CHAPTER - V

SUMMARY, CONCLUSIONS, SUGGESTIONS AND LIMITATIONS

5.1 Summary

Research work is not considered until it is not followed in writing. Writing of report is final and important factor of research. Meaning of report writing is not for him or her but it is a responsibility to communicate with readers interested in research work. Findings are essential to get information within a short time. The concern of present research was to investigate the effect of demographical variables like gender, stream and area of education stream on adjustment, emotional maturity and self-concept of college students. Total sample of present investigation of 320 college students with equal distribution of 160 rural students and 160 urban students were selected. Among 160 students 80 were boys and 80 were girls. Among 80 students 40 students were general stream and 40 students were science stream was randomly selected and tested. The students have been selected from various college of Vadodara, Anand and kheda district. Measurement scale like Adjustment scale by H.M Bell, Emotional Maturity Questionnaire by Kumari Roma pal and Self-concept Scale by S.P Ahluwalia were used considering objective of research. There tools are used extensively in various researcher even though its reliability and validity were examined completely.

Looking to the objectives of the study 2 x 2 x 2 factorial design was considered as most appropriate which not only provide information about main effect but also furnishes detailed information regarding the interaction between/ among independent variables with regard to dependent variables. 'F' test was used.
OBJECTIVE OF THE STUDY

1. To study the adjustment, emotional maturity and self-concept among male and female college students.
2. To study the adjustment, emotional maturity and self-concept among in which they study.
3. To study the adjustment, emotional maturity and self-concept among urban and rural area college students.
4. To study interaction effect on the adjustment, emotional maturity and self-concept of their sex and education stream.
5. To study interaction effect on the adjustment, emotional maturity and self-concept of their sex and area.
6. To study interaction effect on the adjustment, emotional maturity and self-concept of their education stream and area.
7. To study interaction effect on the adjustment, emotional maturity and self-concept of their sex, area and education stream.

HYPOTHESIS

Adjustment

1. There is no significant difference in adjustment with all factors among boys and girls college students.

2. There is no significance difference in adjustment with all factors among student’s education stream.

3. There is no significance difference in adjustment with all factors among Urban and Rural area college students.

4. There is no significant interaction effect on adjustment of sex and education stream of college students.

5. There is no significant interaction effect on adjustment of sex and area level of college students.
6. There is no significant interaction effect on adjustment of education stream and area level of college students.

7. There is no significant interaction effect on adjustment of sex, education stream and area level of college students.

**Emotional Maturity**

1. There is no significant difference in emotional maturity among boys and girls of college students.

2. There is no significance difference in emotional maturity among education stream of college students.

3. There is no significance difference in emotional maturity among Urban and Rural area college students.

4. There is no significant interaction effect on emotional maturity of sex and education stream of college students.

5. There is no significant interaction effect on emotional maturity of sex and area level of college students.

6. There is no significant interaction effect on emotional maturity of education stream and area level of college students.

7. There is no significant interaction effect on emotional maturity of sex, education stream and area level of college students.

**Self-Concept**

1. There is no significant difference in self-concept with all factors among boys and girls of college students.

2. There is no significant difference in self-concept with all factors among education stream of college students.
3. There is no significant difference in self-concept with all factors among urban and rural area college students.

4. There is no significant interaction effect on self-concept of sex and education stream of college students.

5. There is no significant interaction effect on self-concept of sex and area level of college students.

6. There is no significant interaction effect on self-concept of education stream and area level of college students.

7. There is no significant interaction effect on self-concept of sex, education stream and area level of college students.

CONCLUSIONS

1. Family Adjustment

Main effect

1. There is no significant difference in family adjustment level among Boys and Girls of college students.

2. There is no significant difference in family adjustment level among college student of general stream and science stream.

3. There is a significant difference in Family Adjustment level among both type of area of college students. Students of rural area have more family adjustment than students of urban area.

Interaction effect

1. There is no significant interaction effect of gender and stream of college students on family adjustment

2. There is no significant interaction effect of gender and area of college students on family adjustment.
3. There is no significant interaction effect of stream and type of area of college students on family adjustment.

4. There is significant interaction effect of gender, stream and area of college students on family adjustment. Girls of science stream from rural area have more family adjustment than remaining group of students.

2. Health adjustment

Main effect

1. There is no significant difference in Health Adjustment among Boys and Girls of college students.

2. There is no significant difference in Health Adjustment among student of general stream and science stream.

3. There is a significant difference in health adjustment level among both type of area of college students. Students of rural area have more health adjustment than students of urban area.

