CHAPTER-V
SUMMARY, CONCLUSION
AND SUGGESTIONS

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5.1 Introduction:

The purpose of the present research was to study various personality characteristic such as A- Reserved vs. Warmhearted, B- Dull vs. Bright, C- Affected by feelings vs. Emotionally stable, D- Phlegmatic vs. Excitable, E- Obedient vs. Dominant, F- Sober vs. Enthusiastic, G- Expedient vs. Conscientious, H- Shy vs. Venturesome, I- Tough-Minded vs. Tender-Minded, J- Zestful vs. Circumspect Individualism, N- Forthright vs. Shrewd, O- Self-Assured vs. Guilt-Prone, Q3- Undisciplined Self- Conflict vs. Controlled, Q4- Relaxed vs. Tense, Emotional Maturity and Parent child relationship among rural area residential and non-Rural areas residential school children in relation to gender. This study plans to see is there any significant difference between rural areas residential and non-residential school children, and male and female with regards to various personality characteristics, emotional maturity and parent child relationship. This study also plan to find out the interaction effect between type of students and gender with regards to various personality characteristics, emotional maturity and parent child relationship.

The children need special facilities and specific type of training and this special training should be conducted in special classes. In the absence of such facilities, the minimum requirement is to identify bright students and to give them needful educational guidance. It is true that a favorable environment cannot create
ability, but there is no doubt than an unfavorable environment may hinder fruition of potentials. Experience shows high order. One may agree with pointed out that “great men have been produced by the cooperation of two causes, genius (innate ability) and opportunity, neither alone can accomplish it. “Any talent that remains undeveloped or under developed is loss, not merely to the individuals themselves, but also for the society at large. The state, then has reason to devote special attention to students. It is, as Kendall has said “a travesty on the rights of bright children to keep them in classes below their ability for the purpose of helping and stimulating pupils of less ability. “In providing the necessary opportunities for the optimum development of students.

**Personality**

To understand a person, particularly how a person adjusts to life, We must know something about personality of individual and something about personality in general. A psychologist using the word personality is not thinking common meaning of the word we at times use the personality to describe the social qualities of an individual.

The term “personality” stems from the Latin word “persona”, which the name was given to the masks actors wore and the characters they portrayed.

Personality is a complex blend of a constantly evolving and changing pattern of one’s unique behavior, emerged as a result of one’s interaction with his environment, directed towards some specific ends in view.

An individual’s personality is the complex of mental characteristics that makes them unique from other people. At a
basic level, personality is expressed through our temperament or emotional tone. However, personality also colors our values, beliefs and expectation. There are many potential factor that are involved in shaping a personality. These are usually seen as coming from heredity and the environment. However, the acquisition of values, beliefs and expectations seen to be due more to socialization and unique experiences, especially during childhood.

**Emotional Maturity**

In the present circumstances young as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustration and emotional upsets in day to day life. So the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with intensities and quantities.

Traditionally adolescence has been though of as period of “storm and stress” a time of heightened emotional tension resulting from the physical and glandular changes that are taking place. While it is true the growth continues through the early years of adolescence, it does so at a progressively slower rate.

The explanations of the emotional tension so characteristic of this age are to be found in the social conditions that surround the adolescent today.

Not all adolescents go through a period of exaggerated storm and stress. Most of them do experience emotional instability from time to time, which is logical consequence of the necessity of making adjustments to new patterns of behavior and to new social expectation.

(165)
While adolescent emotion are often intense uncontrolled and seemingly irrational, there is generally and improvement in emotional behavior with each passing year.

**Parent Child Relationship:**

How good or poor family relationships will be depends largely upon the type of relationship that exists between the child and his parents. The relationship of the parent to the child and of the child to the parent is in a constant state of flux, and this requires constant adjustment on the part of both. As they grow and develop, children make changing demands on their parents. parents in turn demand that the child learn to conform to the standards of the home and of the social group to which the family belongs. This results in a continuous delicate interplay of psychological forces if a state of well being in the parent-child relationship is to be maintained. Any emotional experience that disturbs the psychological equilibrium of one member of the family will bring about a disturbance in the parent child relationship is to be maintained. Any emotional experience that disturbs the psychological equilibrium of one member of the family will bring about a disturbance in the psychological equilibrium of all members of the family.

