CHAPTER IX

SUMMARY AND CONCLUSIONS
This study attempted to discover the distinguishing personality characteristics of the students studying in High and Higher Secondary Schools of Government and Non-Government Types in the Srinagar City. The purpose was to study and ascertain the influence of the type of the school on personality growth. Personality growth has its traces in the school environment. This definition was investigated.

The study tested the hypothesis that there is no difference between the eight groups with respect to personality growth from among the two types of schools covered in this investigation. The broad areas of personality on which the study was made are the following:

i) School Attitude

ii) Adolescent Adjustment

iii) Value assessment

iv) Dynamics of personality in Psycho-social context.

The testing of the hypothesis was made by comparing the performance of the eight groups of the two types of the institutions on four tests viz., Rao School Attitude Inventory (School Attitude), Adolescent Adjustment Inventory (Reddy), Allport Vernon Lindsey Study of values (values) and Thermatic Apperception Test, Indian Adaptation (Emotional Organisation, outcomes, interpersonal relationships and needs).

For the purpose of the investigation of the above problems the investigator selected eight samples, 50 students each from two types of high and higher secondary schools, viz., Government and Non-Government in the Srinagar City. The students of the age groups of 15+ and 16+ of the 9th and 10th classes were selected. The groups were equated to the extent possible on the basis of sex, residence, age and economic status.

The attempt was made to use standard and selected tests to collect the data, personality Inventories and projective test of personality were included. A Questionnaire was also included for the purpose of identification of objectives of the school types in relation to the influences for personality growth. Two widely known tests were used to find out the values and to discover the personality structure
and Psycho-social dynamics personality of the 8 groups under investigation. The two personality inventories being though fresh yet recognized for wide application, as the same have been listed in Pareek and Rao Addition of the "Handbook of psychological and social instruments." The personality inventories were administered in groups while as the projective test was administered individually. The sample for the Questionnaire was drawn from among the school administrators, headmasters, principals, teachers and others working or interested in the welfare of the students. This sample was of two hundred persons both male and female, and attached with either type of institutions. All these tests were administered by the investigator personally.

The data thus collected after the completion of the test administration was processed and the subjects responses were scored and the data tabulated. The mean and standard deviation in the case of all the eight groups for each category of test were determined in respect of all the eight groups involved in the investigation. The differences in Mean Scores in all categories were determined, their significance was tested by the t-test. Variances were compared for homogeneity; Chi-square as a test of significance was used. The confidence levels established were 0.05 for significant and 0.01 for highly significant differences. The Intra-value differences for the eight groups were determined by the application of the t-test on 6 value variables with each group according to the formula of correlated Means.

**Findings**

The introduction of the Questionnaire on the educational managers of the Government and the Non-Government schools revealed that the school objectives do influence the development of personality characteristics of the learners. The managers of the two types of schools did not differ significantly on this variable. The hypothesis is retained.

On the curriculum influence variable the school managers of either type of institutions differ significantly between themselves on this variable, although agreement exists in the case of the maximum groups. The curriculum influence
There is a positive relationship between the school types and the personality characteristics formation. The hypothesis in this case is retained in the case of 20 groups and rejected only for eight groups. The difference from among the 8 groups is highly significant in the case of four groups only.

The analysis of the data shows that a positive relationship exists among the 5 variables on the Questionnaire. On the variable of the objective of school types influencing personality growth is traced as significant at 0.05 level.

**SCHOOL ATTITUDE INVENTORY**

Hao's school attitude inventory was used to assess the difference among the groups as a result of the influence of teachers, curriculum, class fellows, home work and parental attitude. The test revealed that there is no difference between the student groups of the two types with regard to the above influences. The hypothesis is retained. The hypothesis is however, not retained in the case of four groups on the curricular influence variable, eight groups on class-fellows influence variable, six groups on home work influence.

On comparison of the groups either type of institutions, the Government school groups showed their superiority over the Non-Government type schools to a very limited extent. The two types are nearly equated on this inventory.

