SUMMARY AND CONCLUSION

Education is the basis of human development. It helps a person to improve his knowledge, skill and develop his attitude and make him civilized and cultured citizen. Education is a life long process. It is probably as old as human civilization. Education makes a man more refined, cultured and wise. It not only improves the knowledge of a person but also his attitude. It is the conductor of child development. The living standard of a Nation is demonstrated by its educational system. Education is the basis for democracy. It should be co-operative for social development.

The root of education is "Shiksha", it means to learn "Shiksha" in hindi is equivalent for english word "Education", that is derived from latin word 'Education'. 'E' means out of or from is ward 'Duco' means to lead or move forward.

It means it is something through which we can develop the inward potentials, skill and qualities of a child.

The highest quality of education is that it fulfils the need of an individual, society and nation. A person learns languages, etiquettes, life style, eating habits of all those person whom he meets in life.

From the ancient times, Indian educational system emphasize on self thinking :- self development, self knowledge where as the purpose of education is to emphasis on such learning which provides a basis for an individual free development through which he can fulfil the responsibility towards his nation.
The ultimate aim of education is to teach proper use of time. Not only to avoid wasting time but to use in creative and constructive ways as that a person feels much excited and much happier.

Education was a source of light in ancient India. It stressed on individual thinking used to infuse religious thoughts in term and inspire them to fulfil their social obligation. The idea of the vadic education was totally ample opportunities which were provided to the pupil for the development of his personality. The perspector took personal care of the pupil which resulted inevitably in a multidimensional development of the pupil's personality.

During Mughal empire education was imparted is "Madarsas" and "Mubtalbs". The Islamic education not only quenched the intellectual thirst of the people but solved their economic problems also. The main aim which was fulfilled through muslim education was the propagation to Islamic religious principles. From the view point of administration, it was essential on the part of the ruler to acquaint their subjects with their religion. Civilization and language moreover, it becomes almost indispensable to imbue the Hindu converts with Islamic religion to the care through religion.

It was nonetheless, true that Islamic education, as to evident from the accounts given by Babur and Berrier, could not grow into popularity. That is why the muslim system of education could not enter in to the depths of the life of masses as ancient Hindu education has done. The Islamic education despite state patronage could not effect
Indian soul, where as ancient education spread throughout the country even without any patronage of what so ever description.

British businessman established East India company in 1599. East India Company whose spread of education and religion as its main objective. In calcutta, African missionaries started a charitable institute. Macauley laid the foundation of english education in India which is still prevalent education in India made a marked progress from the Hunter commission to the period of lord curzon. The hunter commission had given primary importance to elementry and secondary education while the universities confined itself mainly to university education.

On August 15, 1947 India attained independence from the British domination. This gave the people of the country the fullest opportunity to mould their educational policy according to the needs of the nation in the fast changing time but this opportunity was not free from heavy responsibilities that lay ahead for reorienting the entire system of education, which apart from enabling the coming generation to develop their natural facilities, may also enable them to rebuild a new India. After independence, in 1948 'Madhyamic Shiksha Ayog was established by R.K. Commission for Mahyamic and University education by keeping in mind the present and future needs of the country. After that in 1968 and 1986 two educational policies were adopted for improvement in Indian education. The content of learning, which from the very belonging of British era had been mainly of a general and theoretical nature, had to be given a practical bais. The country needed a large number of technicians, engineers doctors,
scientist and other skilled workers who could impart a new shape to various things in the developing economy of the country which had been languishing under colonial exploitation for about two centuries.

A teacher holds a prime position in educational process. In absence of proper direction of teacher, a student can not learn. Shri Balkrishna Joshi has said while appreciating a teacher "A true teacher is rich even in poverty, his assets are not his bank balance but love and devotion which he has grown in his students. He is the emperor whose empire is shown by the obliged mind of his students, no power in the world can shake it and neither even atom bomb can destroy it."

