CHAPTER-5

CONCLUSIONS
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CONCLUSIONS

Introduction:
Main purpose of investigator to carry out any research is to satisfy his/her curiosity. Any researcher is also having another purpose at the back of his/her mind to help the society by investigating some day to day troublesome problems prevalent in society.

This chapter can throw a light directly on and how researcher had conducted the entire study. This chapter should be so simple and transparent that any lay man should be able to get what researcher had done throughout the study. This chapter is essence of the entire study. This can be helpful to someone for solving the problems and it may inspire someone to carry out new research.

The researcher has included entire research summery in conclusions, limitations of the study and suggestions for the next research in this study.

1. Significant difference is found in interaction of students’ Gender, their Stream and Status of study in relation to their Personality.
2. Significant difference is found in male and female students in relation to their Personality.
3. Significant difference is found in Arts students and Science students in relation to their Personality.
4. Significant difference is found in Status of the students in relation to their Personality.
5. Significant difference is found in interaction of students’ Gender and their Stream of study in relation to Personality.
6. Significant difference is found in interaction of students’ Gender and their Status of study in relation to Personality.
7. Significant difference is found in interaction in students’ Stream and their Status of study in relation to their Personality.

8. No Significant difference is found in students’ Gender, their Stream and Status of study in relation to Decisiveness as a factor of Personality.

9. Significant difference is found in male and female students in relation to their Decisiveness as a factor of Personality.

10. Significant difference is found in Arts students and Science students in relation to their Decisiveness as a factor of personality.

11. Significant difference is found in Status of students in relation to their Decisiveness as a factor of personality.

12. Significant difference is found in interaction of students’ Gender, their Stream of study in relation to Decisiveness as a factor of Personality.

13. Significant difference is found in interaction of students’ Gender, their Status of study in relation to Decisiveness as a factor of Personality.

14. Significant difference is found in interaction in students’ Stream and their Status of study in relation to Personality.

15. No Significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Responsibility as a factor of Personality.

16. Significant difference is found in male and female students in relation to their Responsibility as a factor of Personality.

17. Significant difference is found in Arts students and Science students in relation to their Responsibility as a factor of Personality.
18. Significant difference is found in Status of students in relation to their Responsibility as a factor of Personality.

19. Significant difference is found between interaction of students’ Gender and their Stream of study in relation to Responsibility as a factor of Personality.

20. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Responsibility as a factor of Personality.

21. Significant difference is found between interaction of students’ Stream and their Status of study in relation to Responsibility as a factor of Personality.

22. Significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Emotional stability as a factor of Personality.

23. Significant difference is found in male and female students in relation to their Emotional Stability as a factor of Personality.

24. Significant difference is found in Arts students and Science students in relation to their Emotional Stability as a factor of Personality.

25. Significant difference is found in Status of students in relation to their Emotional Stability as a factor of Personality.

26. No significant difference is found between interaction of students’ Gender and their Stream of study in relation to Emotional Stability as a factor of Personality.

27. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Emotional Stability as a factor of Personality.
28. Significant difference is found between interaction of students’ Stream and their Status of study in relation to Emotional Stability as a factor of Personality.

29. No significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Masculinity as a factor of Personality.

30. Significant difference is found in male and female students in relation to their Masculinity as a factor of Personality.

31. Significant difference is found in Arts students and Science students in relation to their Masculinity as a factor of Personality.

32. Significant difference is found in Status of students in relation to their Masculinity as a factor of Personality.

33. No significant difference is found between interaction of students’ Gender and their Stream of study in relation to Masculinity as a factor of Personality.

34. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Masculinity as a factor of Personality.

35. Significant difference is found between interaction of students’ Stream and their Status of study in relation to Masculinity as a factor of Personality.

36. Significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Friendliness as a factor of Personality.

37. Significant difference is found in male and female students in relation to their Friendliness as a factor of Personality.
38. Significant difference is found in Arts students and Science students in relation to their Friendliness as a factor of Personality.

39. Significant difference is found in Status of students in relation to their Friendliness as a factor of Personality.

40. No significant difference is found between interaction of students’ Gender and their Stream of study in relation to Friendliness as a factor of Personality.

41. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Friendliness as a factor of Personality.

42. Significant difference is found between interaction of students’ Stream and their Status of study in relation to Friendliness as a factor of Personality.

43. Significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Heterosexuality as a factor of Personality.

44. Significant difference is found in male and female students in relation to their Heterosexuality as a factor of Personality.

45. Significant difference is found in Arts students and Science students in relation to their Heterosexuality as a factor of Personality.

46. Significant difference is found in Status of students in relation to their Heterosexuality as a factor of Personality.

47. No significant difference is found between interaction of students’ Gender and their Stream of study in relation to Heterosexuality as a factor of Personality.
48. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Heterosexuality as a factor of Personality.

