

## Chapter VI

### Summary, Suggestion, Recommendations and Conclusion

#### 6.0 Introduction

In the present chapter the researcher reached at the stage of takeout clinch matters or summary on the basis of analysing the data and findings and summary of the study with great experience and intuition into make objectives more abundant and consequential for children associated with the work of self-concept, educational aspirations and personality characteristics at various levels.

The writing of research findings is usually the concluding task of research endeavour. All the work comes together at the time of writing of the findings and analysis of the study at previous chapters. The final process of summarizing the findings, arrival at conclusion making implications of the study, recommendations, suggestions of further research and formulating generalizations for the population to which they will be applicable is an important component of any research. The findings are presented here in accordance with the objectives of the study. On the basis of analysis and interpretation of the data discussed in the previous chapter certain findings have been obtained and conclusions were drawn.

#### 6.1 Need and Significance of the Study

Sikkim is a state where the total population is 610,577 (according to 2011 census). Here the tribal population is very high, approximately 33.8% and due to its geographic and climatic conditions the life is so difficult. The development of Sikkim depends upon the education of the students of Sikkim and for which the role of the parents and teachers is very important. School education plays a very important role in building the personality of children because most of their life is spent in school. Secondary school education is the flyover to connect primary education with higher

education. During school only, the child continues the process of thinking, liking, disliking, acquiring a conception and knowing about himself. Teachers play a very important role in shaping and moulding the personality of students. A teacher has to deal with several students with individual differences in the class; none of them are the same in their behaviour, attitude, and thoughts. Some kids are problematic and need special attention. Some kids are friendly, few unfriendly, some are depressed, and few aggressive. Each of them carries different personality characteristics which either is brought through heredity or developed through the exposure to the environment.

During adolescence the kids have to face rapid growth of physiological appearances and development of psychological outlooks. It is an imaginative, dynamic, bright and breezy time for students. Understanding their duties, and responsibilities, students' need a helping hand to grasp the creative knowledge and expertise which enlarge their positive thought process to understand his/her aspirations of goal, self-identity and personality. Sometimes we can know the personality characteristics of ourselves and sometimes we don't consciously know which kind of personality characteristics we carry. Today's technological society depends entirely on his education and job skills. Therefore, in order to attain and achieve success in life one should have realistic educational aspiration. Thus, educational aspiration plays an important role in preparing the individuals for better future. The secondary schools have drop authority to clear the way for adolescents to acquire knowledge of educational aspirations and develops ability of thought, facilitate emotional and moral aspects to understanding self-realization and set in a frame of personality. Students need to put towards an application for understanding, skilfully to look out on realities of life in the world. Students of secondary school are

not much aware about his/her concept of self, personality traits and attainment of educational as well as vocational goals of life.

From this study, the investigator elaborated broadly and significantly on students' inner selves, aspirations of life goals and characteristics of personality. These are combinations of thoughts, habits, behaviours, attitudes, features of self-identity, and factors of schools, situations, and different environments, occupational skills, motivations, and aspirations of success to prove themselves. But everyone is different to acquire self-concept to understand career aspirations and traits of personality.

This study focussed on - how an individual student able to be of the view regarding the future and motivated by the present in school life and what are the circumstances, situations and activities in schools encourages the need for students to take a look at what he/she doing presently and perceive its significance for future than they approach in real aspirations. Students need to reinforce their progress in learning and make a royal uniqueness of positive self-concept. After this study, one can understand how and under what conditions an individual's students acknowledge self-concept, acquire aspirations from different factors and establish a noble universal personality to complete lives of the world and assemble successful life. It is in this regard we need to study the different personality characteristics, educational aspirations and self-concept among secondary school students.

