 and standard deviation 8.20. The students with Normal School Environment (N = 140) have mean score 186.39 and standard deviation 4.32. The students with Good School Environment (N = 133) have mean and standard deviation 197.21 and 5.93 respectively. The students with overall School Environment (N = 570) have mean and standard deviation 180.21 and 13.51 respectively.

- The Anxiety levels of Secondary School Students found to be, 26% with Very high anxiety level, 23.3% have High anxiety level and 50.7% have Normal anxiety level. It can be concluded that nearly 51% of the students belong to Normal anxiety level. The students with low anxiety (N = 289) have mean score 32.9 and standard deviation 6.27. The students with average anxiety (N = 133) have mean score 46.66 and standard deviation 2.60. The students with high anxiety (N = 148) have mean and standard deviation 58.28 and 5.77 respectively. The students with overall anxiety (N = 570) have mean and standard deviation 42.65 and 12.05 respectively.

- The Adjustment level of Secondary School Students found to be, 30.9% with Poor Adjustment, 18.6% have Normal Adjustment and 50.5% with Good Adjustment. It can be concluded that nearly 51% of the students belong to Good Adjustment. The students with Good Adjustment (N = 288) have mean score 26.65 and standard deviation 3.99. The students with normal Adjustment (N = 106) have mean score 34.58 and standard deviation 1.35. The students with poor Adjustment (N = 176) have mean and standard deviation 39.42 and 2.31 respectively. The students with overall Adjustment
(N = 570) have mean and standard deviation 32.07 and 6.53 respectively.

- The Study Habit level of Secondary School Students found to be, 25.3% with Good Study Habits. 24.4% have Satisfactory Study Habits and 50.4% with Poor Study Habits. It can be concluded that nearly 50% of the students belong to Poor Study Habit level. The students with poor study habits (N = 287) have mean score 164.19 and standard deviation 16.00. The students with normal Study Habits (N = 139) have mean score 200.75 and standard deviation 6.92. The students with good Study Habits (N = 144) have mean and standard deviation 227.39 and 10.52 respectively. The students with overall Study Habits (N = 570) have mean and standard deviation 189.07 and 29.75 respectively.

- High-level School Environment students have higher Academic Achievement than Low and Moderate level School Environment students.

- Normal Anxiety students have higher Academic Achievement than High and Very High level Anxiety students.

- Good Adjustment students have higher Academic Achievement than moderate and poor level Adjustment students.

- Good Study Habits students have higher Academic Achievement than moderate and poor level Study Habits students.

- Positive high degree correlation exists between Academic Achievement and Study Habits of secondary school students (r=0.694, p<0.01). It can be interpreted that, Academic Achievement has dependence on Study Habits. Therefore, Study habits have significant affect on academic achievement of secondary school students. Further, concluded that the Students with good study habits do possess better Academic Achievement.

- Positive high degree correlation exists between Academic Achievement and Study Habits of secondary school Boys (r=0.684, p<0.01). Boys with good study habits do possess better Academic Achievement.
• Positive high degree correlation exists between Academic Achievement and Study Habits of secondary school Girls ($r=0.699$, $p<0.01$). Girls with good study habits do possess better Academic Achievement.

• Positive moderate level of correlation exists between Academic Achievement and School Environment of secondary school students ($r=0.481$, $p>0.01$). Academic Achievement has dependence on School Environment. School Environment has significant affect on Academic Achievement of secondary school Students. The students with good School Environment do possess better Academic Achievement.

• Positive moderate level of correlation exists between Academic Achievement and School Environment of secondary school Boys ($r=0.448$, $p>0.01$). Secondary school Boys with good School Environment does possess better Academic Achievement.

• Positive moderate level of correlation exists between Academic Achievement and School Environment of secondary school Girls ($r=0.523$, $p>0.01$). Secondary school Girls with good School Environment does possess better Academic Achievement.

• Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Students ($r=-0.314$, $p>0.01$). Further, concluded that the Students with High Anxiety level do possess Poor Academic Achievement.

• Negative low level of correlation exists between Academic Achievement and Anxiety of secondary school Boys ($r=-0.282$, $p>0.01$). High Anxiety level does possess poor Academic Achievement of secondary school Boys.

• Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Girls ($r=-0.345$, $p>0.01$). The Girls with High Anxiety level do possess Poor Academic Achievement.

• Positive moderate level of correlation exists between Academic Achievement and Adjustment of secondary school Students ($r=0.487$, $p>0.01$). School Adjustment of secondary school students influences their Academic
Achievement. The Students with good School Adjustment do possess good Academic Achievement.

- Positive moderate level of correlation exists between Academic Achievement and Adjustment of secondary school Boys ($r=0.431$, $p>0.01$). The Boys with good School Adjustment do possess good Academic Achievement.
- Positive moderate level of correlation exists between Academic Achievement and Adjustment of secondary school Girls ($r=0.531$, $p>0.01$). The Students of Girls with good School Adjustment do possess good Academic Achievement.
- Positive correlation exists between Academic Achievement and Dimensions of Study Habits viz., Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams
- There is a significant influence of interaction between study habits and anxiety on Academic Achievement of secondary school students ($F=3.286$, $p<0.05$). Secondary School Students in Poor, Moderate and Good level of Study Habits having different levels of Anxiety possessed different level of Academic Achievement.
- There is no Significant Influence of Interaction between School Environment and Study Habits on Academic Achievement of secondary school students ($F=0.961$, $p<0.05$) Secondary School Students in Low, Moderate and High level of School Environment having different levels of Study Habits possessed same level of Academic Achievement
- There is a significant influence of interaction between Study Habits and Adjustment on Academic Achievement of secondary school students ($F=3.402$, $p<0.05$). Secondary School Students in low, moderate and high level of Study Habits having different levels of Adjustment possessed different level of Academic Achievement.
- There is no Significant Influence of Interaction between School Environment and Anxiety on Academic Achievement of secondary school students ($F=1.884$, $p<0.05$). Secondary School Students in low, moderate and high level of School Environment having different levels of Anxiety possessed same level of Academic Achievement.
• There is no Significant Influence of Interaction between School Environment and Adjustment on Academic Achievement of secondary school students (F=0.239, p<0.05). Secondary School Students in low, moderate and high level of School Environment having different levels of Adjustment possessed same level of Academic Achievement.

• There is a significant influence of interaction between Anxiety and Adjustment on Academic Achievement of secondary school students (F=3.296, p<0.05). Secondary School Students in low, moderate and high level of Anxiety having different levels of Adjustment possessed different level of academic achievement. The interactional influence between levels of Anxiety and Adjustment on Academic Achievement

• School Environment (X1), Anxiety(X2), Adjustment (X3) and Study Habits(X4) are the significant Predictors of Academic Achievement of secondary school Students. (F=212.684, p<0.01).60.1 percent of the variation in Academic Achievement of secondary school students accounted for whatever is measured by School Environment (X1), Anxiety(X2), Adjustment (X3) and Study Habits(X4) taken together.

• Academic Achievement of Secondary School students was found to be 60%, in which the contribution of School Environment (X1) = 12.21%, Anxiety(X2)=4.74%, Adjustment (X3)=8.619% and Study Habits(X4) is about 34.42%. Therefore we conclude that, The Study Habits(X4) is the First Contributor/predictor followed by School Environment (X1), Adjustment (X3) and Anxiety(X2) on Academic Achievement of Secondary School students.

• The regression equation developed for the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) among Secondary School Students(N=570) i.e., Y= -148.709+0.254(X1) - 0.151(X2) + 0.177(X3) + 0.496(X4).