What relationship there will be between the child and his parents will depends largely upon his parents attitudes towards him. This will influence the way they treat him and this in turn will influence what the child’s attitude toward his parent will be. Fundamentally therefore, the parent child relationship is dependent upon the parents attitudes. These are influenced party be cultural values and party by the personality patterns of the parents and their concepts of the role of parents.
In present research an attempt has been made to study and compare various personality characteristics, emotional maturity and parental relationship among rural area residential and non-residential school children with regards to gender. Moreover the major objectives of the study, hypothesis, sample, variable, various tools for data collection, procedure and techniques of statistical analysis has been discussed.

Method:

Statement of the Problem

“A comparative study of personality Characteristics, Emotional Maturity and Parental relationship among Rural Area residential and Non-Residential School Children”

Objectives:

Major objectives of the present research were as under

1. To study and compare various personality characteristics such as- A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4 of rural areas residential and nonresidential school children.

2. To study and compare various personality characteristics such as- A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4 of male and female school children.

3. To study interaction effect between type of school children and gender of school children with regards to various personality characteristics such as- A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4.

4. To study and compare the level of emotional maturity in rural areas residential and nonresidential school children.
5. To study and compare certain components of emotional maturity in male and female school children.
6. To study interaction effect between type of school children and gender of school children with regards to emotional maturity.
7. To study and compare the level of parent child relationship in rural areas residential and nonresidential school children.
8. To study and compare the level of parent child relationship in male and female school children.
9. To study interaction effect between type of school children and gender of school children with regards to parent child relationship.

**Hypothesis:**

1. There will be no significant different between rural areas residential and nonresidential school children with regards to various personality characteristics such as- A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4.
2. There will be no significant different between male and female school children with regards to various personality characteristics such as- A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4.
3. There will be no significant different between type of school children and gender of school children with regards to various personality characteristics such as- A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4.
4. There will be no significant different between rural areas residential and nonresidential school children with regards level of emotional maturity.
5. There will be no significant different between male and female school children with regards level of emotional maturity.

6. There will be no significant different between type of school children and gender of school children with regards level of emotional maturity.

7. There will be no significant different between rural areas residential and nonresidential school children with regards level of parent child relationship.

8. There will be no significant different between male and female school children with regards level of parent child relationship.

9. There will be no significant different between type of school children and gender of school children with regards level of parent child relationship.

Sample:
The sample consisted of 800 students of 8th to 10th classes. 200 male students from rural area residential school, 200 female students from rural area residential school, 200 male students from rural area non-residential school and 200 female students from rural area non-residential school. Their age range was from 11 to 15 years. The required sample was randomly selected from Gujarati medium residential and non-residential school of rural areas of North Gujarat region.

Variable:
In present research type of students (Rural area Residential school and Rural area Non-Residential school students) and gender
of students (male and female students) were considered as independent variables. Scores of Various Personality characteristics such as A- Reserved vs. Warmhearted, B- Dull vs. Bright, C- Affected by feelings vs. Emotionally stable, D- Phlegmatic vs. Excitable, E- Obedient vs. Dominant, F- Sober vs. Enthusiastic, G- Expedient vs. Conscientious, H- Shy vs. Venturesome, I- Tough-Minded vs. Tender-Minded, J- Zestful vs. Circumspect Individualism, N- Forthright vs. Shrewd, O- Self-Assured vs. Guilt-Prone, Q3- Undisciplined Self- Conflict vs. Controlled, Q4- Relaxed vs. Tense, Scores of Emotional maturity and scores of Parent child relationship were considered as dependent variables.

3.7 Tools:

In present research the Gujarati version of following tools were used for data collection:

1. Children’s Personality Questionnaire (CPQ):

   To assess personality characteristics of the children CPQ by Porter & Cattle, 1968 Form-A will be used. In this study the Hindi Adaptation (Kapoor & Rao, 1972) of CPQ will be used.

2. Emotional Maturity Scale (EMS):

   To assess the level of emotional maturity the EMS by Yashveer Singh And Mahesh Bhargva will be used. The EMS measures five level of emotional maturity with total score also. They are: 1. Emotional Instability 2. Emotional regression 3. Social Maladjustment 4. Personality Disintegration and 5. Lack of independence.
3. Parent Child Relationship Scale (PCRS):


Procedure:

Researcher has visited and taken permission from the administrator and principal of the selected school. The Children’s Personality Questionnaire, Parent child relationship scale and Emotional maturity scale were given to each subject. To avoid the fatigue effect among the students each test was given with 20 minute break. The scoring was done with the help of scoring key of manuals of each test.