The relationship between the Groups revealed that the same was both positive and high but insignificant on the teachers influence variable, positive and high yet significant at 0.05 level for six pairs of sub-type groups on curricular influence variable; on class-fellows influence variable positive and significant at 0.05 level (r = .69) for seven pairs of groups; and significant at 0.05 level (r = .58) for seven pairs of groups on the home-work influence variable.

**REDDY ADOLESCENT ADJUSTMENT INVENTORY**

Reddy's adolescent adjustment inventory was used to compare ten student groups of the two types of institutions on the factors like the feeling of inferiority, personal worth, attitude towards future and adjustment towards home and school. On the adjustment scale the Non-Government school student groups exhibited superiority over the other groups viz. the Government school student groups in the personal and
social variables.

The hypothesis is retained. The groups show no significant differences among themselves on personal worth, attitude towards future, adjustment towards home and sex adjustment. Besides, the groups showed no significant difference on the variable of adjustment towards school.

On the feeling of inferiority variable the Non-Government school student groups showed on comparison more proneness to this factor than the Government school student groups. Even on personal worth the Non-Government school students exhibited more concern than the other student groups. Again, the student groups of Government schools differ insignificantly among themselves. The students of the non-Government schools seem to be more conscious and concerned about future comparatively. These groups were again, better adjusted at home and similar situation is obtained in respect of the re-adjustment scale where female students were more adjusted than the male students.

On the whole the test results revealed that the student groups of the non-Government schools were better adjusted than those of the Government schools. This reflects the tone and educative climate with greater variety available comparatively in such institutions as is evident from the test results.

VALUES

The Allport-Vernon-Lindsey study of values (Indian adaptation) tested the values and yielded no significant differences among the groups of either type of institutions when the same were put to comparison.

The \( G_{1M} \) & \( G_{2M} \) groups of the Government schools yielded higher value assessment on the theoretical and political scales and aesthetic and political scales respectively. In the same type of institutions the \( G_{3F} \) group revealed higher value assessment on theoretical and political scales and the \( G_{4F} \) group on theoretical and aesthetic scales. From among the Non-Government schools groups the common higher value assessment is yielded with respect to the theoretical scale. Again, \( N_2 \) group on political, \( N_3 \) & \( N_4 \) groups on aesthetic scale yielded highest value assessment.

Both the types of institutions on this scale yielded lowest value assessment
on the religious scale in the case of all the groups.

In conclusion it can be said that differences exist among the groups of two types of institutions on the value scales. This can also be inferred that in the accepting of value influences, the traces of personality growth are revealed in the case of all the groups in either type of institutions.

**DYNAMICS OF PERSONALITY IN SOCIO-PYSCHOLOGICAL CONTEXT**

The widely known test, viz., the Thermetic Apperception Test (Indian Adaptation) was used to discover the personality structure and psycho-social dynamics of personality of the eight groups involved in the investigation from the two types of institutions.

Comparisons were drawn of the groups on factors of emotional, organisation, outcomes, interpersonal relationships and needs. Ten needs were included in the investigation.

**Emotional Organisation**

The test results revealed that all the groups except 16 have been differentiated on this variable. The hypothesis is retained.

The Non-Government school students obtained the highest mean scores. It was found that the student groups of the non-Government schools have better potential for emotional adjustment than the Government school student groups.

**Outcomes**

In either type of institution the student groups did not differ significantly among themselves except in the case of seven groups. The Non-Government school students offered happy outcomes as their mean scores were the highest. Again, on the frequency of stories on outcomes there is no significant difference traced between the student groups of the two types of schools.

**Interpersonal Relationships**

On comparison the student groups of either type of institution did not show any significant difference except in the case of 3 groups. The frequency of stories revealed that cordial interpersonal relationships existed in the situation obtained in the case of all the student groups.
Needs

One group from the Government schools students groups viz. G:\M group has been differentiated on Achievement Need and Absentm Need. Some of the groups, however, have been differentiated on the need for Achievement, Deference, Autonomy, Successance, Affiliation and Counteraction. The highest mean scores have been obtained by the Government School student groups.

