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CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

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CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

5.1 Introduction

This section outlines the overall summary of research, the conclusions made out of the investigation and suggestions for further research. We all are known that the chapter for research, report is very important to all research also this chapter. Some author says that the research report chapter is a mirror of research. So here see in this chapter, Introduction, Research Abstract, Research Conclusion, Limitation, a Suggestion and summary of this chapter.

5.2 Research Abstract

The aim of present research was to the “Social intelligence, family relationship and learning behaviour in adolescent students.” Here Independents variable were sex, types of family, birth order and medium. Here 2 x 2 x 2 x 2 factorial design was used. Total 1000 boys and girls were selected with Randomization, out of 640 boys and girls were selected. Age range of sample was 13 to 18 years. The total 640 samples in 320 boys, 160 joint family and 160 dived family in 80 boys who are first born of parents and 80 boys who are second born of parents, According to medium 40 Gujarati medium and 40 English medium boys selected as a samples. In these way 320 girls 160 joint family and 160 divided family in 80 girls who are first born of parents and 80 girls who are second born of parents, according to medium 40 Gujarati medium girls and 40 English medium girls selected as a samples in this research.

For measure adolescent, students social intelligence here social intelligence scale was used. This scale was developed by S. Mathur (2007). Here Gujarati adoption was used, which was developed by Jogsan, Y.A. For measure family relationship in adolescent students “Family relationship scale was used, which was developed by Alka Devid (1997). For measure learning behaviour adolescent students “Learning
behaviour scale was used. This scale was developed by P.A. Mc Dermott, L.F. Green, J.M. Francis & D.S. Stott (1992) scale was used. Family relationship and learning behaviour scale, Here Gujarati adoption was used, which was developed by Jogsan, Y.A.

For Data Analysis here ANOVA (f-test). LSD and Karl Pearson correlation methods were used. According to ABOVA, LSD and correlation (r) results of this Research are is under.

5.3 Conclusions

1) There is no significance in the main effect of sex variable on social intelligence. Here ‘f’ value is 0.31. It is not significant. Here HO1 is accept.

2) There is no significance in the main effect of types of family variable on social intelligence. Here ‘f’ value is 9.10. It is significant at 0.01 level. Here HO2 is reject.

3) There is no significance in the main effect of birth order variable on social intelligence. Here ‘f’ value is 2.35. It is not significant. Here HO3 is accept.

4) There is no significance in the main effect of medium variable on social intelligence. Here ‘f’ value is 3.53. It is not significant. Here HO4 is accept.

5) There is no significance in the internal effect of sex and types of family variables on social intelligence. Here ‘f’ value is 6.05. It is not significant at 0.05. Here HO5 is reject.

6) There is no significance in the internal effect of sex and birth order variables on social intelligence. Here ‘f’ value is 3.17. It is not significant. Here HO6 is accept.
7) There is no significance in the internal effect of sex and medium variables on social intelligence. Here ‘f’ value is 1.22. It is not significant. Here HO7 is accept.

8) There is no significance in the internal effect of types of family and birth order variables on social intelligence. Here ‘f’ value is 3.28. It is not significant. Here HO8 is accept.

9) There is no significance in the internal effect of types of family and medium variables on social intelligence. Here ‘f’ value is 0.13. It is not significant. Here HO9 is accept.

10) There is no significance in the internal effect of birth order and medium variables on social intelligence. Here ‘f’ value is 1.52. It is not significant. Here HO10 is accept.

11) There is no significance in the internal effect of sex, types of family and birth order variables on social intelligence. Here ‘f’ value is 1.72. It is not significant. Here HO11 is accept.

12) There is no significance in the internal effect of sex, types of family and medium variables on social intelligence. Here ‘f’ value is 0.22. It is not significant. Here HO12 is accept.

13) There is no significance in the internal effect of types of family, birth order and medium variables on social intelligence. Here ‘f’ value is 0.50. It is not significant. Here HO13 is accept.

14) There is no significance in the internal effect of sex, birth order and medium variables on social intelligence. Here ‘f’ value is 3.34. It is not significant. Here HO14 is accept.
15) There is no significance in the internal effect of sex, types of family, birth order and medium variables on social intelligence. Here ‘f’ value is 10.50. It is significant at 0.01 level. Here HO₁₅ is reject.

