



## **CHAPTER-5**

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## **CHAPTER-5**

### **SUMMARY AND CONCLUSION**

#### **5.1 Introduction**

It is believed that the research is not complete until it is written as scientific report. The results of research should be useful to normal society or scientific communities for further research. The obtained results will be utilized to get the solutions of the existing questions and problems of normal society or scientific communities. That's why the report writing is very important part of research. The report writing is done by keeping some important features in mind including abstracts, objectives, background of research, materials and methods, results and discussions, conclusions and future prospective of research. This all are the steps of the process through which the authors should have to pass.

Researcher reaches to some meaningful conclusions after the end of the research. These conclusions may be useful for other research or the society. It is very important to write the research article in a way that should easily convey the theme of research to the reader. The aim of the research should be kept in the mind while writing of the article. The aim should be conveyed properly in the writing of research article. The authors should kept the mentality of reader in mind and should write accordingly. They should write according to the level and type of readers.

The aim of present research is to study the insecurity, aggression and personality traits among the college students of hindu and muslim communities. The differences between the aforementioned virtues among them are rationally studied here. Whether they differ in regards with the insecurity, aggression and personality traits or not has been studied by data survey. To achieve this objective, we have chosen various arts and science college students as sample. The rationale sample size is selected

for each and every group of factor design. The insecurity, aggression and personality traits between communities were surveyed and analysed statistically. Authorized questionnaires and measurements were applied to get the data from the community group. The numbers obtained from survey is fed to statistical tools. Generally, we have used the 'F-test' to check the real difference between hindu and muslim communities. The mean values and their standard deviation are considered to reach the real conclusions. The following results were concluded after survey and statistical analysis of data.

## **5.2 Results**

1. There is the significant difference observed between the mean of aggression among the Hindu and Muslim community students.
2. There is the significant difference observed between the mean of aggression among the Arts and science students.
3. There is the significant difference observed between the mean of aggression among the Boys and Girls community students.
4. Interaction of community and education stream has no significant effect on the Aggression.
5. Interaction of community and Gender has the significant effect on the Aggression.
6. Interaction of Education and Gender has the significant effect on the Aggression.
7. Interaction of Community, Education stream and Gender has the significant effect on the Aggression.
8. There is the significant difference observed between the mean of physical aggression among the Hindu and Muslim community students.

9. There is the significant difference observed between the mean of physical aggression among the Arts and science students.
10. There is the significant difference observed between the mean of physical aggression among the Boys and Girls community students.
11. Interaction of community and education stream has the significant effect on the physical Aggression.
12. Interaction of community and Gender has no significant effect on the physical Aggression.
13. Interaction of Education and Gender has no significant effect on the physical Aggression.
14. Interaction of Community, Education stream and Gender has no significant effect on the physical Aggression.
15. There is no significant difference observed between the mean of verbal aggression among the Hindu and Muslim community students.
16. There is the significant difference observed between the mean of verbal aggression among the Arts and science students.
17. There is no significant difference observed between the mean of verbal aggression among the Boys and Girls community students.
18. Interaction of community and education stream has the significant effect on the verbal Aggression.
19. Interaction of community and Gender has the significant effect on the verbal Aggression.
20. Interaction of Education and Gender has the significant effect on the verbal Aggression.

21. Interaction of Community, Education stream and Gender has the significant effect on the verbal Aggression.
22. There is the significant difference observed between the mean of angriness-aggression among the Hindu and Muslim community students.
23. There is the significant difference observed between the mean of angriness-aggression among the Arts and science students.
24. There is the significant difference observed between the mean of angriness-aggression among the Boys and Girls community students.
25. Interaction of community and education stream has no significant effect on the angriness-Aggression.
26. Interaction of community and Gender has the significant effect on the angriness-Aggression.
27. Interaction of Education and Gender has the significant effect on the angriness-Aggression.
28. Interaction of Community, Education stream and Gender has the significant effect on the angriness-Aggression.
29. There is no significant difference observed between the mean of enemy context-aggression among the Hindu and Muslim community students.
30. There is no significant difference observed between the mean of enemy context-aggression among the Arts and science students.
31. There is the significant difference observed between the mean of enemy context-aggression among the Boys and Girls community students.

