CHAPTER – 5

MAIN FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter as the title indicates has been classified into four main parts viz. Findings, conclusions, implications and suggestions. The results have been consolidated and presented under the first part ‘Findings of the study’. The possible conclusions related to the study have been presented under the second part ‘Conclusions’. Suggestions for the further research have been given under third part. Certain significant theoretical as well as practical implication of the results have been drawn and presented under the forth part ‘Implications of the study’.

5.1 MAIN FINDINGS OF THE STUDY

On the basis of data analysis regarding the various hypotheses pertaining to Family Climate, School Adjustment, Attitude towards Education and Academic Achievement, the following findings have emerged:
1. The family climate of General category students is found to be more favourable than those of who belonged to SC category.
2. The students who belonged to General category have better school adjustment in comparison to SC category students.
3. The attitude towards education of General category students is more favourable as compared to SC category students.
4. The students who belonged to General category are found to be better on academic achievement than those of SC category students.
5. The family climate of General category students is found to be comparatively favourable than those of students who belonged to BC category.
6. The students of General category have better school adjustment than those of students who are from BC category.
7. The students who belonged to General category are found to possess almost same attitude towards education as BC category students possessed.
8. The students from General category have almost equal academic achievement in comparison to students who belonged to BC category.
9. The family climate of BC category students is found to be almost same as those SC category students.
10. The students who belonged to BC category have almost equal school adjustment as those of SC category students.
11. The attitude towards education of BC category students is more favourable than those of SC category students.
12. The students who belonged to BC category are found to be better on academic achievement in comparison to SC category students.
13. There is a low positive impact of family climate on academic achievement of students who belong to General category.
14. The School Adjustment of students who belonged to General category has a moderate positive impact on their Academic Achievement.
15. The correlation between attitude towards education and academic achievement of students who belonged to General category is found to be low positive.
16. There is a low positive impact of family climate on academic achievement of students who belong to SC category.
17. The School Adjustment of students who belonged to SC category has a moderate positive impact on their Academic Achievement.
18. The correlation between attitude towards education and academic achievement of students who belonged to SC category is found to be low positive.
19. There is a low positive impact of family climate on academic achievement of students who belong to BC category.
20. The School Adjustment of students who belonged to BC category has a moderate positive impact on their Academic Achievement.
21. The correlation between attitude towards education and academic achievement of students who belonged to BC category is found to be low positive.

5.2 CONCLUSION

COMPARISON OF FAMILY CLIMATE

It can be concluded that General category students stand better on Family Climate than their counterparts BC and SC category students. On the other hand, the Family Climate of SC and BC category students found to be approximately equal to each other.

COMPARISON OF SCHOOL ADJUSTMENT

It is observed that General Category students stand better on School Adjustment than their counterparts BC and SC Category students. On the contrary, SC and BC Category students do not differ significantly and found to be approximately equal to each other. This shows that both SC and BC Category students are equal on their School Adjustment.

COMPARISON OF ATTITUDE TOWARDS EDUCATION

It is observed that General and BC Category students are found to be better on Attitude Towards Education than their counterpart SC Category students. On the other side, the Attitude Towards Education of students who belonged to General and BC Category is found to be approximately equal.

COMPARISON OF ACADEMIC ACHIEVEMENT

It is found that General and BC Category students are far better on Academic Achievement than SC category students. On the other hand, the Academic Achievement of General and BC category students is found to be similar.
RELATIONSHIP BETWEEN FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT

It is found a low positive significant correlation between Family Climate and Academic Achievement of General, SC and BC Category students. It simply indicates that Family Climate has a low positive impact on Academic Achievement of General, SC and BC category students.

RELATIONSHIP BETWEEN SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT

A moderate positive significant correlation is found between School Adjustment and Academic Achievement of General, SC and BC Category students. It indicates the Academic Achievement of General, SC and BC category students is significantly affected by their School Adjustment.

RELATIONSHIP BETWEEN ATTITUDE TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT

A low positive significant relationship has been found between Attitude Towards Education and Academic Achievement of General, SC and BC Category students. It indicates that attitude towards education has a low positive impact on academic achievement of General, SC and BC category students.