Truely has it been said the quality of a nation depends upon the quality of its schools. The tone and character of life in a country is conditioned largely by the tone and quality of its schools which depends primarily upon the quality of teachers. Teacher is the most vital single factor in the system of education. It is the teacher who matter most as far as the quality.

A school is a model of society for giving up casteism, religion, race and cultural differences, it is essential that schools are operated by such a person who is away from these feelings and can give proper shape to own future citizens. School is an active and formal agency of social control. School is an organised institution of the state, has a unique position to shape out personalities of pupils and control their behaviour. It is a miniature society in which the process of social interaction and social potentials of the school have been recognized in
all ages and that is why an enlightened society spares neither money nor pains in keeping it a first role going concern.

The function of the school is critically understand the cultural patterns and values of the society of which it is a part and transmit them to pupil. A child spends most of his time after his home is a school. He is just like wet soil when he takes admission in a school, he can be moulded in any shape. So the personality of a teacher and environment of the school should be conductive to his overall progress. School is an important idea and active means of education. School plays an important role in development of a child.

In the social climate of the school and the classroom that the development of personality and of in group takes place. The school is a small social unit which provides opportunities for various learnings, social relationship through curricular and co-curricular activities. The social cosmos of the children's is his own world. Next to family and play group the school enters into the service of society by developing we feeling of the children.

Adolescent is an age on which whole life of a person depends. During this age personality, creativity self concept, educational achievements and, values of adolescents are affected by the environment. So the main aim of the research is to find out what impact different kind of educational organisation cost on the personality, creativity, self concept, academic achievement and values of a adolescents.
By personality it is generally meant that it is the organisation and integration of a large number of human traits.

Creativity is the main source of emergence and development of human culture.

Next to family, the school is the most important experience in the process of child development. The type of school in which a child studies can influence his or her creativity. Much depends on the school culture, its values and philosophy. Relatively open environment in school is found favourable for the development of creativity. However, in school teacher is the key factor. In a truly creative classroom, teacher plays the multiple role of guide, questioner, listner, interactor, model, motivator planner and a facilitator.

Self concept is seen related to the desire to learn. It was found that the positive development of self concept in the pupils is likely to increase their favourable attitude towards schools and enhance their academic achievement. It was found that school factors play a dominant role in developing a positive self concept amongst girls.

A child seeks himself in his immediate environment and his self concept is based on the appearances of his relatives. That is why self concept is called a mirror image. Herlock says, "A child creates self concept on the basis of opinion of other person for him."

Achievement motivation, as its name implies, mean motivation to achieve something. The higher the achievement motivation, the greater the learning. The implies setting of high goals before the pupils. If the goals are high and challenging the effort will also be
spurred up. Therefore, the teacher should try to keep high aims before the pupils.

Achievement motivation is defined as "A need that a person feels within himself to complete against an interested standard of excellence.

Values clarification is not an attempt to teach students 'right' and 'wrong' values. Rather, it is an approach designed to help students prize and act upon their own freely chosen values. Thus values clarification is concerned with the process by which students arrives at their values rather than the content of these values.

In the present investigation effect of educational organisations on personality, creativity, self concept, academic achievement motivation and values of adolescent so many studies have been done on these variables by Many researchers as-


Objectives :-

1. To study the meaning and importance of Education in the present context.

2. To study the aims, importance and utility of different types of Educational Institution, controlled by different type of Educational bodies in Uttar Pradesh and difference between them.

3. To study the effect of different types of Educational Institution on the personality development of adolescents.

4. To study the effect of different types of educational Institution on the academic achievements of adolescents.

5. To study that different types of Educational Institution promote creativity among adolescents.

6. To study the effect of different types of educational institution on the self concept of adolescents.

7. To study the effect of different types of Educational Institution on the values of adolescents.

Problem -

A comparative study of personality, creativity, self concept, Academic achievement motivation and values of adolescents studying in different types of educational institution.

Hypotheses -
1. There is a significant difference in personality of adolescents studying in different types of educational institution.

