5. SUMMARY AND CONCLUSION

Cultural variation brings about a vast difference in the psychological factors of rural and urban people. The environment of a person reinforces certain kinds of behaviour. The way and with which the socio-cultural norms operate is another noticeable feature.

The contrast between the rural and urban life in our country was particularly felt only after the rise of big cities. There is a considerable awareness among the intellectuals and political leaders about the gulf dividing town and village in India, and earnest efforts are being made to bridge the gulf.

It is seen that more ambitious, more intelligent and better educated village boys and girls move to the city, which offers greater opportunities and greater rewards.
Comparative study of some psychological characteristics of such migrated ambitious youth with urban youth may have useful effect on the current problem: Rural-Urban difference, and especially for a developing country like ours, it is necessary to understand the problems and weaknesses of ruralites and help them to develop in that direction.

Important characteristics like Intelligence, Interest, Aptitude, Personality and Academic Achievement were chosen for the study. P.U.C. I Year (Science) students from 3 degree colleges were selected on random sampling basis and were further divided according to their backgrounds - rural and urban.

The purpose of this investigation was: (1) to study the pattern and compare the characteristics of students belonging to rural and urban backgrounds. It was also aimed to study the influence of (2) academic achievement and (3) socio-economic status, on the pattern of characteristics of the students selected for study.

Hypotheses were formulated and tested. Method of 'Significance of Mean' was followed for the statistical analysis. From the results obtained, the following conclusions were made:
1. Intelligence

(a) With regard to intelligence, there exists no significant difference in means between the rural and urban groups.

(b) The high and low achievers of the two groups (rural and urban) show a significant difference in means of intelligence scores, when compared separately and simultaneously, indicating the effect of level of achievement.

(c) Though significant difference in means is obtained within the groups between various classes of S.E.S., comparative study of rural and urban groups does not show statistically significant differences in means for any classes of S.E.S.

2. Interest

(a) Out of six occupations of interest, except 'Economic,' all show significant difference in means, 'technology' showing a high critical ratio among the five. It is clear that the rural and urban groups have different patterns of interest.

(b) Within the groups, high and low achievers differ significantly only in 1-2 occupations showing that interest pattern is not affected by level of achievement.
Simultaneous consideration indicated that, high achievers belonging to rural group differ in pattern of interest, from high achievers of urban group and similarly the low achievers.

(c) Within rural and urban groups, no particular association is obtained between interest and socio-economic status of the students. Further, it was observed that, interest pattern of upper and lower S.E.S.classes was not influenced by their backgrounds.

3. **Aptitude**

(a) In case of the five different aptitudes, only 3 aptitudes show significant difference in means. The rural group has lower scores than the urban group, indicating the superiority of urban students in those aptitudes (Mechanical Ability, Numerical Ability and Verbal Reasoning).

(b) The results related to aptitude test of high and low achievers of urban sample indicate significant difference in means of all aptitudes except Mechanical Reasoning. The two achievers groups of rural sample differed significantly in only 2 aptitudes inferring that, level achievement has greater effect on the aptitude attainment of urban sample.
Simultaneous consideration of the two groups (rural and urban) indicates that background has no significant influence on the aptitude pattern of low achievers. Irrespective of different backgrounds low achievers have achieved nearly same score in the aptitude test.

(c) Within the groups, it is observed that rural group shows significant difference in means for more number of aptitudes than the urban group, between various classes of socio-economic status. Comparative study reveals no significant difference for upper class while for remaining classes differ in 3-4 aptitudes.

4. Personality

(a) Out of 16 factors of personality, only 7 factors differ significantly in their means. The factors are A, B, M, N, O, O₂ and Q₃. Urban group tends to be outgoing, imaginative, socially clumsy and follows own urges, whereas rural group is reserved, practical and socially aware both show group adherence.

(b) High achievers of rural and urban groups are found to be intelligent, tense and fruitful, while low achievers have lower ego strength affected by feelings and easily upset.
High Achievers of rural and urban groups compared, revealed significant difference in mean for 5 factors viz., A, B, C, B and $O_1$ while low achievers for 6 factors viz., A, B, C, H, L and N. No particular pattern is obtained for either high achievers or low achievers.

(c) Comparative analysis between rural and urban groups reveals that, only 5-9 factors differ significantly in means for socio-economic status classes I, II, III, IV. It can be inferred that, irrespective of common S.E.S. class personality factors are influenced by the rural and urban background.

5. Achievement

(a) In case of achievement, it is found that urban group has secured higher percent of marks than the rural group, and the difference obtained in means is significant at 0.05 level. This implies the role of background in academic achievement.

(b) Considering rural and urban groups separately, it is found that high and low achievers differ significantly in means within the groups.

The comparative analysis between rural and urban groups of high achievers and low achievers does not yield significant
difference. Thus, the backgrounds have no significant influence on the achievement level of high and achievers of the two groups.

(c) Students belonging to urban background show significant difference in means of all classes except III-IV, rural group, only between II-III, I-IV and II-IV classes. S.E.S. plays influential role in academic achievement.

Comparative study between rural and urban groups indicates that upper, upper middle and lower middle classes of the two groups differ significantly in academic achievement. It is clear, that background plays effective role irrespective of similar socio-economic status.

(d) The subjects belonging to rural and urban backgrounds show a correlation between the characteristics achievement, intelligence and scholastic aptitude varying between 0.56 and 0.65, which shows a marked relationship between these characteristics.

Suggestions for further study

In the present investigation, an attempt is made to study the differences, if any, between the rural and urban groups.
(1) In this study the age range was from 16 to 20 years. A further study may be conducted on different age groups.

(2) A comparative study may be made for male and female students belonging to rural and urban groups.

(3) Students of Commerce and Arts batches may be studied and compared.

(4) School children belonging to different grades of urban and rural areas can be taken into consideration.

(5) Influence of socio-economic status on the characteristics of high and low achievers can be studied.

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