

CHAPTER 5

CONCLUSION

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5.1 Introduction

Present chapter describes about the conclusion derived after conducting the study in the field of personality with special emphasis on academic performance of women students. In this section, it will be seen that the objectives because of which the study was initiated, have been realized at the end or not. The motive of the present work aimed to see the impact of personality traits having on the academic performance of postgraduate students in various courses offered by Banasthali Vidyapith.

The objectives were designed in a way that shaped the knowledge and understanding of personality as a concept as well as its association with work related performances such as academic performances in the field of academics. There are four broad objectives of this research and similarly to better understand and present the outcomes associated with each and every objectives there are certain sub sections crafted by the researcher in the last chapter mentioned as under.

5.2 Chapter Plan

All the contents of this chapter are mentioned in a chronological order hereafter.

5.2.1. Objectives and Outcomes

Table 5.1 provides a snapshot of all the objectives of this research work with the respective outcomes so identified after the whole work and later in the section each outcome has been explained in detail one after the other.

Table 5.1: Objectives and Outcomes

S. No.	Objective	Outcome
1.	To re-standardize the measures of Bright Personality Traits and Dark Personality Traits.	The instruments were used for collecting data were re-standardized to make them suit well in the Indian setting where they were implemented.
2.	To identify the factors underlying Bright Personality Traits and Dark Personality Traits.	The factors which comprise bright and dark personality traits were found to categorize further and converted into 9 factors in case of bright and 3 in case of dark personality traits.
3.	To identify the relationship between Bright Personality Traits, Dark Personality Traits and Academic Performance.	In the conclusion it was realized that there was no relationship between bright nor dark personality traits and academic performance of students at Banasthali Vidypaith.
4.	To identify the effect of demographic variables (Age and Faculty of Study) on the continuous variables (Bright Personality Traits, Dark Personality Traits and Academic Performance) of study.	In the results it was seen that only age had an effect on the academic performance of women post graduate students at Banasthali Vidyapith.

After presenting a snapshot of objectives and outcomes in the Table 5.1, now all the outcomes will be discussed in detail one after the other, respective to their consecutive objective's.

5.2.1.1. Objective 1 and Outcomes: To re-standardize the measures of Bright Personality Traits and Dark Personality Traits.

Performing literature review at an extensive level allowed the researcher gain deeper insights into the chosen area. It was realized that most of such personality and academic performance related studies were conducted in the western world. This helped in drafting of objective one, where it was necessary to re-standardize the chosen scales for measuring personality traits, both dark and bright to increase their appropriateness in the present research setting, which is Banasthali Vidyapith.

5.2.1.2. Objective 2 and Outcomes: To identify the factors underlying Bright Personality Traits and Dark Personality Traits.

The chosen instrument for measuring the bright personality traits is Big Five Inventory and there are 44 items on the scale which categorize into five dimensions. These five dimensions are Extroversion, Agreeableness, Openness to Experience, Emotional Stability and Conscientiousness. When this inventory was administered to post graduate students at Banasthali Vidyapith it was seen in the results that the Big Five personality traits were realized in form of nine personality traits.

Four new traits were identified as a result of exploratory analysis. Their nomenclature was done on basis of sub-trait defined in Table 1.1 shown in chapter 1. These traits were named as Socialability, Imagination, Skeptical and Intellect. While in case of dark personality traits the Dirty Dozen inventory with 12 items was administered and these items converged into three categories namely Psychopathy, Narcissism and

Machiavellianism. This Dirty Dozen inventory was established by Peter Jonason and Gregory D. Webster in the year 2010 (**Jonason and Webster, 2010**).

5.2.1.3. Objective 3 and Outcomes: To identify the relationship between Bright Personality Traits, Dark Personality Traits and Academic Performance.

The key objective of the present work is to examine the relationship between dark personality traits and academic performance and also to examine the relationship between bright personality traits and academic performance of post graduation student studying in Banasthali Vidyapith. It was observed in the literature review that all of the past studies have been performed either considering the bright personality traits or dark personality traits in isolation. But it is to understand that interplay of both these forms of personality traits at one point of time determine the rate of work related performances such as academic performance in scope of present study.

Studies based on Big Five Personality traits in the past have shown that out of big five some of the traits have higher influence on academic performance in comparison to other elements of big five. But no such study was performed where both bright and dark traits were studied at the same time on same set of population. The results of this research revealed that there was no relationship between bright or dark personality traits on the academic performance of women post graduate students at Banasthali Vidyapith.

5.2.1.4. Objective 4 and Outcomes: To identify the effect of demographic variables (Age and Faculty of Study) on the continuous variables (Bright Personality Traits, Dark Personality Traits and Academic Performance) of study.

As far as demographic variables are concerned, the researcher has taken into account of the age and area of interest for the post graduate students studying in Banasthali Vidyapith. The area of interest or faculty of study, namely management, law, engineering and arts was seen to have no such impact on the academic performance of students. But age was seen to exercise some influence on the academic performance of the students. This means that students falling into a certain age group were seen to have a different level of academic performance in contrast to other groups of age so created at the end of the researcher.

