CHAPTER V
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PRINCIPLE FINDINGS & SUGGESTIONS

This study has revealed that there is a definite difference in the development of personality and factors. Among Central School student and Govt. aided school from which this sample has been selected. It has been found that the creativity, achievement and level of aspiration of the Central School is greater. It is significantly different from the creativity, achievement and level of aspiration of the Govt. aided school of Kanpur urban. This is the logical fact when we consider the condition of Central School and Govt. aided school.

Central schools have healthy teacher-student relationship in comparison of Govt. aided school. Teacher-student-relationship affect the academic achievement of the students. It also proved by the Arora, Reeta (1988) conducted a study on a sample of 450 students studying in different types' of schools of Agra City, to find out the educational standard of students and teacher-students relationship were found to be significantly related.

Creativity of the Central School students is significantly different from the creativity of the Govt. aided school students. Because the school environment of the Central School is different from the School environment in aided school.

Previous findings shows the same result.

Roy. D. K. (1990). conducted a study of 200 students of 10+2 level from the nine private and Govt. School formed the sample of study. Used scientific creativity test by Majumdar, observed that lower scientific creativity and higher scientific creativity differed significantly. So far as perceived impacts of home and school environment.
The level of aspiration is also a factor which has been studied in the present study in relation to achievement. The present study reveals that Central School students have greater level of aspiration than the students of Govt. aided school of Kanpur urban. Level of aspiration has not been studied with the achievement frequently.

Ali and Akhter (1973) found that high need for achievement is positively related to high level of aspiration, supporting the earlier findings of Jawa (1972).

Bhargava (1976) found that level of aspiration of the child is closely related to his self concept and educational achievement.

In present study Central School students of high achievers alias highly creative than the Govt. aided school. This is proved by these researches.

Joshi, S. P. (1981). To study the correlation between the total creativity score and the essay performance of the total creativity score and the environment. He found that the urban areas, there was significant relationship between the achievement scores and the essay performance. It could be said that in the urban areas high achievers were also highly creative.

Mishra, S. P. (1978). Found that the high achievers in arts were higher on the level of creativity than the low achievers in arts. The high achievers in science were higher on the level of creativity than their low achieving counterparts.

Sharma, S. A. (1982). Found that the high achievers of only the commercial stream were significantly better than the low achievers of this stream on creativity.
Khiangte, Varparihi (1988). Compare the personality characteristics of the high creative and low creative secondary school students. He found that high creative students were superior in abstract thinking—assertive, affected by feelings, tender minded placed doubting ventured some and reserved when compared to low creative. High creative boys were superior in scholastic achievement.

Singh, R. D. (1983). Found that rural students received lower marks than the urban students there was a positive correlation between level of aspiration and achievement.

Sharma, M.A. (1977). Found that high and low creative males were significantly differentiated on intelligence, scholastic achievement risk taking tendency, anxiety home heath and emotional adjustment together with overall adjustment scores.

Singh, B. D. (1985). Found that the high and low general creatives differed significantly with respect to socio cultural and educational background attitude and level of aspiration.

We see from the above survey of work done in the field of students achievement of the urban schools is highly inspired than the rural school.

The characteristics of personality which contribute to higher achievement are those which are associated with strong personalities or it is by chance. The standard of teaching of central school is superior to Government aided school so the level of aspiration of central school’s students are high personality. It also increases the achievement the best result.

If Central School students do not show greater ambition than they would not reach the highest marks on their achievement. The
creativity of students of Central School is also high than the creativity of the students of the Govt. aided schools. It means the students of Central Schools have more imaginative ideas. They influence their creativity, because they have much more opportunities to fulfill their educational and mental requirement. Which is lack in the students of the Govt. aided schools.

So creativity and level of aspiration influence study habits. It finds out to be responsible for better achievement. It has been found that the climate and environment of Central School is different than the environment of Govt. aided school. The environment has not been given any great importance in the previous work of researcher. Fifty Eight years have passed since independence of our country but still a lot of difference in the educational standard of the Central School and Govt. aided school of our country. They differ in education in teacher qualifications, their method of teaching, in syllabus, building and in apparatus. Every person of the country have right to get equal education but socio economic structure, family background, number of family members are draw back in getting same" education. This aspect of study can prove quite helpful specially today when we are at cross roads of forming a successful educational system.
SUGGESTIONS BASED ON THE FINDINGS OF THE STUDY

Education today is supposed to be aimed at developing the total personality of the child. In India today the total development of the personality does not only include the best development of the inherent qualities of the pupil but also this development of the pupil should be in relation to the society and there by the country and for the whole world in the ultimate, which can be in a way understood that in addition to the general run of people who carry out day to day routine activity of society, the democratic outlook makes it necessary to train the people at the helm.