2. Creativity among adolescents depends on the pattern of education in different types of educational institution.

3. There is a significant difference in self concept of adolescents studying in different types of educational institution.

4. There is a significant difference in the academic achievement motivation of adolescents studying in different types of educational institution.

5. There is a significant difference in the value of adolescents studying in different types of Educational institution.

Sample -

400 adolescents in the age range of 14-16 years studying in different classes from four type of educational institutions i.e. - (A), central and state govt. schools. (B) Private unaided recognised schools (C) Schools controlled and managed by Hindu missionary. (D) Public and convent schools - were selected for the study. It included both male and female adolescents. These institutions are situated near and far from the city. All the students taken in the sample had at least three years of the stay in the institutions. Out of 400 adolescents 100 adolescents were selected from each type of institution. For selection of the sample principals of the above schools contacted.

Independent variables-Educational Institutions-

1. Central and state Govt.
2. Private unaided recognised schools.
3. Schools controled by Hindu missionary.
4. Public and convent school.

**Dependent variables** -
1. Personality
2. Creativity
3. Self concept
4. Academic Achievement motivation.
5. Values.

**Tools** -
1. H.S.P.Q. - Kapoor and Rao
2. Creativity test - Dr. N.S. Chauhan
3. Self Concept - M.S. Prasad & G.P. Thakur
4. Academic Achievement motivation test - T.R. Sharma
5. Values - Dr. R.K. Ojha

Mean standardevation, test, F ratio statistical devices were used for analysizing the data of the study.

**FINDINGS** -

**Effect of Educational Institutions on personality of adolescents.**

Factor A - F ratio was significant at .01 level. Significant difference in mean score on factor A between A and D, B and C, B and D and C and D. type of schools were found. But no significant
difference have been found between A and B, A and C type of schools. The highest mean (10.99) score was of type (A) central and state govt. schools and the lowest mean (5.73) score was of type (D) public and convent schools.

**Factor B** - F ratio was significant at .01 level. Significant difference in mean score on factor B between A and D, B and D, C and D type of schools were found. But no significant difference have been found between A and B, A and C, B and C type of schools. Highest mean score (5.51) was of type B schools and the lowest mean score (3.05) was of type D schools.

**Factor C** - F ratio was significant at .01 level. Significant difference in mean score on factor C between A and D, B and D, C and D type of schools were found. But no significant difference have been found between A and B, A and C, and B and C type of schools. The highest mean score (12.79) was of type-B schools and the lowest mean score (6.65) has of type D schools.

**Factor D** - F ratio was significant at .01 level. Significant difference in mean score on factor D between A and D, B and D, C and D type of schools were found. But no significant difference have been found between A and B, A and C, and B and C type of schools. The highest mean score (9.48) was of type-C Hindu Missionary schools and the lowest mean score (7.06) was of type (D) public and convent schools.

**Factor E** - F ratio was significant at .01 level. Significant difference in mean score on factor E between A and D, B and C, B and
D, C and D type of schools were found. But no significant difference have been found between A and B, A and C type of schools. The highest mean score (9.46) was of type (B) private unaided recognised schools and the lowest mean score (6.66) was of type (D) schools.

**Factor F** - F ratio was significant at .01 level. Significant difference in mean score on factor F between A and C, A and D, B and D, C and D type of schools were found but no significant difference have been found between A and B, B and C. The highest mean score (10.76) was of type (B) private unaided recognised schools and the lowest mean score (5.85) was of type (D) schools.

**Factor G** - F ratio was significant at .01 level. Significant difference in mean score on factor G between A and B, A and C, A and D, B and D, C and D type of schools were found but no significant difference have been found between B and C type of schools. The highest mean score (13.31) was of type (C) Hindu missionary schools and the lowest mean score (5.84) was of type (D) public and convent schools.

