CHAPTER – 5

MAIN FINDINGS, DISCUSSION OF RESULTS
EDUCATIONAL IMPLICATIONS AND
SUGGESTIONS FOR FURTHER RESEARCH

The present study has produced some important results that have implications for both research and practice. On the strength of analysis and interpretation of data and discussion of results, now the researcher is in a position to draw some conclusions. Therefore, this chapter deals with the main findings, discussion of results, educational implications and suggestions for further research that are presented in the same sequence.

5.1 MAIN FINDINGS

1. It was found that there is a significant difference in academic achievements of male and female the senior secondary school students. Female students were found to have more academic achievement in comparison to their counterpart male students.

2. It was found that there is a significant difference in academic achievements of government and private senior secondary school students. Private school students were found to have more academic achievement in comparison to their counterpart government school students.

3. It was found that there is a significant difference in academic achievements of male and female students of government schools. Female government school students were found to have more academic achievement in comparison to their counterpart male government school students.

4. It was found that there is a significant difference in academic achievements of male and female students of private schools. Female
private school students were found to have more academic achievement in comparison to their counterpart male private school students.

5. It was found that there is a significant difference in academic achievements of male students of government and private schools. Male private school students were found to have more academic achievement in comparison to their counterpart male government school students.

6. It was found that there is a significant difference in academic achievements of female students of government and private schools. Female private school students were found to have more academic achievement in comparison to their counterpart female government school students.

7. It was found that there is no significant difference in academic achievement of senior secondary school students having introvert and extrovert type of personality traits. Hence, it was concluded that type of personality has no impact on academic achievement on students.

8. It was found that there is a significant difference in academic achievement of senior secondary school students having high and low level of intelligence. Students having high level of intelligence were found to have more academic achievement in comparison to their counterpart students having low level of intelligence.

9. It was found that there is a significant difference in academic achievement of senior secondary school students having high and average level of intelligence. Students having high level of intelligence were found to have more academic achievement in comparison to their counterpart students having average level of intelligence.

10. It was found that there is a significant difference in academic achievement of senior secondary school students having low and average level of intelligence. Students having average level of intelligence were found to have more academic achievement in comparison to their counterpart students having low level of intelligence.
11. It was found that there is a significant difference in academic achievement of senior secondary school students having high and low level of achievement motivation. Students having high level of achievement motivation were found to have more academic achievement in comparison to their counterpart students having low level of achievement motivation.

12. It was found that there is a significant difference in academic achievement of senior secondary school students having high and average level of achievement motivation. Students having high level of achievement motivation were found to have more academic achievement in comparison to their counterpart students having average level of achievement motivation.

13. It was found that there is a significant difference in academic achievement of senior secondary school students having low and average level of achievement motivation. Students having average level of achievement motivation were found to have more academic achievement in comparison to their counterpart students having low level of achievement motivation.

14. It was found that there is no significant relationship between academic achievement and personality factor (introvert type) of senior secondary school students. So it could be concluded that personality (introvert type) have no impact on academic achievement of senior secondary school students.

15. It was found that there is no significant relationship between academic achievement and personality factor (extrovert type) of senior secondary school students. So it could be concluded that personality (introvert type) have no impact on academic achievement of senior secondary school students.

16. It was found that there is a significant relationship between academic achievements and intelligence of senior secondary school students. So it could be concluded that students have more academic achievement if they are more intelligent. It can be interpreted that higher the intelligence,
higher the academic achievement of senior secondary school students and vice-versa.

17. It was found that there is a significant relationship between academic achievements and achievement motivation of senior secondary school students. So it could be concluded that senior secondary school students have more academic achievement if they have more achievement motivation score. It can be interpreted that higher the achievement motivation score, higher the academic achievement of adolescent students and vice-versa.

18. It was found that there is no significant combined interaction effect of gender and type of school of senior secondary school students on their academic achievement.