There are the various kinds of school for higher secondary level of education in India. Such as Central Board of secondary education, U. P. Board of Intermediate education and Navodaya Vidyalaya and Intermediate college of secondary education. They all are having different types of syllabus, teaching techniques and creativity skills which provide various kind of personality in the society. So the question arise in the mind of parents which schools gives better education than the other, because almost every person want to give best schooling to their children. Today psychology and guidance services gives the solution of this problems which school emphasized the need of identifying the potentialities of the child at every stage. To get suitable education is a main aim of education, good education gives the training to the individual for better achievement. Thus this work is an attempt to indentify the best institution for their wards.

A growing industrial economy is necessarily to be supported by an infrastructure of the right type of personnel to man the enterprises. Although
education has developed in India during the last 10 years very significantly it is felt by many that the quality of education still leaves much to be desired. It is common experience of educationists it is that there is lack of adequate number of personnel to fill responsible positions in proper occupations.

It is somewhat ironic that while on one hand there is a large scale of unemployment of technically qualified personnel there is also a lack of suitable persons to fill positions in industry with competence and ability. This is due to the poor achievement of the student Our study suggests that it has therefore become imperative to re-orient the background of these students through suitable programme.

Secondary education has a very important place in the total educational setup. It has at least three functions to perform. It educates young persons, many of whom are likely to assume the responsibility of teaching. Secondly it is the stage which prepares students for higher education. Thirdly it provides an educated class, from which comes the persons who will assume the responsibility of leadership.

The scholastic achievement is a product of numerous factors. This attainment is dependent on one hand, upon the standard and system of imparting education to the students, and on the other, the psychological make up of the learner. That is educational attainment is directly based on how the teachers teach their students, the efforts they undertake in learning the complex and difficult problems. In addition to this the psychological components such as his creative mind and level of aspiration play an important role in scholastic achievement. It is a matter of common observation that student coming from Central School have better
access to various devices that can improve their scholastic achievement. These children get a lot of books, comics, magazines to read, they can improve their fluency, flexibility and originality which can help them in their studies. However such facilities are not freely available to the children belonging to Govt. aided school.

Thus study of the factors responsible for achievement can help us to understand many of the problems related with students Govt. aided school. They have lack of opportunities for developing their fluency, flexibility and originality. Of course this work is carried out on a sample of 800 students only, so the conclusions that we have arrived at may not be accepted very readily by experts on the basis of the sample being small but these results can be accepted in that, they are consistent with the findings of pervious researches. So we can say with confidence that our findings can be accepted as valid for the population from which these samples have been selected.

On this basis the personality traits of the pupils who appear to be future citizens of society, the characteristics of the students can be studied and accurate evaluation of their potentialities can be made. So that the wastage of efforts and opportunity is avoided.

Today in a world where there is so much advancement and competition it is vitally important that we have do better from our highly aspiration. The change in every aspect of development of our country brings this facts to light. So this study again shows the importance of having the knowledge of factors responsible for achievement of child, in view to its future potentialities and to give accordingly suitable opportunities for developing creativity.
The study suggests that parents should stay equally with daughters as well as sons. Girls must be trained to do vocational skilled job and freed from the responsibility of looking after the younger children in the family. They should be educated with a view of achieving ultimate economic independence.

Parents should be educated and made aware of the potential of girls, of the educational opportunities and options available in the society for the girls.

This is all the more important as the economic status of the family does not necessarily ensure equal treatment of boys and girls.

The study would help media particularly radio and specially T.V. channels and advertising in launching a campaign of educational inputs to depict the girl child in a positive light. This would help erode traditional prejudicial attitudes raised against the girl child.

This study helps to see how far education have been able to fulfil its role and what needs to be done to bridge the wide gulf between the present position and future needs.

The study proves that in order to improve the scholastic achievement of middle and low socio-economic group students they should be provided monetary help so that they can achieve better.

While making suggestions, it is important to remember that the issue is very complex or deeply imbedded in social structure. In order to have any sort of an impact, changes must be brought at many levels by different categories of individuals and institutions.
The problem of wastage an stagnation can be nipped in the bud. The research can help in formulating educational and social policies.

Further the findings must facilitate the planners and administrators of education to harness in character building of the students in nation building activities. This study will help in including some special programmes in educational setup and in other social endeavor which will help in the development of student.

Today our world is the world of development. The change in every aspect of development of our country brings this fact to light. So this study again shows the importance of testing the factors which cause better achievement of the students of Central School. In view to its future potentialities and to give accordingly suitable opportunities for development. Govt. aided school also improve their performance by applying the techniques of education which have activated on the Central School.