32. Interaction of community and education stream has the significant effect on the Enemy context-aggression.
33. Interaction of community and Gender has the significant effect on the Enemy context-aggression.
34. Interaction of Education and Gender has the significant effect on the Enemy context-aggression.
35. Interaction of Community, Education stream and Gender has the significant effect on the Enemy context-aggression.
36. There is no significant difference observed between the mean of insecurity among the Hindu and Muslim community students.
37. There is the significant difference observed between the mean of insecurity among the Arts and science students.
38. There is no significant difference observed between the mean of insecurity among the Boys and Girls community students.
39. Interaction of community and education stream has the significant effect on the Insecurity.
40. Interaction of community and Gender has the significant effect on the Insecurity.
41. Interaction of Education and Gender has the significant effect on the Insecurity.
42. Interaction of Community, Education stream and Gender has no significant effect on the Insecurity.
43. There is the significant difference observed between the mean of family context-insecurity among the Hindu and Muslim community students.

44. There is the significant difference observed between the mean of family context-insecurity among the Arts and science students.
45. There is the significant difference observed between the mean of family context-insecurity among the Boys and Girls community students.
46. Interaction of community and education stream has no significant effect on the Family context-insecurity.
47. Interaction of community and Gender has the significant effect on the Family context-insecurity.
48. Interaction of Education and Gender has the significant effect on the Family context-insecurity.
49. Interaction of Community, Education stream and Gender has the significant effect on the Family context-insecurity.
50. There is no significant difference observed between the mean of school context-insecurity among the Hindu and Muslim community students.
51. There is the significant difference observed between the mean of school context-insecurity among the Arts and science students.
52. There is the significant difference observed between the mean of school context-insecurity among the Boys and Girls community students.
53. Interaction of community and education stream has the significant effect on the School context-insecurity.
54. Interaction of community and Gender has the significant effect on the School context-insecurity.

55. Interaction of Education and Gender has the significant effect on the School context-insecurity.
56. Interaction of Community, Education stream and Gender has the significant effect on the School context-insecurity.
57. There is no significant difference observed between the mean of peer group context-insecurity among the Hindu and Muslim community students.
58. There is no significant difference observed between the mean of peer group context-insecurity among the Arts and science students.
59. There is the significant difference observed between the mean of peer group context-insecurity among the Boys and Girls community students.
60. Interaction of community and education stream has no significant effect on the Peer group context-insecurity.
61. Interaction of community and Gender has no significant effect on the Peer group context-insecurity.
62. Interaction of Education and Gender has no significant effect on the Peer group context-insecurity.
63. Interaction of Community, Education stream and Gender has no significant effect on the Peer group context-insecurity.
64. There is the significant difference observed between the mean of study context-insecurity among the Hindu and Muslim community students.
65. There is the significant difference observed between the mean of study context-insecurity among the Arts and science students.



66. There is no significant difference observed between the mean of study context-insecurity among the Boys and Girls community students.
67. Interaction of community and education stream has no significant effect on the Study context-insecurity.
68. Interaction of community and Gender has no significant effect on the Study context-insecurity.
69. Interaction of Education and Gender has the significant effect on the Study context-insecurity.
70. Interaction of Community, Education stream and Gender has no significant effect on the Study context-insecurity.
71. There is the significant difference observed between the mean of future context-insecurity among the Hindu and Muslim community students.
72. There is the significant difference observed between the mean of future context-insecurity among the Arts and science students.
73. There is no significant difference observed between the mean of future context-insecurity among the Boys and Girls community students.
74. Interaction of community and education stream has no significant effect on the Future context-insecurity.
75. Interaction of community and Gender has no significant effect on the Future context-insecurity.
76. Interaction of Education and Gender has no significant effect on the Future context-insecurity.

77. Interaction of Community, Education stream and Gender has no significant effect on the Future context-insecurity.
78. There is the significant difference observed between the mean of exam context-insecurity among the Hindu and Muslim community students.
79. There is no significant difference observed between the mean of exam context-insecurity among the Arts and science students.
80. There is no significant difference observed between the mean of exam context-insecurity among the Boys and Girls community students.
81. Interaction of community and education stream has no significant effect on the Exam context-insecurity.
82. Interaction of community and Gender has no significant effect on the Exam context-insecurity.
83. Interaction of Education and Gender has no significant effect on the Exam context-insecurity.
84. Interaction of Community, Education stream and Gender has no significant effect on the Exam context-insecurity.
85. There is the significant difference observed between the mean of self context-insecurity among the Hindu and Muslim community students.
86. There is no significant difference observed between the mean of self context-insecurity among the Arts and science students.
87. There is no significant difference observed between the mean of self context-insecurity among the Boys and Girls community students.