Statistical Analysis:

To find out main and interaction effect of two Independent variable like type of student and gender of student on dependent variable like scores of various Personality Characteristics, Emotional Maturity and Parent Child Relationship. Two way analysis of variance was used.

Results and Discussion:

The summary results of Analysis of Variance on Various factors of Children Personality Questionnaire (CPQ), Emotional Maturity and Parent Child Relationship of various groups of students shows that the f ratio for factor A of CPQ (Reserved Vs.
Outgoing) on type of students (Ass) is 0.01, which is not significant. It means rural areas residential school students do not significantly differ on factor A of CPQ (Reserved Vs. Outgoing) as compared to rural areas non-residential school children. F ratio for factor A of CPQ (Reserved Vs. Outgoing) on gender (Bss) is 4.34. Which is significant at .05 level. It means boys significantly differ on factor A of CPQ (Reserved Vs. Outgoing) as compared to Girls. F ratio for factor A of CPQ (Reserved Vs. Outgoing) on type of students and gender (A x Bss) is 2.36. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor A of CPQ (Reserved Vs. Outgoing).

F ratio for factor B of CPQ (Less Intelligent vs More Intelligent) on type of students (Ass) is 52.35, which is significant at .01 level. It means rural areas residential school students significantly differ on factor B of CPQ (Less Intelligent vs More Intelligent) as compared to rural areas non-residential school children. F ratio for factor B of CPQ (Less Intelligent vs More Intelligent) on gender (Bss) is 32.13. Which is significant at .01 level. It means boys significantly differ on factor B of CPQ (Less Intelligent vs More Intelligent) as compared to Girls. F ratio for factor B of CPQ (Less Intelligent vs More Intelligent) on type of students and gender (A x Bss) is 33.72. Which is significant at .01 level. It means significant interaction effect is existed between type of students and gender on factor B of CPQ (Less Intelligent vs More Intelligent).

F ratio for factor C of CPQ (Emotionally less stable Vs. Emotionally Stable) on type of students (Ass) is 16.66, which is significant at .01 level. It means rural areas residential school students significantly differ on factor C of CPQ (Emotionally less
stable Vs. Emotionally Stable) as compared to rural areas non-residential school children. F ratio for factor C of CPQ (Emotionally less stable Vs. Emotionally Stable) on gender (Bss) is 1.85. Which is not significant. It means boys significantly do not differ on factor C of CPQ (Emotionally less stable Vs. Emotionally Stable) as compared to Girls. F ratio for factor C of CPQ (Emotionally less stable Vs. Emotionally Stable) on type of students and gender (A x Bss) is 0.01. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor C of CPQ (Emotionally less stable Vs. Emotionally Stable).

F ratio for factor D of CPQ (Phlegmatic Temperament Vs. Excitability) on type of students (Ass) is 1.75, which is not significant. It means rural areas residential school students significantly do not differ on factor D of CPQ (Phlegmatic Temperament Vs. Excitability) as compared to rural areas non-residential school children. F ratio for factor D of CPQ (Phlegmatic Temperament Vs. Excitability) on gender (Bss) is 2.11. Which is not significant. It means boys significantly do not differ on factor D of CPQ (Phlegmatic Temperament Vs. Excitability) as compared to Girls. F ratio for factor D of CPQ (Phlegmatic Temperament Vs. Excitability) on type of students and gender (A x Bss) is 1.22. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor D of CPQ (Phlegmatic Temperament Vs. Excitability).

F ratio for factor E of CPQ (Submissiveness Vs. Ascendance) on type of students (Ass) is 0.02 which is not significant. It means rural areas residential school students significantly do not differ on factor E of CPQ (Submissiveness Vs.
Ascendancy) as compared to rural areas non-residential school children. F ratio for factor E of CPQ (Submissiveness Vs. Ascendancy) on gender (Bss) is 0.52. Which is not significant. It means boys significantly do not differ on factor E of CPQ (Submissiveness Vs. Ascendancy) as compared to Girls. F ratio for factor E of CPQ (Submissiveness Vs. Ascendancy) on type of students and gender (A x Bss) is 0.52. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor E of CPQ (Submissiveness Vs. Ascendancy).

