6. SUMMARY AND CONCLUSIONS

Study on "Gender analysis of academic achievement among high school students" was undertaken during 2006-07.

This study was carried with the following objectives.

1. To analyze the study habits of boys and girls studying in 8th, 9th and 10th classes.
2. To study the self-concept of boys and girls studying in 8th, 9th and 10th classes.
3. To know the influence of study habits, self-concept, socio economic status on academic achievement.
4. To compare the rural and urban students on study habits, self-concept, socio economic status and academic achievement.

The study was carried out in two schools each of rural and urban areas of Dharwad taluka and Dharwad city. One hundred and fifty (150) students from each of the schools were selected of the 150 students 50 each were selected from 8th, 9th and 10th class. The total sample for the study was 600 students.

In order to know the academic achievement level of the students the average of the final exam grades of two previous consecutive years were considered. To measure the self-concept, self-concept scale developed by Singh and Singh (1988) was used. To analyze the study habits of students, study habit inventory developed by Patel (1976) was used with modification. The scale consists of seven dimensions they are –

1. Home environment and planning of work
2. Reading and note taking habits
3. Planning of subjects
4. Habits of concentration
5. Preparation for examination
6. General habits and attitudes
7. School environment

To assess socio economic status of student’s socio economic status scale developed by AICRP-CD (2002) was used. To know the difference between study habits and self-concept of boys and girls of rural and urban students, the t-test was used. ANOVA was used for the class wise comparison. $\chi^2$ was used to know the association between independent and dependent variables. Pearson’s correlation method was carried out to know the relationship between independent and dependent variables.

Salient finding of the study

a. Study habits of boys and girls
   - There was no association between boys and girls on study habits.
   - Boys and girls did not differ significantly on overall study habits. But they differed significantly on two dimensions of reading & note taking habits & preparation for examination.
   - 8th, 9th and 10th standard students differed significantly on study habits. Mean of overall study habits of 8th standard was higher compared to 9th and 10th standard.
   - There was significant association between study habits and academic achievement of girls. There was no significant difference between study habits and academic achievement of boys.
   - There was significant relation between study habit and academic achievement

b. Self-concept of boys and girls
   - There was association between boys and girls on self-concept.
   - Boys and girls did not differ significantly on self-concept
8th, 9th and 10 standard students differed significantly on self-concept. Mean self-concept of 8th standard students was higher compared to 9th and 10th standard students.

There was significant association between self-concept and academic achievement among boys and girls.

There was positive and significant relation between self-concept and academic achievement.

c. Socio economic status of boys and girls

An almost equal percentage of boys and girls were found to belong to low and medium socio economic status while a small per centage of boys and girls belonged to high socio economic status.

There was significant association of socio economic status with academic achievement among both boys and girls

Locale, parental education, income and fathers occupation were positively and significantly related to academic achievement. Family size was inversely related to academic achievement.

d. Study habits, self-concept and socio economic status on rural / urban students.

Significant association was found between study habits and rural/urban students.

Rural and urban students differed significantly on overall study habits. They also differed significantly on dimensions of home environment & planning of work, reading & note taking habits, habits of concentration and general habits & attitudes. Rural students had better self-concept and study habit than urban students.

About 50 per cent of rural students had high self-concept, where as about 22 per cent of urban students had high self-concept.

Significant relationship was found between rural and urban students with self-concept.

Seventy five per cent of rural students belong to the category of low socio economic status and seventy eight per cent of urban students belong to the category of medium socio economic status. There was found to be significant association between socioeconomic status and overall urban students.

Rural / urban groups had significant difference on socio economic status. Urban students had significantly better socio economic status than rural students.

e. Academic Achievement of boys and girls

Majority of boys and girls belonged to the category of excellent academic achievement and significant association was fund between academic achievement with boys and girls.

There was no difference between boys and girls’ academic achievement

The socio economic status of the family had significant influence on the academic achievement of the boys and girls.

There was significant difference of boys and girls between rural and urban students with respect to academic achievement.

Future line of research

1. Further research could emphasize on the needs of average and under achievers.
2. Behavior modification studies could further strengthen the findings of present study.
3. There is need to conduct studies which should consist of individual counseling programs with respect of enhancement of self-concept and improving of study habits.
4. Intervention strategies need to be developed to enhance self-concept and improve study habits.
Implications and recommendation

- Study habits influence the academic achievement of the students. So introduction of creative work, various mental problems solving games and exercises should be considered on a larger scale and enforced with a spirit of competition. Which improve the study habits skills.

- Self-concept has direct relation with academic achievement. So schools should make provisions for good training programme for personality development. Individual counseling can serve as an effective intervention to improve their self-concept.

- Self-concept and study habits of rural students were better than urban students. High school period is a critical stage where drastic changes may occur in their personality which may or may not improve their study habits. So precautions must be taken to enhance the self-concept and to inculcate better study habits. Group guidance procedures can be used to improve their study habits and self-concept.

- Academic achievement of urban students was better than rural students. So teachers and parents of rural areas need to provide better environment for better academic achievement.