## **6.2 Statement of the Problem**

Children spend a significant part of their life in school. Here in school they get the opportunity to have overall development. The students have individual differences; none of them are identical in their attitude, behaviour, intelligence, learning skills etc. All the students in one class have different personality

characteristics. The educational aspiration is an expression of the level of qualification an individual wants to attain success in future and it comes true when they have self-enhancement. All three aspects are interlinked-personality characteristic is the cluster of traits and self-concept in the hub of personality patterns. The techno-scientific, economic and educational development have on the one hand made life easier, on the other hand given rise to complex conditions of competition and rat races which in turn lead to anxiety, loneliness, and depression. Such negative personality traits minimize the level of aspiration, lack of achievement, motivation and adjustment in certain conditions required as necessary input in present time. So unfavourable self-concept leads to poor adjustment and affects the level of achievement and aspiration as well. Teachers are the source who can observe or notice all these in students and find ways for them to develop their personalities, educational aspirations and self-concept.

**Keeping in view the statement of the problem the title is stated as**  
***“personality characteristics, educational aspirations, self-concept among secondary school students of Sikkim”***

### ***6.3 Objectives of the study***

1. To find out the level of personality characteristics among male and female secondary school students along with its six dimensions based on personality inventory-
2. To find out the level of educational aspiration among male and female secondary school students based on level of educational aspiration test.
3. To find out the level of self-concept among male and female secondary school students along with its six dimensions based on self-concept questionnaire.

4. To study and compare the personality characteristics among male and female secondary school students along with its six dimensions based on personality inventory -

- a) Activity - passivity trait
- b) Enthusiastic and non-enthusiastic trait
- c) Assertive - submissive trait
- d) Suspicious - trusting trait
- e) Depressive -non-depressive trait
- f) Emotional instability - emotional stability trait

5. To study and compare the educational aspirations among male and female secondary school students along with its four dimensions based on level of educational aspiration test-

- A. Family support
- B. Pupils' views
- C. Pupils' efforts
- D. The reality of aspired goals.

6. To study and compare the self-concept among male and female secondary school students along with its six dimensions based on self-concept questionnaire -

- A. Physical
- B. Social
- C. Temperamental
- D. Educational
- E. Moral
- F. Intellectual.

7. To study the relationship between personality characteristics and educational aspirations among secondary school students.
8. To study the relationship between educational aspirations and self-concept among secondary school students.
9. To study the relationship between self-concept and personality characteristics among secondary school students.

#### **6.4 Hypothesis of the Present Study**

**H<sub>01</sub>**. There is no significant difference between male and female secondary school students in relation to their personality characteristics.

**H<sub>02</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *activity - passivity trait* of personality inventory.

**H<sub>03</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *enthusiastic and non-enthusiastic trait* of personality inventory.

**H<sub>04</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *assertive – submissive trait* of personality inventory.

**H<sub>05</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *suspicious- trusting trait* of personality inventory.

**H<sub>06</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *depressive-non-depressive trait* of personality inventory.

**H<sub>07</sub>**.There is no significant difference between male and female secondary school students in relation to the dimension of *emotional instability and emotional stability trait* of personality inventory.

**H<sub>08</sub>**.There is no significant difference between male and female secondary school students in relation to their educational aspirations.

**H<sub>09</sub>**.There is no significant difference between male and female secondary school students in relation to the dimension of *family support* based on level of educational aspirations test.

**H<sub>010</sub>**.There is no significant difference between male and female secondary school students in relation to the dimension of *pupils' views* based on level of educational aspirations test.

**H<sub>011</sub>**.There is no significant difference between male and female secondary school students in relation to the dimension of *pupils' efforts* based on level of educational aspirations test.

**H<sub>012</sub>**.There is no significant difference between male and female secondary school students in relation to the dimension of *the reality of aspired goals* based on level of educational aspirations test.

**H<sub>013</sub>**.There is no significant difference between male and female secondary school students in relation to their self-concept.

**H<sub>014</sub>**.There is no significant difference between male and female secondary school students in relation to the dimension of *physical* based on self-concept questionnaire.

**H<sub>015</sub>**There is no significant difference between male and female secondary school students in relation to the dimension of *social* based on self-concept questionnaire.

