CHAPTER – 5
CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

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CHAPTER – 5
CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

5.1 Introduction

The research report is no less challenging than research itself. It requires imagination, creativity and resourcefulness. Research Report should be written in design and objective style; although there is no such style which is acceptable. The general purpose of a research does not convince the reader but let them to know what has been done and what result were obtained and what was the conclusion of the research.

Therefore, the research reports aim is to tell the reader that the problem investigated, method adopted and result are found and the conclusion is reached. The researcher report should be written in a clear and unambiguous languages so that the readers can also objectively judge the adequacy and the validity of the research.

5.2 Research Abstract

The main purpose of the research was to study personality, academic achievement and self-esteem among adolescence. Here gender, area of residence and educational stream was selected as an Independent variables and for this purpose 2x2x3 factorial design was prepared. To collect the data random method was used. The data was selected from some cities (Rajkot, Amreli) of Gujarat state. The 720 adolescent were taken for the study. In 720 Adolescents 360 adolescent boys & 360 girls were selected. In 360 adolescent boys, 180 from Hostel and 180 from Home boys were selected. In 360 adolescent girls, 180 from Hostel and 180 from Home girls were selected. In 180 adolescent boys from Hostel, 60 Adolescent boys from Arts faculty, 60 Adolescent boys from commerce faculty, 60 adolescent boys from science faculty. In 180 adolescent boys from Home, 60 Adolescent boys from Arts faculty, 60 Adolescent boys from commerce faculty, 60 adolescent boys from science faculty were selected. In 180 adolescent girls from Hostel, 60 Adolescent girls from Arts faculty, 60 Adolescent girls from commerce faculty, 60 adolescent girls from science faculty were selected. In 180 adolescent girls from Home, 60 Adolescent girls from Arts faculty, 60 Adolescent girls from commerce faculty, 60 adolescent girls from science faculty were selected.
To measure personality, personality inventory was used. The inventory was made by H. J. Eysenck (1959) which was known by Maudsley personality Inventory (M.P.I.). This inventory standardized by Paghdal C. V. (2006). To measure Academic Achievement Academic Achievement scale was used which was developed by T.R. Sharma. To measure self-esteem of Adolescents self-esteem scale was used which was used made by A. M. Egly (1973). In this way, to collect the information, the above tools were used. To analyze the data Analysis of variance (ANOVA) L.S.D. (Least of significance) and correlation (r) method was used. According to the result the conclusions of present research are as under.

5.3 Conclusions

The conclusions of the present research are as under:

1. There is significance difference in the main impact of variable on Introvert personality of Adolescents. Here f value is 24.81 and it is significant on 0.01 level So, Hypothesis is reject.

2. There is significance difference in the main impact of area of residence on introvert personality of adolescents. Here f value is 6.78 and it is significant on 0.01 level So, Hypothesis -2 is reject.

3. There is significance difference in the main impact of Educational stream on introvert personality of Adolescents. Here f value is 20.07 and it is significant on 0.01 level, So Hypothesis – 3 is reject.

4. There is significance difference in the internal impact of Gender and Area of residence on introvert personality of Adolescents. Here f value is 34.61 and it is significant on 0.01 level So, Hypothesis – 4 is reject.

5. There is significant difference in the main impact of Gender and educational stream on introvert personality of Adolescents. Here f value is 34.08 and it is significant on 0.01 level So, Hypothesis – 5 is reject.

6. There is significant difference in the internal impact of Area of residence and Educational stream on introvert personality of Adolescents. Here f value is 24.57 and it is significant on 0.01 level So, Hypothesis – 6 is reject.
7. There is significance difference in the internal impact of Gender, Area of residence and Educational stream on introvert personality of Adolescents. Here f value is 52.17 and it is significant on 0.01 level So, Hypothesis – 7 is reject.

8. There is no significance difference in the main impact of Gender on extrovert personality of Adolescents. Here f value is 0.23 and it is not significant. So, Hypothesis – 8 is accept.