49. Significant difference is found between interaction of students’ Stream and their Status of study in relation to Heterosexuality as a factor of Personality.

50. Significant difference is found between interaction of students’ Gender, their Stream and Status in relation to Ego Strength as a factor of Personality.

51. Significant difference is found in male and female students in relation to their Ego Strength as a factor of Personality.

52. Significant difference is found in Arts students and Science students in relation to their Ego Strength as a factor of Personality.

53. Significant difference is found in Status of students in relation to their Ego Strength as a factor of Personality.

54. No significant difference is found between interaction of students’ Gender and their Stream of study in relation to Ego Strength as a factor of Personality.

55. Significant difference is found in interaction in students’ Gender and their Status of study in relation to Ego Strength as a factor of Personality.

56. No significant difference is found between interaction of students’ Stream and their Status of study in relation to Ego Strength as a factor of Personality.

57. Significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Curiosity as a factor of Personality.
58. Significant difference is found in male and female students in relation to their Curiosity as a factor of Personality.

59. Significant difference is found in Arts students and Science students in relation to their Curiosity as a factor of Personality.

60. Significant difference is found in Status of students in relation to their Curiosity as a factor of Personality.

61. No Significant difference is found between interaction of students’ their Stream of study in relation to Curiosity as a factor of Personality.

62. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Curiosity as a factor of Personality.

63. Significant difference is found between interaction of students’ Stream and their Status of study and Curiosity as a factor of Personality.

64. Significant difference is found between interaction of students, their Stream and status of study in relation to Dominance as a factor of Personality.

65. Significant difference is found in male and female students in relation to their Dominance as a factor of Personality.

66. Significant difference is found in Arts students and Science students in relation to their Dominance as a factor of Personality.

67. Significant difference is found in Status of students in relation to their Dominance as a factor of Personality.

68. No Significant difference is found between interaction of students’ Gender, their Stream of study in relation to Dominance as a factor of Personality.
69. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Dominance as a factor of Personality.

70. Significant difference is found between interaction of students’ Stream of study and their Status of study in relation to Dominance as a factor of Personality.

71. Significant difference is found between interaction of students’ Gender and their Stream and Status of study in relation to Self Concept as a factor of Personality.

72. Significant difference is found in male and female students in relation to their Self Concept as a factor of Personality.

73. Significant difference is found in Arts students and Science students in relation to their Self Concept as a factor of Personality.

74. Significant difference is found in Status of students in relation to their Self Concept as a factor of Personality.

75. No Significant difference is found between interaction of students’ Gender and their Stream of study in relation to Self Concept as a factor of Personality.

76. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Self Concept as a factor of Personality.

77. Significant difference is found between interaction of students’ Stream and their Status of study in relation to Self Concept as a factor of Personality.

78. Significant difference is found between interaction of students’ Gender, their Stream and Status of study in relation to Level of Aspiration.
79. Significant difference is found in male and female students in relation to their Level of Aspiration.
80. Significant difference is found in Arts students and Science students in relation to their Level of Aspiration.
81. Significant difference is found in Status of students in relation to their Level of Aspiration.
82. Significant difference is found between interaction of students’ Gender and their Stream of study in relation to Level of Aspiration.
83. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Level of Aspiration.
84. No significant difference is found between interaction of students’ Stream and their Status of study in relation to Level of Aspiration.
85. Significant difference is found between interaction of students’ Gender, their Stream of study and Status of study in relation to Academic Achievement Motivation.
86. No significant difference is found in male and female students in relation to their Academic Achievement Motivation.
87. Significant difference is found in Arts students and Science students in relation to their Academic Achievement Motivation.
88. Significant difference is found in Status of students in relation to their Academic Achievement Motivation.
89. Significant difference is found between interaction of students’ Gender and their Stream of study in relation to Academic Achievement Motivation.
90. Significant difference is found between interaction of students’ Gender and their Status of study in relation to Academic Achievement Motivation.

91. Significant difference is found between interaction of students’ Stream of study and Status of study in relation to Academic Achievement Motivation.

Limitations:

- The present study has included the sample of city area only; it has not included rural area.
- The present study has included the sample of only college students, school students were not included.
- The present study has tried to cover only two faculties- Arts and Science among college students; other faculties were not included due to limited time.

Suggestions

- In Future research may be conducted on the specifications by area.
- In Future research may be conducted on the each level of education.
- In Future research may be included other professional faculties.
- In Future research may be conducted on the specific personality trait.
- In Future research may be conducted on the specific personality traits and their interaction effects.
- In Future research may be conducted on the specific personality trait like Masculinity, Self concept, Ego strength and achievement motivation.
- In Future research may be conducted on the specific personality trait like Self concept and Education Aspiration level.