5.3 DISCUSSION OF THE RESULTS

The present study is concerned with the comparison of General, SC and BC category students on four variables viz. family climate, school adjustment, attitude towards education and academic achievement and to studies the effect of family climate, school adjustment and attitude towards education on academic achievement of students. But, the studies highlighted in the review of related literature do not directly concern with the General, SC and BC category students. Moreover, the references have been made by the researcher keeping in view of the independent and dependent variables wherever it deemed to be appropriate in respect of the present study.
In case of Family Climate Table no. 4.1 shows that the mean score on Family Climate in respect General Category students is significantly higher than that of SC Category students. It shows that General Category students stand better on Family Climate than SC Category students. Table no. 4.5 exhibits that the mean score obtained on family climate for General Category students is higher than that of BC Category students. This indicates that General Category students are found to be better on Family Climate than their counterparts SC Category students. Table 4.9 shows that the mean scores in respect of BC Category students is found be approximately same to SC Category students. This indicates that SC and BC Category students have similar features on Family Climate.

Keeping in view of the results from Table no. 4.1, 4.5 and 4.9, it can be concluded that General Category students stand better on Family Climate than their counterparts BC and SC Category students.

Thus, it may be interpreted that, the parents of General Category students are found to be more conscious and play a significant role in their lives. They spare time to their wards, take care of their needs and provide different facilities to them in day to day life. They have faith in their children and have timely conversation on their problems. They are not only liberal towards their wards but also have some disciplinary restrictions on them.

The findings arrived are in consonance with the findings of the following researchers in the area and hence are supported by empirical evidence too.

**Lawrence A. Kurdek** [1988], who revealed urban students were more influenced by their family environment in terms of their academic achievement than rural students. **Steinberg et al.** [1989], indicated that adolescents who described their parents as treating them warmly, democratically and firmly were more likely than their peers to develop positive attitude towards their academic achievement. **K.S.Rajput** [1992] reported students in two parents families had better academic performance and less problematic behaviour than those who brought out either in mother custody or stepfather families. **Devi**
[1997], reported that private school students had better home environment than students from quasi-government schools. Goel [2004], investigated that boys feel more rejected with autocratic atmosphere at home in comparison to girls and found that girls had much higher educational aspiration than boys. Leila Snatos [2005], reported family environment of children from Low performance group tended to exhibit a greater number of misfortunes than students from High performance group with more material support and parental stimulation. Meena Siwach [2008], are found that the girls from high home environment group scored high on academic achievement than boys falling in low home environment group.

On the other hand, the mean values obtained on Family Climate of SC and BC Category students do not differ significantly and found to be approximately equal to each other. Therefore, the results of the present investigation are tenable in the light of present investigation. The findings are further supported by Jean M. Muransky [1995], who suggested that teens from divorced families are as well adjusted as teens from intact families. Choudhary, Harender and Tejpreet Kaur Kang [2008], found no significant difference in all the dimensions of family environment of male and female adolescents. RC Panday and Kishore Kumar [2009], investigated no significance difference between boys and girls on the factors of Perceived Parental Rearing Style of mothers. J.M.Muola [2010], found no significant difference on family environment between rural and urban eight standard Kenyan students. Armin Mahmoudi [1012], explored the interaction effect of self-esteem and family environment for various adjustments and found it non significant for among Indian and Iranian students.

In reference to the School Adjustment Table no. 4.2 shows that the mean score on School Adjustment in respect General Category students is significantly higher than that of SC Category students. It is found that General Category students are found to adjust comparatively better in schools than their counterparts SC Category students. Table no. 4.6 exhibits that the mean score obtained on School Adjustment for General Category students is higher than that of BC
Category students. It is evident from the table that General Category students are comparatively in a better position on School Adjustment than that of BC Category students. **Table No. 4.10** exhibits that the mean score in respect of SC Category students is approximately same as compared to BC Category students. This shows that school adjustment of both the categories of students appears to be same and there is no significant difference it.

