## CHAPTER 6 COMPENDIUM

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CHAPTER 6

COMPENDIUM

6.0.0 Introduction

The present study was undertaken with a view to find out mainly the answers for the following questions raised by the present investigator.

1 Where do the students of Uttar Buniyadi Ashramshalas stand with reference to achievement, personality factors, creativity, intelligence, self-concept and school climate?

2 What is the influence of above mentioned variables on the achievement of the students of Uttar Buniyadi Ashramshalas?

3 How far achievement is related to the other variables of the students?

Keeping these questions in view, the objectives were laid down for the study and to make the study more precise, certain hypotheses were also framed, which are discussed in Chapter 1.

The study was carried out with a sample of 899 students of Uttar Buniyadi Ashramshalas of Gujarat State.

The sample was drawn from the selected Uttar Buniyadi Ashramshalas.

The percentage of the aggregate marks obtained at the previous year examination are taken as achievement scores.
To measure intelligence, personality, creativity, self-concept and school climate, the General Ability Test (GAT) developed by Dr.M.T.Patel, the personality inventory developed by Dr.K.G.Desai, the Creative Ability Test (CAT) prepared by Dr.J.Z. Patel, Self-concept Inventory developed by Dr.J.H.Shah and the Organisational Climate Description Questionnaire prepared by Dr. K.A. Gandhi were used respectively.

After collecting the data with the help of the above mentioned tools, the descriptive as well as inferential statistical techniques were used for analysing the data as follows:

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The present chapter deals with the major findings, discussion and general conclusions drawn on the basis of the analysis of data and an attempt is also made to suggest some educational implications and to offer some suggestions to the persons interested in the field of education. Suggestions are also offered with a view to encouraging further investigations in this field. All these are presented in the pages to follow.

6.1.0 Major findings

The findings are classified into three sub-groups as:

1. Contribution of variables
2. Correlational studies
3. Differential studies

6.1.1 Contribution of Variables

The joint contribution of personality traits, creativity, intelligence, self-concept and school climate in the prediction of achievement is 16.024%. Of this contribution, 11.63% is of intelligence, 2.4% is of uniqueness (creativity), 1.44% is of CN (number factor of creativity), 0.27% is of extroversion (personality), 0.43% is of neuroticism (personality), 1.77% is of self-concept and 0.004% is of school climate. But the contribution of total creativity is -1.5% and the contribution of Lie scores (personality) is -0.06%, those are total creativity and lie scores seemed to cause hindrance in the achievement of the students of Ashramshalas. It can, therefore, be said that intelligence and creativity factor uniqueness can be taken up as the prediction of achievement of the students of Ashramshalas.
6.1.2 Correlational Studies

1) PE is not related to achievement of the students of Uttar Buniyadi Ashramshalas.

2) PN is not related to achievement of the students of Uttar Buniyadi Ashramshalas.

3) PL is not related to achievement of the students of Uttar Buniyadi Ashramshalas.

4) CN is related to achievement in case of the students studying in Uttar Buniyadi Ashramshalas.

5) Category (CC scores) is related to achievement of the students studying in Uttar Buniyadi Ashramshalas.

6) Uniqueness (CU scores) is related to achievement of the students of Uttar Buniyadi Ashramshalas.

7) Creativity is related to achievement of the students of Uttar Buniyadi Ashramshalas.

8) Intelligence is related to achievement of the students studying in Uttar Buniyadi Ashramshalas.

9) Self-concept is related to achievement of the students of Uttar Buniyadi Ashramshalas.

10) School climate is related to achievement of the students of Uttar Buniyadi Ashramshalas.

11) PE is related to PN in case of the students of Uttar Buniyadi Ashramshalas.

12) PE is related to PL in case of the students of Uttar Buniyadi Ashramshalas.
13) PE is related to CN in case of the students of Uttar Buniyadi Ashramshala.

14) PE is related to CC in case of the students of Uttar Buniyadi Ashramshala.

15) PE is not related to CU in case of the students of Uttar Buniyadi Ashramshala.

16) PE is related to creativity in case of the students of Uttar Buniyadi Ashramshala.

17) PE is related to intelligence of the students of Uttar Buniyadi Ashramshala.

18) PE is not related to self-concept of the students of Uttar Buniyadi Ashramshala.

19) PN is related to PL in case of the students of Uttar Buniyadi Ashramshala.

