CHAPTER V

MAJOR FINDINGS, THEIR IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

MAJOR FINDINGS OF THE STUDY

The main thrust of the present investigation is to investigate the study habits and self-perception of gifted and creative students belonging to arts and science stream. For this purpose certain objectives were formulated which were translated into specific hypotheses. Hypotheses were tested with suitable statistical techniques the conclusions that were arrived are being summarized below:

1. The total study habits, home environment and planning of work, preparation for examination, general habits of attitudes, reading and note taking, planning of subject were good in gifted arts students.
2. Habits of concentration were good in gifted arts students.
3. Planning of subject, preparation for examination was good in creative arts students.
4. Habits of concentration were below normal in creative arts students.
5. Creative arts students possessed normal total study habits, home environment, preparation for examination and school environment.
6. The total study habits, home environment and planning of work, preparation for examination, general habits of attitudes, reading and note taking, planning of subject were good in gifted science students.
7. Habits of concentration were good in gifted science students.
8. Planning of subject, preparation for examination was good in creative science students.
9. Habits of concentration were below normal in creative science students.
10. Creative science students possessed normal total study habits, home environment, preparation for examination and school environment.
11. The total self-perception, ideal self, self-concept and classmates reflected self was high in gifted arts students.
12. The total self-perception, ideal self, self-concept and classmates reflected self was average in creative arts students.
13. The total self-perception, ideal self, self-concept and classmates reflected self was high in gifted science students.
14. The total self-perception, ideal self, self-concept and classmates reflected self was average in creative science students.
15. The classmates reflected self and reflected self parents were high in gifted arts students.
16. The classmates reflected self and reflected self parents were normal in creative arts students.
17. The classmates reflected self and reflected self parents were high in gifted science students.
18. The classmates reflected self and reflected self parents were normal in creative science students.
19. Gifted and creative arts students differ significantly on their total study habits. Since mean of gifted arts students is higher than creative arts
students, hence it may be stated that the overall study habits of gifted arts students are better than creative arts students.

20. Gifted and creative arts students do not differ significantly on school environment.

21. Gifted and creative science students differ significantly on their total study habits. Since mean of gifted science students is higher than creative science students, hence it may be stated that the overall study habits of gifted science students are better than creative science students.

22. Gifted and creative science students do not differ significantly on school environment.

23. Gifted arts students have better home environment and planning of work, habits of concentration, reading and note taking habit, general habits and attitudes as compared to creative arts students.

24. Gifted science students have better home environment and planning of work, habits of concentration, reading and note taking habit, general habits and attitudes as compared to creative science students.

25. Gifted arts students have high self-perception as compared to creative arts students.

26. No significant difference observed between gifted and creative arts students in reflected self parents and reflected self teachers.

27. Gifted science students have high self-perception as compared to creative science students.

28. No significant difference observed between gifted and creative science students in reflected self parents and reflected self teachers.
29. Gifted arts students have positive and highly significant relationship between overall study habits and overall self-perception.

30. Gifted science students have positive and highly significant relationship between overall study habits and overall self-perception.

31. The formulated hypotheses “there is no significant difference between study habits of gifted and creative students belonging to arts stream” is rejected for study habits, total study habits, home environment and planning of work, reading and note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes. Where as this hypotheses is accepted for school environment.

32. The formulated hypotheses “there is no significant difference between study habits of gifted and creative students belonging to science stream” is rejected for study habits, total study habits, home environment and planning of work, reading and note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes. Where as this hypotheses is accepted for school environment.

33. The formulated hypotheses “there is no significant difference between self-perception of gifted and creative students belonging to arts stream” is rejected for self-perception, total self-perception, ideal self, self-concept, reflected self classmates. Where as this hypotheses is accepted for reflected self parents and reflected self teachers.

34. The formulated hypotheses “there is no significant difference between self-perception of gifted and creative students belonging to science
stream” is rejected for self-perception, total self-perception, ideal self, self-concept, reflected self classmates. Where as this hypotheses is accepted for reflected self parents and reflected self teachers.

