

CHAPTER - VSUMMARY, CONCLUSIONS AND SUGGESTIONS

The present study describes the relationship between personality traits and the achievement in maths of VIII class students.

In response to a multidimensional approach in the field of personality assessment, an attempt has been made to outline briefly the scientific testing of personality, in recent years. In this field Eysence and cattell have done commendable work.

Statement of problem

The title of the problem under investigation was "A study of relationship between achievement in mathematics and the personality factors of VIII class students of rural and urban area.

Purpose:

The study aimed at investigating the following:

- (i) Whether male students differ from female students in the matter of achievement in mathematics.
- (ii) Whether, urban students differ from Rural Students in achievement in mathematics.

- (iii) Whether the personality factors of Rural Pupil has any association with achievement in mathematics.
- (iv) Whether the personality factors of Urban Pupil has any association with achievement in mathematics.

#### HYPOTHESES PROPOSED

The following null hypothesis were proposed to be tested:

- (i) There is no significant difference in the achievement of the pupil from urban and rural area.
- (ii) There is no significant difference in the achievement of boys and girls.
- (iii) There is no correlation between different traits of personality and achievement in mathematics of rural pupil.
- (iv) There is no correlation between different traits of personality and achievement in mathematics of urban pupil.

#### Instruments and procedures:

##### Sample:

The present study used Random incidental sampling for the investigation. The sample was drawn from students

of class VIII of four Higher Secondary Schools each from Bhopal and Shahdol district. One of the school of Bhopal was a girls school. The total number of students was 200. 100 students were selected each from Bhopal and Shahdol. In which there are 50 males and 50 females.

### Instruments

The following instruments were used for data collection:

- (i) High School personality questionnaire.
- (ii) Test paper of mathematics.

### Statistical techniques employed

A number of statistical device were used for analysis of data. They are as follows:

- (i) Mean(M) and standard deviation(SD)
- (ii) ANOVA TEST
- (ii) CRITICAL RATIO
- (iv) Product moment correlation
- (v) Test of statistical significance of

### Findings:

#### I Achievement in mathematics of Rural & Urban Students

- (i) The achievement in mathematics of the urban students was higher than that of the rural

- (ii) The achievement in mathematics of the male students was high than that of the female students.
- (iii) The achievement in maths of urban boys was higher than that of the urban girls.
- (iv) As compared to Rural girls, the rural boys are slightly higher in the achievement of mathematics but the difference is not statistically significant.
- (v) The achievement in mathematics of urban Boys. Was higher than that of the rural boys.
- (vi) The achievement in mathematics of urban girls was higher than that of the rural girls.
- (vii) The achievement in maths of urban boys was higher than that of the rural girls.
- (viii) The achievement in maths of urban girls was higher than that of the Rural boys but the difference is significant at 0.05 level of confidence.

## II Correlation between personality factors and achievement in marks of Rural & Urban Students

### Rural Area

- (i) Intelligence ( $B^+$ ), conscientious ( $G^+$ ) & self sufficient ( $Q_2^+$ ) are the typical personalities

factors related to the achievement in Maths of Rural girls.

- (ii) Intelligence ( $B^+$ ), Conscientiousness ( $G^+$ ), Adventurous ( $H^+$ ), Circumspect individualism ( $J^+$ ), self-sufficient ( $Q_1^+$ ) and controlled ( $Q_3^+$ ) are the personality factors related to achievement in maths of Rural Boys.
- (iii) The factors ( $B^+$ ), ( $G^+$ ) and ( $Q_2^+$ ) are common to both the groups and significant correlated at 0.05 level except for the factor ( $B^+$ ) in rural boys which is significantly correlated at 0.01 level.

#### Urban area

- (iv) Warm hearted ( $A^+$ ), Intelligent ( $B^+$ ), Emotionally stable ( $C^+$ ), enthusiastic ( $F^+$ ), Tenderminded ( $I^+$ ), apprehensive ( $O^+$ ), self sufficient ( $Q_2^+$ ), and controlled ( $Q_3^+$ ) are the personality factors related to achievement in maths of urban girls.
- (v) Adventurous ( $H^+$ ), Tough Minded ( $J^-$ ) controlled ( $Q_3^+$ ) & Tense ( $Q_4^+$ ) are the personality factors related to achievement in maths of urban boys.
- (vi) Only the factor ( $Q_3^+$ ) controlled, is common to both urban and rural groups.

### SUGGESTIONS FOR FURTHER STUDIES

As mentioned earlier the present study had to be delimited due to the limitations of time and resources. Many aspects of the present problem and issues related with the problem may be taken up for further studies.

A few suggestions for the further studies are given as follows:-

- (i) To study the relationship between personality factors and achievement in Environmental studies.
- (ii) To study the personality factors of failure in mathematics.
- (iii) To study the relationship between personality factors and achievement in maths of class V students.
- (iv) To study the relationship between personality factors and achievement in maths of delinquent backward and handicapped children.