CHAPTER VI

SUMMARY & CONCLUSIONS
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The main stream of any country is its well educated citizens. Education is a ladder of development, it dispels darkness and brings light, it is the base of all human resource development, a stepping stone for the onward march of culture, the bedrock of human progress.

Higher education is a process to make citizens responsible and aware. It's essential to take attention towards higher education. Highly educated citizens can provide new ideas with direction to society for better future. In higher education, the number of female and male students is increasing. But there is a gap between the two. Women's education is the stepping stone to all kind of education. Swami Vivekanand used to say, "There is no chance for welfare of world unless the condition of women is improved. It is not possible for a bird to fly on one wing."

Woman is the pivot of a family so it is necessary to give proper importance to her-physical, mental and educational development. Education is the most effective device for improving the status of women in our society. It can bring an awakening in them and help them to face the world and solve their various problems like purdah system, child marriage, dowry system, slave system and condition of women.

National Policy of Education and Programme of Action (1986). It has admitted that social, economical and cultural positions are basic reason for low level of education in women. So NPE has strongly emphasised the interventionist role of education as well as empowering them.

Since equality has to be achieved through education for empowerment. Intensive research programmes of women's studies may be craved out. Methodology for identification of women in the research may be provided and development research must focus attention to women's issue for generating
climate appropriate to empowerment of women and commitment.

We see various religion, caste, culture, language etc. in our country. There are many advantages of these differences but in some ways we feel that there are some deficiences. In the Indian society apart from various differences (social, economical, cultural, caste, religion) category and sex are two important factors. Social class is a concept which describes the divisions in a society.

In ancient time the three Varans of Aryans were (i) The Kshatriyas - rulers warriors (ii) The Brahmans priests (custodians of knowledge and learning) (iii) The Vaishyas - the businessman (traders). A man could aspire to rise in this hierarchy either by his wisdom or powers. As the process of integration of the Aryans with the local residents continued according to a theory, were admitted as one more class and they were called Shudras. However caste system of ancient India has undergone drastic changes since independence but this has left a impact on society. Now there seems to be some categories in society as general, backward and scheduled caste/tribes.

It is commonly believed that persons belonging to general categories are superior in economical and educational status in society. As we see in old tradition kshatriyas were rulers and warriors, brahmans were priest and vaishyas were businessman. People belonging to scheduled castes were involved in handling of so called dirty jobs like tanning, sweeping and as servant of superior classes. This system is changing gradually because they are involving in these services they become backward in educational, economical and social fields. Now there is a perceptual, gradual change in socio-economic and educational conditions.

People of high castes assured for themselves wealth and prestige due to their strong economic and social background and the masses which were in the service of society became downtrodden and were miserable both in respect and wealth.
Scheduled castes and tribes social and economical conditions were very poor. They have no chance for the development of their personality and society. They were not allowed to perform religious rituals because they were considered unholy from their birth. Due to this social indiscrimination they became deprived of education they can not have any relationship with so called high caste. They were kept aside from localities of high castes and used to live outside the villages. Social, economical and educational conditions of the different categories leave deep impact on their personality development and adjustment.

Adjustment depends greatly of the family background, which in turn bears the impress of culture of the group and the attitudes inculcated by it. Since the process of adjustment undergoes continuous modification as the individuals experiences and environmental conditions change gradually, it would have been unfair to compare the adjustment of different age group girls. To minimise the age group difference the study is restricted to the final year girls of the graduation.

On the basis of above discussion the investigator realized that it would be worthwhile to study the personality traits and adjustment of female students studying in B.A. final year in the colleges of Bundelkhand University, Jhansi. Therefore the problem undertaken for the present investigation is titled as.

**A STUDY OF PERSONALITY AND ADJUSTMENT OF FEMALE STUDENTS OF DIFFERENT CATEGORIES**

Significance of the study

It is a matter of regret that we have not been able to achieve the desired results inspite of the efforts of government and non-government organisations in social, economical, educational and political status of women, especially of scheduled castes/tribes and other backward classes.

Problems of women, specially scheduled castes/tribes and other backward classes have not attracted the desired attention of educational researches in India. The need for research in this field is essential. Their social and
economic standard must be judged from time to time. Any scheme for improving women status in the country unreal, unless more studies are conducted covering different aspects of women. These findings must be given due recognition.

Survey and studies conducted in western countries, in the field of women personality cover such aspects as abused and non abused female students, black and white female etc.

