DISCUSSION, SUGGESTIONS AND IMPLICATIONS

It may be recalled that present study is designed to investigate Self-identity, Value preferences, Level of aspiration and Personality characteristics among professional and non-professional students. Present investigation consists of four variables, first variable is self-identity, this variable did not have any facets or dimensions. Second variable is value preferences, this variable has six dimensions namely Theoretical, Economic, Aesthetic, Social, Political and Religious. Third variable is level of aspiration, this variable also did not have any facets or dimensions. Last variable of the study is personality characteristic, it comprises of five facets namely neuroticism, extraversion, openness, agreeableness and conscientiousness.

There are four important objectives in the present investigation, the first objective is to determine that there is any difference between professional and non-professional students on self-identity. Second objective is to determine that there is any difference between professional and non-professional students on the preference of six values (Theoretical, Economic, Aesthetic, Social, Political and Religious), third objective is to examine whether professional and non-professional students differ on level of aspiration, fourth and last objective of the present investigation is to investigate differences between professional and non-professional students on personality characteristics namely Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness. In order to investigate the above mentioned objectives the researcher divided the data into professional male and female and non-professional male and female groups.
In the present investigation, the investigator discusses the result in the light of the previous empirical findings. The result of the present research has shown in one to thirteen tables earlier and described there in with respect to various personality variables. Researches in the past both in India and abroad have shown favorable and non favorable results related to the above mentioned variables. In order to examine above mentioned objectives, the investigator applied ‘t’ test.

As we come to the first variable we see that self-identity is a multidimensional construct that refers to an individual’s perception of self in relation to any number of characteristics. Researchers and theorist state that individual’s identity is influenced by the people around them and the environment in which they live. Identity development begins with children’s awareness that they are separate and unique individuals. First indication of this awareness is evident in infancy when the children begin to recognize themselves. Students with high self-identity generally approach school related tasks with confidence, which is not true for children with low self-identity. As far as the present investigation is concerned, the result shows that professional students differ significantly with non-professional students group with regard to self-identity. It is high among students in professional courses as compared to students in non-professional courses, findings of present investigation are in conformity with older findings. Claney and Dollinger (1931) and Avqunz (2004) found that students in professional courses have high self-identity as compared to those in non-professional courses. Significant gender differences were found among men and women with regard to self-identity. Possible reason for above result is that, self identity is ‘state of mind’, if its state of mind it means that students in professional courses identify themselves as member of professional
group, similarly students in non-professional courses identify themselves as member of non-professional group. Thus this is state of mind that creates difference between students in professional courses and non-professional courses.

If we talk about the result of second variable i.e. value preferences, the findings shows that there are differences in the preferences of values given by the professional and non-professional students. Values are one of the most important inner factors in determining and shaping the attitudes and behavior of an individual. Because of this reason, human beings way of arrangement of human values in order of their importance to them is very important. It is difficult to understand and evaluate problems of individuals without taking into consideration any information on his/her values. Values have an effect upon attitude and behavior of individual. Thus it is possible to predict the attitude and behavior of individuals, groups and cultures by obtaining knowledge of their values.

The findings of the following investigations have shown significant differences in the preferences of values of professional and non-professional students. Neil and Mary (1973), Silverman (1976), Kumar and Thibodaux (1998), Hetsroni and Ilan (2002), Isik and Meled (2006), Jose and Ouellette, (2006) in their investigations have proved that professional students preferred different values and value norms than the general population. But the result of the present investigation shows no significant differences in the scores of the values of both professional and non-professional students. Comparison of value scores of professional and non-professional students in Theoretical, Economical, Aesthetic, Political and Religious shows no significant difference but in social value the difference between professional and non-professional students as a whole was significant.
at .01 level of confidence but their male and female groups with respect to social value shows no significant difference. Both professional and non-professional students group gave more preference to religious values but professional students with respect to their male and female groups differ from non-professional students in preferences. Professional Males gave more preferences to religious values where as the non-professional males gave more preferences to social values. At the same time professional females and non professional females gave similar preference to economic values. As far as findings of present investigation are concerned, results showed that both the groups differed significantly on ‘Social’ value, this difference is due to cultural factor and its impact on society.

It is well known that Level of aspiration is a double action phenomenon with both positive and negative consequences. It brings success if realistic and failure if unrealistic. Level of aspiration scores in the present investigation have been obtained from male and female groups of professional and non-professional students. The obtained score have been subjected to ‘t’ test to compare different professional and non-professional students.