There is however a great variation in the needs of different individuals in each group. The comparison of the mean scores revealed that the non-Government school students also presented the needs in the ten areas investigated.

Conclusions

The findings reveal in general that significant differences do exist between the students of the two types of schools of Srinagar City on some of the personality variables investigated.

The school authorities of either type of institution reported that the school has a definite impact on the personality growth of the students. No significant difference was traced on the influence of the school objectives on personality characteristics formation. There was, however, on the curriculum influence variable a significant difference found between the Managers of two types of institutions, viz., the Government school and the Non-Government schools (Denominational and Private Body Management schools). The Questionnaire administered on the school Managers included an inquiry with regard to the relationship of the school types and personality characteristics formation, and it was revealed that a positive relationship exists between the two, as was opined by the maximum of the groups. It was again found that positive relationship exists between the variables which is found significant at 0.05 level.

So far as the influence of teachers, class-fellows, of home assignments and parental attitude is concerned, it is found that no significant difference existed between the student groups of either type of institution under investigation. There were however, some groups which did not favour this influence but the same were very few. The students of the Government schools covered in the study exhibited superiority to a limited extent over the students of the Non-Government institutions.
The Non-Government school students exhibited superiority over the Government school students on the Adjustment scale in personal and social variables.

On variables like personal worth, attitude towards future, attitude towards home and sex adjustment, the groups involved in this study did not show any significant difference between themselves.

The students of the two types of institutions under study revealed no significant difference between themselves on the Adjustment towards school variable.

It was on the aspect of inferiority proneness that the Non-Government school students were found more affected than the other group. It was mostly true in the case of some denominational institutions, which may be due to a constraining situation available in either type of schools, viz., conservative style of the denominational school and the pragmatic design of the Government managed school.

Regarding future calling in life, the students of the Non-Government schools exhibited more of concern than the students of the Government schools.

In general, the students of the Non-Government schools seemed better adjusted than the students of the Government schools.

There seems a wide range of personality in each group, yet the student groups of some Government schools did exhibit distinguishing pattern of values, different structures of personality characteristics.

The personality structure and dynamic aspect as revealed through the tests on Emotional Organisation, Outcomes and Interpersonal Relationships have been differentiated on these variables. The Non-Government schools student groups seemed better adjusted emotionally, offered happy outcomes and revealed emotional inter relationships.

The groups from each type of institution under discussion showed variations in the need pattern, with relatively due regard to their personality characteristics.

The results derived from the different tests employed in this study indicate that the students of the two types of institutions exhibit some distinguishing characteristics.

The Government School Students

The authorities of such institutions believe that the atmosphere and the
education programmes of the institutions have a direct influence on the personality growth of the students.

The students of Government schools did show that the influence of the teachers play an important role in personality formation. Even the influence of the class fellows in this context was equally important for the formation of such characteristics. There were, however, some dissident cases but very negligible ones. These students exhibited superiority over others in this area of investigation.

Personal worthwhileness was considered important by these students. The awareness about the future problems was also traced among the students of these institutions.

The Government school students were favouring to seek adjustment in the school situation. These students exhibited distinguishing pattern of values and appreciated the theoretical meaning and political awaking as necessary preludes to a better judgement of the environment. The groups did not show much credence to the religious moorings as such.

There was some sort of difficulty on the emotional organisation score among the groups. Even on interpersonal relationships the groups were lacking comparatively to a certain degree.

Non-Government School Students

The school authorities of these institutions revealed that the school had a very important and significantly effective role to play in the personality growth of the students.

The students of the Non-Government schools did consider the influence of teachers as important in the formation of their personality, but not as important as did the students of the other type.

The students of this type of institutions believed to a certain limit that the influence of the class fellows would effect personality characteristics.
formation. Regarding the parental attitude also, the students of the Non-Government schools did not show superiority over the other group as far as its influence on formation characteristics or pattern is concerned.