88. Interaction of community and education stream has no significant effect on the Self context-insecurity.
89. Interaction of community and Gender has no significant effect on the Self context-insecurity.
90. Interaction of Education and Gender has no significant effect on the Self context-insecurity.
91. Interaction of Community, Education stream and Gender has no significant effect on the Self context-insecurity.
92. There is the significant difference observed between the mean of existence context-insecurity among the Hindu and Muslim community students.
93. There is no significant difference observed between the mean of existence context-insecurity among the Arts and science students.
94. There is no significant difference observed between the mean of existence context-insecurity among the Boys and Girls community students.
95. Interaction of community and education stream has no significant effect on the Existence context-insecurity.
96. Interaction of community and Gender has the significant effect on the Existence context-insecurity.
97. Interaction of Education and Gender has no significant effect on the Existence context-insecurity.
98. Interaction of Community, Education stream and Gender has no significant effect on the Existence context-insecurity.
99. There is no significant difference observed between the mean of personality traits among the Hindu and Muslim community students.

100. There is the significant difference observed between the mean of personality traits among the Arts and science students.
101. There is the significant difference observed between the mean of personality traits among the Boys and Girls community students.
102. Interaction of community and education stream has the significant effect on the Personality traits.
103. Interaction of community and Gender has the significant effect on the Personality traits.
104. Interaction of Education and Gender has no significant effect on the Personality traits.
105. Interaction of Community, Education stream and Gender has the significant effect on the Personality traits.
106. There is the significant difference observed between the mean of outgoing against reserved among the Hindu and Muslim community students.
107. There is no significant difference observed between the mean of outgoing against reserved among the Arts and science students.
108. There is no significant difference observed between the mean of outgoing against reserved among the Boys and Girls community students.
109. Interaction of community and education stream has no significant effect on the Outgoing against reserved.
110. Interaction of community and Gender has no significant effect on the Outgoing against reserved.
111. Interaction of Education and Gender has no significant effect on the Outgoing against reserved.

112. Interaction of Community, Education stream and Gender has no significant effect on the Outgoing against reserved.
113. There is no significant difference observed between the mean of more intelligent against less intelligent among the Hindu and Muslim community students.
114. There is the significant difference observed between the mean of more intelligent against less intelligent among the Arts and science students.
115. There is no significant difference observed between the mean of more intelligent against less intelligent among the Boys and Girls community students.
116. Interaction of community and education stream has no significant effect on the More intelligent against less intelligent.
117. Interaction of community and Gender has the significant effect on the More intelligent against less intelligent.
118. Interaction of Education and Gender has no significant effect on the More intelligent against less intelligent.
119. Interaction of Community, Education stream and Gender has no significant effect on the More intelligent against less intelligent.
120. There is the significant difference observed between the mean of Emotionally stable against emotional among the Hindu and Muslim community students.
121. There is the significant difference observed between the mean of Emotionally stable against emotional among the Arts and science students.

122. There is no significant difference observed between the mean of Emotionally stable against emotional among the Boys and Girls community students.
123. Interaction of community and education stream has no significant effect on the Emotionally stable against emotional.
124. Interaction of community and Gender has no significant effect on the Emotionally stable against emotional.
125. Interaction of Education and Gender has the significant effect on the Emotionally stable against emotional.
126. Interaction of Community, Education stream and Gender has no significant effect on the Emotionally stable against emotional.
127. There is the significant difference observed between the mean of Assertive against humble among the Hindu and Muslim community students.
128. There is the significant difference observed between the mean of Assertive against humble among the Arts and science students.
129. There is the significant difference observed between the mean of Assertive against humble among the Boys and Girls community students.
130. Interaction of community and education stream has the significant effect on the Assertive against humble.
131. Interaction of community and Gender has no significant effect on the Assertive against humble.
132. Interaction of Education and Gender has the significant effect on the Assertive against humble.