The results obtained on the basis of the table no. 4.2, 4.6 and 4.10 reveals that General Category students stand better on School Adjustment than their counterparts BC and SC Category students.

From the above discussion it can be interpreted that students who belong to General Category have no fear, hesitation, anger and feeling of jealousy towards their classmates and teachers. They easily mix up with other students, take interest in their studies and are satisfied with their school atmosphere. They actively participate in different school activities and get timely feed back by their teachers.

The findings are in agreement with the findings of **Link** [1973], who reported problem students differ significantly from well-adjusted students on measures of personal, social and total adjustment. **Milly Cowles** [1974], who reported homogeneously grouped children, indicated more favourable school adjustment in comparison to other children. **Sharma** [1982], established a study on backwards and non backwards students and found a significant difference on overall adjustment scores of both the groups. **Metha** [1983], conducted a study on school adjustment of obedient and disobedient students and found obedient students more adjusted in comparison to disobedient students. **Singh** [1987], reported that first generation learner had more problems in comparison to subsequent generation learners in the areas related to adjustment to school work. **Bindu** [1993], indicated significant difference in the mean scores of various adjustment of hearing impaired and normal students. **Ghosh** [1995], conducted a study on school adjustment of Santhal and non Santhal maladjusted adolescents and found Santhal students better adjusted than non Santhal students. **Yadav**
[2002], conducted a study on school climate in relation to school adjustment and revealed that visually impaired showed better adjustment to school climate as compared to sighted students.

Lee [2005], found girls school adjustment and interpersonal adjustment was better than boys. Habibch Elias [2009], found first year male students to be better adjusted in college in comparison to female students.

On the contrary, the mean values obtained on School Adjustment of SC and BC Category students do not differ significantly and found to be approximately equal to each other. This shows that both SC and BC Category students are equal on their School Adjustment. The findings are also substantiated by the findings of Nomani [1965], studied no significant difference between adjustment of male and female in different areas of adjustment. Pandey [1970], found supernormal and normal students did not differ significantly in home, health and emotional adjustment. Sethi [1993], found high and middle school girls achievers did not differ significantly on their personal adjustment. Kail and Kaur [1995], revealed no significant difference between social, emotional and educational adjustment of under and over achievers. Nair [1999], exhibited no significant difference between social and personal adjustment of under and over achiever secondary school students on science and mathematics. Yellaiah [2012], showed Government and Private and Rural and Urban school students did not cause any significant difference between Adjustment and Academic achievement.

So far as the Attitude Towards Education Table no.4.3 clearly holds that the mean score on Attitude Towards Education in respect General Category students is significantly higher than that of SC Category students. It shows that General Category students stand better on Attitude Towards Education in comparison to SC Category students. Table no. 4.7 exhibits that the mean score obtained on attitude towards education of General Category students is approximately equal to BC Category students. This indicates that the Attitude Towards Education of students who belonged to General and BC Category is
almost same. Table 4.11 shows that the mean score obtained on Attitude Towards Education for BC Category students is higher than that of SC Category students. This shows BC Category students are found to be better on Attitude Towards Education in comparison to SC Category students.

On the basis of the preceding table no. 4.3, 4.7 and 4.11, it is observed that General and BC Category students are found to be better on Attitude Towards Education than their counterpart SC Category students.

In view of the findings obtained, it can be interpreted that General and BC Category students are more interested in getting education keeping in view of its importance in their life. They have belief that the education is helpful in career making, cultivating morals, character building and developing good citizens. It is the instrument of developing the capabilities and potentials of an individual so that he may lead a successful life.