Researches in the past have shown favorable results related to level of aspiration. The results of the investigations of Margret (1978), Hearn (1987), Fred et al. (2002) and Larson et al. (2007) have shown that professional students have a high level of aspiration as compared to non-professional students. The findings showed that boys aspire high aspiration level than girls. The comparative results of the present investigation are mostly in agreement with the findings of the previous researches which showed that professional students differ significantly from non-professional students. The comparative results of professional male and females further shows that professional males have a higher mean
D- Score than females and have a high level of aspiration than females. Similarly non-professional females in comparison to males have a low level of aspiration. The findings of professional and non-professional males showed that professional male have a high level of aspiration than non-professional males. At the same time professional females has a high level of aspiration than non-professional females, findings show that level of aspiration is high for students in professional courses, According to Schein (1996) and Bigliardi et al. (2005), individual’s career anchors self-concept or core career values comprising self-perceived talents and abilities, competencies, basic values and motivation, students who are in professional courses tends to show above mentioned factors, thus students in professional courses show high level of aspiration as compared to those in non professional courses.

Comparison of personality scores of NEO five factor inventory which represents the big five personality traits neuroticism, extraversion, openness, agreeableness and conscientiousness of professional and non-professional students shows significant differences. Professional males and females differ significantly than non-professional males and females with regard to all the four personality traits except the extraversion. Professional students were less neurotic than non-professional students, where as professional and non-professional students both were extraverted as the scores of both the groups had little difference. Comparison of the scores of other traits clearly indicated that professional students has more openness, has a high level of agreeableness and more conscious than non-professional students group. Findings of the investigations in the past have shown favorable results in support of the present investigation. Dennis, Zuckerman and Kraft (1999), Fulkerson et al. (1999), Livens and Dilchert (2002), Lounsbuy et al.
(2002) and Tsang, Brion and Cullough (2003) in their findings revealed significant differences between men and women. The results of the above studies showed that professional students were low in neuroticism and high in conscientiousness as compared to the general public.

In the light of the above results and their discussion, it may safely but with caution be concluded that in the present investigation professional students had a high self-identity and a higher level of aspiration than non-professional students. Professional students are less neurotic, more open, more conscious, high agreeable than non-professional students. But at the same time non-professional and professional students were extraverted. Professional and non-professional students group as a whole gave more preference to religious values where as they differ in male and female groups with respect to their preference of values.

The pattern of the result represented in this chapter clearly shows that although professional students differ significantly in most of the features but at the same time they are more or less had a close relationship in many of the features.

**Suggestions**

It is a universally known fact that research in any disciplines and especially in social sciences is a never ending effort. Similarly any study can’t be free from criticism from various sides. Researches in psychology focuses on few problem areas and during the processing of the investigation the researcher came to know about the novel areas which were unknown during starting the particular study. Each and every research scholar is enthusiastic and is inclined to pursue research which is comprehensive and enduring. However in due process of completion of research, many hurdles and
shortcomings faces by the researcher. In a long time period of completion of thesis and thus achieving the desired goal, the investigator has to keep on working by ignoring some important variables because of paucity of time, financial constructions etc. Some time the respondents are not available, the other time they may not have the time to answer the investigators questions and so on and so forth. As all these unavoidable hindrances accompany a researcher all through the research, many variables in the psychological research remain unexplored.

By keeping in mind the results of the present study it is suggested that –

1. The study can be conducted by using much larger samples.
2. The study can be transformed into a cross cultural study.
3. Further it is also suggested that this type of research can be replicated on sample of a group of teachers.

Implications of the present investigation-

Whether we are aware of it or not, an assumption underlying of our current teaching practices is that students are “empty vessels” and our role is to fill them with knowledge. It is clear from the findings of the present investigation that professional and non-professional students differ significantly with respect to self-identity, level of aspiration and personality characteristics but as we talk about the fourth variable i.e. value preferences, the two groups shows no difference. Non-professional students as compared to the professional students have less confidence. In order to enhance the confidence and to help the students to make effective performance, there are some points which should be taking into consideration by the teachers and parents-

1. Parents should give moral support to the students.
2. Teachers should emphasize not only to impart knowledge but also to foster adjustment of students.

3. The teacher should understand the basic problems of the students and should translate the curriculum specification of the students.

4. The main duty of the teachers is to get the students learn, so it is their duty to remove all the obstacles to learning.

5. Positive interpersonal relationship between teacher and students should be developed.

6. The teacher tends to apply correct teaching method in teaching and learning process.

7. Classroom facilities should also be improved. It enhances the confidence of the students.

8. Teachers counseling should be made an important feature.

9. Carrier counseling should be made an important feature.

10. Seminars should be designed to address the language and discipline–specific needs of the students.

11. Assignments are necessary to provide orientation to vocabulary and concepts of discipline.