Interaction effect

1. There is no significant interaction effect of gender and stream of college students on health adjustment.

2. There is no significant interaction effect of gender and area of college students on health adjustment.

3. There is no significant interaction effect of stream and area of college students on health adjustment.

4. There is significant interaction effect of gender, stream and area of college students on health adjustment. Boys of general stream from rural area have more health adjustment than remaining group of students.
3. Social adjustment

Main effect

1. There is significant difference in social adjustment among boys and girls of college students. Boys have more social adjustment than girls.

2. There is no significant difference in social adjustment among student of general stream and science stream.

3. There is a significant difference in social adjustment level among both type of area of college students. Students of rural area have more social adjustment than students of urban area.

Interaction effect

1. There is significant interaction effect of gender and stream of college students on social adjustment. Boys of general stream have more social adjustment than remaining group of students.

2. There is significant interaction effect of gender and area of college students on social adjustment. Girls of rural area have more social adjustment than remaining group of students.

3. There is no significant interaction effect of stream and type of area of college students on social adjustment.

4. There is significant interaction effect of gender, stream and area of college students on social adjustment. Boys of general stream from rural area have more social adjustment than remaining group of students.
4. Emotional adjustment

**Main effect**

1. There is significant difference in emotional adjustment among boys and girls of college students. Boys have more emotional adjustment than girls.

2. There is no significant difference in emotional adjustment among student of general stream and science stream.

3. There is no significant difference in emotional adjustment among both type of area of college students.

**Interaction effect**

1. There is no significant interaction effect of gender and stream of college students on family adjustment.

2. There is no significant interaction effect of gender and type of area of college students on emotional adjustment.

3. There is no significant interaction effect of stream and type of area of college students on emotional adjustment.

4. There is significant interaction effect of gender, stream and area of college students on emotional adjustment. Boys of general stream from rural area have more emotional adjustment than remaining group of students.

5. Total adjustment

**Main effect**

1. There is a significant difference in total adjustment among boys and girls of college students. Boys have more total adjustment than girls.
2. There is a no significant difference in total adjustment among student of general stream and science stream.

3. There is a significant difference in total adjustment among both type of area of college students. Students of urban area have more total adjustment than students of rural area.

**Interaction effect**

1. There is no significant interaction effect of gender and stream of college students on total adjustment.

2. There is no significant interaction effect of gender and area of college students on total adjustment.

3. There is no significant interaction effect of stream and area of college students on total adjustment.

4. There is a significant interaction effect of gender, stream and area of college students on total adjustment. Boys of general stream from rural area have more total adjustment than remaining group of students.

**6. Emotional maturity**

**Main effect**

1. There is a significant difference in emotional maturity among boys and girls of college students. Boys have more emotional maturity than girls.

2. There is no significant difference in emotional maturity among student of general stream and science stream.

3. There is no significant difference in emotional maturity level among both type of area of college students.
Interaction effect

1. There is no significant interaction effect of gender and stream of college students on emotional maturity.

2. There is no significant interaction effect of gender and area of college students on emotional maturity.

3. There is significant interaction effect of stream and area of college students on emotional maturity. Science stream student of urban area have more emotional maturity than remaining group of students.

4. There is no significant interaction effect of gender, standard and area of students on emotional maturity.

7. Behaviour

Main effect

1. There is significant difference in Behaviour among boys and girls of college students. A result of mean score shows that boys have more behaviour than girls.

2. There is significant difference in Behaviour among student of general stream and science stream. Science stream have more behaviour than students of general stream.

3. There is significant difference in behaviour among both type of area of college students. Students of urban area have more behaviour than students of rural area.

Interaction effect

1. There is significant interaction effect of gender and stream of college students on behaviour. Boys of general stream have more behaviour than remaining group of students.
2. There is significant interaction effect of gender and area of college students on behaviour. Boys of urban area have more behaviour than remaining group of students.

3. There is significant interaction effect of stream and area of college students on behaviour. Science stream student of urban area have more behaviour than remaining group of students.

4. There is significant interaction effect of gender, stream and area of college students on behaviour. A result of mean score shows that boys of science stream form urban area have more behaviour than remaining group of students.

8. INTELLECTUAL AND SCHOOL STATUS

Main effect

1. There is significant difference in intellectual and school status among boys and girls of college students. A result of mean score shows that girls have more intellectual and school status than boys.

2. There is no significant difference in intellectual and school status among student of general stream and science stream.

3. There is no significant difference in intellectual and school status among both type of area of college students.

Interaction effect

1. There is significant interaction effect of gender and stream of college students on intellectual and school status. Girls of science stream have more intellectual and school status than remaining group of students.

2. There is no significant interaction effect of gender and area of college students on intellectual and school status.
3. There is no significant interaction effect of stream and area of college students on intellectual and school status.