16) There is no significance in the main effect of sex variable on family relations. Here ‘f’ value is 22.60. It is significant at 0.01 level. Here HO₁₆ is reject.

17) There is no significance in the main effect of types of family on family relationship. Here ‘f’ value is 54.40. It is significant at 0.01 level. Here HO₁₇ is reject.

18) There is no significance in the main effect of birth order variable on family relationship. Here ‘f’ value is 2.53. It is not significant. Here HO₁₈ is accept.

19) There is no significance in the main effect of medium variable on family relationship. Here ‘f’ value is 0.06. It is not significant. Here HO₁₉ is accept.

20) There is no significance in the internal effect of sex and types of family variables on family relationship. Here ‘f’ value is 6.21. It is significant at 0.05 level. Here HO₂₀ is reject.

21) There is no significance in the internal effect of sex and birth order variables on family relationship. Here ‘f’ value is 0.71. It is not significant. Here HO₂₁ is accept.

22) There is no significance in the internal effect of sex and medium variables on family relationship. Here ‘f’ value is 0.88. It is not significant. Here HO₂₂ is accept.

23) There is no significance in the internal effect of types of family and birth order variables on family relationship. Here ‘f’ value is 0.38. It is not significant. Here HO₂₃ is accept.
24) There is no significance in the internal effect of types of family and medium variables on family relationship. Here ‘f’ value is 0.07. It is not significant. Here HO24 is accept.

25) There is no significance in the internal effect of birth order and medium variables on family relationship. Here ‘f’ value is 0.33. It is not significant. Here HO25 is accept.

26) There is no significance in the internal effect of sex, types of family and birth order variables on family relationship. Here ‘f’ value is 0.59. It is not significant. Here HO26 is accept.

27) There is no significance in the internal effect of sex, types of family and medium variables on family relationship. Here ‘f’ value is 0.68. It is not significant. Here HO27 is accept.

28) There is no significance in the internal effect of types of family, birth order and medium variables on family relationship. Here ‘f’ value is 0.11. It is not significant. Here HO28 is accept.

29) There is no significance in the internal effect of sex, birth order and medium variables on family relationship. Here ‘f’ value is 0.35. It is not significant. Here HO29 is accept.

30) There is no significance in the internal effect of sex, types of family, birth order and medium variables on family relationship. Here ‘f’ value is 0.40. It is not significant. Here HO30 is accept.

31) There is no significance in the main effect of sex variable on learning behaviour. Here ‘f’ value is 2.21. It is not significant. Here HO31 is accept.

32) There is no significance in the main effect of types of family variable on learning behaviour. Here ‘f’ value is 21.67. It is significant at 0.01 level. Here HO32 is reject.
33) There is no significance in the main effect of birth order variable on learning behaviour. Here ‘f’ value is 0.96. It is not significant. Here HO33 is accept.

34) There is no significance in the main effect of medium variable on learning behaviour. Here ‘f’ value is 0.008. It is not significant. Here HO34 is accept.

35) There is no significance in the internal effect of sex and types of family variables on learning behaviour. Here ‘f’ value are 2.17. It is not significant. Here HO35 is accept.

36) There is no significance in the internal effect of sex and birth order variables on learning behaviour. Here ‘f’ value is 0.49. It is not significant. Here HO36 is accept.

37) There is no significance in the internal effect of sex and medium variables on learning behaviour. Here ‘f’ value are 0.13. It is not significant. Here HO37 is accept.

38) There is no significance in the internal effect of types of family and birth order variable on learning behaviour. Here ‘f’ value is 9.47. It is significant at 0.01 level. Here HO38 is reject.

39) There is no significance in the internal effect of types of family and medium variables on learning behaviour. Here ‘f’ value are 0.10. It is not significant. Here HO39 is accept.

40) There is no significance in the internal effect of birth order and medium variables on learning behaviour. Here ‘f’ value are 0.07. It is not significant. Here HO40 is accept.