35. The formulated hypotheses “there is no significant correlation between study habits and self-perception of gifted students belonging to arts stream” is rejected.

36. The formulated hypotheses “there is no significant correlation between study habits and self-perception of gifted students belonging to science stream” is rejected.

37. The formulated hypotheses “there is no significant correlation between study habits and self-perception of creative students belonging to arts stream” is rejected.

38. The formulated hypotheses “there is no significant correlation between study habits and self-perception of creative students belonging to science stream” is rejected.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Effective research always leads to either theory building, extension of the corpus of knowledge and advancement of principles and generalization or helps in improving the processes or product or both. The present study comes in the later category being applied type.

Any research study can never be called research study of the education, if it does not have educational implications. Educational implications means, implication of research result in improving the education.
The study in hand was undertaken with basic objective to study habits and self-perception of gifted and creative students belonging to arts and science stream.

The findings of this study have practical implications to parents, teachers, psychologists, guidance counselor. The major implications can be summarized as under:

Since gifted and creative arts and science students differ significantly on their total study habits and gifted arts and science students have higher mean and have better habits of concentration and general habits of attitudes, the teachers and parents can pay special attention on the children of other group, so as to ensure that their education does not suffer.

Since preparation for examination & planning of subjects of creative arts & science students was normal, therefore administrators, teachers and parents can pay special attention them, so as to ensure that their education does not suffer.

The result of the present study shows that the creative arts & science students have low self-perception than gifted arts & science students so present study help the administrator, teachers, and parents to pay attention towards them.

The study is also useful for the further of students because schools are not only giving them bookish knowledge but also guide them for their
future that they are fit for which service and profession according to their study habits and self-perception.

Teachers can endeavour to develop better study habits among the students by implementing intervention on program. The following steps may be taken:

- Providing appropriate opportunities and atmosphere for creative expression.

- Proper organization of curriculum.

  Use of special techniques for fostering creativity like brainstorming, use of gaming technique.

- By helping the students to frame the time table and instructing them to adhere to it.

  By encouraging the students to use library for books magazines and newspapers.

- By highlighting the importance of good study habits.

  By providing necessary guidance and counselling for developing motivation.

- More conducting and motivating. The school Psychologists, teachers, other school administrators, and parents can help
students to develop high self-perception by providing supportive frame work.

The study is also useful for the future of the students because self-perception of school aged students has been an additional major area of concern in school mental health service due to interaction among academic achievement social interaction, and the emotional well being of students. It is acknowledge that the way students perceive themselves performing competently in school, with friends and with family have great implications for their psychological health.

The study is also helpful for educationists for further research in this area.

SUGGESTIONS FOR FURTHER RESEARCH:

The statement “We live on past is present for future” is very pertinent in relation to any research.

On the basis of experiences of conducting the present investigation and insight gained, the following suggestions may be offered to the researchers who would like to undertake research in the area of the present study:

The present study was conducted under certain limitations. It is therefore suggested that this research work may be extended
and carried out on a larger sample than studied in the present study.

The factors which increases the educational interest of students is required to be identified.

The present study is confined only at the secondary level. Similar studies may be conducted at other levels, such as primary level and elementary level because different levels have their unique features.

The present study is confined only to the Meerut commissionary. Similar studies may be conducted in larger geographical area including rural areas.

The present study is confined only at the secondary level. Students from Public School Similar studies may be conducted while incorporating students from UP Board, ICSE Board and other state boards.

Impact of study habits, as a function of Self-perception of gifted & creative students can be studied on the basis of their sex.

A study may be undertaken on impact of study habits on Self-perception of gifted & non-gifted students.
The study may be undertaken by taking other variables like learning style, level of aspiration, motivation along with the variables undertaken in this study.

➢ Standardized tools for measuring study habits of Self-Perception may be developed by the investigator him/herself.

➢ Similar study can be conducted with gifted & creative students, who have opted commerce as school subject at secondary level.