133. Interaction of Community, Education stream and Gender has the significant effect on the Assertive against humble.
134. There is the significant difference observed between the mean of Happy-go-lucky against sober among the Hindu and Muslim community students.
135. There is the significant difference observed between the mean of Happy-go-lucky against sober among the Arts and science students.
136. There is the significant difference observed between the mean of Happy-go-lucky against sober among the Boys and Girls community students.
137. Interaction of community and education stream has the significant effect on the Happy-go-lucky against sober.
138. Interaction of community and Gender has no significant effect on the Happy-go-lucky against sober.
139. Interaction of Education and Gender has the significant effect on the Happy-go-lucky against sober.
140. Interaction of Community, Education stream and Gender has the significant effect on the Happy-go-lucky against sober.
141. There is no significant difference observed between the mean of Conspicuous against expendent among the Hindu and Muslim community students.
142. There is no significant difference observed between the mean of Conspicuous against expendent among the Arts and science students.

143. There is no significant difference observed between the mean of Conspicuous against expendent among the Boys and Girls community students.
144. Interaction of community and education stream has no significant effect on the Conspicuous against expendent.
145. Interaction of community and Gender has no significant effect on the Conspicuous against expendent.
146. Interaction of Education and Gender has no significant effect on the Conspicuous against expendent.
147. Interaction of Community, Education stream and Gender has no significant effect on the Conspicuous against expendent.
148. There is no significant difference observed between the mean of Bold against shy among the Hindu and Muslim community students.
149. There is the significant difference observed between the mean of Bold against shy among the Arts and science students.
150. There is no significant difference observed between the mean of Bold against shy among the Boys and Girls community students.
151. Interaction of community and education stream has the significant effect on the Bold against shy.
152. Interaction of community and Gender has no significant effect on the Bold against shy.
153. Interaction of Education and Gender has no significant effect on the Bold against shy.
154. Interaction of Community, Education stream and Gender has no significant effect on the Bold against shy.



155. There is the significant difference observed between the mean of Tenderminded against thoughminded among the Hindu and Muslim community students.
156. There is no significant difference observed between the mean of Tenderminded against thoughminded among the Arts and science students.
157. There is no significant difference observed between the mean of Tenderminded against thoughminded among the Boys and Girls community students.
158. Interaction of community and education stream has the significant effect on the Tenderminded against thoughminded.
159. Interaction of community and Gender has the significant effect on the Tenderminded against thoughminded.
160. Interaction of Education and Gender has no significant effect on the Tenderminded against thoughminded.
161. Interaction of Community, Education stream and Gender has no significant effect on the Tenderminded against thoughminded.
162. There is the significant difference observed between the mean of Suspicious against trusting among the Hindu and Muslim community students.
163. There is the significant difference observed between the mean of Suspicious against trusting among the Arts and science students.
164. There is the significant difference observed between the mean of Suspicious against trusting among the Boys and Girls community students.

165. Interaction of community and education stream has the significant effect on the Suspicious against trusting.
166. Interaction of community and Gender has the significant effect on the Suspicious against trusting.
167. Interaction of Education and Gender has the significant effect on the Suspicious against trusting.
168. Interaction of Community, Education stream and Gender has no significant effect on the Suspicious against trusting.
169. There is the significant difference observed between the mean of Imaginative against practical among the Hindu and Muslim community students.
170. There is the significant difference observed between the mean of Imaginative against practical among the Arts and science students.
171. There is no significant difference observed between the mean of Imaginative against practical among the Boys and Girls community students.
172. Interaction of community and education stream has the significant effect on the Imaginative against practical.
173. Interaction of community and Gender has the significant effect on the Imaginative against practical.
174. Interaction of Education and Gender has tno significant effect on the Imaginative against practical.
175. Interaction of Community, Education stream and Gender has no significant effect on the Imaginative against practical.