• School Environment (X1), Anxiety(X2), Adjustment (X3) and Study Habits(X4) was found to be significant( F = 128.527, p<0.01) on Academic Achievement of IX standard Girls. Nearly 63.4 percent of the variation in academic
achievement of secondary school Girls accounted for whatever is measured by School Environment ($X_1$), Anxiety($X_2$), Adjustment ($X_3$) and Study Habits($X_4$) taken together

- Academic Achievement of Secondary School girls found to be 63.4% in which, the contribution of School Environment ($X_1$)= 16.51%, Anxiety($X_2$)=5.58%, Adjustment ($X_3$)=8.40% and Study Habits($X_4$) is about 32.90%. Therefore, conclude that, The Study Habits($X_4$) is the First Contributor/predictor followed by School Environment ($X_1$), Adjustment ($X_3$) and Anxiety($X_2$) on Academic Achievement of secondary school Girls.

- The regression equation developed for the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) of secondary school Girls($N=301$). i.e., $Y= -186.049+0.320 \times (X_1) -0.161 \times (X_2) + 0.158 \times (X_3) + 0.470 \times (X_4)$

- School Environment ($X_1$), Anxiety($X_2$), Adjustment ($X_3$) and Study Habits($X_4$) are the significant Predictors of Academic Achievement of secondary school Boys ($F=87.659, p>0.01$). Nearly 57.10 percent of the variation in Academic Achievement of secondary school Boys accounted for whatever is measured by School Environment ($X_1$), Anxiety($X_2$), Adjustment ($X_3$) and Study Habits($X_4$) taken together.

- Total contribution of all the independent variables on Academic Achievement of Secondary School Boys and it found to be 57% in which, the contribution of School Environment ($X_1$)= 8.15%, Anxiety($X_2$)=4.23%, Adjustment ($X_3$)=8.70% and Study Habits($X_4$) is about 36.04%. Therefore, we conclude that, The Study Habits($X_4$) is the First Contributor/predictor followed by Adjustment ($X_3$), School Environment ($X_1$) and Anxiety($X_2$) on Academic Achievement of secondary school Boys.
• The regression equation developed for the contribution of predictor variables (School Environment, Anxiety, Adjustment and Study Habits) in predicating the criterion variable (Academic Achievement) of secondary school Boys i.e. 
\[ Y = -107.194 + 0.182 (X_1) - 0.150 (X_2) + 0.201 (X_3) + 0.527 (X_4) \]

• Study Habits Dimensions of Time Scheduling (X_1), Concentration (X_2), Listening and Note Taking (X_3), Comprehension (X_4) and Test/Exams (X_5) are the significant Predictors of Academic Achievement of secondary school Students (F= 187.095 ,p<0.01). Nearly 62.40 percent of the variation in Academic Achievement of secondary school students accounted for whatever is measured by Time Scheduling (X_1), Concentration (X_2), Listening and Note Taking (X_3), Comprehension (X_4) and Test/Exams (X_5) taken together.

• The Total contribution of all the independent variables on Academic Achievement of Secondary School students found to be 62.43% in which, the contribution of Time Scheduling (X_1)= 37.57% , Concentration (X_2)= 9.66%, Listening and Note Taking (X_3)= 9.56%, Comprehension (X_4)= 2.17% and Test/Exams (X_5) is about 3.46% . Therefore, we conclude that, The Time Scheduling (X_1) is the First Contributor/predictor followed by Concentration (X_2), Listening and Note Taking (X_3), Comprehension (X_4) and Test/Exams (X_5) on Academic Achievement of Secondary School students.