20) PN is related to CN in case of the students of Uttar Buniyadi Ashramshala.

21) PN is related to CC in case of the students of Uttar Buniyadi Ashramshala.

22) PN is not related to uniqueness (CU) in case of the students of Uttar Buniyadi Ashramshala.

23) PN is not related to creativity in case of the students of Uttar Buniyadi Ashramshala.

24) PN is related to intelligence of the students of Uttar Buniyadi Ashramshala.

25) PN is not related to self-concept of the students of Uttar Buniyadi Ashramshala.
26) PL is not related to CN in case of the students of Uttar Buniyadi Ashramshalas.

27) PL is not related to CC (category) in case of the students of Uttar Buniyadi Ashramshalas.

28) PL is not related to uniqueness of the students of Uttar Buniyadi Ashramshalas.

29) PL is not related to creativity in case of the students of Uttar Buniyadi Ashramshalas.

30) PL is not related to intelligence of the students of Uttar Buniyadi Ashramshalas.

31) PL is related to self-concept of the students of Uttar Buniyadi Ashramshalas.

32) Number factor (CN) is related to category factor (CC) of the students of Uttar Buniyadi Ashramshalas.

33) Number factor (CN) is related to uniqueness (CU) in case of the students of Uttar Buniyadi Ashramshalas.

34) CN is related to creativity of the students of Uttar Buniyadi Ashramshalas.

35) CN is related to intelligence in case of the students of Uttar Buniyadi Ashramshalas.

36) CN is related to self-concept of the students of Uttar Buniyadi Ashramshalas.

37) CC (category) is related to CU (uniqueness) in case of the students studying in Uttar Buniyadi Ashramshalas.

38) CC (category scores of creativity test) is related to creativity of the students of Uttar Buniyadi Ashramshalas.
39) Category is related to intelligence in case of the students of Uttar Buniyadi Ashramshala.

40) CC is not related to self-concept of the students of Uttar Buniyadi Ashramshala.

41) CU (uniqueness) is related to creativity in case of the students of Uttar Buniyadi Ashramshala.

42) CU is related to intelligence in case of the students studying in Uttar Buniyadi Ashramshala.

43) CU is related to self-concept of the students studying in Uttar Buniyadi Ashramshala.

44) Creativity is related to intelligence of the students studying in Uttar Buniyadi Ashramshala.

45) Creativity is related to self-concept of the students of Uttar Buniyadi Ashramshala.

46) Intelligence is related to self-concept of the students of Uttar Buniyadi Ashramshala.

47) PE (extroversion) is not related to school climate of the Uttar Buniyadi Ashramshala.

48) PN (Neuroticism) is not related to school climate of the Uttar Buniyadi Ashramshala.

49) PL (lie scores) is related to school climate of the Uttar Buniyadi Ashramshala.

50) CN (Number of responses in creativity test) is related to school climate of the Uttar Buniyadi Ashramshala.

51) CC is related to school climate of the Uttar Buniyadi Ashramshala.

52) CU is related to school climate of the Uttar Buniyadi Ashramshala.
53) Creativity is related to school climate of the Uttar Buniyadi Ashramshalas.

54) Intelligence is related to school climate of the Uttar Buniyadi Ashramshalas.

55) Self-concept is related to school climate of the Uttar Buniyadi Ashramshalas.

6.1.3 Differential Studies

1) The adjusted means of achievement scores of students of Uttar Buniyadi Ashramshalas belonging to seven districts differ significantly when intelligence and creativity are taken as co-variates. This may lead one to believe that area does influence the achievement of the students of Uttar Buniyadi Ashramshalas.

2) The adjusted means of achievement scores of the students of Uttar Buniyadi Ashramshalas belonging to standard 8 and 9 differ significantly, when intelligence and creativity are taken as co-variates. It can, therefore, be said that standard does influence the achievement of the students.

3) The adjusted means of achievement scores of students of Uttar Buniyadi Ashramshalas belonging to boys and girls do not differ significantly, when intelligence and creativity are taken as co-variates. It can, therefore, be said that sex does not influence the achievement of the students.

4) It is interesting to note that all the three factors of personality (i.e. E, N, L) do not influence the achievement scores of the students of Uttar Buniyadi Ashramshalas.
5) The adjusted means of achievement scores of students of Uttar Buniyadi Ashramshalas belonging to high, average and low level of self-concept differ significantly, when intelligence and creativity are taken as co-variates. It can, therefore, be said that students with high level of self-concept are higher in achievement than that of the students of other levels.