4. There is no significant interaction effect of gender, stream and area of college students on intellectual and school status.

9. PHYSICAL APPEARANCE AND ATTRIBUTES

Main effect

1. There is significant difference in physical appearance and attributes among boys and girls of college students. Girls have more physical appearance and attributes than boys.

2. There is no significant difference in physical appearance and attributes among student of general stream and science stream.

3. There is no significant difference in physical appearance and attributes among both type of area of college students.

Internal Effect:

1. There is significant interaction effect of gender and stream of college students on physical appearance and attributes. Girls of science stream have more physical appearance and attributes than remaining group of students.

2. There is significant interaction effect of gender and area of college students on physical appearance and attributes. Girls of urban area have more physical appearance and attributes than remaining group of students.

3. That shows there is no significant interaction effect of stream and area of college students on physical appearance and attributes level.

4. There is significant interaction effect of gender, stream and area of college students on physical appearance and attributes. Girls
of science stream form urban area have more physical appearance and attributes than remaining group of students.

10. ANXIETY

**Main effect**

1. There is a significant difference in anxiety among boys and girls of college students. A result of mean score shows that girls have more anxiety than boys.

2. There is no significant difference in anxiety among student of general stream and science stream.

3. There is a significant difference in anxiety among both type of area of college students. Urban area has more anxiety than students of rural area.

**Internal Effect**

1. There is significant interaction effect of gender and stream of college students on anxiety. Boys of science stream have more anxiety than remaining group of students.

2. There is significant interaction effect of gender and area of college students on anxiety. A result of mean score shows that boys of urban area have more anxiety than remaining group of students.

3. There is no significant interaction effect of stream and area of college students on anxiety.

4. There is no significant interaction effect of gender, stream and area of college students on anxiety.
11. POPULARITY

Main effect

1. There is no significant difference in popularity among boys and girls of college students.

2. There is no significant difference in popularity among student of general stream and science stream.

3. There is no significant difference in popularity among both type of area of college students.

Interaction effect

1. There is no significant interaction effect of gender and stream of college students on popularity

2. There is no significant interaction effect of gender and area of college students on popularity.

3. There is no significant interaction effect of stream and area of college students on popularity.

4. There is no significant interaction effect of gender, stream and area of college students on popularity.

12. HAPPINESS AND SATISFACTION

Main effect

1. There is no significant difference in happiness and satisfaction among boys and girls of college students.

2. There is no significant difference in happiness and satisfaction among student of general stream and science stream.

3. There is no significant difference in happiness and satisfaction among both type of area of college students.
Internal Effect

1. There is no significant interaction effect of gender and stream of college students on happiness and satisfaction.

2. There is significant interaction effect of gender and area of college students on happiness and satisfaction. Girls of urban area have more happiness and satisfaction than remaining group of students.

3. There is significant interaction effect of stream and area of college students on happiness and satisfaction. Science stream student of urban area have more happiness and satisfaction than remaining group of students.

4. That shows there is no significant interaction effect of gender, stream and area of college students on happiness and satisfaction.

13. Self-concept

Main effect

1. There is significant difference in self-concept level among boys and girls of college students. Girls have more self-concept than boys.

2. There is significant difference in self-concept among student of general stream and science stream. Students of science stream have more self-concept than students of general stream.

3. There is significant difference in self-concept among both type of area of college students. Students of urban area have more self-concept than students of rural area.
Internal Effect:

1. There is significant interaction effect of gender and stream of college students on self-concept. Girls of science stream have more self-concept than remaining group of students.

2. There is significant interaction effect of gender and area of college students on self-concept. Girls of urban area have more self-concept than remaining group of students.

3. There is significant interaction effect of stream and area of college students on self-concept. Science stream students of urban area have more self-concept than remaining group of students.

4. There is no significant interaction effect of gender, stream and area of college students on self-concept

LIMITATIONS OF THE STUDY:

In the present study all the necessary precautions were taken to make most adequate statistical analysis and most representative selections of sample. Still at the same time the investigator is fully conscious of the limitations of the study. These limitations as perceived by research are.

1. The sample was drawn from different areas of Vadodara, Anand And Kheda city of Gujarat state only. If students of other cities may take for the study than the results may differ from this result.

2. The sample was drawn from educational general and science stream only but, if it might from other stream than the results may change. So these results may not apply for entire educational stream where students are studying.
3. The data collected was in small units of sample in each cell. Once again this small sample was assumed to be representative of larger universe. Researcher wished to extend the sample to larger units. But due to lack of time and facility this limitation could not be managed.

4. Socio economic statuses of students have not been studied in the research.

5. Family and economic position of students was not considered in present research.

6. No physically or mentally retarded students were selected in the present research. so, these finding cannot be applicable to such students.

