CHAPTER V

SUMMARY, CONCLUSION,

LIMITATIONS & SUGGESTIONS

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This chapter consists of summary, conclusion, limitation, suggestion and significance of the present study.

5.1. Summary

Adolescence is the most important period of human life. Although it is a period of rapid physical development but change in role and expectations for differentially for male and female keep significance on their psychological development. Further the development of the world has been connected with the dominance of the English, English language as Medium of Instruction (MOI) substantiated as playing the central role in the students’ psychology and has been a topic of increasing concern of researchers in educational field. In this context the present study made its effort to explore the role of gender and medium of instruction on adolescents’ psychological aspects namely personality, achievement motivation, self-confidence and adjustment. The present study also extent by ascertain the role of personality type (MPI) in prediction of achievement motivation, self-confidence and adjustment for adolescents. The randomized sample of study was consisted of 200 adolescent, selected from all Arts, Commerce and science discipline of various junior colleges situated at Aurangabad city of Maharashtra State. The whole sample comprised of 100 adolescents belonging to throughout English medium and rest 100 were those belonging to Marathi medium. Both English and Marathi medium adolescents groups were made with equal number of male and female adolescents. The considered sample was administered on Deo-Mohan Achievement Motivation (n-ach) Scale developed by Pratibha Deo & asha mohan in 1985, Maudsley Personality Inventory (MPI) Hindi version prepared by S.S.Jalota and S.D. Kapoor in 1975, Adjustment Inventory for School Students (AISS) by A. K. P.Sinha & R. P. Singh (1971) and Agnihotri’s Self Confidence Inventory
(ASCI) developed by Rekha Agnihotri (1987). 2X2 factorial and correlation design was
used to attain the objectives of the present study. Obtained data were analyzed under
Descriptive and Inferential statistical using the Statistical Package for Social Sciences
(SPSS) version 17.0 (SPSS for Windows, 2009), and a p value of less than 0.05 and
0.01 was determined to be statistically significant. On the basis of data analysis
following conclusions was drawn-
5.2. Conclusions

The analysis of the data revealed following conclusion-

5.2.1. Descriptive analysis

Descriptive analysis revealed existence of average level of neurotic and extrovert tendency within personality as well as existence of average level of adjustment, self-confidence and achievement motivation for considered cohort of adolescents (n=200).

5.2.2. Analysis of variance

➢ Personality

- Male and female adolescents are not significantly different in their personality traits particularly Introvert/extrovert and Stability/Neurotism.
- English and Marathi medium adolescents are not significantly different in their emotionally stability whereas in introversion/extroversion personality type adolescents from English medium backgrounds possess significantly higher traits of extrovert in their personality as compared to Marathi medium adolescents.
- Male and female adolescents whether comes from English medium background or Marathi medium do not vary in their personality traits particularly marked as Stability/Neuroticism and Introversion/Extroversion.
➢ **Achievement motivation**

- Gender difference does not significant to introduce variation in adolescents’ level of achievement motivation.
- Adolescents’ level of achievement motivation is not significantly influenced by their choice of language either English or Marathi as a medium of academic instruction.
- The difference in level of achievement motivation for male and female adolescents is not significant in relation to their adopted language whether English or Marathi as medium of instruction.

➢ **Self-Confidence**

- Male and female adolescents are not significantly different in their level of self-confidence.
- Adolescents’ level of self-confidence does not vary according to their adopted language; English and Marathi using as medium of instruction.
- Male and female adolescents’ self-confidence do not significantly differ in relation to their adopted language whether English or Marathi as medium of instruction in their academics.

➢ **Adjustment**

- Male and female adolescents are not significantly different in their level of adjustment.
• Adolescents those using English language as medium of instruction are remarkably better in their level of adjustment as compared to Marathi medium adolescents.

• Adolescents’ level of adjustment adjusted is not significantly and positively associated with interaction of gender and medium of instruction.