The present study is an attempt to throw light on this neglected field of female education. The findings of this survey, specially regarding the characteristics of the general, scheduled castes and other backward classes female may help the teachers, guidance workers and counsellors in giving vocational and educational guidance to the female students. The findings of this study may be utilised to raise the standard of female education. Besides providing valuable educational implications the present study will provide guidelines for further research in the field of education of female students.

Some areas of India are educationally backward, Bundelkhand region is one of them. Researcher has attempted to study the personality and adjustment of female students of this area. The physical as well as psychological environments of general, other backward classes and scheduled castes categories differ in several aspects such as types of economic conditions, living standard, family background, etc. This variability of environment and other reasons convinced this researcher of the necessity of conducting a study to compare the personality traits and adjustment of general, other backward classes and scheduled castes female students of B.A. final year.

OBJECTIVES

The objectives of present study were

1- To study adjustment of general, other backward classes and scheduled castes female students.
2- To study the personality traits/factors of female students belonging to different categories.

3- To compare adjustment of female students of different categories.

4- To compare the personality traits/factors of general, other backward classes and scheduled castes female students.

5- To analyse the relationship between the adjustment and personality traits/factors of female students.

HYPOTHESIS

Under the present study the following hypothesis have been formulated and tested

1- There is no significant difference among the adjustment of general, other backward classes and scheduled castes female students. This hypothesis is further divided into three subhypothesis:

(a) There is no significant difference between the adjustment of general and other backward classes female students.

(b) There is no significant difference between the adjustment of general and scheduled castes female students.

(c) There is no significant difference between the adjustment of other backward classes and scheduled castes female students.

2- There is no significant difference among the personality traits/factors of general, other backward classes and scheduled castes female students. This hypothesis is further divided into three subhypothesis.

(a) There is no significant difference between the personality traits/factors of general and other backward classes female students.

(b) There is no significant difference between the personality traits/factors of general and scheduled castes female students.

(c) There is no significant difference between the personality traits/factors of other backward classes and scheduled castes female students.
(3) There is no significant relationship between the adjustment and personality traits/factors of female students.

DEFINITIONS OF IMPORTANT TERMS

A few terms have been used in this study at different stages which need clarification. To understand the concepts underlying this investigation these terms have been defined as follows:

ADJUSTMENT

In the present study, adjustment refers to the extent or capacity to which an individual may keep harmony between himself and his environment. Only five areas of adjustment have been covered.

PERSONALITY TRAITS/FACTORS

In the present study "Personality is the dynamic organization within the individuals of those psycho-physical systems that determine his unique adjustment to his environment." Students personality was measured in terms of Cattell's 16 Personality factors.

GENERAL CATEGORY

The castes which are not included in other backward classes and scheduled castes/tribes are treated as general category.

SCHEDULED CASTES/TRIBES

The castes which are mentioned in the article 244(1) of schedule five and article 244(2), 275(1) of schedule six in the constitution are called scheduled castes. They are mentioned in the scheduled to give them religious, social, economic and political conveniences. The tribes whose names are included in schedule of constitution, called scheduled tribes. A tribe is such a type of regional human group which has a common culture, language and business which generally follows the laws of intercaste marriage.

OTHER BACKWARD CLASSES

Some castes which are not included in scheduled castes/tribes but on the basis of backwardness they are described other backward classes in
part 16th of Indian constitution. Mandal commission submitted its report in 1982, which described OBC's on the basis of social, educational and economic backwardness. In other backward classes backwardness is the characteristic of a group not an individual.

DELIMITATIONS

The study has been delimited in the following areas.

1. The study is confined to the affiliated colleges of Bundelkhand region in U.P. Hence the results obtained and inferences drawn are relevant to the colleges of Bundelkhand region of U.P. only.

2. The study is limited to students of Arts faculty only to control the impact of different types of courses on the personality of female students.

3. The study is confined to the students studying in final year of Bachelor of Arts (B.A.)

4. The study is confined to female students only. Male students have not been included in the sample to control the sex variable.

5. The following dimensions of the involved variables have been covered in the present study.

(i) ADJUSTMENT

(a) Home (b) Health (c) Social
(d) Emotional (e) Educational

(ii) PERSONALITY TRAITS/FACTORS


The second chapter deals with review of related literature, which has been presented in details in the thesis.

Method and Procedure of study

The study was titled as "A Study of Personality and Adjustment of
female students of different categories." The first major purpose of this study was to compare the adjustment and personality factors of general, other backward classes and scheduled castes female students. Second purpose of this study was to find out the relationship between the adjustment and personality traits. The sample, tools, methods and procedures which form the basis of study are discussed as follows.