**SUGGESTIONS FOR FURTHER RESEARCH**

Following are some of the suggestions of vital importance for further

Research related in this field.

1. The study covered the sample only from Vadodara, Anand And kheda district: further research could be conducted on other wider population may provide richer and more valuable information.

2. Further investigations are needed to see the interactive effect of socio-economic status of male and female.

3. To get more reliable and specific results some other variables like social norms, marital status, stress, anxiety etc. can be studied.

4. Cross cultural study should be conducted.

5. Any other statistical techniques can be also used on the same sample.
IMPLICATION OF THE PRESENT STUDY

The implication of any research must necessarily be sought in the extent to which it is applicable in actual life set up, to make the research more meaningful. The findings of the present investigation clearly pointed out the significant influence of Adjustment, Emotional maturity and self-concept of college students.

However, the major Implications of the present investigation are as follows:

1. The study shows that boys have more adjustment than girls. Boys have more freedom than girls in our society. In case of life problem or need of girls, other people take decision. Sometimes girls have to adjust themselves according to situation helplessly. Generally girls work is only to maintain domestic work. Their interaction with other person is also limited. While boys have different external responsibility also. So, they interact with other people and that is why the feel less difficulty in adjustment. It is important to have encouragement to girls. It is very much important to change thoughts, beliefs, prejudice and attitude toward girls. A dissatisfied and de-motivated girl cannot motivate herself for learning.

2. Rural area students posses many difficulty in adjustment. Rural students do not know other language properly. As a result of this, they feel difficulties in communication. Rural students separated from other due to their poor economic situation. They do not gain their daily need easily. Sometimes discrimination is also seen to rural students from urban students. Rural student's family against education sometimes can be seen. They constant feel inferiority. Hence they posses difficulty in adjustment. Some steps should be taken so rural area students. Good climate should be developed in college in which students obtained social need satisfaction and sense of accomplishment.
in their study. They feel altogether as “one”. Therefore, the administrations should discourage harboring poor or negative environment in the college.

3. The study shows that boys have more emotional maturity than girls. More importance is given to boys in Indian society. Boys are encouraged for their creative work while girls are pressurized to behave and out of society considering limitation of society. Boys have fully freedom and enjoying their life. Restriction and rules and regulations are more for girls than boys. Some society girls feel difficulty to interact with other person. Hence girls have less emotional maturity than boys. Findings of the study suggest that when girls are motivated or directed by the family and teacher they show their high spirit in their work. It helps them to participate actively in college activities or decision making. Therefore, the entire family member, college teacher should be directed to have supportive and cooperative attitude towards girls in order to enhance their performance.

4. We can clearly see in the finding of study that girls have more self-concept than boys. Girls are more aware about their life, family and other people more than boys. They constant think about people happiness who important for her. They sacrifice her need for other and also make circumstances good. They deal with any situation with better way than boys because girls have more intelligent power and understanding. That is why girls have more self-concept than boys.

5. The study shows that science stream students have more self-concept than general stream students. Students of science stream interact more than general stream students. They have to get new knowledge according to their relevant subject. They are aware their life need. They come in the contact with other
people due to practical and tuition. Hence it is possible that they can get new information. Their economic situation is also better than general stream students. Their creative activities are also seen more than general stream students. Hence they have more self-concept than general stream students. The obtained results suggest that supportive college climate have a positive role in increasing self-concept. A college climate which supports the positive relationship of students with their teachers and with each other nourishes innovative ways of representing problems and findings solutions. Findings of the present research investigation also suggest that self-concept can be best achieved only in good or supportive family n college climate, where family member and teacher behavior are not very bureaucratic. Therefore, some new ways and good interpersonal relationship between students and family and teachers in order to enhance self-concept of students.

6. Present research shows that students of urban area have more self-concept than students of rural area. Tribal students come from remote area. Hence they feel difficulty while interaction with other students who possess modern views. They are victimized for criticism occasionally. Sometimes they do not get proper guidance from their parents so they don’t get proper chance to develop their thinking power and that is why the possess narrow mindedness. In giving new teaching regarding change thinking of people regarding rural student’s education is necessary. Encouragement and inspiration should be given them such way that, rural students take part in co-curricular activities of college without any hesitant. Their good work should be encouraged. Tries them they are same like us that they can get out from their wrong beliefs and narrow mindedness, So they can get enough self-concept and live happily.
IMPLEMENTATION OF THE PRESENT FINDINGS

1. The most important implication of this study is the need for uplifting the student's Adjustment, emotional maturity and self-concept.

2. It is expected that the findings of the present investigation will help the parents and educator to deal effectively with students having problem in their area of adjustment.