Chapter 5

MAIN FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER STUDIES

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the areas of the study. As such some suggestions have been given for the further research. This chapter therefore, is devoted to focusing the findings, discussion of the results, educational implications of the study and suggestions for further studies or research.

Findings of the Study

1. It was found that there is no significant difference between high achievement motivated and low achievement motivated male adolescents on introversion (factor of personality)

2. It was found that there is no significant difference between high achievement motivated and low achievement motivated male adolescents on ambivert (factor of personality)

3. It was found that there is no significant difference between high achievement motivated and low achievement motivated male adolescents on extraversion (factor of personality)

4. It was found that there is no significant difference between high achievement motivated and low achievement motivated female adolescents on introversion (factor of personality)
5. It was found that there is no significant difference between high achievement motivated and low achievement motivated female adolescents on ambivert (factor of personality)
6. It was found that there is no significant difference between high achievement motivated and low achievement motivated female adolescents on extraversion (factor of personality)
7. It was found that there is no significant difference between male adolescents having poor and good school environment on introversion (factor of personality)
8. It was found that there is no significant difference between male adolescents having poor and good school environment on ambivert (factor of personality)
9. It was found that there is no significant difference between male adolescents having poor and good school environment on extraversion (factor of personality)
10. It was found that there is no significant difference between female adolescents having poor and good school environment on introversion (factor of personality)
11. It was found that there is no significant difference between female adolescents having poor and good school environment on ambivert (factor of personality)
12. It was found that there is no significant difference between female adolescents having poor and good school environment on extraversion (factor of personality)
13. It was found that there is a significant difference between high achievement motivated and low achievement motivated male adolescents on emotional adjustment (factor of adjustment). Male adolescents having high achievement motivation were found to be more emotionally adjusted than adolescents having low achievement motivation.
14. It was found that there is a significant difference between high achievement motivated and low achievement motivated male adolescents on social adjustment (factor of adjustment). Male adolescents having high
achievement motivation were found to be more socially adjusted than adolescents having low achievement motivation.

15. It was found that there is a significant difference between high achievement motivated and low achievement motivated male adolescents on educational adjustment (factor of adjustment). Male adolescents having high achievement motivation were found to be more educationally adjusted than adolescents having low achievement motivation.

16. It was found that there is a significant difference between high achievement motivated and low achievement motivated female adolescents on emotional adjustment (factor of adjustment). Female adolescents having high achievement motivation were found to be more emotionally adjusted than adolescents having low achievement motivation.

17. It was found that there is a significant difference between high achievement motivated and low achievement motivated female adolescents on social adjustment (factor of adjustment). Female adolescents having high achievement motivation were found to be more socially adjusted than adolescents having low achievement motivation.

18. It was found that there is a significant difference between high achievement motivated and low achievement motivated female adolescents on educational adjustment (factor of adjustment). Female adolescents having high achievement motivation were found to be more educationally adjusted than adolescents having low achievement motivation.

19. It was found that there is no significant relationship between introversion (factor of personality) and achievement motivation among adolescent students.

20. It was found that there is no significant relationship between ambivert (factor of personality) and achievement motivation among adolescent students.
21. It was found that there is no significant relationship between extroversion (factor of personality) and achievement motivation among adolescent students.

22. It was found that there is a significant positive relationship between emotional adjustment (factor of adjustment) and school environment among adolescent students.

23. It was found that there is a significant positive relationship between social adjustment (factor of adjustment) and school environment among adolescent students.

24. It was found that there is a significant positive relationship between educational adjustment (factor of adjustment) and school environment among adolescent students.

**Conclusion**

To conclude, it is found that high achievement motivated and low achievement motivated male adolescents do not have any impact on introversion, ambivert and extroversion factors of personality. In addition, the results indicated that high achievement motivated and low achievement motivated female adolescents do not have any impact on introversion, ambivert and extroversion factors of personality. Further investigation showed that poor and good school environment do not affect introversion, ambivert and extroversion factors of personality of male adolescent. In this context the researcher studies on the basic of female adolescent also and found that poor and good school environment do not affect introversion, ambivert and extroversion factors of personality of female adolescent. Further investigation is however required on how strong grade point average or questionnaire is associated with the high or low achievement motivation.

