## CHAPTER – V

**CONCLUSIONS, SUGGESTIONS AND LIMITATIONS**

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5.1 **Introduction:**

In the last chapter the major findings, conclusions and the creative suggestions are provided. The findings are made from the analysis and the conclusions are drawn at, on the basis of the interpretations of the major trends manifested in the analysis. The findings and conclusions are presented in the same order of the specific objectives and the hypotheses. After the findings and conclusions, the suggestions both academic and practical are provided.

Based on the analysis and interpretation of results, findings were respectively presented. Keeping in view the major findings, limitations of the study have been peeked into. Some suggestions have also been laid down for further research in the field related to this study. So, this chapter is devoted to represent the findings, limitations of the study and suggestions for further research.

5.2 **Conclusions :**

1. There is significant difference between the mean score of personality among the boy and girl school students. Therefore it can be said that boy school students show better personality than girl school students.

2. There is significant difference between the mean score of personality among the Arts, Commerce and Science school students. Therefore it can be said that arts faculty school students show better personality than commerce faculty school students.

3. There is significant difference between the mean score of personality among the high academic anxiety and low academic anxiety school students. Therefore it can be said that school students of low academic anxiety show better personality than school students of high academic anxiety.

4. There is significant difference between the mean score of personality among the gender and faculty. Therefore it can be said that arts faculty boy school students show better personality than commerce faculty boy school students.

5. There is no significant difference between the mean score of personality among the gender and level of academic anxiety.

6. There is no significant difference between the mean score of personality among the faculty and level of academic anxiety.
7. There is no significant difference between interactive effect of the mean score of personality of the gender and faculty and level of academic anxiety.

8. There is no significant difference between the mean score of adjustment among the boy and girl school students.

9. There is no significant difference between the mean score of adjustment among the Arts, Commerce and Science school students.

10. There is no significant difference between the mean score of adjustment among the high academic anxiety and low academic anxiety school students.

11. There is no significant difference between the mean score of adjustment among the gender and faculty.

12. There is significant difference between the mean score of adjustment among the gender and level of academic anxiety. Therefore it can be said that boy school students of high academic anxiety show higher adjustment than boy school students of low academic anxiety.

13. There is no significant difference between the mean score of adjustment among the faculty and level of academic anxiety.

14. There is no significant difference between interactive effect of the mean score of adjustment of the gender and faculty and level of academic anxiety.

15. There is significant difference between the co-relation score of personality dimension of (I) Adaptability, Academic Achievement, Boldness, Competition, Creativity and (II) Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism. Therefore it can be said that group i.e. (I) Adaptability, Academic Achievement, Boldness, Competition, Creativity show higher personality than school students of group i.e. (II) Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism.

16. There is significant difference between the co-relation score of personality dimension of (I) Adaptability, Academic Achievement, Boldness, Competition, Creativity and (II) Innovation, Leadership, Maturity, Mental Health, Morality. Therefore it can be said that school students of group i.e. (I) Adaptability, Academic Achievement, Boldness, Competition, Creativity show higher personality than group i.e. (II) Innovation, Leadership, Maturity, Mental Health, Morality.

17. There is significant difference between the co-relation score of personality dimension of (I) Adaptability, Academic Achievement, Boldness,
Competition, Creativity and (II) Self Control, Sensitivity, Self Sufficiency, Social Warmth, Tension. Therefore it can be said that school students of group i.e. (I) Adaptability, Academic Achievement, Boldness, Competition, Creativity show higher personality than group i.e. (II) Self Control, Sensitivity, Self Sufficiency, Social Warmth, Tension.

18. There is significant difference between the co-relation score of personality dimension of (I) Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism and (II) Innovation, Leadership, Maturity, Mental Health, Morality. Therefore it can be said that school students of group i.e. (II) Innovation, Leadership, Maturity, Mental Health, Morality show higher personality than group i.e. (I) Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism.

19. There is significant difference between the co-relation score of personality dimension of (I) Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism and (II) Self Control, Sensitivity, Self Sufficiency, Social Warmth, Tension. Therefore it can be said that school students of group i.e. (I) Enthusiasm, Excitability, General Ability, Guilt Proneness, Individualism show higher personality than group i.e. (II) Self Control, Sensitivity, Self Sufficiency, Social Warmth, Tension.

20. There is significant difference between the co-relation score of personality dimension of (I) Innovation, Leadership, Maturity, Mental Health, Morality and (II) Self Control, Sensitivity, Self Sufficiency, Social Warmth, Tension. Therefore it can be said that school students of group i.e. (I) Innovation, Leadership, Maturity, Mental Health, Morality show higher personality than group i.e. (II) Self Control, Sensitivity, Self Sufficiency, Social Warmth, Tension.