**Factor H** - F ratio was significant at .01 level. Significant difference in mean score on factor H between A and D, B and D, C and D, type of schools were found. But no significant difference have been found between A and B, A and C, B and C type of schools. The highest mean score (11.25) was of type (B) private unaided recognised schools and the lowest mean score (6.24) was of type (D) schools.

**Factor I** - F ratio significant at .01 level. Significant difference in mean score on factor I between A and C, A and D, B and C, B and D,
C and D type of schools were found. But no significant difference have been found between A and B, type of schools. The highest mean score (12.98) was of type (C) schools and the lowest mean score (66) was of type (D) schools.

**Factor J:** F ratio significant at .01 level. Significant difference in mean score on factor J between A and B, A and D, B and D, C and D type of schools were found. But no significant difference have been found between A and C, B and C type of schools. The highest mean score (10.05) was of type (B) schools and the lowest mean score (5.25) was of type (D) schools.

**Factor Q₁:** F ratio was significant at .01 level. Significant difference in mean score on factor Q₁ between A and B, A and C, A and D, B and D type of schools were found. But no significant difference have been found between B and C and C and D types of schools. The highest mean score (10.21) was of type (C) schools and the lowest mean score (6.94) was of type (D) schools.

**Factor Q₂:** F ratio was significant at .01 level. Significant difference in mean score on factor Q₂ between A and D, B and D, C and D type of schools were found. But no significant difference have been found between A and B, A and C, B and C type of schools. The highest mean score (11.27) was of type (B) schools and the lowest mean score (6.16) was of type (D) schools.

**Factor Q₃:** F ratio was significant at .01 level. Significant difference in mean score on factor Q₃ between A and B, A and C, A and D, B and D, C and D type of schools. But no significant difference
have been found between B and C, type of schools. The highest mean score (11.62) was of type (C) schools and the lowest mean score (5.45) was of type (D) schools.

**Factor - Q₄** - F ratio significant at .01 level. Significant difference in mean score on factor Q₄ between A and D, B and D, C and D type of schools were found. But significant difference have been found between A and B, A and C, B and C type of schools. The highest mean score (9.49) was of type C schools and the lowest mean score (5.42) was of type D Schools.

**Effect of educational institutions on creativity of adolescents** -

**Creative Production** - F ratio was significant at .01 level. Significant difference in mean scores on creative production between A and B, A and C, A and D, B and D, C and D type of schools were found. But no significant difference have been found between B and C type of schools. The highest mean score (12.75) was of type (B) Private unaided recognised schools and the lowest mean score (9.6) was of type (A) Central state Govt. Schools.

**Fluency** -

F ratio was significant at .01 level. Significant difference in mean scores on fluency between A and B, A and C, A and D, B and C, B and D, C and D type of schools were found. The highest mean score (16.4) was of type C schools and the lowest mean score (8.97) was of type D schools.

**Original Power** -
F ratio was significant at .01 level. Significant difference in mean scores on original power between A and B, A and C, A and D, B and C, B and D, C and D type of schools were found. The highest mean score (13.32) was of type D schools and the lowest mean score (2.55) was of B type of schools.

**Flexibility**

F ratio was significant at .01 level. Significant difference in the mean scores on flexibility between A and B, B and C, B and D, C and D, type of schools were found. But no significant difference have been found between A and C and A and D type of schools. The highest mean score (6.82) was of type D schools and the lowest mean score (.74) was of type B schools.

**Ingenious Solution of Problems**

F ratio was significant at .01 level. Significant difference in mean score on Ingenious solution of problems between A and B, A and C, A and D, B and C, B and D, C and D type of schools were found. The highest mean score (13.84) was of type D schools and the lowest mean score (1.6) was of type (B) schools.

**Effect of Educational Institutions on self concept of adolescents.**

**Personally Perceived Self**

F ratio was significant at .01 level. Significant difference in mean scores on personally perceived self between A and B, A and C, A and D, B and C, B and D type of schools were found. But no significant difference have been found between C and D type of schools. The
highest mean score (151.96) was of type D schools and the lowest mean score (126.8) was of type A schools.