• The regression equation developed for the contribution of predictor variables (Time Scheduling, Concentration, Listening and Note Taking, Comprehension and Test/Exams) in predicating the criterion variable (Academic Achievement) among Secondary School Students (N=570) i.e., 
\[ Y = -63.085 + 0.524 (X_1) + 0.187 (X_2) + 0.196 (X_3) + 0.077 (X_4) + 0.115 (X_5) \]
5.11 DISCUSSIONS

The present study shows that, Positive high degree correlation exists between Academic Achievement and Study Habits of secondary school students. It can be interpreted that, Academic Achievement has dependence on Study Habits. Therefore, Study habits have significant affect on academic achievement of secondary school students. Further, concluded that the Students with good study habits do possess better Academic Achievement. The result is supported by the finding of Qyaznva & Alwde (2001) pointed out the same results, Variable like Study Habits is closely related with Academic Achievement of students. Similarly, Ehtesham Anwar (2013) also found that, positive correlation between academic achievement and study habits and the magnitude of the relationship is high and strong. It means that when there is an increase in the scores of study habits there will be also an increase in the academic achievements of the students. This result is in evidence with the findings of other researchers having also pointed towards a positive relationship between study habits and academic performance (Fatima, 1967; Siddique, 1989).

Positive high degree correlation exists between Academic Achievement and Study Habits of secondary school Boys. Further, concluded that the Boys with good study habits do possess better Academic Achievement and also Positive high degree correlation exists between Academic Achievement and Study Habits of secondary school Girls. Further, concluded that the Girls with good study habits do possess better Academic Achievement. The study of Osa-Edoh and Alutu (2012) found that which examined the usefulness of imbibing in the students study habit as a means of enhancing their academic performance revealed a high correlation between study habits and students academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon. Similarly, the positive relationships between study habit and academic achievement point to the fact that students who utilize effective study strategies, concentrate on the class, assimilate and study regularly in anticipation for examination will achieve academically (Grace Adebisi Fayombo, 2011)
Positive high degree correlation exists between Academic Achievement and Study Habits Dimension of Time Scheduling of secondary school students. Positive moderate level correlation exists between Academic Achievement and Study Habits Dimensions of Concentration and Listening and Note Taking of secondary school students. Positive but low correlation exists between Academic Achievement and Study Habits Dimensions of Comprehension and Test/Exam of secondary school students. The result is supported by the finding of Nuthana and Yenagi (2009) found significant correlation between study habits and academic achievement. It further revealed that reading and note taking habits, habits of concentration, and preparation for examination had significant correlation with academic achievement. The authors pointed out that students who are better in reading and note taking, well prepared for the board examination, and have concentration may have better academic achievement. An association between study skills and academic performance also has been found to prevail among undergraduate students. The study of Fazal (2012) identified various study skills used by learners and ascertain which study skills is more related to academic achievement. Results of the study indicate significant relationship of time-management skills, reading and note taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills as compared to students with lower academic achievement. Similarly Nonis and Hudson (2010) also conducted a study on performance of college students-impact of study time and study habits in which they found that some study habits had a positive direct relationship on student performance but others had a negative direct relationship.

Freiberg and Stein (1999) described school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it. This renewed emphasis on the importance of school climate was further reinforced by a meta-analysis study performed by Wang et al. (1997), which found that school culture and climate was among the top influences in affecting improved student achievement. Their study also found that state and local policies, school organization and student demographics exerted the least influence on student learning.
Positive moderate level of correlation exists between Academic Achievement and School Environment of secondary school students. It interpreted that Academic Achievement has dependence on School Environment. Therefore, it concluded that School Environment has significant affect on Academic Achievement of secondary school Students. Further, concluded that the students with good School Environment do possess better Academic Achievement. Arul Lawrence A S, 2012 found that the school environment of standard IX students is low. It is found out that there is very low positive relationship between the school environment and academic achievement. To make the achievement to a high level, efforts must be taken to strengthen the school environment. So that, the environment boosts up not only the achievement of students but their social ability, healthy status and moral values also. Wilson, Abbott, Joireman & Stroh (2002) also found that school environment and partnerships affected student achievement indirectly through the constructivist teaching. The study also found that there was the direct pathway from school environment to student achievement.