**H<sub>016</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *temperamental* based on self-concept questionnaire.

**H<sub>017</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *educational* based on self-concept questionnaire.

**H<sub>018</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *moral* based on self-concept questionnaire.

**H<sub>019</sub>**. There is no significant difference between male and female secondary school students in relation to the dimension of *intellectual* based on self-concept questionnaire.

**H<sub>020</sub>**. There is no significant relationship between personality characteristics and educational aspirations among secondary school students of Sikkim.

**H<sub>021</sub>**. There is no significant relationship between educational aspirations and self-concept among secondary school students of Sikkim.

**H<sub>022</sub>**. There is no significant relationship between self-concept and personality characteristics among secondary school students of Sikkim.

### 6.5 Variables of the Study

Variables		Levels	
Main Variables	Personality Characteristics	IX-X	
	Educational Aspirations	IX-X	
	Self-concept	IX-X	
Background Variable	Gender	Male	Female



## 6.6 Delimitations of the Study

The present study is delimited in the following aspects:

1. The investigator selected only secondary school students from class ix and x.
2. The language of the test was delimited to English only.
3. The study was delimited to 600 secondary school students (300 boys & 300 girls).
4. Sample was collected only from government secondary schools of Sikkim.

## 6.7 Research Method

In the present study the researcher has used the descriptive research method. The descriptive survey method is the most widely used and the most popular research design as indications of the dissertations', theses and research reports. It is designed to obtain precise information concerning fact-finding with the adequate interpretation of the present status of the phenomenon in its natural setting. This method is used when the researcher wants to describe specific behaviour as it occurs in the environment.

## 6.8 Population

The population of the present study comprises of all the government secondary school students studying in class (ix-x) studying in four districts of Sikkim; i.e. East Sikkim, West Sikkim, North Sikkim and South Sikkim.

**Table 6.1**

*District wise population of school students in Sikkim based on gender and class*

District	Boys	Girls	Total (IX-X)
North	495	614	1109
West	2550	3019	5569
South	2627	2921	5548
East	4233	4602	8835
<b>Sikkim</b>	<b>9905</b>	<b>11156</b>	<b>21061</b>

*Note.* From Udise 2017-18, in annual report, 2017-18.

## 6.9 Sample

The researcher used stratified random sampling technique for the present study. The representative samples of the present study consist of 600 secondary school students of class ix and x from 20 government schools of Sikkim (300 male and 300 female)

**Table 6.2**

*Number of subjects from four districts of different government secondary and senior secondary school of Sikkim is given beneath (n=600).*

Name of the districts	S. No.	Name of the schools	Gender		Number of students
			Male	Female	
East	1.	Tadong government senior secondary school	15	15	30
	2.	Government secondary school (Majhitar)	15	15	30
	3.	Government secondary school (Bordang)	15	15	30
	4.	Government senior secondary school (Singtam)	15	15	30
	5.	Government senior secondary school (Rangpo).	15	15	30
West	6.	Government senior secondary school (Soreng)	15	15	30
	7.	Government senior secondary school (Sombar)	15	15	30
	8.	Government senior secondary school (Chakung)	15	15	30
	9.	Government senior secondary school (Bariakhop)	15	15	30
	10.	Government senior secondary school(Dodak)	15	15	30
North	11.	Government senior secondary school (Mangan)	15	15	30
	12.	Tinghim government secondary school	15	15	30
	13.	Ringhim government secondary school	15	15	30
	14.	Government secondary school (Singhik)	15	15	30
	15.	Mangshila government senior secondary school	15	15	30
South	16.	Government senior secondary school (Damthang)	15	15	30
	17.	V.c.g.l. Government senior secondary school (Ravangla)	15	15	30
	18.	Bermioktokal government senior secondary school	15	15	30
	19.	Government senior secondary school (temi)	15	15	30
	20.	Government senior secondary school (Melli)	15	15	30
<b>Total</b>			<b>300</b>	<b>300</b>	<b>600</b>