In personal and social relationship the students of these schools showed superiority over the other group. These students believed that socializing of personality and building up of relationships are important aspects of an adjustable personality pattern.

The students of the Non-Government schools aspired for personal worth. They were conscious of the responsibilities and roles to play in the future.

The students were feeling adjusted to the school environment and also listed this aspect as very important for their own growth, both intellectual and psychological.

The inferiority aspect was traced among many of the groups of the students from the Non-Government under investigation.

Future was a challenge and the students of these were preparing themselves to take it up.

In general the students of the Non-Government schools seemed better emotionally adjusted to the school situation comparatively. Their cordial inter relationships are due to the style offered by the institutions where they study.

On the need pattern, the Non-Government school students also presented their urge for these.

Implications

This study may be exploratory in nature and further investigation and verification may be warranted, yet some implications can be drawn from the analysis attempted and the comparisons made in this attempt. The implications are as follows:

Recognizing the fact that the school is to play a formative role in building up of the personality pattern, some broad aspects seem to be absent in the school situation.
The analysis of the programmes in the Government schools for the implementation of the objectives revealed that the place this aspect should enjoy is to a large extent absent in the system. This aspect to a limited extent attempted in the Non-Government schools studied, yet the programme can not be accepted as foolproof.

The curricular programme is an area which is the tool for helping individual to fashion one's person and equip one's mind, yet on analysis it was traced that there exist mixed reactions on this issue.

The teacher being the most important agent in the whole game, the same was not universally accepted by all the students entertained in this study. The teacher influence on personality formation is an accepted fact, but it seems that the imprint is lacking so far as the Government schools are concerned. It is again, that not so healthy a position is available so far as the teacher of a Non-Government school is concerned, as the groups do not seem to have placed the teacher on such a high pedestal. Perhaps, as the groups have indicated a poor count on the acceptance of religious scale the denominational school teacher may not be impressive enough who is more conserved in thought and action both.

In the most practical context that education should prepare the individual for a better and well adjusted future, the awareness in the Non-Government schools is predominant. It seems that these institutions for their popularity imbibe this characteristics in a competitive world of today. It is in this context, that such awareness is not as much predominant in the Government school students, it can be inferred that the utility of schooling has been reduced to examination orientation alone. It can also be inferred that the nature of selection and the conditions of service of Government school teachers have no direct relationship with the aspirations and expectations of the youths who enter such schools. The imprint that this situation may lay upon the developing individual's personality frame will have far-reaching reactions in future. The institution is not to stagnate or dogmatise the personality of the learner, and the characteristic difference in this context in the two type of institutions is traced. The absence of any value-orientation on the religious scale in the students of the Government schools for this
investigation shows that great lacuna in the system exists which puts hurdles otherwise, in the moral and spiritual growth of the learners.

The students of either type of schools have preferred to be imaginative and theoretical oriented. This is a healthy trend but given the system that society and the government is advocating wants each individual to be productive and efficient for seeking adjustment in a technocratic environment of tomorrow. The schools included in this study seem to have ignored this important aspect of social dimension. As a result the students have not been carried to the doors of the real situations.

The atmosphere around the schools is not inspiring enough to help the learner to seek for social adjustment in the sense that it warrants. Fraternising in fear or want and necessity are not the aspects to be helping in proper personality structurising. A free, healthful and educative climate is the one which these schools should have created to be of good service so far as proper personality characteristic formation is concerned.

SUGGESTIONS FOR FURTHER RESEARCH

The present investigation was limited in the context of the variables to be tested. The areas in this context can be extended for more elaborate analysis.

The sample drawn from the huge enrolment in the schools was only 400 students which included both male and female students. This number may be small and more representative sample from the total universe may give more dependable results.

The study was limited to Srinagar City. It could be tried for comparing conditions with other moufassil towns.

An exhaustive list of characteristics in personality growth may be accumulated and research on the application of the same to account for it may be prepared. It would worth while to identify the characteristics on the high and for achievement groups either.

It is also of use to identify such personality traits which can help predictors of success in both the school and life.