CHAPTER-V
FINDINGS, DISCUSSION OF THE RESULTS AND CONCLUSION

"Without change there is no innovation, creativity or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable"
-William Pollard
5.00 Introduction
In the previous chapter data analysis and interpretation have been discussed. The present study was designed to study the academic achievement and intelligence of class X students of Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas. For conduct of the study some objectives were formulated and hypotheses were framed in the first chapter. In order to achieve the objectives of the present study, data were collected by administering the tools. In this chapter, the obtained results were discussed and summarized. The students of JNV and KV belonging to general, OBC and SC/ST categories were compared in terms of sex and locality on the selected variables. The t-test was employed to test the significance of the mean differences for the same groups.

5.10 Major Findings
1. There was no significant mean difference on academic achievement of class X students of JNV and KV.
2. There was significant mean difference on academic achievement between male and female students of JNV. The female students’ academic achievement score of JNV was higher than the male students and difference was found to be significant. The rural and urban comparisons of JNV students have showed no real difference on academic achievement.
3. There was no significant mean difference on academic achievement of JNV students between (i) rural male and female (ii) urban male and female (iii) rural and urban male and (iv) rural and urban female.
4. The male and female students of KV as well as belonging to rural and urban; rural male and female; urban male and female; rural and urban male and rural and urban female have not shown any significant difference on academic achievement.
5. There was no significant mean difference on academic achievement between JNV and KV of (i) male (ii) female (iii) rural (iv) urban (v) general (vi) OBC (vii) SC/ST (viii) rural male (ix) rural female (x) urban male and (xi) urban female students.
6. There was significant mean difference on intelligence of total sample of JNV and KV. The students of JNV and KV have showed real difference on intelligence. The intelligence scores of JNV was higher than the KV students.

7. There was no significant mean difference on intelligence of JNV students between (i) male and female (ii) rural and urban (iii) rural male and female (iv) urban male and female (v) rural and urban male and (vi) rural and urban female.

8. There was no significant mean difference on intelligence of KV students between (i) male and female (ii) rural and urban (iii) urban male and female and (iv) rural and urban female.

9. There was significant mean difference on intelligence of KV students between (i) rural male and female (ii) rural and urban male.

10. There was no significant mean difference on intelligence between JNV and KV students of (i) male (ii) female (iii) urban (iv) general (v) rural female (vi) urban male and (vii) urban female.

11. There was significant mean difference on intelligence between JNV and KV students of (i) rural (ii) OBC (iii) SC/ST and (iv) rural male.

12. There was positive substantial relationship found between academic achievement and intelligence of JNV and KV students.

13. The percentage of rural students was higher than that of urban in case of JNV whereas reverse trend was visible in case of KV where urban students have shown an edge on rural students on the mental ability characteriscis.

14. There were more superior students on the mental ability characteriscis in General and OBC groups than that of SC/ST in case of both JNV and KV.

5.20 **Discussion of the Results**


However, academic achievement and intelligence were found positively correlated between the students of JNV and KV in the present study. The findings of the present study agreed with the other studies conducted by Dixit, M.K (1985), Begum & Phukan (2001), Diseth (2003), Panda (2005), Habibolla et al. (2010), Dhill (2012).

5.30 Conclusions

Witfully analysis and interpretation of the results discussed above has revealed the following conclusion:

From the study it has been found that there is significant difference between academic achievement of the male and female students of Xth class in JNV. It may therefore be concluded that male students have lower academic achievement in
comparison to female students of JNV. The meant that female students are found better on academic achievement than male students which reflect the advantage taken by female students from the government policies. More facilities are now given to female in education. As a result the literacy rate of females is increasing more steadily than the males in population. There is a great change in the outlook of parents for sending their girls to schools. They concentrate more on studies and board examinations and found more aggregate development of intellect. It was also found that there was significant difference between urban female students of JNV and KV on academic achievement. It was aslo supported that urban female students are better on academic achievement than the urban female students of KV. The admission process in Jawahar Navodaya Vidyalayas is that the students need to sit in entrance test. Generally, 75% seats are reserved for rural talented poor students and other 25% seats are filled up by urban students. From the urban female students get first preference to take admission. As JNV selected talented poor students, that is why academic achievement of urban female students of JNV are better than urban female students of KV.

In case of intelligence, it has been also found that there is significant difference between intelligence of the students of JNVs and KV. The study revealed that students of KV have lower intelligence in comparison to JNV students. The reason may be that JNV is a residential school with good infrastructure facilities. So, they can interact with their friends, teachers and authority constantly and can develop right kind of intellect, attitude and aspiration when they live in home-like residential schools.

The present study also showed that there is significant difference between (a) rural students of JNV and rural students of KV (b) OBC students of JNV and OBC students of KV (c) SC/ST students of JNV and SC/ST students of KV (d) rural male students of JNV and rural male students of KV. The results revealed that rural JNV students, OBC, SC/ST and rural male students of JNVs are better in intelligence students, KV students. The JNV students showed better performance on intelligence than KV students. It may be because of the fact that JNV provided better that of KV students. It may be because of the fact that JNV provided better guidance, special emphasis was laid on diagnostic and remedial teaching, good library facility, laboratory facility from class six onward, live quiz programme, various activities are organized regularly on every Saturday like singing, dancing.
speech competition, drama etc. for intellectual development and most important things is that 24 hours services where student gets special contact with teachers and every night they can discuss their doubts with house masters. Further, the children who are under economic pressure of the family can be relieved when they are in the residential school like JNV with free accommodation for education. Jawahar Navodaya Vidyalayas are situated in such an environment that they may develop good habit of study of different books, journal, magazines, newspaper etc. which can definitely develop their intellectual ability and personality.