

Chapter V

Findings and Discussions

5.0 Objective wise Discussion of the Study Results

On the basis of analysis and interpretation of data, objective wise results are discussed as below:

5.1 To find out the level of Personality Characteristics among male and female secondary school students along with its six dimensions based on personality inventory-

- i. Activity - Passivity Trait
- ii. Enthusiastic - Non-Enthusiastic Trait
- iii. Assertive – Submissive Trait
- iv. Suspicious – Trusting Trait
- v. Depressive - Non-Depressive Trait
- vi. Emotional Instability - Emotional Stability Trait

In terms of overall level of personality characteristics among male and female secondary school students, the present study found that majority of the Male and Female Secondary School students have average and above average level of overall Personality Characteristics. In terms of all six dimensions of Personality characteristics- i.e. Activity and Passivity trait; Enthusiastic - Non-Enthusiastic Trait; Assertive – Submissive Trait; Suspicious – Trusting Trait; Depressive - Non-Depressive Trait; and Emotional Instability - Emotional Stability Trait of male and female it was found that mostly they also have average and above average level of Personality trait respectively. Several other studies found that male students have higher personality characteristics than females like Peerzada (2014); Dupak & Tok (2017); Jain et al., (2020). Additionally, some findings also challenge the study and

reported that girls' students have better personality traits, Maragatham et al. (2017). Saravanan & Dharani (2014); Suvarna & Bhata (2015); and Navya et al. (2018) the results clearly revealed that there are some differences in personality traits between male and female adolescents. Therefore, it is predicted that females have good personality traits as compared to males. Thus the finding counters the popularly held viewpoint that assumes female students to have comparatively good personality traits than male adolescents.

5.2 Levels of Educational Aspiration among male and female secondary school students based on Educational Aspiration Scale.

In terms of overall level of Educational Aspiration, the present study found that there are High, Average, and Low levels of Educational Aspiration. Some male and female students are highly realistic and have well defined academic goals, but after critically evaluating the data it was found that female having higher level of educational aspirations than male students and it is also acknowledged by the study of George (2014); Rajesh & Chandrasekaran (2014); Hooda & Devi (2018) which shows that female students possess a higher level of educational aspiration than that of their male counterparts. The finding of the study indicates the need of providing special attention to enhance the educational aspiration of male students. Some male and female students have Average level of Educational Aspiration which means that they are realistic and normal and are well. Study of George (2014); Naqvi & Khan (2018) revealed that the higher secondary school students possess a moderate level of educational aspiration which supports the present study. Some male and female students have Low level of Educational Aspiration which means these students are carefree towards their academic achievement and it was also found in the study of Widlund et al., (2018) which indicate the low-performing students in the ninth grade

had the lowest educational aspirations Therefore, it can be said that the majority of the Secondary School students have high and Average level of Educational Aspiration.

5.3 Levels of Self Concept among male and female secondary school students along with its six dimensions based on Self Concept Questionnaire.

In terms of overall level of Self Concept based on gender, the present study found that there is High, Above Average, Average, Below Average and Low level of Self Concept but the majority of the Secondary School students have above average level in overall Self Concept. In terms of six dimensions of Self Concept the present study found that in Physical Self Concept, Social Self Concept, Temperamental Self Concept, Educational Self Concept, Moral Self Concept and Intellectual Self Concept, most of the male and female students have above average except educational self concept because male and female students have high level of educational self concept. With this finding we may say that the students of Secondary School of Sikkim have good educational environment. Several other research studies of Rath & Nanda (2012); Bharathi & Sreedevi (2013) found that most of the adolescent students have high, average and above average level of self-concept. Therefore these studies support the present study. The study of Manjari (2017); Katakya et al., (2020) found that most of the adolescent students have a high level of educational self-concept which supported the present study related to the dimension of educational self-concept because the present study also have high level of educational self-concept.

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

- i. Activity - Passivity Trait
- ii. Enthusiastic and Non-Enthusiastic Trait

iii. Assertive - Submissive Trait

iv. Suspicious - Trusting Trait

v. Depressive -Non-Depressive Trait

vi. Emotional Instability - Emotional Stability Trait

The present study found that there is significant difference among male and female secondary school students in relation to their overall personality characteristics. It means that male and female secondary school students have significant difference in their personality characteristics. Hence the null hypothesis “There is no significant difference between male and female secondary school students in relation to their personality characteristics” is rejected. After Critical analyses we saw that the female students have more mean scores than males, so female students are more concerned about their personality development than male students of secondary school in Sikkim. Few studies conducted by Peerzada (2014); Suvarna & Bhata (2015); Mandal & Mehera (2017); Akram & Khan (2020); Jain et al., (2020); and Raza & Nida (2017) also found that overall personality development traits are significantly different based on gender. Therefore, their studies supported the present study. Whereas the study of Dupak & Tok (2017) found that secondary school male and female students have nearly similar mean scores, contradicting the current study, and that male and female students do not differ in their personality traits.