The findings of present investigation are further substantiated by the findings of Hadden [1982], who found Scottish boys had a positive attitude towards science subject in comparison to Scottish girls. Tamir [1987], indicated that boys have more positive attitudes towards science, achieve better, and have a higher preference for physics and chemistry in comparison to girls. Mandel and Marcus [1988], showed under achievers exhibited more negative attitudes towards school than average and high achievers. D.Betry & MC Coach [1992], stated that students with positive attitude towards school education were found to be high achievers. A. Seda saracalıoglu [1992], reported female students tend to have more positive attitude towards foreign language than male students. Chia-Hua Chou [2005], studied learning attitude, learning behaviour and academic achievement of girls are better than those of boys. Hasan Arslan et al. [2012], found attitude of students towards mathematics had a significant difference in terms of their gender. Female students showed more positive attitude towards mathematics than their counterparts male students.
On the other side, the mean score obtained on attitude towards education of General Category students is approximately equal to BC Category students. This indicates that the Attitude Towards Education of students who belonged to General and BC Category is found to be same.

This is in accordance with the previous research by W. Watkins [2009], who studied long term stability of children’s attitude towards reading and found non significant difference in respect of boys and girls. Lawsha Mohamed and Hussain Waheed [2011], studied students’ attitude towards mathematics and found no gender difference in their attitudes. Shaikh Tahemina Naaz [2012], revealed that there is no significant difference between the means on attitude towards computer education of male and female pupil teachers.

In case of Academic Achievement Table no.4.4 depicts that the mean score on Academic Achievement in respect General Category students is significantly higher than that of SC Category students. It indicates that General Category students are comparatively better on Academic Achievement than that of SC Category students. Table no. 4.8 exhibits that the mean score obtained on Academic Achievement of General Category students is approximately equal to BC Category students. This indicates that the Academic Achievement of students who belonged to General and BC Category is identical. Table 4.12 shows that the mean score obtained on Academic Achievement for BC Category students is higher than that of SC Category students. This indicates BC Category students are better on Academic Achievement in comparison to SC Category students.

The results obtained on the basis of table no. 4.4, 4.8 and 4.12, It is found that General and BC Category students are far better on Academic Achievement than that of SC Category students.

The results are in agreement with the findings of Mehrotra [1986], Dubey [1999], Jain [1999], who found a significant difference on academic achievement of students coming from rural and urban areas. Urban students had higher academic achievement in comparison to rural students. Wango and Khan [1991],
reported a significant difference on academic achievement between the students from Govt. and Pvt. Schools. Chowdary and Jayasmita [1997], indicated that academic achievement of peer rejected students was found to be lesser than that of peer accepted children. Babo [2001], explored the students who were participant in music education had higher academic scores than students who do not participate in formal music classes. Jacobs [2002], found girls get higher grades and complete high school at higher rate compared to boys. Jafar Shabani [2011], indicated a statistically significant difference between academic achievement of 10th grade Iranian male and female students. Wawire, Koinange Chirspus [2012], found mean value obtained on academic achievement of introvert students is higher than those of extrovert students. E.P. Chew, M.H. Teong, Z. Ishak [2012], found that variables of gender and location [Urban/rural area] shown a significant difference in students academic achievement. Female Chinese students from rural areas showed higher mean score than male students from urban areas.

On the other hand, the mean value obtained on Academic Achievement of General Category students is approximately equal to the mean value on Academic Achievement of BC Category students. This show that Academic Achievement of General and BC Category students is similar.

The findings obtained in view of the present discussion are further supported by Anand [2006], who revealed that the students coming from rural and urban areas do not differ significantly in their academic achievement. Kennedy E. Umunadi [2009], found no significant difference between means of male and female students on television subject in technical colleges. Joseph [2011], stated a no significant difference in the academic achievement of students in small and large classes from urban and rural areas. Anjana Aggerwal [2011], reported no significant difference on academic achievement of 10th and 12th grade adolescents. Renu Gupta and Seema Sharma [2012], explored a non appreciable level of mean difference between boys and girls adolescents on academic achievement.
In case of effect of Family Climate on Academic Achievement of Table no.4.13 reveals that the value of coefficient of correlation calculated between Family Climate and Academic Achievement of General Category students is found to be significant at 0.05 level of significance. Thus, a low positive significant relationship has been observed in respect of Family Climate and Academic Achievement of General Category students. Table no.4.16 indicates that the value of coefficient of correlation calculated between Family Climate and Academic Achievement of BC Category students is also found to be significant at 0.05 level of significance. Thus, a low positive significant relationship has been observed on Family Climate and Academic Achievement of BC Category students. Table No.4.19 exhibits that the value of coefficient of correlation calculated between Family Climate and Academic Achievement of SC Category students is found to be significant at 0.05 level of significance. This also shows a low positive significant positive relationship on Family Climate and Academic Achievement of SC Category students.

