CHAPTER 5

SUMMARY & CONCLUSIONS
Chapter 5: Summary, Conclusions, Suggestions and Limitations

5.1 Summary

5.2 Conclusions

5.3 Educational Implication and Recommendation

5.4 Limitations of the present study
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SUMMARY AND CONCLUSION

5.1 Summary

The Present study entitled ‘Personality Characteristics’ And Study Habits Of English And Marathi Medium High School Students’ was undertaken during the year 2009-2012. The first objective of the present research was to study the personality characteristics of English and Marathi Medium high school students. The Gender wise study of these students was also performed, whereas the second objective was to compare the Study Habits of English and Marathi Medium School going students (gender wise and medium wise). Lastly to study the impact of socio economic status on Personality characteristics and study Habits of both English and Marathi medium school going students and also study the correlation among the Study habits and personality characteristics of the students.

The sample under study was taken from various schools of English and Marathi medium selected randomly located in Marathwada region (Aurangabad, Jalna, Beed, Latur, Parbhani). At first 1600 students were taken into account and out of them random 400 effective samples between the age group of 13 to 17 years studying in IX and X class from urban settings only belong to lower and higher socioeconomic status from each English and Marathi medium school (with equal break up of male and female). Standardized tools have been used for the data collection, which are 1) High School personality Questionnaire (HSPQ) Indian adaption by S D Kapoor. This questionnaire
consist 142 statements related to fourteen personality characteristics, 2) Study Habit Inventory Constructed by M. Mukhopdhyaya & B. N. Sansanwal, 1992. This inventory used for to assess the study habits of research sample (High school students). There are fifty two (52) items including nine sub components of study habits. 3) Socio Economic Status Scale, constructed by Dr. Rajbir Singh, Radhey Shyam & Satish Kumar, 2006; It is used to determine the Socio economic status of the parents of the students under study.

Mean and Standard Deviation have been determined to main effect and interaction effect of the variables under study. ANOVA (2 x 2 x 2 Factorial design) Analysis of Variance (ANOVA) technique was used to see interaction effect of the variables under study. The correlation coefficient (Karl Pearson Product Moment Correlation) had been calculated to see the internal consistency among the dependent variables.

5.2 Conclusions

Salient Findings of the present study are summarized as below.

a) Personality Characteristics of both English and Marathi medium school going students.

1) English and Marathi medium students did not differ significantly on factor A (Reserved Vs participative), H (Timid Vs Socially bold), O (Confident Vs Apprehensive) dimensions of personality.

2) The Marathi Medium School going students showed higher Ego Strength (C) than English medium school going students.
3) English Medium Students had been found to be more Obedient (E) than Marathi medium school going students.

4) There was significant difference on factor G (Expedient Vs conscientious) of dimensions of personality of English and Marathi medium school going students.

5) English medium school going students were Tough minded (I) than Marathi medium school going students.

6) English medium school going students were more Zestful (J) than Marathi medium school going students.

b) **Personality Characteristics of Male and Female students irrespective of medium.**

1) Male students had been found to be more Participating (A) than female students.

2) Female students had been found higher Ego strength(C) than male students.

3) Female Students were more Obedient (E) than male school going student.

4) Female students have been found more conscientious (G) than male school going students.

5) Male and female school going students did not differ significantly on factor H (Timid Vs Socially bold) dimension of personality.

6) Female school going students had been found to be more Tender- Minded (I) than male school going students.

7) Female school going students have been found more Zestful (J) than male school going students.

8) There was no significant difference on factor O (Confident Vs Apprehensive) dimension of personality of male and female school going students.
c) **Personality Characteristics and Socio-economic status.**

1) The Socio Economic Status of English and Marathi medium school going students had no impact on their personality characteristics.

2) There was no significant interaction effect of Gender x SES, or Gender x Medium, or Medium x SES, or Gender x Medium x SES on factor C (Lower Ego strength Vs higher Ego Strength), G (Expedient Vs Conscientious), E (Obedient Vs Assertive), H (Timid Vs Socially bold), I (Tough minded Vs Tender minded), and O (Confident Vs Apprehensive) dimensions of personality of English and Marathi Medium school going students.