6) The adjusted means of achievement scores of students of Uttar Buniyadi Ashramshalas belonging to open, intermediate and close type of school climate do not differ significantly, when intelligence and creativity are taken as co-variates. It can, therefore, be said that school climate does not influence the achievement of the students.

7) The mean score of achievement of Valsad district is significantly higher than that of Bharuch, Baroda, Panchmahals and Sabarkantha district.

The mean score of achievement of Surat district is significantly higher than that of Bharuch, Baroda, Panchmahals and Sabarkantha district.

The mean score of achievement of the students of Ahmedabad district is higher than that of Bharuch, Baroda, Panchmahals and Sabarkantha district.

The mean score of achievement of the students of Panchmahals district is significantly higher than that of Baroda district.

The mean score of achievement of the students of Sabarkantha district is significantly higher than that of Baroda district.
8) It is interesting to note that there is no significant difference between all the pairs of districts with reference to the mean scores of extroversion.

9) The mean score of neuroticism of the students of Valsad district is significantly higher than that of Surat, Ahmedabad, Baroda, Panchmahals and Sabarkantha districts.

10) The mean score of Lie of the students of Ahmedabad district is significantly higher than that of Valsad and Panchmahals districts and the mean scores of Lie of the students of Baroda district is significantly higher than that of Panchmahals district.

11) The mean score of CN (creativity) of the students of Bharuch district is higher than that of Valsad, Surat and Baroda districts.

The mean score of CN (creativity) of the students of Valsad district is significantly higher than that of Surat district, whereas the mean of CN scores of the students of Ahmedabad district is significantly higher than that of Valsad, Bharuch, Surat, Baroda, Panchmahals and Sabarkantha districts.

The mean score of CN of the students of Baroda district is significantly higher than that of Surat district.

The mean score of CN of the students of Panchmahals district is significantly higher than that of Valsad, Surat and Baroda districts, whereas the mean scores of CN of the students of Sabarkantha district is significantly higher than that of Surat and Baroda districts.
12) The mean of CC scores of the students of Valsad district is significantly higher than that of Bharuch, Surat, Baroda, Panchmahals and Sabarkantha districts, whereas the mean of CC scores of the students of Bharuch district is higher than that of Surat and Baroda districts.

The mean of CC scores of the students of Ahmedabad district is significantly higher than that of Bharuch, Surat, Baroda and Panchmahals districts.

The mean of CC scores of the students of Panchmahals district is higher than that of Surat and Baroda districts, whereas the mean of CC scores of the students is significantly higher than that of Surat and Baroda districts.

13) The mean scores of uniqueness of the students of Valsad district is significantly higher than that of Bharuch, Surat, Baroda and Panchmahals districts, whereas the mean scores of uniqueness of the students of Ahmedabad district is significantly higher than that of Bharuch, Surat, Baroda and Panchmahals districts.

The mean scores of uniqueness of the students of Surat district is higher than that of Baroda district.

The mean scores of uniqueness of the students of Panchmahals district is higher than that of Bharuch district, whereas the mean scores of
uniqueness of the students of Sabarkantha district is significantly higher than that of Bharuch, Surat, Baroda and Panchmahals districts.

14) The mean of creativity scores of the students of Valsad district is significantly higher than that of Surat and Baroda districts, whereas the mean of creativity scores of the students of Ahmedabad district is higher than that of Valsad, Bharuch, Surat, Baroda, Panchmahal and Sabarkantha districts.

The mean of creativity scores of the students of Bharuch district is significantly higher than that of Baroda district.

The mean of creativity scores of the students of Baroda district is higher than that of the Surat district.

The mean of creativity scores of the students of Panchmahals district is higher than that of the Valsad, Surat and Baroda districts, whereas the mean of creativity scores of the students of Sabarkantha district is higher than that of Surat and Baroda districts.

15) The mean scores of intelligence of the students of Valsad is significantly higher than that of Bharuch, Baroda, Panchmahals and Sabarkantha districts.

The mean scores of intelligence of the students of Surat district is significantly higher than that of Bharuch, Baroda, Panchmahals and Sabarkantha districts.
The mean score of intelligence of the students of Ahmedabad district is significantly higher than that of Valsad, Bharuch, Surat, Baroda, Panchmahals and Sabarkantha districts.