5.2 DISCUSSION OF THE RESULTS

The present study was conducted on adolescent students with respect to academic achievement in relation to their type of personality, intelligence and achievement motivation. The finding of the present study is in consonance with the finding of Mishra (1997), Dhall et al. (2009), Jenaabadi, Shahidi, Alhamifar and Khademi (2015), Kakkar (2016) who stated that female students have good academic achievement in comparison to male students. The other findings of the present study revealed that private school students have better academic achievement than government school students. This findings of the present study is supported by John and Ademola (2014), Kumar and Yadav (2015) and Chetri (2014) who found that students of private schools were better in academic achievement in relation to their counterpart. There could be many possible reasons for their lower performance of government schools as compared to students from private schools. Some of these could be inadequate public expenditure on their education, poor infrastructure in the school including shabby buildings, ineffective school and classroom climate, teacher efficacy, poor teachers’ additional involvement in jobs unrelated to teaching such as clerical
duties, election duties, census duties and so on the poor facilities at home of such students, lack of parental guidance, lack of intrinsic motivation and poor attitude towards education. However, more qualitative research is needed in this area to identify the precise causes of this. The present study also found that female students of government and private school are superior than male students of government and private schools respectively. As most previous studies have shown, parents are more attentive to girls’ education, possibly because the current male dominance in job placement compels them to prepare their girls to deal with the unavoidably more rigorous/more competitive labor market in the future. Furthermore, girl students seem to have a more cooperative attitude toward schooling and devote greater effort to their studying than boys do; as well, their behaviors comply more with a test-oriented education system. For example, girl students accepted more responsibilities in school and student committees than boys do during both primary and middle school, had fewer complaints about tedious lectures in class, spent more time studying, and reportedly liked school more than boy students. On the other hand the teachers in private schools may be thinking that if their results are not good they will be expelled out or they may be thinking that their schools may not work or may not exist if their results are not good. The other reason might be that the maximum posts are vacant in government schools where para-teachers are being engaged on academic arrangement, getting low salary as compared to their counterparts who are permanent. This might be compelling the para-teachers to carry their jobs easily and may result in poor academic achievements of students.

Another findings of the study revealed that type of personality has no any impact on academic achievement of senior secondary school students. Many studies revealed a significant impact of personality traits on academic achievement. In the present study, only two aspects of personality traits viz. extrovert and introvert type of personality were taken. The finding of the present study is in consonance with the findings of Ghazi, Shahzada and Ullah (2013), Nehra (2014), Shokrpour and Moslehi (2015) who reported that there is no significant difference between the academic achievement score of introvert and
extrovert type of students. But some studies (Hakimi, Hejazi, & Lavasani, 2011; Sangeetha, Pachaiyappan & Raj, 2014; Nawabi, 2014) revealed a significant influence of personality traits on academic achievement particularly consciousness (type of personality trait) has a major impact on academic achievement.

The study also revealed a significant difference in academic achievement of senior secondary students having low, average and high level of intelligence. Students having high level of intelligence were found to have more academic achievement in comparison to their counterpart students having average and low level of intelligence. The finding of the present investigation is in consonance with Mishra (1997), Tehlan (2001), Diseth (2003), Saxena (2004) and Panigrahi (2005), Paltasingh (2008), Anees (2013), Ghosh (2014), Jenaabadi, Shahidi, Alhamifar and Khademi (2015) who stated a significant difference among students having high, average and low intelligence.

Students having high level of achievement motivation were found to have more academic achievement in comparison to their counterpart students having average and low level of achievement motivation. The finding of the present investigation is supported by, Kumra (2013), Siddiqui and Fatima (2014) and Rather (2016) who have reported that students having high achievement motivation have better academic achievement scores in comparison to their counterpart.

The study further revealed no significant relationship between personality traits and academic achievement of senior secondary school students. The results of the present study are supported by the findings of Ghazi, Shahzada and Ullah (2013), Nehra (2014), Shokrpour and Mosleh (2015) they reported that there is no significant relationship between the academic achievement score of introvert and extrovert type of students. But results of the present study in contradiction with some studies (Hakimi, Hejazi, & Lavasani, 2011; Sangeetha, Pachaiyappan & Raj, 2014) who revealed a significant relationship between personality traits on academic achievement particularly consciousness (type of personality trait) has a major impact on academic achievement.
The study also revealed a significant difference in academic achievement of senior secondary students having low and high level of intelligence. Students having high level of intelligence were found to have more academic achievement in comparison to their counterpart students having low level of intelligence. The finding of the present investigation is in consonance with Mishra (1997), Kumari (1998), Diseth (2003), Saxena (2004), Dhall et al. (2009), Anees (2013), Chandra and Azimmudin (2013), Ghosh (2014), Jenaabadi, Shahidi, Alhamifar and Khademi (2015) who found high intelligence leads to better academic success. The study further revealed a significant and positive relationship between academic achievement and achievement motivation of students. The findings are supported by Kumra (2013), Chetri (2014), Dhall (2014), Siddiqui and Fatima (2014) who reported a significant positive relationship between these two variables.