## 6.10 Tools Used

### *List of tools*

Sl. No	Aspects of the study	Name of inventory, test and questionnaire	Developed by
1.	Personality characteristics	Dimensional personality inventory (revised)	Mahesh bhargava (2012)
2.	Educational aspirations	Level of educational aspiration test	Dr. Yasmin ghani khan (2009)
3.	Self-concept	Self-concept questionnaire	Dr. Raj kumarsaraswat (2011)

## 6.11 Data Collection Procedure

The procedure which the researcher adopted to collect the data was, at first the researcher prepared an application and took the signature of the supervisor and the head of the department of education to get permission from the human resource development department (HRDD) government of Sikkim to visit the different government secondary schools in four districts of Sikkim. After getting permission letter from HRDD the researcher visited all the government secondary schools selected as sample and seek permission of headmasters in all the schools to collect the information from the students. The researcher selected the students randomly from class ix and x. Then the researcher explained in short about the purpose of the study to the students and also encouraged them to cooperate with him in administering the questionnaires of personality characteristics, educational aspirations and self-concept without disturbing their formal class periods. The researcher provided them sufficient

time to fill the questionnaires properly. Finally, the researcher collected all the questionnaires which were filled by the students.

### **6.12 Statistical Technique Used**

**In order to achieve the objectives of the study and to test the hypotheses the investigator has taken proper care in selecting the statistical techniques for data analysis. Percentage wise analysis, mean, median, mode, standard deviation, 't' test, pearson's product moment coefficient correlation were used to analyse the data using excel. To check the normality of data SPSS was used.**

- **To check whether the data is normally distributed SPSS was used.**
- **To check the levels of all the variables along with their dimensions percentage wise analysis was done based on the questionnaires.**
- **To test the hypotheses from 1 to 19 t-test was used to test the significance of mean difference between two groups.**
- **To test the hypotheses from 20 to 22 Pearson product moment correlation was used to find out the relationship between two variables.**

### **6.13 Major Findings**

**A. Findings in terms of level of personality characteristics, educational aspiration and levels of self-concept among male and female secondary school students are as follows:**

1. **In levels of personality characteristics among male and female secondary school students along with its six dimensions based on personality inventory- it was found that majority of the secondary school students have average and above average level of overall personality characteristics as well as in six dimensions also it was found average and above average level of personality characteristics.**

2. In levels of educational aspiration among male and female secondary school students based on educational aspiration scale – both male and female secondary school students have above average level of educational aspiration.

3. In levels of self-concept among male and female secondary school students along with its six dimensions based on self-concept questionnaire - it was found that the majority of the secondary school students have above average level of overall self-concept, and it was also found that the majority of the secondary school students have above average level of self-concept in terms of five dimensions of self-concept except in one dimension i.e educational dimension where it was found high as well as above average level of educational self-concept in both male and female secondary school students.

**B. Findings in terms of significant difference and significant relationship between variables are as follows:**

1. There is significant difference between male and female secondary school students in relation to their personality characteristics.
2. There is no significant difference between male and female secondary school students in relation to the dimension of *activity - passivity trait* of personality inventory.
3. There is no significant difference between male and female secondary school students in relation to the dimension of *enthusiastic and non-enthusiastic trait* of personality inventory.
4. There is significant difference between male and female secondary school students in relation to the dimension of *assertive – submissive trait* of personality inventory.

5. There is no significant difference between male and female secondary school students in relation to the dimension of *suspicious- trusting trait* of personality inventory.
6. There is significant difference between male and female secondary school students in relation to the dimension of *depressive-non-depressive trait* of personality inventory.
7. There is significant difference between male and female secondary school students in relation to the dimension of *emotional instability and emotional stability trait* of personality inventory.
8. There is no significant difference between male and female secondary school students in relation to their educational aspirations.
9. There is no significant difference between male and female secondary school students in relation to the dimension of *family support* based on level of educational aspirations test.
10. There is no significant difference between male and female secondary school students in relation to the dimension of *pupils' views* based on level of educational aspirations test.
11. There is no significant difference between male and female secondary school students in relation to the dimension of *pupils' efforts* based on level of educational aspirations test.
12. There is no significant difference between male and female secondary school students in relation to the dimension of *the reality of aspired goals* based on level of educational aspirations test.
13. There is no significant difference between male and female secondary school students in relation to their self-concept.