F ratio for factor F of CPQ (Sober Vs. Happy-go-lucky) on type of students (Ass) is 23.34 which is significant .01 level. It means rural areas residential school students significantly differ on factor F of CPQ (Sober Vs. Happy-go-lucky) as compared to rural areas non-residential school children. F ratio for factor F of CPQ (Sober Vs. Happy-go-lucky) on gender (Bss) is 2.37. Which is not significant. It means boys significantly do not differ on factor F of CPQ (Sober Vs. Happy-go-lucky) as compared to Girls. F ratio for factor F of CPQ (Sober Vs. Happy-go-lucky) on type of students and gender (A x Bss) is 1.86. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor F of CPQ (Sober Vs. Happy-go-lucky).

F ratio for factor G of CPQ (Expedient Vs. Conscientious) on type of students (Ass) is 12.60 which is significant .01 level. It means rural areas residential school students significantly differ on factor G of CPQ (Expedient Vs. Conscientious) as compared to rural areas non-residential school children. F ratio for factor G of CPQ (Expedient Vs. Conscientious) on gender (Bss) is 0.01. Which is not significant. It means boys significantly do not differ
on factor G of CPQ (Expedient Vs. Conscientious) as compared to Girls. F ratio for factor G of CPQ (Expedient Vs. Conscientious) on type of students and gender (A x Bss) is 4.54. Which is significant at .01 level. It means significant interaction effect is existed between type of students and gender on factor G of CPQ (Expedient Vs. Conscientious).

F ratio for factor H of CPQ (Shy Vs. Venturesome) on type of students (Ass) is 8.05 which is significant .01 level. It means rural areas residential school students significantly differ on factor H of CPQ (Shy Vs. Venturesome) as compared to rural areas non-residential school children. F ratio for factor H of CPQ (Shy Vs. Venturesome) on gender (Bss) is 0.01. Which is not significant. It means boys significantly do not differ on factor H of CPQ (Shy Vs. Venturesome) as compared to Girls. F ratio for factor H of CPQ (Shy Vs. Venturesome) on type of students and gender (A x Bss) is 0.19. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor H of CPQ (Shy Vs. Venturesome).

F ratio for factor I of CPQ (Tough minded Vs. Tender minded) on type of students (Ass) is 0.22 which is not significant. It means rural areas residential school students significantly do not differ on factor I of CPQ (Tough minded Vs. Tender minded) as compared to rural areas non-residential school children. F ratio for factor I of CPQ (Tough minded Vs. Tender minded) on gender (Bss) is 0.11. Which is not significant. It means boys significantly do not differ on factor I of CPQ (Tough minded Vs. Tender minded) as compared to Girls. F ratio for factor I of CPQ (Tough minded Vs. Tender minded) on type of students and gender (A x Bss) is 2.81. Which is not significant. It means significant
interaction effect is not existed between type of students and gender on factor I of CPQ (Tough minded Vs. Tender minded).

F ratio for factor J of CPQ (Zestful Vs. Reflective) on type of students (Ass) is 11.54 which is significant at .01 level. It means rural areas residential school students significantly differ on factor J of CPQ (Zestful Vs. Reflective) as compared to rural areas non-residential school children. F ratio for factor J of CPQ (Zestful Vs. Reflective) on gender (Bss) is 0.02. Which is not significant. It means boys significantly do not differ on factor J of CPQ (Zestful Vs. Reflective) as compared to Girls. F ratio for factor J of CPQ (Zestful Vs. Reflective) on type of students and gender (A x Bss) is 0.94. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor J of CPQ (Zestful Vs. Reflective).

F ratio for factor N of CPQ (Forthright Vs. Shrewd) on type of students (Ass) is 6.24 which is significant at .01 level. It means rural areas residential school students significantly differ on factor N of CPQ (Forthright Vs. Shrewd) as compared to rural areas non-residential school children. F ratio for factor N of CPQ (Forthright Vs. Shrewd) on gender (Bss) is 7.20. Which is significant at .01 level. It means boys significantly differ on factor N of CPQ (Forthright Vs. Screwed) as compared to Girls. F ratio for factor N of CPQ (Forthright Vs. Screwed) on type of students and gender (A x Bss) is 2.25. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor N of CPQ (Forthright Vs. Screwed).

