CHAPTER V

CONCLUSIONS
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In previous chapter investigator has presented interpretation and detailed discussion of the statistical results. In present chapter conclusions are being presented under the following main headings—

(a) Family climate in relation to personality traits.
(b) Family climate in relation to values.
(c) Family climate in relation to academic achievement.

(A) Family climate in relation to personality traits:

A.1 Conclusions pertaining to total sample:

1. Freedom Restrictiveness dimension of family climate has been found related with only one personality trait and that a artlessness–shrewdness.
2. Freedom in family promotes artlessness and respectiveness to shrewdness.
3. Indulgence – Avoidance dimension of family climate has been found related to four of personality traits, that are, lower-higher scholastic mental capacity, lower-higher ego strength, weaker-stronger super ego strength and threctia–parmia.
4. Indulgence dimension of family climate tend to go with lower scholastic mental capacity, lower ego strength, weaker super ego strength and threctia.
5. Avoidance dimension of family climate, on the other hand, tends to go with higher scholastic mental capacity, higher ego strength, stronger super ego strength and parmia.
6. Fairness- partiality dimension of family climate has been found related to lower higher ego strength, submissiveness- dominance, weaker–stronger super ego strength, artlessness- shrewdness and low integration- high self concept control.
7. Fairness tends to be associated with lower ego strength, submissiveness, weaker super ego strength, artlessness and low integration.

8. Partiality tends to be associated with higher ego strength, dominance, stronger super ego strength, shrewdness and high self concept control.

9. Attention –negligence dimension of family climate has been found related to low-higher scholastic mental capacity, lower higher ego strength, submissiveness dominance, weaker stronger super ego strength, threctia-parma, harria-premsia, alaxia-protension, untroubled adequacy proneness and lower-higher ergic tension.

10. Attention dimension of family climate goes with lower scholastic mental capacity, lower ego strength, submissiveness, weaker super ego strength, submissiveness, weaker super ego strength, threctia premsia, alaxia, guilt proneness and higher ergic tension.

11. Negligence dimension goes work higher scholastic mental capacity, higher ego strength, dominance, stronger super ego strength, parma, harria, protension, guilt proneness and higher ergic tension.

12. Acceptance rejection dimension of family climate has been found positively related with lower higher scholastic mental capacity, lower higher ego strength, weaker stronger super ego strength, threctia parma, and harria premsia. This dimension has been found negatively related with untroubled adequacy– guilt proneness personality traits.

13. Warmth–cold relations dimension of family climates has been found positively related with lower- higher ego strength, lower higher scholastic mental capacity, weaker- stronger super ego strength and harria- premsia. This dimension of family climate has been found negatively related with untroubled adequacy, guilt proneness and low-high ergic tension.

14. Trust- distrust dimension of family climate has been found positively related to lower- higher scholastic mental capacity, lower-higher ego strength, weaker- stronger super ego strength and low integration- high self concept control. This dimension has been found negatively related
with untroubled adequacy-guilt proneness and low-high ergic tension personality traits.

15. Submissiveness-dominance dimension of family climate has been found positively associated with lower-higher scholastic mental capacity, lower-higher ego strength, weaker-stronger super ego strength, artlessness-shrewdness and untroubled adequacy-guilt proneness. This dimension has been found negatively related with untroubled adequacy-guilt proneness and low-high ergic tension personality traits.

16. Expectation-hopelessness dimension of family climate has been found positively related to lower-higher ego strength, weaker-stronger super ego strength and conservatism-radicalism personality trait.

17. Open communication-controlled communication dimension of family climate has been found positively related with lower-higher scholastic mental capacity, lower higher ego strength, weaker-stronger super ego strength, threctia-parmia and artlessness-shrewdness personality traits.

It has been found negatively related with alaxia-protension, untroubled adequacy-guilt proneness and low-high ergic tension personality traits.

A.2 Conclusions pertaining to male students:

1. Freedom-restrictedness dimension of family climate has been found negatively related with harria-premsia and praxernia-autia personality trait.

2. Indulgence-avoidance dimension of family climate has been found positively related with weaker-stronger super ego strength and threctia-premsia.

3. Fairness-partiality dimension of family climate has been found positively related with lower-higher scholastic mental capacity, weaker-stronger super ego strength, artlessness-shrewdness and conservation radicalism personality traits.
4. Attention-negligence dimension of family climate has been found positively associated with lower- higher scholastic mental capacity, weaker- stronger super ego strength and low integration- high self concept control personality traits.

5. Acceptance- rejection dimension of family climate has been found negatively related with harria- premsia personality trait.

