CHAPTER V

CONCLUSIONS, LIMITATIONS, SUGGESTIONS AND IMPLEMENTATION
Conclusion:

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

- Male and female adolescence do not differ significantly on Total self-concept.
- Male and female adolescence differ significantly at 0.01 level on physical self-concept.
- Male and female adolescence do not differ significantly on social dimension of self-concept.
- Male and female adolescence do not differ significantly on temperamental dimension of self-concept.
- Male and female adolescence differ significantly at 0.01 level on educational dimension of self-concept.
- Male and female adolescence differ significantly at 0.01 level on moral dimension of self-concept.
- Male and female adolescence differ significantly at 0.01 level on intellectual dimension of self-concept.
• Traditional and Non-Traditional vocational group differ significantly at 0.01 level on Total self-concept.

• Group of traditional and non-traditional vocational courses differ significantly at 0.01 levels on physical dimension of self-concept.

• Traditional and Non-Traditional vocational group differ significantly at 0.01 levels on social dimension of self-concept.

• Traditional and Non-Traditional vocational group do not differ significantly on temperamental dimension of self-concept.

• Group of traditional and non-traditional vocational courses differ significantly at 0.01 level on educational dimension of self-concept.

• Group of traditional and non-traditional vocational courses differ significantly at 0.01 level on moral dimension of self-concept.

• Group of traditional and non-traditional vocational courses differ significantly at 0.01 level on intellectual dimension of self-concept.

• INTERACTION EFFECT OF VOCATIONAL COURSES AND GENDER WAS FOUND SIGNIFICANT ON SOCIAL & EDUCATIONAL DIMENSION OF SELF-CONCEPT AND WAS NOT FOUND SIGNIFICANT ON TOTAL SELF-CONCEPT AS WELL AS PHYSICAL, TEMPERAMENTAL, MORAL AND INTELLECTUAL DIMENSION OF SELF-CONCEPT IN ADOLESCENCES.
Traditional and non-traditional vocational group was found significantly differ for the following work value-

- Aesthetics (AES) : To make life more beautiful.
- Autonomy (AUTO) : To act on one's own.
- Authority (AUTH) : To tell others what to do.
- Physical Activity (PHY) : To get a lot of exercise.
- Creativity (CRE) : To be creative.
- Risk (RSK) : To be able to take risk.
- Recognition (REG) : To get recognition for one's work.

Traditional and non-traditional vocational group was not found significantly differ on work value like;

- Social Interaction (SOI) : To do things with other peoples.
- Social Relations (SOR) : To be with friend.
- Altruism (ALT) : To help others.

Male and female was found to be significantly differ on the following values;

- Aesthetics (AES) : To make life more beautiful.
- Authority (AUTH) : To tell others what to do.
- Autonomy (AUTO) : To act on one's own.
- Altruism (ALT) : To help others.
- Physical Activity (PHY) : To get a lot of exercise.
- Risk (RSK) : To be able to take risk.
- Recognition (REG) : To get recognition for one's work.

F – Ratio were not found significant for gender on following work value like;

- Creativity (CRE) : To be creative.
Social Interaction (SOI) : To do things with other peoples.
Social Relations (SOR) : To be with friend.

Interaction effect of gender and vocational course was found on the following work values:

- Aesthetics (AES) : To make life more beautiful.
- Authority (AUTH) : To tell others what to do.
- Autonomy (AUTO) : To act on one's own.
- Physical Activity (PHY) : To get a lot of exercise.
- Risk (RSK) : To be able to take risk.
- Recognition (REG) : To get recognition for one's work.
- Creativity (CRE) : To be creative.
- Social Interaction (SOI) : To do things with other peoples.

Interaction effect of gender and vocational course was not found on the following work values:

- Altruism (ALT) : To help others.
- Social Relations (SOR) : To be with friend.

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.

- Local of the study was restricted to Aurangabad district only. It can be spread into other areas also.
- The present study done on the students who were involved in various traditional and non-traditional courses, but self-concept, work
value and instrument & expressive traits are also important for college students also therefore with same objectives study can be done on college students.

- Development of work value and self-concept within the individual is a result of long term process which starts from the beginning of the academic life. A longitudinal study will be more appropriate to enhance the knowledge regarding personality traits, value development and self-concept of students.

- The work value and self-concept of students affected by numerous variables, however in the present study limited variable i.e. Gender and vocational courses were included. In further studies, effect of other variables like culture, peer relationships, parent-child relationship, order of Birth, Social Motives, Inhabitance variables etc. on work value, self-concept and personality traits can be studied.

- The sample of the study was small. The study can also be done by taking large sample size.

- Effect of vocational courses and gender on work value and self-concept adolescents were studied in the present study, effects on other variables like level of inspiration, learning style, motivation etc. can be taken as a dependent variable and by doing so more advancement regarding knowledge of school students and their value and self-concept can be increased.

- In the present study work value and self-concept were studied as a dependent variables. Relation between these variables can also be studied.  

**Implication of the present Research**

- Present investigation may be conducive for decreasing the gender-role social pressures exerted on males and females.
• By projecting traditional and non-traditional attitudes towards vocational courses for both men and women would expand their life role opportunities.

• An individual’s priorities navigate that person throughout life. A person’s values guide him or her in attaining future goals. The very nature of human beings is dependent on critical decisions based on their priorities, which result in life roles. Thus, value lies in identifying gender priorities, in which future human behavior may be predicted.

• This study offers several implications concerning work values of undergraduate students.

• The value of this study lies in its focus on the priorities of male and female students, and on the social factors that impact students' life roles and expectations. Information gathered in the present investigation is important for identifying external factors, such as educational environments, equality conditions in the workplace, and social pressures, which may influence gender role values.

• A second implication of the present findings, suggests instituting equal conditions in the work place for both men and women