In terms of six dimensions of personality inventory – In the present study the Activity - Passivity Trait shows no significant difference between male and female secondary school students. Hence the null hypothesis “There is no significant difference between male and female secondary school students in relation to the dimension of Activity - Passivity Trait of personality inventory” is accepted. The

study of Kumar & Pal (2018); Rani & Khajuria (2021) contradict the finding of present study in terms of the dimension of Activity - Passivity Trait. Because in their study they found that male and female adolescent students do not make a significant difference.

The study of Kumar & Pal (2018); Mohta (2018); and Rani & Khajuria (2021) supports the present study in relation to other dimensions i.e. Assertive – Submissive Trait, Depressive -Non-Depressive Trait and Emotional Instability and Emotional Stability Trait; that there is significant difference between male and female secondary school students.

In few studies conducted by Kumar & Pal (2018); Mohta (2018); and Rani & Khajuria (2021) contradicts the present study in terms of Enthusiastic - Non-Enthusiastic Trait and Suspicious - Trusting Trait which shows no significant difference between male and female secondary school students. Because their study found a significant difference between male and female adolescent students in terms of Enthusiastic - Non-Enthusiastic Trait and Suspicious - Trusting Trait.

5.5 Comparison between male and female secondary school students in relation to Educational Aspiration 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.

The present study found that there is no significant difference between male and female secondary school students in relation to their educational aspirations. Hence, the stated null hypothesis, there is no significant difference between male and

female secondary school students in relation to their educational aspirations was accepted and hence implies that gender does not play a role in determining the Educational Aspirations of secondary school students in Sikkim.. The investigator presents the findings and discussion below:

Research works conducted by Strand & Winston (2008); Bashir & Bashir (2016), Raja & Pandian (2018), Devi & Swargiary (2019), Lamare & Dkhar (2020), Naqvi and Khan (2018), Bonia & Moran, (2020), Zonunmawii et al. (2020) and Kiani et al., (2021) supported that male and female students possess realistic and normal level of aspirations and there exist no significant difference in the educational aspirations.

On the other hand, the finding contrasts the claims of some researchers Koskei et al., (2016), Kumar & Phogat (2017) who reported a significant impact of educational aspirations on male and female adolescent students. Additionally, the findings of Alam (2018), Bhardwaj & Vaishali (2018), Hanum et al., (2018) does not align with some researchers who found a significant difference in educational Aspiration among male and female students. Nirwana, et.al.,(2018) and Changkakoti & Baishya (2020) also found that there exists a significant difference between the level of aspiration of the boys and girls.

In terms of four dimensions of Level of Educational Aspiration Test- the investigator presents the findings and discussion below: The present study found no significant difference in all the dimensions based on Level of Educational Aspiration among secondary school students. The finding confirms the null hypothesis and bears similarity with a single study conducted by Kumar & Phogat (2017) also reported no significant difference between male and female students in different dimensions of educational aspirations like Family support, Pupil View, Pupils Efforts and Reality of

Aspired Goals, Hence the null Hypotheses “There is no significant difference between male and female secondary school students in relation to the dimension of Family Support, Pupil View, Pupils Efforts and Reality of Aspired Goals based on level of educational aspirations test” is accepted.

The present study revealed that, the secondary school students of Sikkim have equal level of educational aspirations. The students have no gender difference and they have the freedom to take their decision and choose their different curricula to aspire to their educational goals. Here, government secondary schools play an effective role to equalize their students and it is possible only when students will get the opportunity to explore themselves with their parents, peer groups, teachers and family. After that, they will be able to reach their own reality of aspired goals.

5.6 Comparison between male and female secondary school students in relation to Self- Concept along with its six dimensions based on Self- Concept Questionnaire.

A. Physical

B. Social

C. Temperamental

D. Educational

E. Moral

F. Intellectual.

In terms of overall self- concept, the present study found that there is no significant difference between male and female secondary school students in relation to self- concept.