6. Warmth—cold family climate dimension is positively related to lower higher scholastic mental capacity and stronger super ego strength. It has been found negatively related with harria—premsia.

7. Trust- distrust dimension of family climate has been found positively related with lower- higher scholastic mental capacity and artlessness- shrewdness and low integration- high self concept control personality traits. It has been found negatively related with untroubled adequacy- guilt prominess and low- high ergic tension personality trait.

8. Submissiveness- dominance dimension of family climate has been found positively related with lower- higher scholastic mental capacity, artlessness- shrewdness and conservatism- radicalism.

9. Expectation—hopelessness dimension of family climate has been found positively related with weaker- stronger super ego strength and negatively with harria- premsia.

10. Family dimension- open communication and controlled communication has been found positively related with lower- higher scholastic mental capacity, weaker-stronger super-ego strength and low integration- high self concept control. It has been found negatively related with alaxia- protension and low high ergic tension.

A.3 Conclusions pertaining to female students:

1. Freedom - respectiveness dimension of family climate has been found negatively related with lower- higher scholastic mental capacity and conservatism- radicalism personality traits.
2. Indulgence—aoidance dimension of family climate has been found positively related with lower- higher ego strength, weaker-stronger super ego strength and threctia parmia.

3. Warmth—cold relations dimension of family climate has been found positively related with weaker stronger super ego strength.

4. Attention—negligence dimension of family climate has been found positively related with lower- higher scholastic mental capacity, lower-higher ego strength, weaker stronger super ego strength, threctia-parmia and artlessness—shrewdness. This dimension has been found negatively related with untroubled adequacy- guilt pronenes and low high ergic tension personality traits.

5. Acceptance- rejection dimension of family climate has been found positively related to lower- higher scholastic mental capacity, lower- higher ego strength, weaker stronger super ego strength and threctia—parmia. It has been found negatively related with untroubled adequacy guilt proveness and low-high ergic tension.

6. Warmth—cold relation dimension of family climate and has been found positively related with low-high ego strength weaker- stronger super ego strength. It has been found negatively related to alaxia- protension, conservatism- Radicalism and low- high ergic tension personality traits.

7. Trust- distrust dimension of family climate has been found positively related to lower – higher scholastic mental capacity, lower- higher ego strength, weaker- stronger super ego strength, Harria—premsia, artlessness—shrewdness and low integration- high self concept control. It has been found negatively related to group adherence self sufficiency personality traits.

8. Submissiveness—dominance dimension of family climate has been found positively related to lower- higher sholastic mental capacity, lower- higher ego strength, weaker stronger super ego strength. This dimension has
been found negatively related to alaxia–protension, untroubled adequacy-guilt proneness and low-high ergic tension.

9. Expectation–hopelessness dimension of family climate has been found positively related to low-high ego strength, and conservatism–radicalism.

10. Open communication and controlled communication has been found positively related to lower-higher ego strength personality trait.

A.4 Conclusion pertaining to rural students:

1. Freedom–restrictiveness dimension of family climate has not been found related to any of the personality traits of rural students.

2. Indulgence–avoidance dimension of family climate has been found positively related to weaker-stronger super ego strength and threctia-parmia. This dimension of family climate negatively related to alaxia-protension personality trait.

3. Fairness partiality dimension of family climate has been found positively related to lower higher scholastic mental capacity, submissiveness-dominance, weaker-stronger super ego strength, low integration–high self concept control and artlessness-shrewdness.

4. Attention–negligence dimension of family climate has been found positively related to lower higher scholastic mental capacity, lower higher ego strength, weaker stronger super ego strength, threctia-parmia and low integration high-self concept control personality traits.

5. Acceptance rejection has been found positively related to lower-higher ego strength and threctia-parmia personality traits.

6. Warmth–cold relation dimension of family climate was found related positively to lower higher scholastic mental capacity and weaker-stronger super ego strength. It has been found negatively related to praxernia-autia personality trait.

7. Trust–distrust dimension of family climate has been found positively related to lower scholastic mental capacity personality trait. It has been
found negatively related to submissiveness-dominance and low high ergie
tension personality traits.

8. Submissiveness-dominance dimension of family climate has been found
positively related to lower higher scholastic mental capacity, weaker
stronger super ego strength, threctia- parmia and artlessness-
shrewdness. It has been found negatively related to low high ergic
tension personality traits.

9. Expectation-hopelessness is positively related to weaker stronger super
ego strength.

10. Open-controlled communication has been found positively related to
lower higher scholastic mental capacity, lower higher ego strength,
threctia parmia and low integration high self concept control dimension of
personality. Negative relationship has been found to exist for alaxia
protension and low-high ergic tension personality traits.