176. There is no significant difference observed between the mean of Shrewd against forthright among the Hindu and Muslim community students.
177. There is no significant difference observed between the mean of Shrewd against forthright among the Arts and science students.
178. There is no significant difference observed between the mean of Shrewd against forthright among the Boys and Girls community students.
179. Interaction of community and education stream has no significant effect on the Shrewd against forthright.
180. Interaction of community and Gender has no significant effect on the Shrewd against forthright.
181. Interaction of Education and Gender has no significant effect on the Shrewd against forthright.
182. Interaction of Community, Education stream and Gender has the significant effect on the Shrewd against forthright.
183. There is the significant difference observed between the mean of Apperhensive against plaoid among the Hindu and Muslim community students.
184. There is the significant difference observed between the mean of Apperhensive against plaoid among the Arts and science students.
185. There is no significant difference observed between the mean of Apperhensive against plaoid among the Boys and Girls community students.
186. Interaction of community and education stream has the significant effect on the Apperhensive against plaoid.

187. Interaction of community and Gender has the significant effect on the Apperhensive against plaoid.
188. Interaction of Education and Gender has the significant effect on the Apperhensive against plaoid.
189. Interaction of Community, Education stream and Gender has no significant effect on the Apperhensive against plaoid.
190. There is no significant difference observed between the mean of Experimenting against traditional among the Hindu and Muslim community students.
191. There is no significant difference observed between the mean of Experimenting against traditional among the Arts and science students.
192. There is no significant difference observed between the mean of Experimenting against traditional among the Boys and Girls community students.
193. Interaction of community and education stream has no significant effect on the Experimenting against traditional.
194. Interaction of community and Gender has no significant effect on the Experimenting against traditional.
195. Interaction of Education and Gender has the significant effect on the Experimenting against traditional.
196. Interaction of Community, Education stream and Gender has no significant effect on the Experimenting against traditional.
197. There is no significant difference observed between the mean of Self-sufficient against group-tied among the Hindu and Muslim community students.

198. There is no significant difference observed between the mean of Self-sufficient against group-tied among the Arts and science students.
199. There is no significant difference observed between the mean of Self-sufficient against group-tied among the Boys and Girls community students.
200. Interaction of community and education stream has no significant effect on the Self-sufficient against group-tied.
201. Interaction of community and Gender has no significant effect on the Self-sufficient against group-tied.
202. Interaction of Education and Gender has the significant effect on the Self-sufficient against group-tied.
203. Interaction of Community, Education stream and Gender has no significant effect on the Self-sufficient against group-tied.
204. There is no significant difference observed between the mean of Controlled against causal among the Hindu and Muslim community students.
205. There is no significant difference observed between the mean of Controlled against causal among the Arts and science students.
206. There is no significant difference observed between the mean of Controlled against causal among the Boys and Girls community students.
207. Interaction of community and education stream has no significant effect on the Controlled against causal.
208. Interaction of community and Gender has no significant effect on the Controlled against causal.

209. Interaction of Education and Gender has no significant effect on the Controlled against causal.
210. Interaction of Community, Education stream and Gender has no significant effect on the Controlled against causal.
211. There is the significant difference observed between the mean of Tense against relaxed among the Hindu and Muslim community students.
212. There is the significant difference observed between the mean of Tense against relaxed among the Arts and science students.
213. There is no significant difference observed between the mean of Tense against relaxed among the Boys and Girls community students.
214. Interaction of community and education stream has the significant effect on the Tense against relaxed.
215. Interaction of community and Gender has no significant effect on the Tense against relaxed.
216. Interaction of Education and Gender has no significant effect on the Tense against relaxed.
217. Interaction of Community, Education stream and Gender has no significant effect on the Tense against relaxed.

**Table 5.1:**  
**Summary of accepted and rejected null hypotheses on the basis of  
dependent variables**

No	Depended variable	Number of Hypothesis	ACCEPT Hypothesis	Reject Hypothesis	Level of Significance	
					0.01	0.05
1.	Aggression	07	01	06	05	01
2.	Physical Aggression	07	03	04	03	01
3.	Verbal Aggression	07	02	05	05	00
4.	Angriness Aggressive	07	01	06	06	00
5.	Enemy Aggressive	07	02	05	05	00
6.	Insecurity	07	03	04	02	02
7.	Family Insecurity	07	01	06	05	01
8.	School Insecurity	07	01	06	05	01
9.	Peer Group Insecurity	07	06	01	00	01
10.	Study Insecurity	07	04	03	03	00
11.	Future Insecurity	07	05	02	01	01
12.	Exam Insecurity	07	06	01	01	00
13.	Self-Context Insecurity	07	06	01	00	01
14.	Existence Insecurity	07	05	02	02	00
15.	Personality Traits	07	02	05	03	02
16.	Out Going-A, Reserved	07	06	01	01	00
17.	More Intelligent-B, Less Intelligent	07	05	02	01	01