Researches conducted by Chiniwar (2012), Saikia & Nath (2021), Bharathi & Sreedevi (2013), Singh & Bala (2016), Antony (2017), Manjari & Pandey (2017),

Salina & Balaji (2018) and Kumari (2019) found no significant difference among male and female secondary school students in terms of the self-concept and these studies supports the null hypothesis of the present study “There is no significant difference between male and female secondary school students in relation to their Self-concept”. Whereas the finding of the study conducted by Behera & Samal (2015) contradicts that there is a significant difference between Male and female students in respect to their self concept. Likewise, the finding of the study conducted by Kumari (2019) also contradicts that there is significant difference in adjustment of students of different self concept levels. It is necessary to give adequate and sufficient attention to self-concept and self-esteem and teachers should be offered methodological guidance in order to work on these throughout the educational process.

In terms of different dimensions based on Self-concept Questionnaire -

In regard to this objective, the investigator presents the findings and discussion below: In the dimensions of Physical, Social, Temperamental, and Educational self-concept, there is no significant difference among male and female secondary school students. Therefore the hypotheses - “There is no significant difference between male and female secondary school students in relation to the dimensions of physical, Social, Temperamental, and Educational based on self-concept questionnaire” is accepted.

The study of Bester (2007), Khan and Alam (2015), Manjari & Pandey (2017), supports the findings of the present study and they also found no significant gender differences existed on Physical, Social, Temperamental, and Educational self concept. The study of Saikia & Nath (2021) contradicts other dimensions like Physical, Temperamental dimensions. In explaining these findings of the present study, it can be said that the present age is the age of knowledge that has exploded

society. There is gender equality in almost every field. Females are in no way lagging behind the male because people have started to give equal importance to female education. Governments have made various policies exclusively for women. Girls and females are also getting equal opportunities and they are occupying high positions in almost all fields.

In terms of moral and intellectual self-concept, a present study found that there is a significant difference among male and female students.

The study of Bester (2007), Khan and Alam (2015), Manjari & Pandey (2017), Saikia & Nath (2021) contradicts the present study to the dimensions of moral and intellectual self-concept because they found no significance difference among male and female students. The discussion about moral and intellectual self-concept based on present study - the students of Sikkim secondary school students who study in class IX-X have significant differences on moral and intellectual self-concept. Students are different on moral and intellectual self-concept because they belong to different family backgrounds, social and cultural values and they also have individual differences.

5.7 Relationship between Personality characteristics and Educational Aspirations among secondary school students. In regard to this objective, the investigator presents the findings and discussion below:

The present study found no significant correlation between Personality characteristics and Educational Aspirations among secondary school students of Sikkim. The finding accepted the null hypothesis. The studies conducted by Chemeli (2010) Gihar & Sharma (2015) contradicts the present study with significant correlation between Personality characteristics and Educational Aspirations.

The finding of the present study underscores that personality characteristics depends on how educational aspirations enhance each other. Therefore, if there are high educational aspirations, it does guarantee better personality characteristics. Similarly, the high personality traits in students also do contribute to high educational aspirations. Therefore we should create a suitable environment at secondary school level for appropriate personality development, adjustment and enhancement of aspiration levels to ensure quality education and holistic development of students.

5.8 Relationship between Educational Aspirations and Self-concept among secondary school students. In regard to this objective, the investigator presents the findings and discussion below:

The present study found significant correlation between educational aspirations and self-concept among secondary school students of Sikkim. The finding rejects the null hypothesis and the studies conducted by Shavelson et al., (1976), Chapman et al., (2000) who concluded their studies with significant correlation between aspiration and self- concept supports the present study. Likewise, it contradicts the finding of the study done by Salina & Balaji (2018), showing no correlation exists between self-concept, level of aspiration and academic achievement of IX standard students.

5.9 Relationship between Self-concept and personality characteristics among secondary school students. In regard to this objective, the investigator presents the findings and discussion below:

The present study found no significant correlation between self-concept and personality characteristics among secondary school students of Sikkim. The findings accept the null hypothesis. The studies conducted by Dévai (1990), Yaqoob et al., (2015) concluded their study with a significant correlation between self- concept and

personality characteristics and contradict the finding of present study. The study conducted by Yahaya et al., (2009) support the finding and the study showed that there was no significant relation between self-concept and personality with student's academic achievement.

Therefore, if there is a high self-concept, it has a better effect on personality characteristics. Similarly, the high personality traits in students also do contribute to high self-concept. This means that over all, there is a strong impact of the self-concept of the secondary school students on their personality characteristics.