Chapter 5

Summary, Conclusion, Discussions and Suggestions

In the previous chapter, analysis of data which was collected through Eysenck’s Personality Inventory, interpretation and conclusion was done. In this chapter the conclusions made from the analysis and interpretation and suggestions are given.

This Chapter deals with brief summary, major conclusions of the study, implications of the study, discussions, recommendations and the topics for the further study.

5.1 Introduction

In our education system, the subject ‘Personality development’ is added in the curriculum. Parents are also alert to make the overall development of the personality of their child. There are two views regarding this. Some parents think of separate schools for girls for the development of their girl child and some think of co-education.

In the adolescent age, so many changes take place among the girls at various levels – physical, mental, emotional etc. They have attraction of opposite sex. They take decisions emotionally. There is conflict in their mind. At this development stage parents and teachers must give guidance to the adolescents.

To study the personalities of girls comparatively, the researcher has selected the adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools in Sangli district.

5.2 Summary

Statement of Research Problem


Justification of the study

There are some separate schools for girls as well as some co-education schools. So there may be similarity or difference in the personalities of these girls. To study these factors this study is necessary.
To find out particular difference in their thoughts, emotions, this research study is important.

From the study proper inference can be found out which will be helpful for parents as well as in any policy making.

**Objectives of the research study**

1. To study about the personality of adolescent girls studying in separate secondary schools for girls.
2. To study about the personality of adolescent girls studying in co-education secondary schools.
3. To study comparatively about the personality of adolescent girls studying in separate secondary schools and co-education secondary schools according to various aspects of personality.

**Hypothesis**

1. The personality of adolescent girls studying in separate secondary schools for girls is different from the personality of girls studying in co-education secondary schools.
2. Null Hypothesis -
   a) There is no difference between the personality of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.
   b) There is no significant difference between low level psychoticism character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.
   c) There is no significant difference between average level psychoticism character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.
   d) There is no significant difference between greater level psychoticism character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.
   e) There is no significant difference between low level extraversion character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.
f) There is no significant difference between average level extraversion character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.

g) There is no significant difference between greater level extraversion character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.

h) There is no significant difference between low level neuroticism character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.

i) There is no significant difference between average level neuroticism character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.

j) There is no significant difference between greater level neuroticism character of adolescent girls studying in separate secondary schools for girls and girls studying in co-education secondary schools.

Limitations Of Study

1. The research is limited only to Sangli District in Maharashtra State.
2. The research is limited to girls studying in 9th and 10th std. in Sangli District,
3. This research is limited for the following personality factors – Extraversion, Neuroticism, Psychoticism.
4. The research is limited for the personality of girls studying in separate secondary schools for girls and co-education secondary schools.

Methodology

For the research study, the researcher has selected Survey Method.

Nature of Data Measurement

Sources of data Collection

For the data collection for the research study, the researcher has used Eysenck’s Personality Inventory.

Population
For the research study, the researcher has selected the separate secondary schools for girls and co-education secondary schools in Sangli District.

To study the different personality factors in the personality of these girls, the researcher has selected twenty secondary schools. 10 schools are separate secondary schools for girls and 10 are co-education secondary schools. The researcher has selected 1000 girls for the research study.

Tools and Technique

Eysenck’s Personality Inventory is used to collect the data. For finding the results statistical analysis is done by using ‘t’ test.

Administration of Tools

After the selection of the problem at first, the researcher studied about the background of the problem

Then she made the research outline according to the objectives related to the problem.

Then proper survey method has been used.

For the survey, secondary schools from Sangli district have been chosen. Related to research problem, the separate secondary schools for girls and co-education secondary schools have been chosen.

The researcher has been translated Eysenck’s Personality Inventory into the mother tongue of the students. It is then checked and made corrected by the guide.

Twenty schools are selected. Day, date and time have been fixed from the schools principals to collect the data.

Procedure/Working of the Research

1. At first, by using reference works and with the guidance of guide, research problem has been selected for the comparative study of personalities of girls.
2. Then the objectives have been decided.
3. For the research study survey method is selected.
4. After the selection of sample, Eynseck’s personality inventory has been translated into local language.
5. The translation has been checked by the experts and corrected according to their suggestions.
6. Inventory was administered at 20 secondary schools in Sangli District.
7. Collected data was analyzed and interpreted.
8. By using appropriate statistical techniques/tools inference was found out.
9. Recommendations were suggested and other completion of the research report was done.

5.3 Findings

1. The Extraversion factor of personality of girls studying in separate secondary schools for girls is greater than the remaining two personality factors i.e. Psychoticism and Neuroticism.
2. The Extraversion factor of personality of girls studying in co-education secondary schools is greater than the remaining two personality factors i.e. Psychoticism and Neuroticism.
3. The level of Psychoticism is low in larger number of girls than the number of average Psychoticism level of girls as well as the number of greater Psychoticism level of girls studying in separate secondary schools for girls.
4. The level of Psychoticism is low in larger number of girls than the number of average Psychoticism level of girls as well as the number of greater Psychoticism level of girls studying in co-education secondary schools.
5. The level of Extraversion is greater in larger number of girls than the number of average Extraversion level of girls as well as the number of low Extraversion level of girls studying in separate secondary schools for girls.
6. The level of Extraversion is greater in larger number of girls than the number of average Extraversion level of girls as well as the number of low Extraversion level of girls studying in co-education secondary schools.
7. The level of Neuroticism is low in larger number of girls than the number of average Neuroticism level of girls as well as the number of greater Neuroticism level of girls studying in separate secondary schools for girls.
8. The level of Neuroticism is low in larger number of girls than the number of average Neuroticism level of girls as well as the number of greater Neuroticism level of girls studying in co-education secondary schools.
9. There is no significant difference found out about personality factor Psychoticism at low level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.
10. There is no significant difference found out about personality factor Psychoticism at average level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