F ratio for factor O of CPQ (Placid Vs. Apprehensive) on type of students (Ass) is 0.16 which is not significant. It means rural areas residential school students significantly do not differ on
factor O of CPQ (Placid Vs. Apprehensive) as compared to rural areas non-residential school children. F ratio for factor O of CPQ (Placid Vs. Apprehensive) on gender (Bss) is 3.19. Which is not significant. It means boys significantly do not differ on factor O of CPQ (Placid Vs. Apprehensive) as compared to Girls. F ratio for factor O of CPQ (Placid Vs. Apprehensive) on type of students and gender (A x Bss) is 4.26. Which is significant at .01 level. It means significant interaction effect is existed between type of students and gender on factor O of CPQ (Placid Vs. Apprehensive).

F ratio for factor Q3 of CPQ (Undisciplined self conflict Vs. Controlled) on type of students (Ass) is 0.72 which is not significant. It means rural areas residential school students significantly do not differ on factor Q3 of CPQ (Undisciplined self conflict Vs. Controlled) as compared to rural areas non-residential school children. F ratio for factor Q3 of CPQ (Undisciplined self conflict Vs. Controlled) on gender (Bss) is 0.21. Which is not significant. It means boys significantly do not differ on factor Q3 of CPQ (Undisciplined self conflict Vs. Controlled) as compared to Girls. F ratio for factor Q3 of CPQ (Undisciplined self conflict Vs. Controlled) on type of students and gender (A x Bss) is 0.38. Which is not significant. It means significant interaction effect is not existed between type of students and gender on factor Q3 of CPQ (Undisciplined self conflict Vs. Controlled).

F ratio for factor Q4 of CPQ (Relaxed Vs. Tense) on type of students (Ass) is 1.13 which is not significant. It means rural areas residential school students significantly do not differ on factor Q4 of CPQ (Relaxed Vs. Tense) as compared to rural areas non-residential school children. F ratio for factor Q4 of CPQ (Relaxed Vs. Tense) on gender (Bss) is 14.86. Which is significant at 0.01
level. It means boys significantly differ on factor Q4 of CPQ (Relaxed Vs. Tense) as compared to Girls. F ratio for factor Q4 of CPQ (Relaxed Vs. Tense) on type of students and gender (A x Bss) is 7.50. Which is significant at .01 level. It means significant interaction effect is existed between type of students and gender on factor Q4 of CPQ (Relaxed Vs. Tense).

F ratio for type of students (Ass) is 31.89 which is significant at .01 level. It means rural areas residential school students significantly differ on Emotional Maturity as compared to rural areas non-residential school children. F ratio for gender (Bss) is 40.09. Which is significant at 0.01 level. It means boys significantly differ as compared to Girls on Emotional Maturity. F ratio for type of students and gender (A x Bss) is 12.50. Which is significant at .01 level. It means significant interaction effect is existed between type of students and gender with regards to Emotional Maturity.

F ratio for type of students (Ass) is .03 which is not significant. It means rural areas residential school students significantly do not differ on Father (Parent) Child Relationship as compared to rural areas non-residential school children. F ratio for gender (Bss) is 1.63. Which is not significant. It means boys significantly do not differ as compared to Girls on Father (Parent) Child Relationship. F ratio for type of students and gender (A x Bss) is 3.79. Which is not significant. It means significant interaction effect is existed between type of students and gender with regard to Father (Parent) Child Relationship.

F ratio for type of students (Ass) is 9.05. which is significant at 0.1. It means rural areas residential school students significantly differ on as compared to rural areas non-residential school children.
F ratio for gender (Bss) is 0.01. Which is not significant. It means boys significantly do not differ as compared to Girls. F ratio for type of students and gender (A x Bss) is 0.83. Which is not significant. It means significant interaction effect is existed between type of students and gender.

5.2 Conclusions:

1. Rural areas residential school students significantly differ on factor B of CPQ (Less Intelligent vs. More Intelligent), factor C of CPQ (Emotionally less stable Vs. Emotionally Stable), factor F of CPQ (Sober Vs. Happy-go-lucky), factor G of CPQ (Expedient Vs. Conscientious), factor H of CPQ (Shy Vs. Venturesome), factor J of CPQ (Zestful Vs. Reflective), factor N of CPQ (Forthright Vs. Shrewd) as compared to rural areas non-residential school children.

