

***CHAPTER-V***

***SUMMARY,***

***CONCLUSIONS,***

***LIMITATIONS***

***AND***

***SUGGESTIONS***

# ***SUMMARY, CONCLUSIONS, SUGGESTIONS AND LIMITATIONS***

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- **Summary**
- **Conclusions**
- **Limitations and Suggestions**
- **Implementation of the present findings**
- **Recommendation**

## **SUMMARY**

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without uplifting the children's personality and academic achievement. Pertaining to this present study made its effort to explore the medium and gender effect on children's personality as well as on their academic achievement. The sample was confined from Gujarat State. The whole sample comprised of total 200 students which were equally selected from different English (n =100) and Gujarati (n =100) medium schools. Both groups were made with equal number of boys (n =50) and girls (n =50) students. To measure the personality and academic achievement Children's Personality Questionnaire (C.P.Q.) developed by (Porter & Cattle in 1968- Form A ) and General classroom achievement test (GCAT) developed by Singh A.K. in 1971 were used . To attain the objectives of the present study, 2 x 2 factorial design was employed. The obtained data were further statistically analyzed under Two Way ANOVA.

The analysis of the data obtained in the study showed the following results.

## **CONCLUSIONS**

***The analysis of the data obtained in the present research showed the following results;***

- Students of English medium were found with various personality traits like out-going, good-natured, easy - going, warm hearted, participating, dominating, readily forms active groups, generous, less afraid of criticism, assertive, self-assured, independent .
- Students belong to Gujarati medium were found with Reserved, Submissiveness dependent, confessing and anxious personality traits.

- Except on personality factor A [Reserved vs. Outgoing] and on E (Submissiveness vs Ascendance (Dominance)) students belong to English and Gujarati medium were found to be insignificant on all factors measured by children personality questionnaire it revealed that language as a medium is not significant to determine ones' personality characteristics like Intelligence, Emotional stability, Phlegmatic Temperament, excitability, Soberness , Happy-go-lucky, Expedient , Conscientious, Shyness, Venturesome, Tough mindedness, Tender mindedness, Zestful , Reflective, forthright , shrewd, Placid , Apprehensiveness, Relaxed and Tense.
- Gender was found to be significant on personality factors like A : (Reserved vs. Outgoing), B (less Intelligent vs. more Intelligent.), C (Emotionally less stable vs. Emotionally stable), E (Submissiveness vs. Ascendance (Dominance)), F (Sober vs. Happy-go-lucky), H (Shy Vs Venturesome), I (Tough minded vs. Tender minded), J (Zestful vs. Reflective) and N (forthright vs. shrewd). Whereas on Factor D (Phlegmatic Temperament vs. Excitability), G (Expedient vs. Conscientious) , O (Placid vs. Apprehensive), Q3 (Uncontrolled vs. controlled) . Although apart from these factor on Factor Q4 (Relaxed Vs Tense) male and female are found to be parallel.
- Boys and girls difference on personality dispositions namely brightness, abstract thinker, and fast learner, intelligent, restrained, introspective, sober and dependable dour, pessimistic. Cheerful, active, talkative, frank and expressive accompanied with their language which they used as a medium of instruction in their academics area.

- F values for interaction between medium and gender were found to be insignificant on all personality factor measured by Children Personality Questionnaire which revealed that difference on personality traits namely Reserved ,Outgoing, Emotionally-stable, Phlegmatic , Excitability Submissiveness ,Dominance, Expedient , Conscientious, Shy , Venturesome, Toughness, Tenderness, Zestful , Reflective, forthright , shrewd, Placid , Apprehensive, controlled, Relaxed and Tense boys and girls students are constant in both groups namely English and Gujarati medium.
- English medium students were found to be significantly higher in their academic achievement as compared to Gujarati medium students.
- Boys and girls are not significantly differ on their achievements in academic spheres.
- Children's academic achievement was not found to be significantly associated with interaction of gender and medium of instruction.

### ***LIMITATIONS AND SUGGESTIONS***

In any Social Science investigation, the external validity of the results of the study is limited by many constrains related to the sample selection/availability, research design, reliability and validity of the tools under study and number of variables feasible to study at a time. Thus the researcher has been able to sort out the following limitation in the present study and the suggestions to refine the same have been provided.

- The present study was limited to Gujarat state only but can be extended to more than one state or country. Can be extended to other variables, streams, classes etc.
- The present study done on the school children, but personality and academic achievement are also important for college students so with same objectives study can be done on college students.
- Development of personality is a result of long term process which starts from the beginning of life. A longitudinal study will be more appropriate to enhance the knowledge regarding personality development.
- The personality and academic achievement of school students affected by numerous variables, however in the present study limited by effect of medium of instruction and gender. In further studies, effect of other variables like body image, peer relationships, parent-child relationship, order of Birth, Social Motives, Inhabitation variables etc. on personality and academic achievement can be studied.
- The sample of the study was small. The study can also be done by taking large sample size.
- Children's personality and academic achievement were studied in the present study, other variables like level of inspiration, learning style; motivation etc. can be taken as a dependent variable.
- In the present study effect of medium and gender on children's personality and academic achievement were studied. Relation between these variables can investigate in future study.

### ***IMPLEMENTATION OF THE PRESENT FINDINGS***

- The most important implication of this study is the need for uplifting the students' academic achievement by improving language.
- It is expected that the findings of the present investigation will help the parents and educator to deal effectively with students having problem in their area of personality and academic achievement which are accompanied with their English language incompetence as the study revealed the data base information about significance of English language as a medium of instruction on children's personality and academic achievement.
- The present investigation also will be helpful to all graduate, post graduate and researcher of 'Psychology' and 'Education' as the variable treated were appears to be quite relevant to some aspect of their curricular demands both in 'psychology' and 'Education'.
- The knowledge generated by this study can be of help to the students, teachers, educationalists and student counselor particularly in guidance.
- The findings have numerous implications for research and practice in psychology, especially in the subfields of educational institutes, teaching and learning, personality development training, curriculum construction and educational performance enhancement program.

## ***RECOMMENDATION***

In summary, it is found from this study that English language proficiency is a good indicator and predictor of academic achievement of school students in Gujarat. Therefore, it is recommended that the goals of educating children to be proficient in English should be rigorously emphasised since English language proficiency ultimately determines their overall academic success. This requires a concerted effort of all stakeholders in the education sector in Gujarat such as Curriculum planners, text book writers and English language teachers. Also, English language, in spoken and written form, should be given special attention at all levels of educational system. Finally, the students are also recommended to learn English language through refresher courses, workshops, seminars and symposia to enable them to Listening, Speaking, Reading and Writing effectively at school levels.

Overall it is recommended that efforts should be geared towards making the students proficient in English language as a way of improving their academic performance as well as make them more confident in the world of competition.

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