



Summary, Conclusion & Suggestion

Sangita kumari

Pachaina Bazzar, Post- MohammadPur, P.S- Koilwar, Bhojpur (BIHAR), India

Received- 12.10.2019, Revised- 16.10.2019, Accepted - 20.10.2019 E-mail: rksharpur2@gmail.com

Abstract: *Keeping in view of the special problems faced by students, it was decided to plan this study in such a way that its result could be of greater lovanche. While investigator acknowledges the limitations of the work, it has an tried to cover a large sample and be precise as it was possible within these limits.*

In this highly competitive age of scientific achievement, there is hardly a single individual who does not aspire for one thing or other. Different individual set the goals they strive to achieve at different levels of standards.

The term level of aspiration is best explained as a frame of reference involving self-esteem or alternatively as a standard with reference to which an individual experiences has the feeling of success or failure. The first reference to the term appeared in the scientific literature of Psychology through a study by Dembo (1931) where she used the term "moventary level" of aspiration. Hope, next took the concept and experimented with it.

Key Words: . Elderly, Elder abuse, Senior citizens,

The concept of level of aspiration has special significance in the Psychology of personality. A number of studies have been done to explore the relationship between level of aspiration and personality variables. To cite some of experiments Eysenck (1941) worked with dysthemics and hysterics, Himmelweit (1947) compared the neurotic and normal persons. Atkinson and Litwin (1960). Clark Teevan, Reciouti (1956). Mc. Clelland (1958) and many others have confirmed that fearful person set their aspiration either defensively very high or defensively very low. Muthaya (1969) in a study found significant correlation between mean goal discrepancy scores and frustration reaction.

If we consider more closely upon the influence of the culture on the personality, we find that, below the level of model personality and national character, the sub culture has a profound effect. The modal personality discloses common elements emerging in the personality development of all members of a society. Yet, if we use a finer mesh of screen to sift out the common personality factors within a culture, a number of differences

are observable which differentiate the group personality structure from the individual personality. Social class and ethnic identifications, which include ce religion and community, represent significant sub cultural influences.

The sample comprised 400 school students (200 from rural and 200 from urban school students).

A review of our findings enables us to ascertain recommendations pertaining to problem of the rural students, their anxiety, adjustment and level of aspiration. It is also possible to visualize and suggest possible scope for further fruitful research in the light of the findings of the present research.

Four standardized psychological devices along with a personal data sheets are utilized for obtaining the raw scores for study. To measure the level of aspiration of the students Cantril's Ladder scale is used. Sinha's comprehensive anxiety inventory is used for the assessment of anxiety level of rural and urban college students. Hindi adaptation of Eysenck Personality Inventory by Sinha et al is used for measuring the four dimensions of



personality such as neuroticism (N) Extraversion (E) Psychoticism (P) and Proneness to lie (L). Hindi adaptation of Bell's adjustment in four different areas home, health, social and emotional-separately, as well as for overall adjustment.

The objective of the present study was : To see how the rural & urban students will differ in their level of (0) aspiration. To see how rural & urban school students will differ in their (i) adjustment pattern. To see how rural & urban school students will differ in their level (ii) of anxiety. To see how rural & urban school students will differ in (iv) extraversion. (v) To recognise the differences in neuroticism of rural & urban school students. (vi) To see how rural & urban school students will differ in security / insecurity.

In view of the objectives of the study the following research hypothesis were framed and tested empirically :- (1) Students belonging to rural and urban area would differ significantly in their level of aspiration. (2) Students belonging to higher SES would differ significantly in their level of aspiration in comparison to the students of lower SES. Students belonging to higher caste groups would have high (3) level of aspiration in comparison to lower caste groups. Male students would have high level of aspiration in (4) Comparison to female students. Rural and urban students would differ significantly in home (5) adjustment. Rural and urban students would differ significantly in health (6) adjustment. Rural and urban students would differ significantly in social (7) adjustment. (8) Rural and urban students would differ significantly in their emotional adjustment (9) Rural and urban students would differ significantly in overall adjustment. (10) Rural and urban students would differ significantly in their

level of anxiety. (11) Rural and urban students would differ significantly on insecurity.

The obtained data were analysed in terms of mean, SD, t-ratio and chi-square. The statistical treatment of the data of the present investigation yielded following results : There is, positive and significant relationship between habitation (1) Place of residence and level of aspiration. Socio-economic status plays an important role in determining one's (2) behaviour at work as well as in other conditions. Students belonging to higher and lower caste differed significantly (3) in their level of aspiration. SC/ST castes have lower level of aspiration than backward and (4) forward caste. Male students had high level of aspiration in comparison to female (5) students and they were more realistic in setting their goals in comparison to female group of students. (6) Urban group had better home adjustment in comparison to rural group. (7) Health adjustment also had some direct bearing on urban and rural habitation. (8) Rural students were more socially adjusted in comparison to urban students. (9) Emotional adjustment was meaningfully associated with habitation. (10) Urban group of students were significantly inferior in overall adjustment than rural group of students. (11) The anxiety level of urban students were very high. (12) Rural students were high on insecurity level in comparison to urban students.

Suggestions for further research as are that the sample should be large and the number of faculties should be more. Cross culture study should be done. We can use other recently developed measures to test the level of aspiration, anxiety, security/ insecurity and adjustment of the students or subjects.