The Population

In research population means observation of all the units. In the present study the female students, studying in B.A. final year of co-educational aided colleges of Bundelkhand University, Jhansi have been described as the population.

The Sample

For conducting this study out of 11 aided co-educational colleges of Bundelkhand University Jhansi, six colleges were selected randomly through lottery system. According to the population of the different categories of the students a proportionate sample of 240 female students of General, 140 female students of Other backward classes and 80 female students of Scheduled castes were drawn from the population.

Variables Involved

The study in the hand was survey type. The study was titled 'A Study of Personality and Adjustment of Female Students of Different Categories.

Following variables were involved in this study.

(i) Personality Traits/Factors

(ii) Adjustment

TOOLS

In the present study two tools were used for the collection of data.

Personality Traits/Factors

In the present study for the measurement of personality factors Hindi adaptation of Cattell's Sixteen Personality Factors Questionnaire (16PF)
FORM A (IPAT's - 1967 Edition) was selected. This test was prepared by RAYMOND B. CATTELL and HERBERT W. EBER. The adaptation has been done by S.D. Kapoor and is widely used in India.

Adjustment

To measure the adjustment the 'Adjustment Inventory for college students' (AICS) by A.K.P. Sinha and R.P. Singh.

The collection of Data

The subject of this study were selected from the prescribed population. The principals of selected colleges were approached one by one and the objectives of this study were explained. All the principals provided the facilities for the collection of data. The selected students were administered two inventories. The students were requested to answer the questions sincerely and truthfully.

After administering the tools the response-sheets of each subject were scored according to the instructions given for the scoring procedure. Details of the scoring procedures have been given in the descriptions of the tools used.

Statistical Technique used

First purpose of this study was to compare the adjustment and the personality traits/factors of female students of different categories. The data obtained on various dimensions of adjustment and personality traits/factors were tabulated separately. Mean scores and Standard Deviations of each group on various dimensions of these variables were calculated. Profiles for different groups were prepared on the basis of mean scores and plotted in figures to give a comparative picture.

Hence the comparison for all the groups was made on the basis of the t-test with 0.05 and 0.01 levels of confidence considered significant. Hypothesis from 1 to 2 were tested applying two tailed t-test.

The technique of chi-square was applied to find out the relationship between adjustment and personality traits of different categories. Technique of chi-square was used to test the hypothesis No 3. The technique
of chi square was applied by preparing 3x3 contingency table for different variables. The scores on different dimensions of adjustment and personality traits were divided into the three categories, using manuals.

The contingency coefficient (C), provides a measure of correlation when each of the two variables under study have been classified into two or more categories. In the present study C was calculated by the following formulas.

\[ C = \sqrt{\frac{\chi^2}{N+\chi^2}} \]

Where N is the total number of frequency.

The Findings

Hypothesis 1

The first hypothesis of this study was "There is no significant difference among the adjustment of general, other backward classes and scheduled castes female students." The analysis of data has revealed that general students and other backward classes students, general and scheduled castes students, differ on one or more measures of adjustment.

Hypothesis 1(a)

The sub-hypothesis 1(a) of this study was "There is no significant difference between the adjustment of general and other backward classes female students." For this purpose the students adjustment scores were tabulated, mean and standard deviations were calculated for each dimension of adjustment. To test the hypothesis t-test was applied.

On the basis of results it may be said that general and other backward classes students differ in their home and health adjustment and general students adjust better in comparison to other backward classes students. The reason behind this may be that behaviour of general students is good at home. They obey their parents and elders, they love their youngers. And general students health adjustment is better than other backward classes because they have less tension and worries about their health. Hence sub-hypothesis 1(a) is
rejected on home and health dimensions and accepted on social, emotional, educational, dimensions and total adjustment. As a whole total adjustment of two groups do not differ significantly.

**Hypothesis 1(b)**

The sub-hypothesis 1 (b) in this study was "There is no significant difference between the adjustment of general and scheduled castes female students." To test the hypothesis t-test was applied with 0.01 and 0.05 level of significance.

General students are more adjusted in home and health situations of life than the scheduled castes female students. So we may say that behaviour of general students is good at home, their family environment is better than scheduled castes, they obey their parents and elders, loves their youngers, and general students health adjustment is also better than other backward classes. They may have less tension and less worries about their health. Hence hypothesis 1(b) is rejected on home and health dimensions and accepted on social, emotional, educational dimensions and total adjustment.