In this study, Male adolescents having high achievement motivation were found to be more emotionally, socially and educationally adjusted than adolescents having low achievement motivation. This study thus revealed that level of achievement motivation affects the adjustment of male adolescent in emotional, social and educational context. The result of the study also shows that female adolescents having high achievement motivation were found to be more
emotionally, socially and educationally adjusted than adolescents having low achievement motivation. It is found in female context too that level of achievement motivation affects the adjustment of female adolescent in emotional, social and educational context.

The present research further revealed that introversion factor of personality does not have much effect on achievement motivation among adolescent students. It also showed that extroversion factor of personality does not have much effect on achievement motivation among adolescent students. The study also showed that ambivert factor of personality does not have much effect on achievement motivation among adolescent students as a whole.

In our study, it was found that emotional adjustment (factor of adjustment) and school environment among adolescent students are positively correlated with each other. Emotional adjustment makes school environment better. It was also found that social adjustment (factor of adjustment) and school environment among adolescent students are positively correlated with each other. Social adjustment generates good social values among adolescents. It makes school environment conducive to attain all educational goals. The study further revealed that educational adjustment (factor of adjustment) and school environment among adolescent students are too positively correlated. The better educational adjustment, the better would be the educational achievement.

**Educational Implications**

The study examined high achievement motivated and low achievement motivated male and female adolescents on introversion, ambivert and extroversion factor of personality. The research also examined poor and good school environment in context of introversion, ambivert and extroversion factor of personality. All these points are taken in mind while conducting the research that it will be beneficial for adolescents, parents, teachers, administrators and policy makers. Our study showed that high and low achievement motivation do not affect on the factors of personality in terms of introversion, extroversion and ambivert on male and female adolescent.

In the light of present study, it was found that type of school environment (poor or good) play a significant role in the achievement motivation of both male
and female adolescent. School environment played a key role in bringing all round development of an adolescent. If a child has exposed to the good and conducive school environment, he or she can achieve high educational qualifications. On the other hand if a child has given the poor and unfavourable school environment, all his or her development will get slower comparatively.

It is revealed from the present study that adjustment is a vast term and conducted on three levels namely emotional, social and educational. The apt and sound knowledge of these all types of adjustment can play a very significant role in bringing all round development of an adolescent. On the whole it can be said that emotional, social and educational adjustment play a key role in achieving educational goals.

Though the study had its limitations of time and space, yet it gives us some very interesting and useful findings. By keeping these findings in view, achievement level of the children can be recognized and help them though educational achievement. Once the capacities and potentials are located by the parents, teachers, psychologists, administrators, policy makers and all those who have concerned for the adolescent will help in providing suitable educational environment in which the child will achieve best according to his/her potential.

Suggestions for Further Research

Generally one of the outcomes of conducting any research study is to generate avenues for further research. In the light of the findings that have emerged from the present study and the valuable experiences gained by conducting this investigation, some related problems that can be taken for further research may be stated as follows:

- Similar study can be conducted in relation to self concept, home environment, parental attitude and emotional intelligence.
- The sample of the present study was taken from senior secondary schools of Rohtak district only. The same study can be undertaken on a large population drawn from other districts, states and national capital territory of Delhi and on a longitudinal basis, so that more generalisable findings can be obtained.
• Similar study can be conducted by taking students from different groups i.e. normal and exceptional students of different level of learning.

• Further studies can be conducted to find out the extent of influence on factors like personality, curiosity, scholastic behaviour, anxiety, and educational background etc., this area being quite vast and open for many further research works.

• Present study was conducted on the adolescents only; similar attempt can be made at different stages of development.

• The present study has been conducted on introversion, extroversion and ambivert characteristics of personality. Same study can be done on other traits of personality.

• The present study has been conducted by using the statistical techniques like t-test and correlation. Similar study can be conducted by using ANOVA, ANCOVA etc.