9. There is no significance difference in the main impact of Area of residence on extrovert personality of Adolescents. Here f value is 0.34 and it is not significant. So, Hypothesis – 9 is accept.

10. There is no significance difference in the main impact of Educational stream on extrovert personality of Adolescents. Here f value is 1.61 and it is not significant. So, Hypothesis – 10 is accept.

11. There is no significance difference in the internal impact of Gender and Area of residence on extrovert personality of Adolescents. Here f value is 0.57 and it is not significant. So, Hypothesis – 11 is accept.

12. There is no significance difference in the internal impact of Gender and Educational stream on extrovert personality of Adolescents. Here f value is 2.54 and it is not significant. So, Hypothesis – 12 is accept.

13. There is no significance difference in the main impact of Area of Residence and Educational stream on extrovert personality of Adolescents. Here f value is 3.77 and it is significant on 0.05 level. So, Hypothesis – 13 is reject.

14. There is significant difference in the internal impact of Gender, Area of residence and Educational stream on extrovert personality of Adolescents. Here f value is 4.72 and it is significant on 0.01 level So, Hypothesis – 14 is reject.

15. There is significance difference in the main impact of Gender on personality of Adolescents. Here f value is 4.70 and it is significant on 0.01 level So, Hypothesis – 15 is reject.
16. There is no significance difference in the main impact of Area of Residence on personality of Adolescents. Here f value is 0.91 and it is not significant. So, Hypothesis – 16 is accept.

17. There is no significance difference in the main impact of Educational Stream on personality of Adolescents. Here f value is 0.91 and it is not significant. So, Hypothesis – 17 is accept.

18. There is no significance difference in the internal impact of Gender and Area of Residence on personality of Adolescents. Here f value is 0.80 and it is not significant. So, Hypothesis – 18 is accept.

19. There is no significance difference in the internal impact of Gender and Educational Stream on personality of Adolescents. Here f value is 0.39 and it is not significant. So, Hypothesis – 19 is accept.

20. There is no significance difference in the internal impact of Area of residence and Educational Stream on personality of Adolescents. Here f value is 0.96 and it is not significant. So, here Hypothesis – 20 is accept.

21. There is significance difference in the internal impact of Gender, Area of Residence and Educational Stream on personality of Adolescents. Here f value is 5.46 and it is significant on 0.05 level. So, Hypothesis – 21 is reject.

22. There is significance difference in the main impact of gender on academic achievement of adolescents. Here F value is 9.28 and it is significant on 0.01 level. So, Hypothesis-22 is reject.

23. There is no significance difference in the main impact of area of residence on academic achievement of adolescents. Here F value is 1.52. It is significant on 0.05 level. So, Hypothesis-23 is reject.

24. There is significance difference in the main impact of educational stream on academic achievement of adolescents. Here F value is 11.05 and it is significant on 0.01 level. So, Hypothesis-24 reject.

25. There is no significance difference in the internal impact of gender and area of residence on academic achievement of adolescents. Here F value is 3.38 and it is not significant. So, Hypothesis-25 is accept.
26. There is no significance difference in the internal impact of Gender and educational stream on academic achievement of adolescents. Here F value is 0.01 and is not significant. So, Hypothesis-26 is accept.

27. There is no significance difference in the internal impact of area of residence and educational stream on academic achievement of adolescents. Here F value is 2.44 and it is not significant. So, Hypothesis-27 is accept.

28. There is significance difference in the internal impact of gender, area of residence and educational stream on academic achievement of adolescents. Here F value is 5.84 and it is significant on 0.05 level. So, Hypothesis-28 is reject.

29. There is significance difference in the main impact of gender on self-esteem of adolescents. Here F value is 27.05 and it is significant on 0.01 level. So, Hypothesis-29 is reject.

30. There is significance difference in the main impact of area of residence on self-esteem of adolescents. Here F value is 19.13 and it is significant on 0.01 level. So, Hypothesis-30 is reject.

31. There is no significance difference in the main impact of educational stream on self-esteem of adolescents. Here F value is 1.25 and it is not significant. So, Hypothesis-31 is accept.