3) There was significant interaction effect of Gender x SES on factor J (Zestful Vs Individualistic), dimension of personality of English and Marathi medium school going students.

4) There was significant interaction effect of Gender x Medium, and medium x SES on factor A (Reserved Vs Participative) dimension of personality of English and Marathi medium school going students.

d) **Study habits of Both English and Marathi Medium school going students.**

1) There was no significant difference in study Habits of English and Marathi medium school going students.
e) **Study habits of Male and Female students.**

1) Female school going students had better Study Habits than male school going students.

f) **Interaction of Study habits with SES x Gender x Medium.**

1) There was no significant interaction effect of Gender x SES, & Medium x SES on Study Habits of English and Marathi medium school going students.

2) There was significant interaction effect of Gender x Medium, and Gender Medium x SES on Study Habits of English and Marathi medium school going students.

g) **Correlation between Study Habits and Personality Characteristics of English and Marathi medium school going students.**

1) There was positive correlation in Study Habits and Studied some factors such as factor A (Reserved Vs Participative), C (Ego strength), G(Expedient Vs Conscientious), E (Obedient Vs Assertive), H (Timid Vs Socially bold) and I (Tough minded Vs Tender minded) dimensions of personality.

2) There was no correlation between Study Habits and factor J (Zestful Vs Individualistic) dimension of personality of English and Marathi medium school going students.
3) There was negative correlation between Study Habits and factor O (Confident Vs Apprehensive) dimension of personality of English and Marathi medium school going students.

5.3 Educational Implications and Recommendations

Education is the process through which an individual is depended into individuality and a person into a personality. Each person is different from the other and every individual has some unique potential in some field or the other.

Good Study Habits inculcated among students reflects the Student’s culture. In short the Study Habits are nothing but an outcome of the total personality of the Students. Thus it was an essential to study not only the study habits of the student but also to assess student’s personality. There are many factors responsible for shaping personality of an individual.

The present study also aimed at establishing a correlation between the personality characteristics and Study Habits as well as the impact of Socio-economic Status on these two. Based on the result of the present study following recommendations or suggestions are made.

1) These studies identify the nature of personality of the students. Similar studies for the whole state are suggested so that student’s individual profile can be made.

2) This individual profile of the student obtained is very helpful in designing the curriculum and the educational policy.
3) The Personality Characteristics determined in the present study is helpful to educationalist and clinical psychologist.

4) Based on profile of the student, one can identify the necessity of medium of instruction that helps in identifying in which medium the student can be successful, whether it is an English Medium or any vernacular medium.

5) As there is little or no impact found of Socio-economic status on the personality characteristics of the students, it is the responsibility of the school authorities to provide good learning environment to the students, so that every individual irrespective of their socio-economic background can attain success.

6) There are certain factors such as A, C, E, G, H, I, J and O of personality characteristics of the students are depend on an individual but other factors too play greater role in making personality of the student, even the parents also play a greater role for supporting climate.

7) It is found that few personality factors on their own influence on the student’s Study Habits. It is recommended to improve those dimensions of personality related to their study Habits.

8) Students with poor Study Habits have to take suggestion from teachers, friends for developing good Study Habits.

9) It is suggested to extend these studies on larger area by considering all fourteen factors of personality characteristics.

10) A detail research is needed to work out an individual’s profile and based on these findings; the concept of single school can be implemented, each student can be considered to be one school is termed as single school.
11) The personality characteristics of the students who belong to high socio-economic status can be studied in detail; the same line of research on ICSE or CBSE curriculum.

12) The relation of few personality dimensions and Study Habits have been studied in the present research, it is recommended that the prospective studies could investigate the relation of personality characteristics with other factors.

5.4 Limitations of the Present Study

1) Present studies have confined only to eight factors of Personality Characteristics of English and Marathi medium school going students.

2) The research was conducted for few districts of Marathwada region.

3) The research was conducted only on high school students.

4) Only schools of urban area were considered for the present study.

5) The students who follow the state board syllabus were subjected for the study.

6) The discussion about personality characteristics would have been more meaningful if it had been translated to STEN scores after the calculations of the Mean.