11. There is no significant difference found out about personality factor Psychoticism at greater level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

12. There is no significant difference found out about personality factor Extraversion at low level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

13. There is no significant difference found out about personality factor Extraversion at average level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

14. There is no significant difference found out about personality factor Extraversion at greater level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

15. There is no significant difference found out about personality factor Neuroticism at low level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

16. There is no significant difference found out about personality factor Neuroticism at average level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

17. There is no significant difference found out about personality factor Neuroticism at greater level among the adolescent girls studying in separate secondary schools for girls and adolescent girls studying in co-education secondary schools.

18. There is no significant difference found out about personality factor ‘Extraversion’ among the adolescent girls studying in separate secondary schools and adolescent girls studying in co-education secondary schools.

19. There is no significant difference found out about personality factor ‘Psychoticism’ among the adolescent girls studying in separate secondary schools and adolescent girls studying in co-education secondary schools.

20. There is no significant difference found out about personality factor ‘Neuroticism’ among the adolescent girls studying in separate secondary schools and adolescent girls studying in co-education secondary schools.
5.4 Conclusions

In the last we can say, there is no difference between the personalities of adolescent girls studying in separate secondary schools for girls and girls studying in co-education schools regarding the personality factors Extraversion, Neuroticism and Psychoticism.

5.5 Discussions

1. **Myra Sadker and David Sadker (1993)** stated that girls are more comfortable in girls’ atmosphere. They share questions, opinions in the class confidently. They like to learn the subjects like math, science and technology with their same gender peers. The children speak more openly with the same gender peers. They also take efforts to develop their interests and achieve the skill with their full strength.

   Of course these beliefs have been challenged also and stated that single sex education is not necessarily better than co-education.

   In the present study, the researcher also finds no significant difference in the girls studying in separate schools for girls and girls in co-education. Both types of girls can speak openly and share their opinions.

2. **Dr. Dharmvir and et al** in their research concluded that the students studying in Co-education and uni-educational schools do not differ in their anxiety pattern and emotional maturity.

   The present study is similar to the opinions of the above research.

3. **Parveen Kumar Sharma** states according to the research, all round development of girls can take place in the co-educational schools more than that of separate schools.

   In the present study of the researcher, type of schools makes no difference in the all round development of personality of girls.

5.6 Educational Implication

**Recommendations for the teachers**

1. For the personality development of students, various competitions, hobby by clubs, literature clubs should be established in the school.

2. To enable the students to read to get information about various subjects.

3. To enable the students to use library.

4. Speech, debates should be arranged.

5. To enable the students to participate in various inter school competitions.
6. Excursions should be arranged.

7. To conduct the election and establish School Cabinet and to hand over some responsibilities to the elected members.

8. Let the students run the school on Teachers’ Day.

9. To enable the students to collect the funds for students of special schools.

10. To enable the students to visit special schools on special occasions such as Raksha Bandhan, Diwali etc.

11. Establish good relation with students. Then only the students will communicate their thoughts, problems freely with the teacher.

Recommendations for Parents

1. Parents should give importance to girl child education without considering any sex difference.

2. To motivate the girls to take education and work for the society.

3. Parents should give equal status to girl child.

4. Parents should imbibe moral values, cultural values among the girls.

5. Parents should provide motivational atmosphere for the girls.

6. Parents should develop positive approach regarding the hidden abilities, skills, to develop hobbies of the girls.

7. Parents should guide the girl child to acquire good education, to take part in social work.

Recommendations for the Government

1. The Government should appoint counselors in secondary schools. These counselors will help the students having higher neuroticism and psychoticism.

2. There is no need of separate secondary schools for girls in urban area.

5.7 Topics for further Research
The topics which the researcher has selected is the sub unit of a main unit of particular subject. The remaining elements which are not yet researched, it is necessary to research on them. The research can be done by the method the researcher has used or by different method also. The research must be completed in minimum expenses within a time limit. So there are some limitations on research. But in spite of difficulties in research study, new research is very important.

Following are some topics for future research study –

1. The same research problem can be studied on higher secondary level.
2. The personality difference among the girls can be studied regarding their economical level.
3. The personality difference among the girls can be studied according to their social background or social condition.
4. The personality difference can be studied separately in the separate secondary schools for girls and the girls studying in co-education secondary schools.
5. The impact of social, economical and educational background of parents on D.T.Ed. Trainees – A study.
6. The personality factors can be studied comparatively among rural and urban area schools.
7. The present problem can be studied by increasing the number of schools in Sangli District.
8. The present problem can be studied by increasing the geographical area.
9. Relationship between the personality factors and factors of self concept can be studied.
10. Each factor of personality can be studied in detail.
11. Comparative study can be done about the school going students and the college going students.
12. The comparative study can be done for the adolescents in two different cities.
13. Similar research problem can be taken up on professional college students.
14. Comparative study can be done regarding the various changes among the adolescents e.g. mental, emotional etc.

5.8 Conclusion

Thus this chapter deals with summary, conclusion, discussions and suggestions.