**Hypothesis 1(c)**

The sub-hypothesis 1(c) of this study was "There is no significant difference between the adjustment of other backward classes and scheduled castes female students." The two groups do not differ significantly on home, health, social, emotional, educational and total adjustment. It may be concluded that the two groups are alike in their adjustment. Hence hypothesis 1 (c) is accepted.

**Hypothesis 2**

The Second hypothesis of this study was "There is no significant difference among the personality traits/factors of general, other backward classes and scheduled castes female students." The analysis of data has revealed that general and other backward classes students, general and scheduled castes students differ on three or more measures of personality factors. While other backward classes and scheduled castes did not differ significantly.
Hypothesis 2 (a)

The sub-hypothesis 2(a) of this study was "There is no significant difference between the personality factors/traits of general and other backward classes female students." Hypothesis was tested on the basis of t-test.

The results indicate that General students are quick to grasp ideas, intelligent, a fast learner in comparison to other backward classes students. General students are emotionally mature, stable, realistic about life, etc. While other backward classes students indicating emotional instability are low in frustration, tolerance for unsatisfactory conditions, changeable and plastic, fretful, easily emotional and annoyed, active in dissatisfaction, etc. General students are polished, experienced wordly shrewd. While the other backward classes students indicating artlessness are unsophisticated, sentimental and simple. Hence hypothesis 2(a) is rejected with regard to intelligence, emotional maturity, boldness and shrewdness.

Hypothesis 2(b)

The sub-hypothesis 2(b) of this study was "There is no significant difference between the personality traits/factors of general and scheduled castes female students." Hypothesis of no difference (Ho) t-test was applied with 0.01 and 0.05 level of significance.

General students exhibited significantly higher personality traits on emotional maturity, superego strength than scheduled castes, while scheduled castes/tribes students yielded significantly higher personality trait on confidence than general students.

General students are emotionally mature stable, unruffled realistic about life while scheduled castes students have lower ego strength. They are fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms etc. General students are exacting in character, dominated by sense of duty, persevering responsible, planful, usually conscientious and moralistic, while scheduled castes have weaker superego strength. They are unsteady in
purpose, expedient, evades rules, feels few obligations, etc. Scheduled castes are depressed, moody, a worrier, full of foreboding and brooding, while general students have untroubled adequacy. They are placid, self assured, confident, secure, complacent, etc. Hence the sub-hypothesis 2(b), that there is no significant difference in the personality factors of general and scheduled castes female students is rejected. These two groups differ significantly with regard to emotional maturity, superego strength and confidence personality traits.

Hypolhesis 2(c)

The sub-hypothesis 2(c) of this study was "There is no significant difference between the personality traits/factors of other backward classes and scheduled castes female students." The results reveal that the two groups are alike in their personality traits. Hence hypothesis 2(c) is accepted.

Hypothesis 3

The third hypothesis of this study was that "there is no significant relationship between the adjustment and personality traits/factors. In order to ascertain relationship between adjustment and sixteen personality traits, the technique of chi square was used. The obtained \( \chi^2 \) were converted into corresponding contingency coefficients.

The results of this study reveals that personality traits intelligence, boldness, shrewdness and confidence were found to be significantly related to the adjustment of general female students. Personality traits emotional maturity and confidence were found to be significantly related to the adjustment of other backward classes female students. Personality traits trust and confidence were found to be significantly related to the adjustment of scheduled castes female students.

In case of general female students hypothesis-3 that there is no significant relationship between the adjustment and personality traits is accepted with regard to warmth, emotional maturity, dominance, impulsivity, superego strength, sensitivity, radicalism, self-sufficiency, self-sentiment, tension, trust,
imagination traits and rejected with regard to intelligence, boldness, shrewdness and confidence. In case of other backward classes female students hypothesis -3 accepted with regard to warmth, intelligence, dominance, impulsivity, superego strength, boldness sensitivity, trust, imagination, shrewdness, radicalism, self sufficiency, self sentiment and rejected with regard to emotional maturity, confidence and tension. In case of scheduled castes female students hypothesis-3 accepted with regard to warmth, intelligence, emotional maturity, dominance, impulsivity, superego strength, boldness, sensitivity, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment and tension.

Implication of the Findings of the Study

These findings have important implications for the government, teachers, guidance workers and education.

Implications for the Government

(1) It has been revealed from the study of adjustment that other backward classes and scheduled castes students perceive themselves poorly adjusted in comparison to general students. It may especially be due to female illiteracy, superstitiousness and lack of knowledge among other backward classes and scheduled castes students. Government should provide better educational programmes for parents as well as for students of other backward classes and scheduled castes. The government should take urgent steps to eradicate poverty of other backward classes and scheduled castes. And more health care programmes should be provided for better health.