A.5 Conclusions pertaining to urban students:

1. Freedom – restrictiveness dimension of family climate has been found
positively related to artlessness shrewdness dimension of personality trait.

2. Indulgence – avoidance dimension of family climate has been found
positively elated to lower- higher ego strength, weaker- stronger superege
strength, therectia- parmia and low integration high self concept control. It
has been found negatively related to desurgery surgency and low high
ergic tension personality traits.

3. Fairness partiality dimension of family climate has been our positively
related to lower higher scholastic mental capacity, submissiveness-
dominance and weaker stronger superego strength. This dimension has
been found mega lively related to untroublealequacy-guttpromeness and
low high ergic tension personality traits.

4. Attention-Negligence dimension of family climate has been found
positively related lower higher ego strength. Submissiveness dominance
and weaker -stronger superego strength. This dimension has been found
negatively related to disurgency -surgery, harria -premsia, untroubled adequacy -guilt proveness and low light ergic fension.

5. Acceptance-refection dimension of family climate has been found positively related to lower higher scholastic mental capacity, lower-higher ego strength and weaker-stronger superego strength. This dimension has been found negatively related to personality traits like desurgency -surgery and untroubled adequacy gild proneness.

6. Warmth-cold relation dimension of family climate has been found positively related to lower higher ego strength and weaker stronger super ego strength. This dimension of family climate has been found negatively related with desurgency -surgery, harria - premsia, untroubled adequacy-guilt proneness and low high ergic tension personality traits.

7. Trust-distrust dimension of family climate has been found positively related with lower higher scholastic mental capacity, submissiveness-dominance, weaker stronger super ego strength, prexernia-autia and low integration-high self concept control. This dimension has been found negatively related to sizothymia-affectothymia, desurgency- surgency, untroubled adequacy -guilt proneness and low -high ergic tension personality traits.

8. Submissiveness dominance dimension of family climate has been found negatively related to untroubled adequacy -guilt proneness dimension of personality traits.

9. Expectation -hopelessness dimension of family climate has not been found related to any of the personality traits.

10. Open and controlled communication has been found positively related to lower -higher scholastic mental capacity, praxernia- autia and artlessness-shrewdness. This dimension has been found negatively related to untroubled adequacy-guilt proneness.

B. Family Climate in relation to personal values.
B1. Conclusions pertaining to whole sample

1. Freedom-restrictiveness dimension of family climate has not been found related to any one of the personality traits.

2. Indulgence-avoidance dimension of family climate has been found positively related to social value. This dimension has been found negatively related to hedonistic value and family prestige.

3. Fairness-partiality dimension of family climate is positively related to social, democratic and knowledge values.

4. Attention negligence dimension of family climate is negatively related to religious value and positively to knowledge and social values.

5. Acceptance-rejection dimension of family climate is positively related to aesthetic and knowledge value and negatively to religious value.

6. Warmth-cold relations dimension of family climate is positively related to social and knowledge value but negatively to hedonistic value.

7. Trust-distrust dimension of family climate is positively related to aesthetic and knowledge value and negatively hedonistic value.

8. Submissiveness-dominance dimension of family climate has been found positively related with knowledge value and negatively with religious and health values.

9. Expectation hopelessness has been found positively related with knowledge and negatively with hedonistic values.

10. Open-controlled communication has been found positively related with social, democratic and knowledge values.

B2. Conclusions pertaining to male students.

1. Freedom-restrictiveness dimension of family climate has been found negatively related with only one value and that is religious value.

2. Indulgence-avoidance has been found positively related to social, democratic and knowledge values.

3. Fairness-partiality dimension of family climate has been found positively related to social and knowledge values.
4. Attention-negligency dimension of family climate has been found negatively related with religious value but positively with knowledge value.

5. Acceptance -rejection has not been found related to any of the values.

6. Warmth-cold relations has been found positively related democratic and knowledge values but negatively to hedonistic values.

7. Trust -distrust dimension is related to knowledge value only and that too positively.

8. Submissiveness-dominance is related negatively to religious values only.

9. Expectation - hopelessness is related to social and knowledge values positively.

10. Open-controlled communication is negatively related to religious value but positively to social and knowledge value.

B3. Conclusions pertaining to female students.

1. Freedom-restrictiveness dimension of family climate has been found negatively related to economic value only.

2. Indulgence-avoidance dimension of family climate is positively to knowledge value.

3. Fairness-partiality dimension of family climate is positively related to knowledge value. It has been found negatively related with hedonistic and health values.

4. Attention-negligence dimension of family climate is positively related to knowledge value and negatively to hedonistic value.

