CHAPTER V
FINDINGS, DISCUSSION AND CONCLUSION
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FINDINGS, DISCUSSIONS AND CONCLUSION

On the basis of the analysis and interpretation of the data presented in the previous chapters, findings of the research work are being presented in this chapter. This chapter is devoted to the findings which has given us a meaningful conclusion of the research work. Objectives of the present study are to find out the variations in different areas of adjustment, dimension wise variations of self concept, dimension wise variations of parent child relationship, influence of family relationship on adjustment, self concept and academic performance of the adolescents. To study the objectives, the investigator collected the data through a set of tools and analyzed them by using descriptive and inferential statistical technique. The inferences have been drawn on the basis of the test results. The findings of the research work have been formulated on the basis of objectives of the research work. Findings are discussed in the following way-

5.1 FINDINGS RELATED TO ADJUSTMENT OF ADOLESCENTS

1. In Emotional Adjustment area, most of the boys have good Emotional Adjustment i.e. 5.88% have excellent, 38.66% have good, 26.05% have average and 15.13% have unsatisfactory and 14.29% have very unsatisfactory Emotional Adjustment.
2. Most of the girls have i.e. 51.89% have good Emotional Adjustment and 12.37% have Average Emotional Adjustment and 12.03% have unsatisfactory and 20.27% have very unsatisfactory Emotional adjustment.

3. In terms boys, 44.54% have average, 11.76% have good, 31.93% have unsatisfactory and 10.92% have very unsatisfactory Social Adjustment.

5. In terms of girls, 2.75% have excellent, 30.24% have good, 26.12% have average, 29.55% have unsatisfactory and 11.34% have very unsatisfactory Social Adjustment.

6. In Educational Adjustment, 7.14% boys have excellent, 28.57% have good, 28.15% have average, 26.47% have unsatisfactory and 9.66% have very unsatisfactory adjustment.

8. Again in terms of girls, 11% have excellent, 20.62% have good, 29.90% have average, 26.46% have unsatisfactory and 12.03% have very unsatisfactory Educational Adjustment.

9. From the study it has been found that there is a significant difference among the different areas of adjustment of adolescents i.e. emotional, educational and social.

5.2. FINDINGS RELATED TO SELF CONCEPT

1. The study has revealed that in Physical aspect, most of the adolescents i.e. 71.64% have above average Self Concept, 20.98% have average and 7.18% have high self concept.
2. Again in Social aspect, 65.22% have above average Self Concept, 29.11% have high and only 5.67% have average Self Concept.

3. In temperamental aspect, 73.16% have above average, 21.93% have average and 4.73% have high self concept.

4. In case of Educational aspect, 55.95% adolescents have above average, 38.00% have high and 6.05% have average self concept.

5. In Moral aspect, most of the adolescents have above average self concept and also high Self Concept i.e. 56.71% and 38.56% respectively. Only 4.16% have average moral concept.

6. In case of Intellectual self concept, 35.92% have average, 59.92% have above average and 4.16% have high Self Concept.

7. The study has revealed that adolescents have good self concept in different aspects i.e. in physical, social, temperamental, educational, moral and intellectual.

8. It has been found that in all aspects i.e. in physical, social, temperamental, educational, moral and intellectual cases the difference is insignificant between boys and girls.

5.3 FINDINGS RELATED TO PARENT CHILD RELATIONSHIP

1. In case of demanding aspect, most of the adolescents i.e. 62.95% have above average relationship, 28.73% have moderate relationship and 7.56% have high parent child relationship.
2. In Indifferent aspect, 59.74% adolescents have moderate relationship, 35.35% have above average relationship, 1.89% have high relationship and only 3.02% have low relationship.

3. In loving aspect, most of the adolescents have i.e. 64.84% have above average relationship, 19.85% have moderate relationship and 15.31% have high relationship.

4. In neglecting aspect, 70.70% adolescents have moderate relationship with their parents, 20.79% have above average relationship and 7.94% have low relationship.

5. In object punishment, 75.99% adolescents have moderate relationship with their parents, 10.21% have above average relationship and 13.80% have low relationship.

6. In object reward, 58.41% have moderate, 39.51% adolescents have above average and 1.89% have low relationship with their parents.

7. 63.14% adolescents have above average, 22.50% have high and 14.18% have moderate relationship with their parents in protecting aspect.

8. In terms of rejecting aspect, 73.72% adolescents have moderate relationship with their parents, 14.93% have above average relationship and 10.78% have low relationship.

9. In symbolic punishment, 57.84% have above average, 36.86% have moderate and 4.91% have high relationship with their parents.
10. Most of the adolescents’ i.e. 62.95% has above average relationship, 31.19% have moderate and 5.48% have high relationship with their parents in case of symbolic reward.