(2) It has been revealed that from the study of personality factors that other backward classes students perceive themselves less intelligent, emotionally immature and less shrewd in comparison to the general students. It is therefore for the government to facilitates for better environment, social recognition and more opportunities to handle different situations. Scheduled castes also possess low superego strength, therefore to develope higher superego strength among the scheduled castes students. Government should facilitate different kinds of
Implications for teachers

(1) It has been revealed that other backward classes and scheduled castes students perceive themselves poorly adjusted in home and health. It may be suggested for the teachers to give maximum knowledge about better nutrition, health services, reproductive and child health and maintaining better environment at home and their surroundings.

(2) It has been revealed that other backward classes students perceive themselves some what inferior and less intelligent. It may be suggested for the teachers to develope the feeling of superiority by giving more attention towards them. And better environment should be given to other backward classes students in the classrooms and outside the classes.

(3) It has been revealed that other backward classes students percieve themselves suffering from shyness and withdrawing tendencies. It may be suggested that teachers should increase their personal and social contacts.

More and more chances of conversation and more opportunities should be given them to handle different kinds of situations (e.g. offices, schools, social works, industries, etc.) in the society.

(4) It has been revealed that scheduled castes students percieve themselves unsophisticated, sentimental and simple. It may be suggested for teachers to pay more attention towards them. So that they may become practical.

Implications for Guidance workers

(1) The findings of this study may be helpful to guidance workers in providing educational and vocational guidance to the college female students.

(2) It has been found that the students of different categories percieve themselves less intelligent and less impulsive. Female students are also more restrained, reticent, introspective, sober and dependable. Bundelkhand is backward region even today, here the female literacy is below the average. It may be
suggested for the guidance workers to find out remedies to make them active, talkative, frank and expressive.

**Implications pertaining to Education**

So for the researcher has discussed some of the practical implications of the study pertaining to government, teachers and guidance workers. In this connection it is also important to discuss some on the main theoretical implications of the study which are vital to education. This would enable scholars to plan research studies for further investigation and there by increasing the fund of knowledge in this field.

The findings of the present study reveal that general, other backward classes and scheduled castes differ significantly on one or more dimensions of adjustment and personality traits/factors. It indicates that the social conditions affects the adjustment and personality traits of female college students.

**Suggestions for further Research**

At present there are many problems in the fields of education and society. There is a need of research to understand and solve these problems. It is difficult to come to a conclusion from a single study. Each researcher has his own limitations. It is impossible for a researcher to reach every corner of the field and to work on each type of sample because the problems of money and time are with him. Present research work has been based upon personality traits/factors and adjustment of general, other backward classes and scheduled castes female students of Bundelkhand region in U.P.. To make the conclusions which are derived from this study the researcher feels that more researches are needed in the following fields -

1. Researcher has concentrated his mind on the general, other backward classes and scheduled castes students of Bundelkhand region of U.P. only due to the limitations of time and money. Other areas of U.P. and other states should be included in the sample of other studies so that the obtained result may not be confined to a particular region only. Generalisation of results may be drawn,
conducting researches by a team of researchers on National level.

(2) The researcher has centralized his study at the female students only, while the further studies should be conducted either on male or female or both, so that the results obtained may be more generalized.

(3) Present study has been conducted on 460 female students. (240 general, 140 other backward classes, 80 scheduled castes). In future further studies may be conducted on the large samples.

(4) In the present sample female students of B.A. final year have been selected. Such studies may be conducted on the students of B.Sc., Medical, Engineering, B.Ed., B. Com. and postgraduate classes too.

(5) Present study has been based on variables, namely, Personality and Adjustment. Other variables like self-concept, values, creativity, attitudes, academic achievement may be included in further studies.

(6) The results of this study reveal that general students are better in home and health adjustment in comparison to other backward classes and scheduled castes students and they also differ in some factors of personality. Researches may be conducted to investigate the reasons of these findings.

(7) Singh and Sinha Adjustment Inventory for measurement of Adjustment and Hindi adaptation of sixteen personality factors of R.B. Cattell for measurement of personality factors have been used in this study. Other inventories may be used in further studies, so that more factors may be included.

(8) Relationship of adjustment and personality factors to the academic achievement of female students of general, other backward classes and scheduled castes should be analysed.

(9) Other cross studies should be done to testify the validity and significance of results of this research.