SUMMARY, CONCLUSIONS, DISCUSSION
AND SUGGESTIONS FOR FURTHER RESEARCH

The intelligence, personality and achievement of secondary school students decide their future life and career.

SUMMARY

Intelligence is a native capacity and not an acquired one. It is manifested in different mental activities. It is the ability to learn to make use of acquired knowledge in new and complex situations. It is the ability to think abstractly, to solve problems, to perceive relationship, and to profit from experience.

Personality is the integration of internal and external activities. It includes the external appearance, qualities, aptitude and capacities, etc. It is the result of the interaction of the individual with the environment. It is not a collection of the traits, but a particular organization of them. It is the total quality of the individual’s behaviour. Individual affects other individuals through his personality. Thus, personality is manifested in his various activities. In short, personality is the total quality of the behaviour, attitudes, interests, capacities, aptitudes and behaviour patterns, which are manifested in his relation with the environment.

Achievement is one’s learning attainments, accomplishments or proficiencies in performing a given task. Achievement is directly related to the growth and development of students in educational situations, where teaching and learning go hand-in-hand. The achievement involves the interaction of three factors, viz., aptitude for learning, readiness for learning, and opportunity for learning. The achievement also involves health and physical fitness, motives and desires, and emotional balances of the individuals in the fulfillment of given tasks. Achievement in education implies one’s knowledge, understanding or skills in a specified subject or a group of subjects.
The present study is confined to the intelligence, personality and achievement of secondary school students. The sample selected for the study was studying in secondary schools of Kadapa district of Andhra Pradesh. The variables chosen for the study were Gender, Locality, School Management, Type of School, Medium of Instruction, Caste Reservation, Religion, Parental Education, Economic Status of the Family.

The objectives proposed for the present study were: (1) To find out the intelligence of secondary school students. (2) To find out the intelligence of male and female secondary school students. (3) To find out the intelligence of rural and urban secondary school students. (4) To find out the intelligence of government and private secondary school students. (5) To find out the intelligence of residential and day-scholar secondary school students. (6) To find out the intelligence of Telugu medium and English medium secondary school students. (7) To find out the intelligence of reserved and unreserved secondary school students. (8) To find out the intelligence of Hindu and non-Hindu secondary school students. (9) To find out the intelligence of secondary school students of literate parents and illiterate parents. (10) To find out the intelligence of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (11) To find out the personality of secondary school students. (12) To find out the personality of male and female secondary school students. (13) To find out the personality of rural and urban secondary school students. (14) To find out the personality of government and private secondary school students. (15) To find out the personality of residential and day-scholar secondary school students. (16) To find out the personality of Telugu medium and English medium secondary school students. (17) To find out the personality of reserved and unreserved secondary school students. (18) To find out the personality of Hindu and non-Hindu secondary school students. (19) To find out the personality of secondary school students of literate parents and illiterate parents. (20) To find out the personality of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (21) To find out the achievement of secondary
school students. (22) To find out the achievement of male and female secondary school students. (23) To find out the achievement of rural and urban secondary school students. (24) To find out the achievement of government and private secondary school students. (25) To find out the achievement of residential and day-scholar secondary school students. (26) To find out the achievement of Telugu medium and English medium secondary school students. (27) To find out the achievement of reserved and unreserved secondary school students. (28) To find out the achievement of Hindu and non-Hindu secondary school students. (29) To find out the achievement of secondary school students of literate parents and illiterate parents. (30) To find out the achievement of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (31) To find out the correlation between intelligence and personality of secondary school students. (32) To find out the correlation between intelligence and personality of male and female secondary school students. (33) To find out the correlation between intelligence and personality of rural and urban secondary school students. (34) To find out the correlation between intelligence and personality of government and private secondary school students. (35) To find out the correlation between intelligence and personality of residential and day-scholar secondary school students. (36) To find out the correlation between intelligence and personality of Telugu medium and English medium secondary school students. (37) To find out the correlation between intelligence and personality of reserved and unreserved secondary school students. (38) To find out the correlation between intelligence and personality of Hindu and non-Hindu secondary school students. (39) To find out the correlation between intelligence and personality of secondary school students of literate parents and illiterate parents. (40) To find out the correlation between intelligence and personality of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (41) To find out the correlation between intelligence and achievement of secondary school students. (42) To find out the correlation between intelligence and achievement of male and female secondary school students. 43) To find out the correlation between
intelligence and achievement of rural and urban secondary school students. (44) To find out the correlation between intelligence and achievement of government and private secondary school students. (45) To find out the correlation between intelligence and achievement of residential and day-scholar secondary school students. (46) To find out the correlation between intelligence and achievement of Telugu medium and English medium secondary school students. (47) To find out the correlation between intelligence and achievement of reserved and unreserved secondary school students. (48) To find out the correlation between intelligence and achievement of Hindu and non-Hindu secondary school students. (49) To find out the correlation between intelligence and achievement of secondary school students of literate parents and illiterate parents. (50) To find out the correlation between intelligence and achievement of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (51) To find out the correlation between personality and achievement of secondary school students. (52) To find out the correlation between personality and achievement of male and female secondary school students. (53) To find out the correlation between personality and achievement of rural and urban secondary school students. (54) To find out the correlation between personality and achievement of government and private secondary school students. (55) To find out the correlation between personality and achievement of residential and day-scholar secondary school students. (56) To find out the correlation between personality and achievement of Telugu medium and English medium secondary school students. (57) To find out the correlation between personality and achievement of reserved and unreserved secondary school students. (50) To find out the correlation between personality and achievement of Hindu and non-Hindu secondary school students. (59) To find out the correlation between personality and achievement of secondary school students of literate parents and illiterate parents. (60) To find out the correlation between personality and achievement of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000.
The **normative survey method** was used. This method investigates into the conditions and relationships that exist at present in the context of intelligence, personality and achievement of secondary school students.