5.2.2. Conclusion

Some of the major concluding remarks relevant to the present study are mentioned as under:

- i. Academic performance is not only linked to personality traits of the students. It must be taken into account that there have to be some other and necessary elements apart from personality traits which bring about considerable effect on the academic performance of the students. Some of these aspects can be the study environment of the students, teaching pedagogy adopted by the teachers, aim and ambition of the students etc.
- ii. Personality is a dynamic concept and once defined it does not remain same over a period of time. The ways in which personality traits, be it the presence of bright personality traits or absence of dark personality traits pertaining to favorable candidates is concerned, the determinants of personality are bound to exercise some or the other extents of influence on them as well.
- iii. At the time of evaluating the personality traits, it should be taken into account that those personality traits being evaluated at the present time, how likely are to be a

perfect fit as the determining factors of the performance one has secured in the past.

- iv. Academic performances are also to be seen as a complex thing to be determined. Evaluation of academic performance on basis of merely percentage of marks does not give a holistic idea about the caliber of student. This reason being some of the emphasis should also be laid on the extracurricular activities performed by the students.
- v. Family and friends have a strong influence in the lives of students. This is due to the affiliation seeking nature of human beings. In the early years of evolution of personalities the role of affiliation is high hence the academic performance cannot be the sole criteria of work related success when a evolved personality in the later years enter into work related environment which is totally different than some school, college or university.

5.2.3. Limitations of the study

There are certain limitations which have posed certain restriction on the researcher and are stated as under:

- i. Personality traits being qualitative elements cannot be measured to the highest degree of both adequacy and accuracy in order to reflect upon the actual personality of individuals.
- ii. Reluctance and casual approach has also been a great deal of pain on behalf of the respondents while the process of data collection was carried out.
- iii. Other than personality traits other factors which influence academic performance were not taken into consideration as far as this research work is concerned.
- iv. The study being performed at Banasthali Vidyapith had only women post graduate students. Men could not be taken into consideration for this study.

5.2.4. Recommendations

Objective 5 is related to the recommendations to all those who could get access to this research work. Recommendations can be specifically given to all the stakeholders associated with research (**Brown, et. al, 2006**). All the recommendations on behalf of the researcher are further classified into three main categories mentioned as under:

5.2.4.1. Policy Makers

Personality traits should not be the criteria for admission of students to any particular course.

- i. Academic performance cannot be determined on basis of percentage of marks only so due emphasis should be laid on extracurricular activities.
- ii. Age is certainly a key influence for academic performance. Age should be given prime importance for enrolment of students into various courses.
- iii. Special plans for improvement of other influencing elements for academic performance of students, like teaching pedagogy and study environment must be prepared.
- iv. Faculty of study should not be categorized on basis of personality traits of the students to except better academic performances.

5.2.4.2. Other Residential Universities

- i. Other residential universities should focus on the extracurricular activities for better relationship between academic performance and percentage of marks as academic performance cannot be solely determined by percentage of marks.
- ii. Students should be encouraged to understand the concept of personality. This will help them explore the actual role of personality than the only perceived role which

makes it important only for the sake of work related performances or career success.

- iii. To ensure conducive studying environment where students can enjoy studying and teachers can implement best suited teaching pedagogies.

5.2.4.3. Researchers

- i. Researchers can study other factors pertaining to academic performance where they can contribute to the depth of present research with much deeper insights considering various objectives of present work.
- ii. There are various other determinants of personality other than personality traits. Researchers can take account of all such factors to represent a better picture in form of results.
- iii. Present study is specifically conducted in Banasthali Vidyapith, this work can be replicated in other parts of the state and country as well.
- iv. Researcher wished to present an auto ethnographic note of personal experiences being a Banasthalite. This reason being only women post graduate students could be studied. Researchers can proceed with the work further considering the other gender as far as holistic results are concerned.

Each and every recommendation when stated must be analyzed with the angle of feasibility (**Baskin et.al, 2014**). Feasibility of implementing all the above mentioned recommendations is quite high. In case of policy makers, recommendation no iv and v, if implemented, will bring about a radical change in learning style which eventually will be reflected in the academic performances of the students. It is also feasible for the residential universities to encompass recommendation no i and iii as per the extent to which the management decides for it.

5.2.5. Future Scope for Study

- i. The research can be replicated in other parts of the state and the country as well.
- ii. Various objectives undertaken by the researcher can be individually studied in depth for better insights by other researchers.
- iii. Other than personality traits there are other elements which have an influence on academic performance. Such as learning environment and teaching pedagogy. Other researchers can proceed in this direction as well.
- iv. Researcher has undertaken only two of the demographic variables to determine their influences on academic performance of post graduate students at Banasthali Vidyapith; researchers can proceed further with other demographic variables like gender etc.
- v. Cross cultural as well as cross country studies can also be performed moving further in line with the influence of personality traits on work related performances.
- vi. Longitudinal studies which also encompass the changes in personality over a period of time could be performed in order to realize the variations in work related performances.

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