32. There is significance difference in the internal impact of gender and area of residence on self-esteem of adolescents. Here F value is 60.35 and it is significant on 0.01 level. So, Hypothesis-32 is reject.

33. There is significance difference in the internal impact of gender and educational stream on self-esteem of adolescents. Here F value is 17.52 and it is significant on 0.01 level. So, Hypothesis-33 is reject.

34. There is significance difference in the internal impact of area of residence and educational stream on self-esteem of adolescents. Here F value is 11.16 and it is significant on 0.01 level. So, Hypothesis-34 is reject.

35. There is significance difference in the internal impact of gender, area of residence and educational stream on self-esteem of adolescents. Here F value is 34.79 and it is significant on 0.01 level. So, Hypothesis-35 is reject.

36. There is positive correlation (0.60) between introvert personality and academic achievement. So, the Hypothesis-36 is reject.
37. There is positive correlation (0.54) between introvert personality and self-esteem. So, the Hypothesis-37 is reject.

38. There is positive correlation (0.80) between extrovert personality and academic achievement. So, the Hypothesis-38 is reject.

39. There is positive correlation (0.78) between extrovert personality and self-esteem. So, the Hypothesis-39 is reject.

40. There is positive correlation (0.86) between personality and academic achievement. So, the Hypothesis-40 is reject.

41. There is positive correlation (0.89) between personality and self-esteem. So, the Hypothesis-41 is reject.

5.4 Limitations of the Research

In any social science research, the external validity of the results of the study is limited by many constrains related to the sample selection, 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.

1) The personality, Academic Achievement and self-esteem of Adolescents affected by numerous variables, however in the present study limited variable like Gender, Area of Residence and Educational stream.

2) Only Adolescents from Hostel and Home were taken for the present study, which does not properly represent the whole population.

3) Data is collected only from some schools of Rajkot and Amreli city.

4) Sample is only 720 Adolescent boys and Girls from Hostel and Home.

5) The present Research work was time bound hence was conducted in limited area of Gujarat state only.

6) In the present research the social economic status and marital status was not considered.

7) In the present research only questionnaire method was used to collect the Information.
8) The findings made in the study may be biased by the incorrect information given by participants.

9) The present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample.

5.5 Suggestions for future research

The presence of someone observing can cause those being observed to alter their behavior. Researcher’s beliefs can also alter their observations and it is very difficult to coordinate multiple observers since observed behavior must be operationally defined. So, the researcher would like to provide following suggestions for further research.

1) A longitudinal study beginning from childhood to late Adolescence would be more appropriate.

2) Yoga, Guidance, Counseling classes should be conducted for Adolescents in order to reduce Introvert personality and to develop brand personality and to increase their Academic Achievement and self-esteem.

3) Parents should inculcate healthy lifestyle in Adolescents for enhancing their physical and psychological well-being.

4) Personality Development and Motivational classes are needed for Adolescents to improve their personality, Academic performance and self-esteem.

5) The present research work can be spread over other area.

6) Cross cultural studies on personality, Academic Achievement and self-esteem among Adolescence could be an interesting area for future research.

7) Personality Academic Achievement & Self-esteem can be correlated with other psychological variable like social Maturity, Emotional Intelligence etc. further studies are suggested to find out the relations between personality, Academic Achievement self-esteem and other variables.
8) For the accumulation of information variegated methods except questionnaires can be adopted.

9) To crown the edifice of the research work, other method of selecting sample can be appropriated.

5.6 Problems of Data Collection & Research

There are several problems faced by research some of the are as following.

- Irrelevant data collected.
- Pertinent data omitted.
- Erroneous and misinterpreted data collection.
- Poor documentation from sample.
- Conflicting data.
- Lack of equipment.
- Insufficient Interaction.
- Lack of confidence and awareness in participants.
- Lack code of conduct in research in participant.
- Inadequate assistance.
- Improper library management.
- Lack of availability or access to literature.

5.7 Chapter Summary

In this chapter research abstract, conclusions, suggestions, limitations, problems of data collection and research were described.