Chapter – 6

Summary, findings and recommendations

6.1 Introduction

6.2 Summary

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6.1 Introduction:-

Every research is useful to society in one or the other way. Similarly, educational research becomes useful for educational improvement. It can be useful individually to people who are involved in the field of education. This Study can be useful to Students in many ways and can be a guide for measurement of personality and opinions towards education is students of higher sec. schools.

6.2 Summary:

After 1951 A.D. the government had taken responsibly in the field of education and a system was implemented in which the institutes were managed by the leading people of the Society. Indian constitution had provided free and compulsory education to Children of the age of 6 to 14 years, for which attempts are still made. Due to certain circumstances, the government in 1991 had adopted a new approach of liberalization, privatization and globalization. Which gave an idea of self-finance. Currently the Supreme Court and government are doing various activities which make the people feel that 'money' and not the 'student' is in the focus.

The study refers opinions towards education in terms of personality of students of granted and self-finance schools with science and general streams.

The objective of the research were as follows:
1. To construct an opinion are find out opinions towards education of students schools.
2. To standardize the opinion are constricted is find out opinions towards education of students of granted and self-finance higher sec. schools.
3. To find out interrelations between personality (extroversion and neuroticism) and opinions towards education of students of granted and self-finance higher sec. Schools.
4. To study personality (extroversion and neuroticism) and opinions towards education in terms of caste of students and area of granted and self-finance schools.

5. To study personality (extroversion and neuroticism) and opinions towards education in terms of case of are students and stream of granted and self-finance schools.

6. To find out difference between personality (extroversion and neuroticism) and opinions towards education in terms of individual Social Variables (area of residence and type of family).

Keeping in mind the objectives of the research, 21 null-hypothesis were tested to statistically test the Variables under the study, which can be seen in Chapter 5. For this a sample of female and male students was selected from science stream and general stream of the granted and self-finance schools of four regions of Gujarat state.

For data coactions, the following two tools were used in the research:

(1) Self made and Standardized opinion are related to opinions towards education.
(2) Gujarati edition (By Dr. D.J Bhatt-1998) of Modsley personality Inventory' by Dr. H.J Tsenck.

The aim of this research was to Construct and Standardized an opinion are to know opinions towards education of students of schools. For this, various references were studied and the opinion are was Constructed in following ways:

- To know about tools used in study of previous researches.
- To know types of tools used in previous researches and methods of their standardization.
- To classify factors related to Knowledge of opinions towards education.
- The collect statements from various 50 users.
- Experts’ opinions were obtain ved to determi we relevancy of Statements.
- pre-piloting opinion are was constricted on opinions on statements.
Before pre-piloting of opinion are primary tryout was conducted on 20 students.

- The final form, modifications and required copies were obtained for primary tryout of opinion are on 200 subjects of schools.
- Rating was done for 198 opinion are of primary tryout.
- After rating, item analysis was done for which critical ratio was derived according to method suggested by Edwards A.L.
- According to ‘t’ value form 60 statements of the primary tryout, 46 statements were selected for final form of opinion are.
- The rehabilitee of opinion are related to opinions toward education was found to be 0.95 through test-retest method. The reliability obtained through split-half method was used 0.87. The Concurrunt Validity method was used to find out Validity and its co-efficient of correlation was. Found to be 0.97.
- The required copies of the opinion are for the final tryout were obtained out were administered on 960 students selected for sample.

In this research, as the scope/population under the study, Gujarat stats was divided into 4 parts viz, central Gujarat, Society Gujarat, North Gujarat and Saurashtra, and total numbers of 37 schools (granted and self-finances) were selected from the scope for sample selection.

The sample was selected by stratified random sampling method so that female and male students of science and general stream of granted and self-finances school of these four regions get representation in the sample.