**Socially Perceived Self**-

F ratio was significant at .01 level. Significant difference in mean scores between A and C, A and D, B and D, C and D, type of schools were found. But no significant difference have been found between A and B, B and C type of schools. The highest mean score (149.92) was of type D schools and the lowest mean score (126.31) was of type A schools.

**Effect of educational institutions on Academic Achievement motivation of adolescents.**

**Academic Achievement motivation**-

F ratio was significant at .01 level. Significant difference in mean scores on Academic Achievement Motivation between A and D, B and D, C and D, type of schools were found. But no significant difference have been found between A and B, A and C, B and C type of schools. The highest mean score (29.60) was of type B schools and the lowest mean score (27.36) was of type A schools.

**Effect of Educational Institutions on values of adolescents** -

**Theoretical Value**-

F ratio was significant at .01 level. Significant difference in mean scores on Theoretical value between A and B, A and D, B and C, B and D, C and D type of schools were found. But no significant difference have been found between A and C type of schools. The highest mean
score (55.94) was of type D schools and the lowest mean score (42.02) was of type B schools.

**Economic Value**-

F ratio was significant at .01 level. Significant difference in mean scores on Economic value between B and C, C and D, type of schools were found but no significant difference have been found between A and B, A and C, A and D, B and D type of schools. The highest mean score (40.05) was of type D schools and the lowest mean score (37.09) was of type C schools.

**Aesthetic Value**-

F ratio was significant at .01 level. Significant difference in mean scores on Aesthetic value between A and C, A and D, B and D, C and D, type of schools were found but no significant difference have been found between A and B, B and C type of schools. The highest mean score (39.85) was of type D schools and the lowest mean score (32.91) was of type C schools.

**Social Value**-

F ratio was significant at .01 level. Significant difference in mean scores on Social value between A and B, A and C, A and D, B and D, C and D type of schools were found. But no significant difference have been found between B and C, type of schools. The highest mean score (43.41) was of type B schools and the lowest mean score (38.74) was of type A central and state Govt schools.

**Political Value**-
F ratio was significant at .01 level. Significant difference in mean scores on Political value between A and D, B and D, C and D, type of schools were found but no significant difference have been found between A and B, A and C, B and C type of schools. The highest mean score (41.75) was of type C schools and the lowest mean score (31.47) was of type D schools.

Religious Value-

F ratio was significant at .01 level. Significant difference in mean scores on Religious value between A and B, A and C, A and D, B and C, type of schools were found. But no significant difference have been found between B and D, C and D type of schools. The highest mean score (42.14) was of type C schools and the lowest mean score (29.83) was of type D schools.

Limitations of present Investigation -

A critical examination of design, procedure and result of the present study leads to the impression that it is fraught with several limitations. These limitations are stated below:-

1. The study is confined to five variable i.e. personality creativity, self concept, Academic Achievement motivation and values only.
2. Sample of the study was not large. It included 400 subjects only.
3. The study was done on the adolescents of four type of educational institutions which are situated Kanpur city only.
4. Effect of sex has not been studied separately.
5. Effect of SES should also be studied.
Suggestions for further researches-

The purpose of this study was to see the effect of various types of Educational Institution i.e. (A) Central and state govt. schools. (B) Private unaided recognised schools (C) Schools managed by Hindu missionaries (D) Public and convent schools on personality, creativity, self concept, academic achievement motivation and value of adolescents studying in these institutions.

As already has been stated, the present investigation is to be limited in the sense that is did not study the various Psycho, Social factors. Further research may be carried out to throw light on the unsolved problems of the study as -

1. Only a sample of 400 persons was selected. In order to make results more reliable, a large sample may be taken.

2. The present study has been confined to urban area only. A sample from rural area may also be drawn and a comparative study of rural and urban may be done.

3. Other standardised tests may be used to verify the results of the present study.

4. Inter relationship between different psycho - social factors may be done.