Variable is a condition or characteristic which the experimenter manipulates, controls or observes. For the present study, the **variables** chosen were: (1) Gender: Male and Female Secondary School Students, (2) Locality: Rural and Urban Secondary School Students, (3) School Management: Government and Private Secondary School Students, (4) Type of the School: Residential and Day-Scholar Secondary School Students, (5) Medium of Instruction: English and Telugu Medium Secondary School Students, (6) Caste Reservation: Reserved and Unreserved Secondary School Students, (7) Religion: Hindu and Non-Hindu Secondary School Students, (8) Parental Education: Literate Parents and Illiterate Parents of Secondary School Students and (9) Economic Status of the family: Annual Income of Parents Below Rs. 1,00,000 and Above Rs. 1,00,000.

Hypotheses are guesses or tentative generalizations which provide basis to the whole study to be tested by facts. For the present study, the **hypotheses** framed were (1) There is no high intelligence in secondary school students. (2) There is no significant difference in the intelligence of male and female secondary school students. (3) There is no significant difference in the intelligence of rural and urban secondary school students. (4) There is no significant difference in the intelligence of government and private secondary school students. (5) There is no significant difference in the intelligence of residential and day-scholar secondary school students. (6) There is no significant difference in the intelligence of Telugu medium and English medium secondary school students. (7) There is no significant difference in the intelligence of reserved and unreserved secondary school students. (8) There is no significant difference in the intelligence of Hindu and non-Hindu secondary school students. (9) There is no significant difference in the intelligence of secondary school students of literate parents and illiterate parents. (10) There is no significant difference in the intelligence of secondary school students of parents with an annual
income below Rs. 1,00,000 and above Rs. 1,00,000. (11) There is no emotionally well balanced personality in secondary school students. (12) There is no significant difference in the personality of male and female secondary school students. (13) There is no significant difference in the personality of rural and urban secondary school students. (14) There is no significant difference in the personality of government and private secondary school students. (15) There is no significant difference in the personality of residential and day-scholar secondary school students. (16) There is no significant difference in the personality of Telugu medium and English medium secondary school students. (17) There is no significant difference in the personality of reserved and unreserved secondary school students. (18) There is no significant difference in the personality of Hindu and non-Hindu secondary school students. (19) There is no significant difference in the personality of secondary school students of literate parents and illiterate parents. (20) There is no significant difference in the personality of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (21) There is no high achievement in secondary school students. (22) There is no significant difference in the achievement of male and female secondary school students. (23) There is no significant difference in the achievement of rural and urban secondary school students. (24) There is no significant difference in the achievement of government and private secondary school students. (25) There is no significant difference in the achievement of residential and day-scholar secondary school students. (26) There is no significant difference in the achievement of Telugu medium and English medium secondary school students. (27) There is no significant difference in the achievement of reserved and unreserved secondary school students. (28) There is no significant difference in the achievement of Hindu and non-Hindu secondary school students. (29) There is no significant difference in the achievement of secondary school students of literate parents and illiterate parents. (30) There is no significant difference in the achievement of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000. (31) There is no correlation
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A sample is a small group which represents all the traits and characteristics of the population. The secondary school students studying in Kadapa district were selected as population. The stratified random sampling technique was used in selecting the sample. The sample size was 1000 (one thousand) tenth class studying in secondary schools.

A research tool is a tool used for the purpose of data collection. The research tools used in the present study were the ‘Mixed Type Group Test of Intelligence’ (MGTI) standardized by Dr. P. N. Mehrotra, ‘Personality Inventory Scale’ (PIS) standardized by Eysenck, and the half-yearly examination marks of all subjects.

For the analysis of the data, suitable statistical techniques like mean, standard deviation, critical ratio, correlation, etc., were used.