5. Acceptance rejection is positively related to aesthetic and knowledge values.

6. Warmth-cold relations is positively related to knowledge value and negatively to hedonistic, power and family prestige values.

7. Trust-distrust dimension of family climate is positively related with aesthetic and knowledge values but negatively with hedonistic value.
8. Submissiveness-dominance dimension of family climate has been found positively related with knowledge but negatively with hedonistic values.

9. Expectation-hopelessness was found positively related knowledge value but negatively with hedonistic and health values.

10. Open and controlled communication climate was found related to knowledge but negatively to hedonistic and family prestige values.

B4. Conclusions pertaining to rural students.

1. Freedom restrictiveness has not been found related to any of the value.

2. Indulgence-avoidance is related positively with social, democratic and knowledge values.

3. Fairness-partiality dimension is related positively to social, democratic and knowledge values.

4. Attention-negligence is negatively related with religious value but positively with social, knowledge and health values.

5. Acceptance-rejection dimension of family climate has been found positively related with knowledge value only.

6. Warmth-cold relations is positively related to knowledge value only.

7. Trust-distrust dimension again is positively related to knowledge value.

8. Submissiveness-dominance dimension of family climate has been found negatively related with religious value but positively with knowledge and health values.

9. Expectation-hopelessness dimension of family climate has not been found related to any of the values.

10. Open controlled communication has been found positively related to knowledge value.

B5. Conclusions pertaining urban students.

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1. Freedom-restrictiveness type family climate is related to positively to social value and negatively to economic value.

2. Indulgence-avoidance dimension is positively related to democratic and knowledge values but negatively to hedonistic and family prestige value.

3. Fairness-partiality dimension of family climate has been found negatively related to economic value but negatively to knowledge and hedonistic value.

4. Attention-negligence has been found positively related with knowledge but negatively with hedonistic values.

5. Acceptance-rejection dimension of family climate has been found related to social and knowledge values but negatively to economic, hedonistic and power values.

6. Warmth-cold relation is positively related to democratic, aesthetic and knowledge values. But this dimension is negatively related to hedonistic, power and family prestige values.

7. Trust-distrust dimension of family climate was found to be positively related with knowledge, hedonistic and health. But economic value has been found negatively related to this dimension of family climate.

8. Submissiveness - dominance dimension of family climate has been found positively related with health value but negative with economic value.

9. Expectation-hopelessness is positively related to knowledge value but negatively to hedonistic value.

10. Open-controlled communication dimension has been found positively related to democratic and knowledge values but negatively to hedonistic and family prestige.

C. Family climate in relation to academic achievement.

1. For whole sample all dimension of family climate are positively and highly related to academic achievement.

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2. Better family climate give better result.
3. For male students also all dimension of family climate contribute positively and highly.
4. For male student attention, submissiveness and open communication type climate have upper hand.
5. For female student except freedom-restrictiveness, and open controled communication type climate rest of the eight climates have significant contribution in the development of academic achievement.
6. For girls attention and warmth appears to be most potent achievement boosters.
7. All type of family climate contribute in the academic achievement of rural students.
8. Submissiveness and warmth have upper hand over other dimension of the family climate.
9. For urban students eight dimension of family climate have been found related with academic achievement. Freedom-restrictiveness and expectation-hopelessness have no relationship with academic achievement.
10. It seems from that urban students as compared to total, male, female and rural sub groups are likely to be some what less affected by family climate.

D. **Conclusions pertaining to multiple co-relation and regression.**
1. Sizothymia-Affecto thymia has not been found to posses any sort of corelation with independent variable of the study.
2. Freedom-restrictiveness and submissiveness dominate dimension of family climate contribute in the development of lower higher scholastic mental capacity personality trait (PT).
3. Attention -negligence and sex contribute in the development of lower-higher ego strength PT.
4. Only sex contribute in the development of submissiveness-dominance PT.

5. Locality only contribute in the development of desurgery-surgency PT.

6. Partility-fairness, cold relation-warmth, locality and sex contribute in the development of weaker -stronger superego strength PT.

7. Avoidance-Indulgence, partiality-fairness and sex and the three contributors in threctia -parmia PT.

8. Cold relations-warmth, distrust -trust and sex have been found to contribute in harria -premsia.

9. Controlled _open communication and sex are the two variable found to contribute in alaxia- protension PT

10. Dominance-submissiveness is the only contributor of artlessness-shrewdness PT.

11. Negligence-attention are the sole contribute in untroubled adequacy-guilt proneness PT.

12. Only sex contribute in the development of conservation - radicalism PT.

13. Distrust-trust, partiality-fairness and locality are the three contributor of low integration high self concept control PT.