5.2.3. Regression analysis

➢ Personality and Achievement motivation

• Correlation analysis of adolescents’ achievement motivation (n-ach) with Stability/Neurotism (r = -0.952, p = .000) and with Introvert/Extrovert (r = -0.696, p = .000) revealed adolescents whose personality characterised with high Neurotism tendency are lesser in their level of n-ach whereas adolescents who possess extrovert tendency are higher in their level of n-ach.

• Stepwise regression analysis revealed Introvert/Extrovert alone (r = 0.963, R^2 = 0.928, b= 17.241, p = .000) and along with Stability/Neuroticism (r = 0.97, R^2 = 0.941, B = 10.876, p = .000) contributing 92.8 and 94.1 % variance respectively in level of achievement motivation for adolescents.

➢ Personality and Self-Confidence

• Correlation analysis of adolescents’ self-confidence with Stability/Neurotism (r = -0.955, p = .000) and with Introvert/Extrovert (r = -.965, p = .000) revealed adolescents’ personality characterised having
high Neurotism tendency are less self-confident whereas adolescents those possess extrovert tendency are higher in their level of self-confidence.

- Stepwise regression analysis revealed Introvert/Extrovert alone ($r = 0.965$, $R^2 + 0.93$, $R^2_{\Delta} = 0.93$, $F = 2643.026$, $p = 0.000$) and along with Stability/Neuroticism ($r = 0.972$, $R^2 = 0.945$, $R^2_{\Delta} = 0.014$, $f = 1681.425$, $p = 0.000$) contributing 93 and 94.5% variance respectively in level of self-confidence for adolescents.

≥ **Personality and Adjustment**

- Correlation analysis of adolescents’ adjustment with their Stability/Neurotism ($r = .66$, $p = .000$) and Introvert/Extrovert ($r = -.696$, $p = .000$) personality type revealed that adolescents having high tendency of Neurotism are poorer in their adjustment whereas adolescents with extrovert tendency are well adjusted as compared to introverts.

- Stepwise regression analysis revealed Introvert/extrovert personality type significantly predict 48.4% variance in adolescents’ adjustment ($r = .696$, $R^2 = .484$, $f = 185.52$, $p = .000$, $b = 2.18$, $p = .000$) whereas Stability/Neuroticism personality type is not as significant predictor for same.
5.3. Limitations & Suggestions

Limitations of the present study with its’ respective suggestions are described as below-

- The present study is limited to the study variables namely personality, adjustment, achievement motivation and self-confidence in relation to their gender and medium of instruction characteristics. Factors other than medium of instruction and gender can be taken into consideration for considered constructs like personality, academic adjustment, academic achieving and self-confidence in further research.

- This study limited to cross sectional and correlational design. Other study with longitudinal nature could advance the information regarding considered constructs.

- The present study restricted to the junior college going adolescents which further limits generalizability of the present findings for school going adolescents. Further research with same objectives can be conducted also on school going adolescents.

- The population under study is limited to the municipal limits of Aurangabad (Maharashtra, India). Other study can be conducted in different college situated in different area throughout the Maharashtra state.
• The sample size of the present study is limited to 200 students which deteriorate the validity of results. Larger sample can enhance the validity of present finding.

• The present study is limited in its design, method, measuring devices and statistical techniques.
5.4. Significance of the study:-

English in present era perceived as the language of a rich and powerful post-industrial society, while the native language may be seen as somehow less impressive and respected. This perceived differential between the power and respectability of the English language and that of English could be expected to affect ones’ psychological aspects especially in area of academics. Considering the significance of English language and its’ essentiality in adolescents’ academic and vocational growth, the range of psychological variables related to their language ability cannot be flouted.

In light of aforementioned the present study signify its’ role by identifying adolescents’ personality adjustment, achievement motivation and self-confidence related to their language as medium of instruction. The present outcomes, further expected to contribute advance the knowledge regarding adolescents’ psychological wellbeing in educational settings which will be further used by clinical, counsellor and social professionals to overcome adolescents’ issues regarding their low performance and ill-psychology.