Positive moderate level of correlation exists between Academic Achievement and School Environment of secondary school Boys. And also Positive good correlation exists between Academic Achievement and School Environment of secondary school Girls. Coon, Carey, Fulker & Defries (1993) investigated the influences of school environment on academic achievement. Students achieve higher scores on standardized tests in schools with healthy learning environments. (Angus J. Macneil et al, 2009). Location/setting of school is one of the environmental factors that influence the academic performance of secondary school students. it was discovered that poor school facilities, large class size, inappropriate school location, and poor school plant planning negatively affects students' academic performance. (Omotere Tope, 2013)

Positive moderate level of correlation exists between Academic Achievement and Adjustment of secondary school Students. It indicates that School Adjustment of secondary school students influences their Academic Achievement. Further, concluded that the Students with good School
Adjustment do possess good Academic Achievement. And also shows that, Positive moderate level of correlation exists between Academic Achievement and Adjustment of secondary school Boys and Positive moderate level of correlation exists between Academic Achievement and Adjustment of secondary school Girls. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. The study by Adhiambo and others (2011) investigated the levels of school adjustment and its relationship with academic achievement. AA is negatively correlated to AF in urban and rural adolescent students. The AF are positively correlated with each other (Sathe, Vishranti Uttam(2012). This results is in evidence with the finding of Yellaiah (2012), revealing that there is a significance relationship between overall adjustment and academic achievement is very low level relationship, there is a low relationship between Social adjustment and academic achievement and there is a low relationship between Educational adjustment and academic achievement.

Anxiety can negatively affect academic performance (Owens et al., 2012). Students who report higher levels of anxiety show lower levels of academic achievement. However, not all levels of anxiety are bad. Low levels of anxiety may be helpful to some students.

The present study shows that, Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Students. Further, concluded that the Students with High Anxiety level do possess poor Academic Achievement. Another results revealed that, Negative low level of correlation exists between Academic Achievement and Anxiety of secondary school Boys and Negative moderate level of correlation exists between Academic Achievement and Anxiety of secondary school Girls. The result is supported by the finding of Dinesh Kumar,(2013) pointed out the same results, The relationship between academic anxiety & academic achievement is negative. The students having low academic anxiety have high academic achievement and the school students with high academic anxiety have low academic achievement. Sunita Budhiraja and Seema Sareen (2013) researchers
have also concluded that anxiety effect positively on the academic achievement. Neelam (2013) have also concluded that, Academic Anxiety and academic achievement both are highly correlated to each other. High Academic Anxiety results in low academic achievement and vice-versa. Huberty (2012) have revealed that Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student’s academic performance suffers, the anxiety level related to certain academic tasks increases. Mohsen and Mansoor (2009) examine the significant negative correlation between test anxiety and academic performance. There is a significant difference in the anxiety of intermediate arts and science students and the anxiety is negatively correlated to academic achievement (Talwar Vibha, 2013). Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity and anxiety showed negative relationship with academic achievement (Singh Surjit, 2013). K V Sridevi (2013) concluded that there is a negative low correlation between general anxiety and academic achievement further concludes there is an inverse relationship between general anxiety and academic achievement. An increase in general anxiety adversely affects the academic achievement.

There is a significant difference between the interaction effects of secondary School students with Good/Moderate/Poor Study habits and Normal/High/Very High Anxiety in terms of their influence on Academic achievement. The secondary School students with Good Study Habits and Normal Anxiety have more influence on Academic achievement than the secondary School students with Moderate/Poor Study Habits and High/Very High Anxiety.

There is no significant difference between the interaction effects of secondary School students with Low/Moderate/High School Environment and Good/Moderate/Poor Study habits in terms of their influence on Academic achievement.

There is a significant difference between the interaction effects of secondary School students with Good/Moderate/Poor Study habits and
Good/Moderate/Poor Adjustment in terms of their influence on Academic achievement. The secondary School students with Good Study Habits and Good Adjustment have more influence on Academic achievement than the secondary School students with Moderate/Poor Study Habits and Good/Moderate/Poor Adjustment.