41) There is no significance in the internal effect of sex, types of family and birth order variables on learning behaviour. Here ‘f’ value is 0.70. It is not significant. Here HO41 is accept.
42) There is no significance in the internal effect of sex, types of family and
medium variables on learning behaviour. Here ‘f’ value is 1.37. It is not
significant. Here HO42 is accept.

43) There is no significance in the internal effect of types of family, birth order
and medium variables on learning behaviour. Here ‘f’ value is 1.55. It is not
significant. Here HO43 is accept.

44) There is no significance in the internal effect of sex, birth order and medium
variables on learning behaviour. Here ‘f’ value is 2.61. It is not significant.
Here HO44 is accept.

45) There is no significance in the internal effect of sex, types of family, birth
order and medium variables on learning behaviour. Here ‘f’ value is 4.04. It is
significant at 0.05 level. Here HO45 is reject.

46) There is positive significance correlation between social intelligence and
family relationship. Here ‘r’ value is 0.42. It is significant at 0.05 level. Here
HO46 is reject.

47) There is negative correlation between social intelligence and learning
behaviour. Here ‘r’ value is -0.26. It is significant at 0.01. Here HO47 is reject.

48) There is negative correlation between family relationship and learning
behaviour. Here ‘r’ value is 0.28. It is not significant. Here HO48 is reject.

The social intelligence of girls higher than boys. Here not significant seen. Who are
living with divided family their social good as compare divided family adolescent
students, also significant at 0.01 level. Who are first born their parent their social
intelligence higher than second born. While Guajarati medium adolescent students
more as compare English medium.

The family relationship of girls higher than boys and here significant can see at 0.01
level. Who are living in divided their family relationship good as compare joint
family. Also here significant can be seen at 0.01 level. Here are first born of their parents his family relationship good as compare second born. While Guajarati medium and English medium adolescent student’s family relationship not difference seen.

The learning behaviour of boys’ adolescent students is lower than girls. In joint family adolescent student higher learning behaviour as compare divided family also here. Significant can see at 0.01 level. First born adolescent students higher learning behaviour as compare second born. While in medium of Guajarati and English no difference can be seen.

5.4 Limitations

In any social science research, the external validity of the results of the study is limited by many constrains related to the sample selection, research design, Reliability and Validity of the tools under the study and number of variables feasible to research at a time. Thus the researcher has been able to sort out the following limitation in the present research.

* The study was limited to some adolescent’s students who were available at their school.

* The study was carried out in the same. Amreli district of Gujarat State.

* The present study includes 640 samples. So generalization of the result might be unfit here.

* Only students who are speaking Gujarati and English studied so no other student speaking in different language would be affected here.

* No other method except questionnaires had been adopted in the present research. Work for the collection of information.
* In sample selection for this Research simple random sample method was followed.

* The finding made in the study may be biased by the incorrect information given by participants.

* The present Research is only a part of the study thus generalization should not be consummated.

* The result deducted from the other Research might not have the similarity with the result of the present research.

5.5 Suggestions

To solve the problems and to direct the research of posterity in the same direction following suggestions are asserted.

* A similar study can be done on private and government school adolescent student also.

* A similar study can be done on urban and rural school adolescent student also.

* A study of creativity, self-esteem and problem solving ability of adolescent students can be done.

* A study of student problem, student stress and well-being of school student can be done also.

* A comparative study of social intelligence family relationship and learning behaviour at student of CBSC Board and Gujarat Board can be also done.

* A similar Research can be done on sample taken from other district of Gujarat State of India and results can be compared with those the present Research.

* For the accumulation of information, variegated methods except questionnaires can be adopted.
To crown the edifice of the Research work, other method of selecting sample can be appropriated.

Attempt should be made to find out social intelligence, family relationship and learning behaviour of tribal, non-tribal and other casts like Schedule casts and other backward class of Gujarat.

To Attempt for study you can be take more than 640 samples.

Adolescent students social intelligence, family relationships and learning behaviour were studied in the present research, other variable like of academic achievement, achievement, motivation, personality, social skill, curiosity, etc. can be taken as a dependent variable.

5.6 Chapter summary

In this chapter research abstract, conclusions, limitation, suggestions were described.