Out of the sample of 960 students 480 students were from granted and 480 were from self-finance schools. The female students were 480 and the male student stream are 480. According to study streams, both Science stream and general stream, each had 480 students. Each of the four regions (central Gujarat, North Gujarat, South Gujarat and Saurashtra) had 240 students.
For data analysis and interpretation in the research, statistical methods were used in which Pierson's Coefficient of correlation method was employed to find out integrations between personality (extroversion, neuroticism) and opinions towards education of the students of granted and self-finance schools. Moreover, Variance analysis was held to find out significant effects of extroversion, neuroticism, and opinions towards education of students in terms of individual variables like type of school, caste of students, stream, and area of school, and 't' ratio method was used to find out the effect of area of residence, type of family on extroversion, neuroticism, and opinions towards education of students. Then, the results obtained through statistical techniques were discussed and interpreted.

6.3 Findings/Inferences:

The following inferences were drawn on the basis of the results obtained in the research:

6.3.1 Inferences of percentages about general data The general information of students have been presented in six parts.

(1) Types of schools: Out of the sample of 960 students, 50% belonged to granted schools and 50% belonged to self-finance schools.

(2) Caste of students: Out of the sample of 960 students, 50% were female students and 50% were male students.

(3) Stream: Out of the sample of 960 students 50% were selectees from science stream and 50% form general stream.

(4) Area: Out of the sample of 960 students 25% belonged to schools of central Gujarat, 25% to schools of south Gujarat, 25% to schools of North Gujarat and 25% belonged to schools of Saurashtra.
(5) Area of residence: Out of the sample of 960 students, the percentage of students belonging to rural and urban areas were 16.87 and 83.13 respectively.

(6) Types of family: Out of the sample of 960 students the percentages of students belonging to undivided and divided families were 54.5 and 45.5 respectively.

6.3.2 Inferences based on correlation:

(7) The correlation between proportions of neuroticism and extroversion of the Students of granted and self-finance schools was found to be as low as -0.11 and was a negative correlation. It means that higher the proportion of extroversion, lower will be the proportion of neuroticism and vice-versa. However, there is no significant correlation between extroversion and neuroticism.

(8) The correlations between extroversion and opinions towards education of student found to be as low as -0.04 and was a negation, which is not significant.

(9) The correlation between extroversion and opinions towards education of students and found to be as low as -0.11 and was a negative correlation, which is not significant.

6.3.3 Inferences based on Variance analysis:

(10) There is a significant difference between scores on neuroticism of granted and self-finance schools. The extroversion was found to be more significant. In students of self-finance schools then in students of granted schools. Thus, there is a significant effect of type of school of extroversion of students.
There is a significant effect of caste (sex) of students of the scores on extroversion of students. It means that the proportion of extroversion is found to be significantly more in male students than in female students.

There is no significantly difference between scores on extroversion of students of science stream and general stream.

The proportion of extroversion is found to be more in students of general stream than in students of science stream.

There is no significant effect of interaction on scores on extroversion in terms of type of school and caste of students.

There is an interactive effect of type of school and stream on score on extroversion of students.

There is no interactive effect of type of caste of students and stream on score on extroversion of students.

An interactive effect of type of schools, caste of students and stream cannot be found on scores on extroversion of students.

There is no significantly difference between scores on neuroticism of the students of granted and self-finance schools. The neuroticism is found to be significantly low in students of self-finance schools than in students of granted school. Thus, there is no significant effect of type of school on scores on extroversion of students.

There is a significantly effect of caste on scores on neuroticism of students. It means that the proportion of neuroticism can be found to be significant low in male student than female students.

There is a significant difference between scores on neuroticism of students of science stream and students of general stream.

The proportion of neuroticism is found to be below in students of general stream than in the students of science stream.

There is no significant effect on interaction of type of school and caste of students on score on neuroticism of students.

There is an interactive effect of type of school and stream on scores on new eroticism of students.
(24) There is no significant interactive effect of caste of students and stream on scores on new eroticism of students.

(25) There is no interactive effect of type schools, caste of student and stream on scores new eroticism of students.

(26) There is a significant difference between scores on opinions towards educations of students of granted and self-finance schools. The opinions towards education of students of self-finance schools are found to be significant more positive than those of the students of granted schools. Thus, there is a significant effect of type of school on scores opinions towards education of students.