14. There is no significant difference between male and female secondary school students in relation to the dimension of *physical* based on self-concept questionnaire.
15. There is no significant difference between male and female secondary school students in relation to the dimension of *social* based on self-concept questionnaire.
16. There is no significant difference between male and female secondary school students in relation to the dimension of *temperamental* based on self-concept questionnaire.
17. There is no significant difference between male and female secondary school students in relation to the dimension of *educational* based on self-concept questionnaire.
18. There is significant difference between male and female secondary school students in relation to the dimension of *moral* based on self-concept questionnaire.
19. There is significant difference between male and female secondary school students in relation to the dimension of *intellectual* based on self-concept questionnaire.
20. There is no significant relationship between the personality characteristics and educational aspirations among secondary school students.
21. There is significant relationship between educational aspirations and self-concept among secondary school students.
22. There is no significant relationship between self-concept and personality characteristics among secondary school students.

#### **6.14 Implications of the Study**

From the investigation it can be obtained that adolescence is the most crucial age where children try to identify their goals and at the same time they want to have a sense of belongingness, whether at school, home or in the society. Along with their strong desire to be leaders and to become really successful in life, students do get frustrated, irritated and are anxious and tense in most situations, if somebody thwarts their dreams. So especially in the present day and time, it is implied that proper guidance should be given to them and given freedom to know themselves at their own pace of life. Along with parents and teachers, counsellors can also help our students to be able to handle all that life has to offer them and should allow the students to explore, discover and reason out things themselves, in order that they can utilize this excitement that they have in life in the right way.

The result is that naturally female students are good in self-concept and personality development. Even though it is observed from the findings that female students showed that they had higher personality, self-concept, and educational aspirations than their male counterparts. Therefore the teachers and parents can help them to realize and understand their differences. They can also be guided in a way where they can utilize and channelize their intelligence in the right manner and subsequently aspire to achieve a particular goal in life. It may be implicated that the teachers continue to motivate and encourage the adolescent students to strive more and work harder in the field of education.

But at the same time they should encourage the students of Sikkim to continue to compete with the other students in a positive manner and to achieve their goals. It can therefore be put in a good word for the parents and teachers who are



called upon to guide, supervise and encourage these children to build their dreams and be able to be contributing members to the society.

From the investigation it is also observed that the students of today choose to be independent. They are leaders in their groups, they have the ability to direct and control the attitude of others, and especially of their peers. They also prove to be adventurous, determined and responsible and because of their ability to plan events and are able to concentrate, they therefore have a strong desire to become influential. Because of their strong desire to be accepted and so that they can win the approval of others they also strive to do well not only socially but also academically. Hence it can be implicated that students are given roles in their schools where they can develop their self-concepts and personalities to the fullest and that they can also at the same time strive for higher educational aspirations, so that they can really take over as great successors not only in their schools but even later in their lives and they can be role models for their peers and the society at large.

#### **6.15 Recommendations of the Study**

In this advanced technological era the students are so eager to achieve their goals very fast. But sometimes because of lack of proper counselling and attention they are unable to achieve their goal. Parents, teachers and counsellors can help them to handle all that life has to offer them, also they should be allowed to explore, discover and reason out things themselves, in order that they can utilize this excitement that they have in life in the right way.

When we explored the previous studies we saw that female students are little good in personality development, educational aspiration and self-concept. In the present study it was observed from the findings that male and female students showed almost equal level personality characteristics, educational aspirations and self-

concept. This may be because the literacy rate of Sikkim according to the 2011 census is 81.42% where the literacy rate of male is 86.55% which is higher to female which is 75.61%. The literacy rate is high as compared to other states. Keeping in view the findings of the study the researcher may suggest the following recommendations:

**(1) For students:** as the secondary school students are adolescents, at this transition period they are so confused about everything going on to them. But the students may do the self-assessment of their own achievement level. They can also find out the ways to have better educational aspiration, personality levels. Students can have insight into their strengths and weaknesses to enhance their achievement level.