2. Rural areas residential school students do not significantly differ on factor A of CPQ (Reserved vs. Outgoing), factor D of CPQ (Phlegmatic Temperament Vs. Excitability), factor E of CPQ (Submissiveness Vs. Ascendance), factor I of CPQ (Tough minded Vs. Tender minded), factor O of CPQ (Placid vs. Apprehensive), factor Q3 of CPQ (Undisciplined self conflict vs. Controlled), factor Q4 of CPQ (Relaxed vs. Tense) as compared to rural areas non-residential school children.

3. Boys significantly differ on factor A of CPQ (Reserved vs. Outgoing), factor B of CPQ (Less Intelligent vs. More Intelligent), factor N of CPQ (Forthright Vs. Shrewd), factor Q4 of CPQ (Relaxed vs. Tense) as compared to Girls.

4. Boys do not differ significantly on factor C of CPQ (Emotionally less stable Vs. Emotionally Stable), factor D of CPQ
CPQ (Phlegmatic Temperament Vs. Excitability), factor E of CPQ (Submissiveness Vs. Ascendance), factor F of CPQ (Sober Vs. Happy-go-lucky), factor G of CPQ (Expedient Vs. Conscientious), factor H of CPQ (Shy Vs. Venturesome), factor I of CPQ (Tough minded Vs. Tender minded), factor J of CPQ (Zestful Vs. Reflective), factor O of CPQ (Placid vs. Apprehensive), factor Q3 of CPQ (Undisciplined self conflict vs. Controlled) as compared to Girls.

5. Significant interaction effect is existed between type of students and gender on factor B of CPQ (Less Intelligent vs. More Intelligent), factor G of CPQ (Expedient Vs. Conscientious), factor O of CPQ (Placid vs. Apprehensive), factor Q4 of CPQ (Relaxed vs. Tense).

6. Significant interaction effect is not existed between type of students and gender on factor A of CPQ (Reserved vs. Outgoing), factor C of CPQ (Emotionally less stable Vs. Emotionally Stable), factor D of CPQ (Phlegmatic Temperament Vs. Excitability), factor E of CPQ (Submissiveness Vs. Ascendance), factor F of CPQ (Sober Vs. Happy-go-lucky), factor H of CPQ (Shy Vs. Venturesome), factor I of CPQ (Tough minded Vs. Tender minded), factor J of CPQ (Zestful Vs. Reflective), factor N of CPQ (Forthright Vs. Shrewd), factor Q3 of CPQ (Undisciplined self conflict vs. Controlled).

7. Rural areas residential school students significantly differ on Emotional Maturity as compared to rural areas non-residential school children.

8. Boys significantly differ as compared to Girls on emotional maturity.
9. Significant interaction effect is existed between type of students and gender with regards to Emotional Maturity.

10. Rural areas residential school students do not significantly differ on Father (Parent) Child Relationship as compared to rural areas non-residential school children.

11. Boys do not differ significantly as compared to Girls on Father (Parent) Child Relationship.

12. Significant interaction effect is existed between type of students and gender with regards to Father (Parent) Child Relationship.

13. Rural areas residential school students differ significantly on Mother (Parent) Child Relationship as compared to rural areas non-residential school children.

14. Boys do not differ significantly as compared to Girls on Mother (Parent) Child Relationship.

15. Significant interaction effect is existed between type of students and gender with regards to Mother (Parent) Child Relationship.

5.3 **Suggestions:**

1. A similar study can be done on secondary school students and college students also.

2. A study of I.Q., problem solving ability and academic achievement of high school student can be done.

3. A study of Effect of social economic status of students on their home adjustment and academic achievement can be done.

4. A comparative study of academic performance of higher secondary students of CBSC board and Gujarat board can be done.
5. A similar study can be done on sample taken from other states of India and results can be compared with those of the present study.

6. A comparative study of academic achievement of Government and private school students can be done.

7. A study can be done of exam phobia of secondary and higher secondary school students.

8. Research should be carried out to find correlation between problem solving ability, I.Q. and academic achievement of high school students.

5.4 Limitations:

1. The sample of the present research was selected from Sabarkantha, Mehsana, Patan and Banaskantha district only.

2. Only rural area’s residential and non residential school children were taken under study.

3. Socio economic status of the sample have not been studied in present research.

4. Family size of the sample was not included as independent variable in present research.

5. Cast and religions of the sample was not studied in present research.

6. Statistical analysis of the data of present research was done by 2x2 ANOVA only.