(27) There is no significant effect of caste on scores on opinions towards education of students.

(28) There is no significant difference between scores on opinions towards education of the students of science stream and students of general stream.

(29) The opinions towards education are found to be more positive in students of general stream then in students of science stream.

(30) There is no significant interactive effect of type of school and caste of students on scores on opinions towards education of students.

(31) There is no significant interactive effect of type of school and stream on scores on opinions towards education of students.

(32) There is no significant interactive effect of caste of students and stream on scores on opinions towards education of students.

(33) There is no significant interactive effect of type of schools, Caste of students and stream on opinions towards education of students.

(34) There is no significant difference between scores on extroversion of students of central Gujarat, South Gujarat, North Gujarat, and Saurashtra.

(35) The proportion of extroversion is found to be more in students of central Gujarat, South Gujarat and North Gujarat, then in the students of Saurashtra.
(36) The proportion of extroversion is found to be more in students of North Gujarat than in students of central and South Gujarat.

(37) There is no significant interactive effect type of school and various are of the state on extroversion of students.

(38) There is no significant interactive effect of caste of students is various are on scores on extroversion of students.

(39) There is no significant difference between scores on new eroticism of the students of central Gujarat, South Gujarat, North Gujarat and Saurashtra.

(40) The proportion of new eroticism is found to be more in students of central Gujarat, North Gujarat, and Saurashtra than in the students of South Gujarat.

(41) The proportion of new eroticism is found to be more in students of North Gujarat than in the students of Central Gujarat and Saurashtra.

(42) There is no significant interactive effect of types of schools and various are as score new eroticism of students.

(43) There is no significant interactive effect of caste of students and various are on score on neuroticism of students.

(44) There is no significant interactive effect of type of school, caste of students and various are on score on neuroticism of students.

(45) There is a significant difference between scores on opinions towards education of the students of Central Gujarat, South Gujarat, North Gujarat and Saurashtra.

(46) The opinions towards education are found to be more positive in students of central Gujarat, South Gujarat, and Saurashtra than in the students of North Gujarat.

(47) The students of South Gujarat had more positive opinions towards education then the students of Central Gujarat, and Saurashtra.

(48) There is no significant interactive effect of type of schools and various are of the state on scores on opinions towards education of students.

(49) There is no significant interactive effect of Caste of students and various areas on score on opinions towards education of students.
(50) There is no significant interactive effect of type of school, caste of students are various areas of the State on score on opinions towards education of students.

6.3.4 Inferences based on Critical ratio:

(51) There is no significant difference between neuroticism on extroversion of students of rural and urban areas. It means there is no significant effect of areas of residence of students on score on extroversion of students.

(52) There is no significant difference between means scores on extroversion of students of undivided and divided families. It means that there is no significant effect of type of family on score on extroversion of students.

(53) There is no significant difference between neuroticism on neuroticism of students of rural and urban areas. It means that there is no significant effect of are of residence on scores on neuroticism of students.

(54) There is no significant difference between neuroticism on neuroticism of students of undivided and divided families. It means that there is no neuroticism of students.

(55) There is no significant difference between neuroticism on opinions towards education of students of rural and urban areas. It means that there is no significant effect of area of residence on scores on opinions towards education of students.

(56) There is no significant difference between means scores on opinions towards education of the students of undivided and divided families. It means that there is no significant effect of type of family on scores on opinions towards education of students.
6.4 Suggestions for future researches:

(1) A study on opinions towards education of students can be conducted in terms of personality of students of rural and urban areas.

(2) A study on opinions towards education of students can be conducted in terms of personality of students of rural of granted and self-finance schools.

(3) A study can be made to find out attitudes towards education of students through opinion naira education.

(4) A study can be conducted on attitudes related to education in terms of socio-economic status and personality.

(5) A study can be conducted on opinions towards education in terms of personality of tribal and non-tribal students.

(6) A study can be conducted on opinions towards education in terms of personality of tribal and non-tribal students.

(7) A study can be conducted on opinions towards education of students of government and non-government colleges.