There is no significant difference between the interaction effects of secondary School students with Low/Moderate/High School Environment and Normal/High/Very High Anxiety in terms of their influence on Academic achievement.

There is no significant difference between the interaction effects of secondary School students with Low/Moderate/High School Environment and Good/Moderate/Poor Adjustment in terms of their influence on Academic achievement.

There is a significant difference between the interaction effects of secondary School students with Good/Moderate/Poor Adjustment and Normal/High/Very High Anxiety in terms of their influence on Academic achievement. The secondary School students with Good Study Habits and Good Adjustment have more influence on Academic achievement than the secondary School students with Good/Moderate/Poor Adjustment and Normal/High/Very High Anxiety.

The effect of School Environment (X1), Anxiety(X2), Adjustment (X3) and Study Habits(X4) was found to be significant (F=212.684,p<0.01) on Academic Achievement of Secondary School students at 0.01 level of significance. It means that, School Environment (X1), Anxiety(X2), Adjustment (X3) and Study Habits(X4) are the significant Predictors of Academic Achievement of secondary school Students. The result is supported by the finding of Sun-Geun Baek and Hye-Jeong Choi (2002) found that classroom environment was a good predictor of students' academic achievement. This results is in evidence with the finding of Muhammad Arshad Dahar et al(2009) reveals that the prior school environment is an important predictor of Academic Achievement for arts students; however, it has some insignificant positive impact on academic achievement of science
students. The study also supports the conclusion of Wilson, Abbott, Joireman & Stroh (2002) and Adesoji & Olatunbosun, (2008) that school environment directly influences academic achievement and the impact is significant for arts students. Likewise, the study supports Tableman (ed.) (2004) in its general conclusion that school environment plays its role in producing academic achievement.

Since the study habits has a significant influence on academic achievements and according to the importance of study habits on academic achievement and educational progress that finally effect on academic and career future, so it is essential to consider and planning to improve methods and study habits of students. According to researchers, the people's study habits are teachable and learnable and several steps can be taken in this field.

5.12 EDUCATIONAL IMPLICATIONS

• School is a place where environment is created for students, to learn desirable behaviours. It is generally said that start with a child from where he is in other words anyone who is trying to create effective learning environment for his students should know the present status of them and should improve his students' study habits. The teachers should know the nature of his students.

• It is helpful to teachers. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it will result in low Academic Achievement. So the teachers should keep these factors in balance manner. They can have the knowledge that if in school creative activities are given encouragement to the students then it can bring high Academic Achievement.

• The present study may provide an understanding and identifying the potential contributors of anxiety. This may also help in offering suggestions based on its findings. It seems obvious that anxiety and study habits although conceptually separate, but it has its relationship with academic achievement. A regular
study habits keep the learner perfect in getting latest knowledge in different fields of human Endeavour.

- In case of class room situation the teacher or the educational authorities should encourage proper study habits in the students. The negative attitude of the part of the teacher discourages the students from developing good study habits.

- If students are properly guided in learning as to how to study effectively, they can undoubtedly make a better on achievement in various situations they have to face in the educational institutions. It will go a long way on reducing frustration among student.

- Low achievers should be encouraged by teachers to have a better study pattern to meet the demand of present time. Class room activities of teacher should be organized on the basis of theories of effective learning and management principles to provide appropriate motivation to students.

- The school administration should take it a point that motivation is the key to all effective learning. School and college Principals should manager the institutional administration in such a way that it should provide motivational inputs to every learner. Due attention also should be given to high achievers by the teachers.

- Teachers should develop their own love in reading which will stimulate the students do develop reading habits.

- Teacher should be well versed in student literature so that they may suggest suitable books for the students. Generally speaking teachers don’t read children literatures with the need of the students.