5.3 IMPLICATIONS OF THE STUDY

The purpose of educational research is not only to contribute new facts to the field of education for the sake of knowledge alone but it should yield some recommendations for the improvement in educational process and practices. The results of the present investigation reaffirmed the importance of the variables viz. personality traits, intelligence and achievement motivation on academic achievement of senior secondary students.

Thus, the present study has certain implications of major importance. This study may be of immense use for the prediction of academic achievement of students. The knowledge of the variables and factors which promote academic achievement and which are hindering. It is of great importance in developing curriculum and designing educational programmes to suit the needs of the students with varied backgrounds. The study of these variables assumes special significance in view of their implications on the part of the classroom teachers. In light of the above, the findings of the present investigation were examined and the following implications are traced out:
The study has established that the female and private school students were found to have more academic achievement as compared to their counterparts male and government school students. The findings of the study have implications for the teachers who can develop a proper teaching learning environment especially for boys. It is suggested that all stakeholders in education should continue to encourage both male and female students about the importance of academic achievement, which has a great importance in their career building. The findings of the present research have a strong bearing on the learning process and academic achievement of the senior secondary students and will help the educational authorities and teachers in solving the problems confronted by the adolescent children.

Other findings of the study showed that students with high intelligence, high level of achievement motivation have good academic achievement, whereas the students with low intelligence, low level of achievement motivation have low academic achievement. While academic achievement has been found significantly and positively related with intelligence and achievement motivation. This linking can give practical contribution to educational practices. However, this requires quite an extensive explanation. This input would gradually help students to develop some awareness of their potentials to enhance their academic achievement.

Personality of the students also plays an important role in academic achievement of the students. While in the present study no impact of personality was found on academic achievement of the students, but few studies show significant impact of personality traits on academic achievement of the students. Parents and teacher should encourage their children/wards or students to set clear goals, and ensure that they are disciplined and careful to consistently achieve them. Incentives should be arranged to accompany success to encourage continuous positive performance. This will serve as positive reinforcement. Teacher should endeavor to be close to their students through interaction outside the classroom. Government too can encourage more sponsorship programs to encourage the indigent but conscientious students further their education. Also
Neurotic tendencies such as anger, depression, anxiety, and a low self esteem should be discouraged in students at all levels both at home and in the school. Student achievement motivation is an essential element that is necessary for quality education.

The five key factors impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student’s current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student’s real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class. Parent should motivate their children by affirming them whenever they do the right thing whenever they do wrong. Teachers and counseling psychologists should help them have an achievement motivation through affirmation. This is why guidance and counseling units must be encouraged in all school where this is not the case, especially in the government schools.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study has thrown some light and insight into the relationship of academic achievements with personality traits, intelligence, achievement motivation. Some broad suggestions on the lines on which further research studies can be conducted are given below:

(i) The present investigation was carried out on 400 students, studying in class 10+1 of the senior secondary schools. Similar study can be carried out on a larger sample to get better and more authentic results.
(ii) A similar study can be carried out upon the students of different age groups and different educational levels.

(iii) A comparative study of similar type may be carried out in different states to study certain regional variations.

(iv) The variables used in this study academic achievement in relation to personality traits, intelligence and achievement motivation can be studied in relation to other variables like home environment, school environment, self-confidence, creativity, self-concept, etc.

(v) Apart from personality traits, intelligence, achievement motivation other variables like creativity, study habits, socioeconomic status, mental health, emotional intelligence, school environment, etc. which affects academic achievement can be explored in further research.

(vi) Similar study can be carried out stream-wise and different socio-economic status.

(vii) Different schools as Navodaya Vidyalayas, Kendriya Vidyalayas can be taken for comparative study with same variables.