14. Distrust-trust and sex are the two contributors of low high ergic tension PT.

15. Dominance-Submissiveness and sex are the two contributors of religious value.

16. Partiality-fairness is the sole contributor of social value.

17. Avoidance-Indulgence is the sole contributor of democratic value.

18. Distrust-trust is also the sole contributor of aesthetic value.

19. Locality only contributes in economic value.

20. Negligence-attention, distrust-trust & controlled - open communication contribute in the development of knowledge value.
21. Sex, cold relation-warmth and distrust-trust contribute to hedonistic value.

22. Avoidance-indulgence is the sole contributor of family value.

23. Locality-sex & dominance-submissiveness contribute in the development of health value.

24. Negligence-attention, locality, sex, dominance-submissiveness, lower-higher scholastic mental capacity praxernia-autia, alaxia-protension, family prestige value disurgence-surgence and rejection-acceptance contribute in the development of achievement.

Implications of the study

The findings of present study have important implications for students, teachers, and administrators and also for the parents, and all those who are engaged in the gigantic task of bringing about the desired change in the standards of effectiveness of higher secondary education. It may also help to those who are responsible for selecting students for admissions, grading, groups and selecting for any best for qualitative education, imparting education and recruiting teachers for employment, administration and management of schools and arranging and organizing programmes for professional growth of teachers and others.

The findings of the present study clearly bring to light that the personality, family climate and value affects the secondary education in general. First, the process of secondary education influenced by the personality and secondly by the family climate of the students. This family climate is the main factors for the students because students pass most of the time in their homes. Third number comes for the personal values. The personal values also plays a vital role in the process of secondary and higher secondary schools.

For administrators and teachers the present study is very much helpful because after studying the personality characteristics traits, family climate and
the personal values, they suggest the teaching learning programme for the students in the better achievement in the examinations.

It is also observed in the findings of the present study that students of rural and urban areas showed different values of personality traits, family climate and personal values. These values of above three variables are also different in case of male and female students. Hence, the curriculum for the students of different area i.e. rural and urban should be flexible. The difference also exists in the male and female students so the planners must take this into account before designing the programes.

This study reveals that the higher secondary school students achievements have the significant correlation with the personality traits, personal values along with the family climate. If one wants to increase the achievement, then more and more emphasis should be given on personality, values and also to improve the family climate of the students.

The results of the study shows that the students of Intermediate college/High secondary schools were having lack of Asthetic value and family prestige value, so present study helps the administrations and teachers to pay more attention towards these variables.

Present investigation helps the teachers of Intermediate and Higher secondary schools to give emphasis on the development of personality traits and inculcating the personal values in the students to their development.

Information about main characteristics of the students will be useful to educational administration, which has to promote students year after year. The promotion, as we know is presently done just on the basis of academic record i.e. achievement only. If one knows what values and personality traits distinguish effective and ineffective students, the process of promotion may be greatly improved.

This is also useful for the students future because schools not only imparting them factual knowledge but also guide them for their future so that they
may become fit for service and profession according to their personality traits and values.

The family climate was also studied in the present study in relation to achievement so the parents will be involved in the development of their wards.

Suggestions for Further Research:

Based on the findings of present study and also taking other considerations, its limitations, and delimitations following suggestions are made for further research in area:

- The present study was conducted under certain limitations of the sample size, therefore, it is suggested here that this research work may be extended and carried out on a large sample than studied in present study.
- In the present investigation, research used the standardized tools, developed by the other researchers. This research work may be repeated with tools, which will be developed by the researchers itself for measuring personality traits, values, family climate and achievement may be constructed by investigator himself/herself.
- The students studying different types of schools i.e. Navodya Vidyalaya, Public Schools, Government schools and Central schools will be compared on the same variables i.e. personality traits, values, family climate and achievement.
- The present study was confined only at Intermediate level, similar studies may be conducted at other levels as primary or elementary or higher education because different levels have their unique features.
- This study is also conducted on the students of Regular or traditional courses and the students of self finance courses may also be the subject for further research.
- This study may be conducted on taking variables or replacing the some of the variables by other suitable variables.
- A similar study can also be done by taking the teacher educators or pupil teachers for knowing the personality traits, values, achievement and family climate.
- The impact of these variables i.e. personality traits, values family climate on performance at higher level may be studied under Indian conditions.
- The entire sample may be stratified from students to teachers or administrators and other suitable investigation may be conducted on changed population.
- A comparative study may be taken also on the students of different faculties like Art, Science, Commerce and Language with the same variables.
- By changing the research method and controlling the climate of students' family, an experimental study may also be conducted for getting better cause-effect relationship.