The results show that Family Climate has a significant positive effect on Academic Achievement of General, BC and SC Categories of students.

The effect of family climate of General, SC and BC category students on academic achievement is low positive as shown in the table no. 4.13, 4.16 and 4.19. The positive effect of family climate on the academic achievement of General, SC and BC category students may be due to the various factors related to the family climate and cooperation of their parents to some extent. The findings of the present investigation is in accordance with the findings of the following researches in the area and hence are supported by empirical evidence too.

Jogi [1992], indicated that main cause for scholastic backwardness of children was found to be faulty parental attitudes and poor motivation for studies. Keith and Lichtman [1994], who studied the effect of parental involvement on academic achievement and found that parental involvement influenced the academic achievement of eight grade Mexican and American students. R.
Chowdary and Munni [1995], who reported that parental support had a positive effect on their children’s Academic Achievement. Rekha Aggarwal and Kapoor [1998], studied the influence of parental contribution on children’s academic achievement and found parental contribution played a significant role on enhancing the level of child’s academic achievement. Cathryn [1998], found a significant relationship between punishment at home and academic achievement. Children with sever punishment at home tend to achieve a lower score on academic achievement. Choudhary and Basu [1998], stated that mother and father parenting style were associated with academic success. Devi and Kiran [2002], reported that large family size, low educational status of parents, low parental involvement, low parental encouragement were to be the major family factors associated with students scholastic backwardness. Mohan Rajrani and Latha [2005], who reported Family Environment appealed to influence home adjustment and academic achievement. Meena Siwach [2008], explored that good quality of home environment had a significant positive correlation with high level of scholastic achievement in boys than among girls.

So far as the effect of School Adjustment on Academic is concerned, the Table no.4.14 shows that the value of coefficient of correlation calculated between School Adjustment and Academic Achievement of General Category students is found to be significant at 0.05 level of significance. Thus, a moderate positive significant relationship has been noticed on School Adjustment and Academic Achievement of General Category students. Table no.4.17 interprets that the value of coefficient of correlation calculated between School Adjustment and Academic Achievement BC Category students is found to be significant at 0.05 level of significance. A moderate positive significant relationship has also been noticed on School Adjustment and Academic Achievement of BC Category students. Similarly, the table no.4.20 explores that the value of coefficient of correlation calculated between School Adjustment and Academic Achievement of SC Category students is found to be significant at 0.05 level of significance. This
indicates a moderate positive significant relationship has been observed on School Adjustment and Academic Achievement of SC Category students.

Thus, the coefficient of correlation between School Adjustment and Academic Achievement of General, SC and BC category students shown in table no. 4.14, 4.17 and 4.20 is found to be moderate positive. It may be concluded that the school adjustment of General, SC and BC category students stimulate their academic achievement.

The findings of the present investigation are further substantiated by the findings of Hunt [1973], who reported that more academically mature students adjust and perform better even in less structural learning environment. Valsamma [1984], showed personal, social and gender adjustment were associated with normal than underachievers. Rajput [1985], who conducted a study on academic adjustment of students and found that academic adjustment was significantly related to academic achievement. Malhotra [1986], carried out a study on relationship between adjustment and academic achievement and revealed a positive relationship between level of adjustment and academic achievement. Singh [1986], concluded that achievement in mathematics was significantly related with school adjustment. Nair [1989], investigated the role of different areas of adjustment in underachievement in Biology of the secondary school students and concluded school adjustment influences academic achievement. Usharee [1990], found that the students who achieved high scores on adjustment were found to be high achiever on academic achievement. Usha [2003], studied the school adjustment, self concept and achievement in mathematics and found that the normal pupils with better school adjustment score higher on mathematics than the hearing impaired students.