18.	Emotionality Stable- <b>C</b> , Emotional	07	03	04	04	00
19.	Assertive- <b>E</b> , Humble	07	01	06	05	01
20.	Happy-Go- Lucky- <b>F</b> , Sober	07	01	06	05	01
21.	Conspicuous- <b>G</b> , Expedient	07	07	00	00	00
22.	Bold- <b>H</b> , Shy	07	05	02	01	01
23.	Tender minded- <b>I</b> , Tough-minded	07	04	03	00	03
24.	Suspicious- <b>L</b> , Trusting	07	01	06	04	02
25.	Imaginative- <b>M</b> , Practical	07	03	04	04	00
26.	Shrewd- <b>N</b> , Forthright	07	06	01	00	01
27.	Apprehensive- <b>O</b> Placid	07	02	05	03	02
28.	Experimenting- <b>Q1</b> , Traditional	07	06	01	01	00
29.	Self-sufficient- <b>Q2</b> , Group-tied	07	06	01	00	01
30.	Controlled- <b>Q3</b> , Casual	07	06	01	00	01
31.	Tense- <b>Q4</b> , Relaxed	07	04	03	02	01
<b>Total</b>		<b>217</b>	<b>114</b>	<b>103</b>	<b>77</b>	<b>26</b>

### 5.3 The guiding remarks of the study / Future aspects

1. The study of insecurity, aggression and personality traits among the hindu and muslim in other government and non-government colleges.
2. The study of insecurity, aggression and personality traits among the student groups, divided on the basis of economical status.



3. The study of insecurity, aggression and personality traits among the rural and urban student groups
4. The study of insecurity, aggression and personality traits among the student groups, studying and not studying in the colleges.
5. The study of insecurity, aggression and personality traits among the school students.
6. The study of other psychological factors like stress, adjustment and depression among the students.
7. The other communities instead of hindu and muslim in this study can be taken for further study.
8. The similar study can also be executed by extending the sample size of presented study.

#### **5.4 Usefulness of present study**

1. In present time, there are so many psychological abnormalities are coming in light among the student especially studying in college. They are found to frequently suffering with the mile psychological abnormalities like stress, adjustment, depression, insecurity and aggression. So, the present study may help the college student by guiding them properly in regards with these abnormalities and also in preventing the occurrence of such types of abnormalities.
2. The youth is influenced by various psychological problems in today's competitive era. Problems like insecurity and aggression suppressed their development. The information of students who are already suffering from these abnormalities may help the student to come up from the aforementioned abnormalities.

3. On the basis of this study, we can compare the degree of insecurity and aggression between the hindu and muslim community students.
4. We can identify the difference between the personality traits among the hindu and muslim community students.
5. On the basis of the conclusion of the present research, Professors of the college can deliver the lecture of the awareness against such type of abnormalities, their causatives and measure to protect us from their attacks.
6. The degree of aggression among the hindu and muslim community, their comparisons and causatives can be revealed from the present study.
7. The real situation of student in college can be addressed by the present research, the personality related difference among various group can be studied.

### **5.5 Limitations of present study**

1. The present study is limited to the government and non-government colleges of only Anand and Vallabh Vidyanagar. Therefore, we can't get an idea about the student of other colleges of other territory.
2. The present study is concerning only to Sardar Patel University. Therefore, we can't get an idea about the student of other university.
3. The present study is limited to the Arts and Sciences colleges of Anand and Vallabh Vidyanagar. Therefore, we can't get an idea about the student of other colleges like commerce and engineering.
4. The present study is limited to only hindu and muslim community. Therefore, we can't get an idea about the student of other communities.

5. The present study is limited to the Graduate student only. Therefore, we can't get an idea about the student of post graduate and above level.
6. The present study is limited to the only three psychological disorders like Isecurity, Aggression and Personality traits among students. Therefore, we can't get an idea about the other problem among the students.