The mean score of intelligence of the students of Bharuch district is significantly higher than that of Baroda and Panchmahals districts.

The mean score of intelligence of the students of Sabarkantha district is significantly higher than that of Panchmahals district.

16) The mean score of self-concept of the students of Surat district is significantly higher than that of Valsad, Bharuch, Baroda, Panchmahals and Sabarkantha districts.

The mean score of self-concept of the students of Ahmedabad district is significantly higher than that of Valsad, Bharuch, Baroda, Panchmahals and Sabarkantha districts, whereas the mean score of self-concept of the students of Valsad district is significantly higher than that of Baroda, Panchmahals and Sabarkantha districts.

The mean score of self-concept of the students of Bharuch district is significantly higher than that of Panchmahals and Sabarkantha districts.

The mean score of self-concept of the students of Baroda district is higher than that of Panchmahals and Sabarkantha districts.
6.2.0 Conclusions

The most of the studies of Ashramshalas as reviewed in Chapter 3 are evaluation studies but the studies of the students of Uttar Buniyadi Ashramshalas are not found. Here, the investigator has studied the students, who were studying in Uttar Buniyadi Ashramshalas. Hence, this study differs from other studies, which were held on Ashramshalas. In other studies of Ashramshalas, evaluation was done of the schools but in present study the investigator has tried to establish correlation between achievement and other variables i.e. personality factors, creativity, intelligence, self-concept and school climate. The investigator also has done differential study.

With reference to the previous research work done in this area on the basis of the present study, it can be concluded that here in present study, the relationship between intelligence and achievement is found to be 0.3724, which is positive and significant but low. Therefore, it can be said that intelligence has its influence on the achievements of the students. Personality factors - extroversion and neuroticism are negatively related with achievement, whereas the correlation between factor Lie and achievement is positive. All the correlations of personality factors with achievement are negligible and not significant. Hence it may be said that prediction of achievement cannot be based exclusively on the assessment of personality factors.

In this study, the relationship between creativity and achievement is found to be 0.109, which is significant but it is low. Hence it can be concluded that creativity does influence the achievement. The correlation between achievement and self-concept is found to be 0.1929 in the present study, which is positive and low. From this
correlation, it can be said that self-concept has its influence on the achievement. The correlation between school climate and achievement is found to be 0.111, which is positive and low. It is not significant. It can be said that school climate has no influence on the achievement.

6.3.0 Recommendations

6.3.1 To the teachers

1) As the students of Uttar Buniyadi Ashramshalas have low self-concept, the teacher should organise the programmes for the development of their self-concept.

2) As the students felt the language difficulties, while responding to the various tests as well as data sheet, they should be provided more opportunities in the form of a variety of activities so that they can learn the language well.

3) As intelligence is the most affecting factor on the achievement of the students in this case also, the efforts should be made by the teacher to increase their IQ because their Mean IQ has been found comparatively low than the average.

4) The teachers should provide the variety of learning experiences to develop their creativity.
5) The school climate of one-third of the Ashramshalas has been found closed one and the climate affects negatively on the development of the personality, the head as well as the teacher should try to create the democratic climate.

6.3.2 To the Management

1) The management of such schools should provide the proper facilities in the institutions for the democratic school climate. There should not be a big gap between them and the teachers.

2) The management should provide motivation and incentives to the teachers, who are devoting their time for the development of the IQ of their students.

3) The management should provide the physical as well as monetary facilities for the extra coaching classes to improve their language.

4) The management should evince interest and participate in the extra-curricular activities organised for the development of the self-concept of the students.

5) The management should appreciate the creative work of the students in the form of certificates or awards.
6.4.0 **Suggestions for further research**

In this part of the report, the investigator has indicated promising side problems that have been uncovered and to suggest areas or problems for further investigations.

1. To inquire into some psycho-socio variables of the students of Ashramshalas.

2. To compare the students of Ashramshalas with the students of other type of schools with reference to psycho-socio variables.

3. To compare the students of Ashramshalas of Gujarat state with those of Madhyapradesh state with reference to achievement and other psycho-socio variables.

4. To inquire into the demographic variables of the students of Ashramshalas.

5. To analyse the results of the SSC level examinations of the students of Ashramshalas.