**(2) For teachers:** at secondary school level it is very much necessary for the school and home to come together for the maximum development of children. Teachers play a crucial role as they shape the personality, behaviour, attitude and career of the students. Teachers should pay special attention to the slow learners, academically backward students to improve them in overall development. Regular counselling should be arranged for the students to know their own hidden capabilities.

**(3) For parents:** the roles of parents are also very important for shaping and moulding the behaviour of children at home. The atmosphere of home should be conducive, motivating so that students can share everything with their parents and parents can help them to overcome with their problems they are facing at school, with peers, at neighbourhood etc. The parents can have vigilant eyes on the behaviour, activities and academics of their children. The counselling of students only is not necessary, counselling for parents are also very much needed by school so that the school and home can come together to mould each and every child according to their need.

(4) **For researchers:** the findings of the present study can give input to the researchers to work more broadly in this area with some complex problems related to the secondary school students.

#### **6.16 Suggestions for Further Research**

The investigator may suggest future researchers to conduct studies on following aspects:

- i. The same study can be undertaken on large sample.
- ii. The same study can be done taking private schools.
- iii. A comparative study may be undertaken along with other variables like socio economic status and personality development of higher secondary school students.
- iv. A study on rural and urban students at higher secondary school level can be undertaken.
- v. A comparative study of private and government school students can be undertaken.
- vi. A co-relational study of personality characteristic and educational aspirations at higher secondary school students, college and university students can be done.
- vii. A study of self-concept and personality trait in relation to type of school, and gender must be undertaken on large sample at high school students.
- viii. A comparative study on the educational and vocational aspirations of higher secondary students in Sikkim must be undertaken.

#### **6.17 Conclusion**

It may be concluded that the present study “personality characteristics, educational aspirations, self-concept among secondary school students of Sikkim” has

enabled us to understand about the personality characteristics, educational aspiration and self-concept among government secondary school students. On the basis of the analysis, it can be seen that most of the students have average and above average level of personality characteristics, educational aspiration and self-concept. While comparing the personality characteristics, educational aspiration and self-concept among male and female students it has been observed that there is no significant difference between male and female students. Whereas few dimensions of all the variables slight difference is been found among male and female students. Whereas when we talk about the relationship between variables it was found that there is no significant relationship between personality characteristics and educational aspiration and also no significant relationship was found between self-concept and personality characteristics whereas there is significant relationship between educational aspiration and self-concept.

The kind of personality characteristics, educational aspiration and self-concept that the individuals develop during adolescence can be observed in their future. Hence they should have healthy relationship with the parents, mutual understanding and acceptance by the parents, teachers. Inclusion in the peer group, approvals, recognition, appreciation and acknowledgement during adolescence are factors that further strengthen the self-concept and personality of the individual and help him or her to not only aspire or set goals but, also to work towards achieving them. It helps the adolescents to be more driven in terms of their educational aspirations. This is not just limited to their education but their concept of self and personality development which have an impact on character building approach. It also helps in other spheres of their lives, promoting optimum psychological, social, mental and physical growth and development. Hence, it can be correctly concluded that a positive notion of the self or

a positive self-concept during adolescence will direct the individual towards having good personality characteristics and educational aspirations, encouraging them to perform well at school and later in life. On the other hand, a negative self-concept will inhibit the adolescents from setting goals and achieving educational excellence in life.

The present study is successful in terms of reaching at some fair understanding on the development of personality traits and self-concept along with general ideas of educational aspirations of secondary school students. Moreover, it has given an effective or rationale thoughts and status of aspirations in the field of education, development of personality and how to develop self-concept among secondary school students studying in class ix-x in four districts of Sikkim.