- Teachers should adopt such methods of teaching and give assignment in such a way as the students may be encourages to supplements their class work by extra reading
• From the very beginning of their school carrier the children should be stimulated to create a taste of reading by telling stories and recitation of poems.

• Bold typed illustrated and attractive books, charts and other material to be used to create their interest in reading.

• In the higher education classes the student should can be encouraged to use dictionary and reference books.

• Students should be asked off and on to write down the difficult words and their meaning from the text books as their home assignments.

• In the regular class periods it should be stressed that the students must be equipped with necessary tools. Ex. Pencil, note book. Etc.,

• Essay computations debates should be organized from time to time. So that students may consult books or other material for preparing themselves.

• The student should be asked to prepare a note book in which summary of the books read by them should be record them.

• It helps the teachers or heads of the different schools knows their students level of academic achievements.

• It helps the teachers to improve their school student's academic achievements, anxiety and study habits.

• Its help to improve the adjustment among the students to proper gaudiness and counseling.

• Emotional integration can be framed if the teachers keep a healthier circumstance.

• Many times parents should remove negative feeling on teachers then an academic achievement can be achieved.

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Chapter – V  Summary and Conclusion

- The discrimination, hindrance, humiliations, shy nature can be eradicated with establishing co-curricular activities in school.

- It helps the teacher or heads of the different schools in knowing difference in boys and girls students' academic achievement, adjustment, anxiety and school environment.

- It helps the parents also to improve their children adjustment level in home and school.

- Parent-Teacher Association can discuss the general and academic problems of students and take necessary steps to tackle them.

- Guidance and Counseling services should be a part of the school system. Schools can make use of the help of professional counselors and psychologists. At least one teacher should be trained in the basics of Guidance and Counseling. Students should be encouraged to seek Guidance and Counseling help in schools.

- The student performance should be improved if the administration of the school provides proper learning facilities to the students and also improve the environment of the school.

- This may be due to the fact that residential school students face certain problems like spending extra money, living away home, do personal work they may have difficulty in time management for studies. These problems directly affect their academic achievements.

- There is a need for counseling these residential children to cope up with the highly competitive school environment and to overcome their anxiety. Children must be guided by the school personnel at every stage of their schooling to perform well in their academics.
5.13 SCOPE/DELIMITATION OF THE STUDY

This study centers on correlates of Study Habits, School Environment, Anxiety and Adjustment on Academic Achievement among the students of Morarji Desai residential schools in Shimoga District Karnataka State. It is aimed at all Morarji Desai residential school students in Karnataka State, but due to time, money and other factors it will be limited to only Twelve schools in Shimoga District of Karnataka State. The content scope covered Psychological factors such as Study Habits, School Environment, Anxiety and Adjustment which Correlates/affect Academic Achievement of IX Standard Students Studying in Morarji Desai residential schools.

5.14 SCOPE FOR FURTHER RESEARCH

The present research tries to bring out the relationship of Academic Achievement with Study Habits, School Environment, Adjustment and Anxiety among Morarji Desai Residential School Students. But any study, however, wide it may be, its scope cannot claim to be all inclusive and points out the scope for further investigation with other equally relevant variables.

In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work. Hence the investigator suggests the following for further research in light of the present findings of the study.

• The study was conducted only on ix standard residential school students. It may be conducted on other school students, students of technical institutions and pre-university students.

• In the present study the sample taken was rather small. The study may be carried out with a large sample to make broader generalizations.

• More psychological correlates could be included in the study as the present study is confined to few variables such as parental encouragement, achievement motivation and intelligence etc...
• The study can also be conducted with the sample of primary and senior secondary school students.

• The study can be conducted to compare with non-residential school students.

• The study can also be undertaken to find the relationship and significance of difference among other cognitive and non-cognitive attributes.

• Similar studies may also be taken to study the variables like socio-economic status, Intelligence, Creativity etc.,

• A similar study can be conducted on a group of arts and science pre university students.