21. There is significant difference between the co-relation score of adjustment dimension of Home and Health. Therefore it can be said that school students of health show higher adjustment than home.

22. There is no significant difference between the co-relation score of adjustment dimension of Home and Social.

23. There is significant difference between the co-relation score of adjustment dimension of Home and Emotional. Therefore it can be said that school students of home show higher adjustment than Emotional.
24. There is no significant difference between the co-relation score of adjustment dimension of Home and School.

25. There is no significant difference between the co-relation score of adjustment dimension of Health and Social.

26. There is no significant difference between the co-relation score of adjustment dimension of Health and Emotional.

27. There is significant difference between the co-relation score of adjustment dimension of Health and School. Therefore it can be said that school students of Health show higher adjustment than School.

28. There is no significant difference between the co-relation score of adjustment dimension of Social and Emotional.

29. There is no significant difference between the co-relation score of adjustment dimension of Social and School.

30. There is no significant difference between the co-relation score of adjustment dimension of School and Emotional.

5.3 Limitations of the study:

The data for the present research is based on the responses of the school students this being a social science research, the following are the limitations which are cited below:

1. Here total sample consisting of only 360 Subjects was taken, As the sample was taken from schools located in Ahmedabad City of Gujarat State, the findings cannot be generalized on a large population.

2. The present research has under taken only Inventory method to collect data. Other scientific methods like interview method, survey method, analytical method etc. have not been used for the same.

3. In the present study, only selected dependent variables like personality and adjustment were considered. We can include some others dependent variables like Mental health, Frustration, achievement motivation, job satisfaction, occupational stress etc.

4. In the study the sample was selected from only higher secondary schools.

5. Only Gujarati medium student were taken in this research.

6. Type of school was not taken as independent variables.
5. Sample was taken from the Gujarat State Board Schools only.

5.4 Implication of the research:

Personality and adjustment are very important and basis of students in the development of their educational progress, career and personality. The results have some implications for the higher school students, educationalists, counselors and also researchers. These implications are given below.

1. School students can aware of such factors which may lead to increase personality and adjustment in higher secondary school students.

2. The findings are helpful to the higher school students in helping higher school students for making their career and life goals.

3. Researchers get vast field to do research in area of personality and adjustment.

4. For parents of Urban higher secondary students: Keep a rational and reasonable amount of control over your children. Punish them if necessary. Allow them freedom but point out the risks. Protect them, but develop in them ability to judge results of their actions. Train them to conform with rules of home. Give them opportunity to mix and interact with an acceptable social group. Reward them for each good behavior. If you have to deprive them of privileges, explain reasons. Don’t reject them. Permit their reasonable requests. For rural Higher Secondary Student’s parents: Protect them and urge them to conform with rules of home often provide them opportunity to meet members of larger joint family, to reduce their social isolation. Notice their good work and reward them.

5. The students should be provided counseling sessions order to maintain a good level of adjustment in school, home and society.

5.5 Suggestions for further research:

No research is perfect and complete in all aspects. Every research has got its own limitations. Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly mentioned below.
1. The present investigation was undertaken on higher secondary school students. This study may be further extended to senior secondary and college students.

2. Due to limited Period study has been done by talking small sample. If sample would be in larger scale then interpretation of the result would be in better way.

3. Study of work motivation, organization commitment, and Intelligence also can be done as a part from Adjustment and Personality.

4. Present Research has been done by talking only higher secondary school students. But this kind of Study can do on school students or secondary schools.

5. Similar study can be conducted on a larger sample and in different regions and states to have in-depth knowledge of the factors determining personality and adjustment of higher secondary school students.

6. In the present study, the sample was delimited to only Ahmedabad city of Gujarat state only. It can be extended to other city also.

7. The sample of the present investigation included students of the same grade and approximately of the same age. The same may be expanded to cover various age and grade levels in order to make age-wise and grade-wise comparison.

8. The present study is limited to a sample of 360 students of higher secondary schools. Replication of this study with a larger sample of students of various schools i.e. Navodya, Central, Public schools would prove its validity.

9. Other psychological variables can be incorporated in the research design to determine their possible influence on educational aspirations and school adjustment.

10. A comparative study may be designed to bring out educational aspirations among students on different levels such as senior secondary level and college level.
5.6 Summary:

The research is a study of personality and adjustment of higher secondary school students in relation to gender, type of faculty and level of academic anxiety. The researcher represented conclusions, implications of the research and limitations of research. The researcher also recommendations of the future researches. Now school students participated in various type of faculty.