In case of the effect of Attitude Towards Education on Academic Achievement Table no. 4.15 shows that in case of General Category students, the value of coefficient of correlation between Attitude Towards Education on Academic Achievement is significant at 0.05 level of significance. Hence, a low
positive significant relationship has been observed between Attitude Towards Education on Academic Achievement of General Category students. **Table No. 4.18** explores that the value of coefficient of correlation between Attitude Towards Education on Academic Achievement of BC Category students is significant at 0.05 level of significance. This also reveals a low positive significant relationship between Attitude Towards Education on Academic Achievement of BC Category students. **Table no.4.21** interprets that the value of coefficient of correlation calculated between Attitude Towards Education on Academic Achievement SC Category students is found to be significant at 0.05 level of significance. A low positive significant relationship has been noticed on Attitude Towards Education on Academic Achievement of SC Category students.

The effect of attitude towards education of General, SC and BC category students on their academic achievement is found to be low positive as is shown in table no. 4.15, 4.18 and 4.21. Thus, it may be concluded that the attitude towards education of General, SC and BC category students stimulate their academic achievement.

The findings of the present investigation is in consonance with the findings of **Gardner and Lambert** [1972], who suggested that ‘positive attitude’ enhances second language learning, whereas ‘negative attitude’ does not. **Brook** [1978], explored students with negative attitude towards business studies being associated with weak performance. **Baker** [1988], found positive relationship between attitude towards language and academic achievement. Those individuals who had positive attitude towards target language tended to learn that language better. **A. Seda Saracaloglu** [1992], revealed a significant relationship between student’s academic achievement and attitude towards foreign language. **Willis** [1995], studied poor attitude towards mathematics had often been cited as one factor that contributed to lower participation and success of girls in mathematics. **Yoseph** [1997], emphasized that positive attitude towards schoolwork helps pupils to attain higher achievement scores. **Sam William Bassey** [2002], reported study
attitude of girls was more positively related to the academic achievement than study attitude of male students. Hannula [2002], stated that many students, especially those who are younger and less established students, their attitude towards a particular subject is proportional to their recent success in the class. Sarwar Muhammed [2004], studied a significant positive relationship between student’s attitude towards Chemistry and performance in Chemistry. Hammouri [2004], found significant positive affects of attitude towards mathematics on mathematics achievement. Chia- Hua Chou [2005], explored a significant relationship between students’ learning attitude and academic achievement. Ahmad Fauzi [2010], indicated a positive correlation between students’ attitude towards learning and academic achievement.

5.4 EDUCATIONAL IMPLICATIONS

The present study is concerned with the comparison of General, SC and BC category students on four variables viz. family climate, school adjustment, attitude towards education and academic achievement and to study the effect of family climate, school adjustment and attitude towards education on academic achievement of above mentioned students. The findings of the study are likely to prove of immense importance to educational thinkers, teachers, psychologists, educational planners and others who are concerned with the sphere of education. The implications related to the study have been presented below pertaining to the three variables:

FAMILY CLIMATE

It is noticed that there is a low positive correlation between academic achievement and family climate of General, SC and BC category students. Further, it is observed that family climate of General category students is better in comparison to SC and BC category students. This indicates that SC and BC category students are in need of attention in regards their family climate.

Parents’ high expectations form their children in respect of the achievement, development of conducive environment at home, participation in
home work completion and commitment to help them to meet the performance standards are helpful to encourage the students to have the ladder of success. Simultaneously, provisions for child rearing, health and social services, fostering child learning, parenting classes and improvement in different dimensions of family climate are also helpful in improving their family climate. Efforts can also be made on the part of the Govt. to eradicate the dissimilarities among different categories of students by developing an awareness and enlightenment about different schemes and programmes implemented by the central and state Govt.

**SCHOOL ADJUSTMENT**

There is found a moderate positive significant correlation between Academic Achievement and School Adjustment of General, SC and BC category students. Further, it is observed that School Adjustment of General category students is better in comparison to SC and BC category students. Thus, it is inferred that SC and BC category students require better School Adjustment to come close to General category students.

School is a place that makes students feel competent and successful, thus breeds motivation and self confidence in them. Entering in a new school atmosphere creates a feeling of insecurity in some students’ mind that prevent them to establish a rapport with the class mates and teachers which results in their maladjustment. There are some other factors also as school and exam fear, feeling of loneliness, boredom in the study, teacher’s or parent’s negligence, lack of student participation in different school activities and unavailability of different facilities at school level, affect students’ school adjustment. Teachers can play an important part in this regard. They can develop in student a feeling of friendship, inspire them to extend peer contacts, reduce level of jealousy, prepare to take decision at their own level, manage in the stress and can make them realize that mistakes are the pavement of success. Parents’ efforts may are also be fruitful in this regard. They can have open communication with their children and can talk about their problems. School Counsellor can also play a role in finding the root
cause of a child’s adjustment problem working with his parents, students and teachers.

**ATTITUDE TOWARDS EDUCATION**

It is noticed that there is a positive correlation between academic achievement and attitude towards education of General, SC and BC category students. Moreover, it is observed that SC category students require special attention in regard of their attitude towards education.

Hence, it is suggested that teachers at school and parents at home should develop such qualities in child to make their attitude positive towards education. A teacher has an important role to play in this regard. He is the kingpin in the educational process. His method of teaching is of paramount importance. It has to be made absorbingly unsteady so that the students are liable to grasp the matter quickly. He can tell students about the importance of education in life and make their attitude positive towards education. A child can be inspired to have a positive attitude towards education by providing subjects of his own interest, helping him in his school work, solving his study problems, showing importance of knowledge for success in life and status in the society. Parents can self indulge themselves in different academic activities at household to inspire children to have a positive attitude towards education. Except this, the conducive academic environment and adequate provisions of educational facilities, proper motivation, guidance and counselling at school level motivate students to have a attitude positive towards education.

**ACADEMIC ACHIEVEMENT**

It has been observed that Academic Achievement of General and BC Category students is better in comparison to those of SC Category students. Since, the academic achievement of SC students is comparatively low in comparison to those of General and BC category students, therefore it is suggested to improve academic achievement of SC category students.
Parental indulgence in academic activities of their children, development of educational atmosphere at household, high educational expectation towards their children, attention to their educational needs and open communication towards their academic problems, can improve academic achievement of SC category students. Teachers can also play an important role by motivating these students in learning, providing subjects of their choice, helping them in their school work, solving their academic problems, showing importance of education in their lives, improving his method of teaching and providing guidance for better academic achievement. Except this, the conducive academic environment, adequate provisions of educational facilities, proper motivation, guidance and counselling at school level may also be helpful in improving academic achievement of SC category students. Further, effective implementation of constitutional provisions and educational policies in regards weaker sections of the society are also helpful in improving their academic achievement.

5.5 SUGGESTIONS FOR THE FURTHER RESEARCH

The findings of the present study “A Comparative Study of Family Climate, School Adjustment, Attitude towards Education and Academic Achievement of General, SC and B.C. Students in Haryana” brought to light a good number of new areas to be studied in future by the researchers. Following are the suggestions for the further studies which may be undertaken by researchers in the field.

[1] A similar study can be conducted by using the same variables on Govt. and Pvt. Or Rural and Urban, secondary school students.

[2] A similar study can be made possible with same variables in relation to high and low socio-economic status of secondary school students.

[3] A similar study is also feasible with same variables on normal and problematic secondary school students.

[4] The similar study may also be conducted on normal and physically handicapped secondary school students.
5] The present study was conducted on senior school students only. For generalization of findings, the study can be extended to students of other educational levels- primary, and higher education.

[6] The similar study can be feasible with same variables on students studying in regular and distance learning mode.

[7] The similar study may be conducted using other methodology, population and settings.

[8] The similar study may also be possible on students of Govt. aided and self financing educational colleges.

[9] The similar study can be made possible on male and female dropout students.

[10] The similar study may also be conducted on some different regions so as to have knowledge in depth.