11. It has been found that there is no significant difference between boys and girls in all dimensions i.e. indifferent, loving, neglecting, object punishment, object reward, protecting, rejecting, symbolic punishment, symbolic reward except demanding dimension.

5.4 FINDINGS RELATED TO FAMILY RELATIONSHIP AND ADJUSTMENT

1. Among the boys having low PCR, 22.2% have good, 37.3% have average, 27.2% have Unsatisfactory and 13.3% have very unsatisfactory categories of adjustment. Boys do not have excellent type of adjustment.

2. Boys who have moderate PCR among them 20% have good adjustment, 53.8% have average, 23.8% have unsatisfactory and 2.5% have very unsatisfactory adjustment.

3. As a whole 21.4% have good, 42.9% have average, 26.1% have unsatisfactory and 9.7% have very unsatisfactory adjustment in case of boys.

4. It has been found that there is significant relationship between family relationship and adjustment of adolescent boys.
5. Again within the girls having low PCR, 0.5 % has Excellent, 26.3% have good 27.8 % have average, 30.9 have Unsatisfactory and 14.4% have very unsatisfactory categories of adjustment.

6. In case of moderate PCR the corresponding adjustment categories are 40.2% have good adjustment, 45.1% have average, 12.2% have unsatisfactory and 2.4 % have very unsatisfactory adjustment.

7. In High PCR, 7.1% have excellent adjustment, 71.4% have good adjustment, 14.3% have average, 7.1% have unsatisfactory adjustment.

8. As a whole, .7% has excellent, 32.6% have good, 32.0% have average, 24.4% have unsatisfactory and 10.3% have very unsatisfactory adjustment in case of girls.

9. It has been revealed that there is significant relationship between family relationship and adjustment of adolescent girls.

5.5. FINDINGS RELATED TO FAMILY RELATIONSHIP AND SELF CONCEPT

1. Out of the low PCR adolescents, 2.6% have average self concept, 91.2 have above average self concept and 6.3 have high self concept.

2. In case of moderate PCR, the corresponding self concept categories are 90.7% have above average and 9.3 have high self concept.

3. Among the above average and high PCR, all adolescents fall in the above average self concept category.
4. As a whole among the adolescents, 1.7% have average self concept, 91.3 % have above average self concept and 7.0% have high self concept.

5. It has been found that there is no significant relationship between family relationship and self concept of adolescents.

6. Among the boys having low PCR, 2.5 % have average self concept, 93% have above average and 4.4 % have high self concept.

7. Again Boys who have moderate PCR, among them 92.5% have above average self concept and 7.5% have high self concept.

8. As a whole, 1.7% has average, 92.9% have above average and 5.5% have high self concept in case of boys.

9. It has been found that there is no significant relationship between family relationship and self concept of adolescent boys.

10. Out of the low PCR girl adolescents, 2.6% have average self concept, 89.7 have above average self concept and 7.7% have high self concept.

11. In case of moderate PCR, the corresponding self concept of girls categories are- 89% have above average and 11% have high self concept.

12. Among the above average and high PCR, all adolescent girls fall in the above average self concept category.

13. As a whole among the girls adolescent, 1.7% have average self concept, 90% have above average self concept and 8.2% have high self concept.
14. It has been found that there is no significant relationship between family relationship and self concept of adolescent girls.

**5.6 FINDINGS RELATED TO FAMILY RELATIONSHIP AND ACADEMIC PERFORMANCE**

1. Out of the low PCR adolescents, 43.50% have 3\textsuperscript{rd} division, 50.90% have 2\textsuperscript{nd} division, 4.50% have 1\textsuperscript{st} division and 1.10% have star.

2. In case of moderate PCR, the corresponding academic performances categories are 41.40% have 3\textsuperscript{rd} division, 51.90% have 2\textsuperscript{nd} division, 6.20% have 1\textsuperscript{st} division and only .60% have star.

3. Among the above average PCR, all adolescents fall in the 2\textsuperscript{nd} division category. In case of high PCR 57.10% have 3\textsuperscript{rd} division and 42.90% have 2\textsuperscript{nd} division,

4. As a whole among the adolescents, 43.10% have 3\textsuperscript{rd} division, 51 % have 2\textsuperscript{nd} division, 4.90% have 1\textsuperscript{st} division and .90% have star.

5. It has been found that family relationship have no influence on academic performance of adolescents.

6. Among the boys having low PCR, 46.80% has 3\textsuperscript{rd} division, 50.60% have 2\textsuperscript{nd} division, 1.30% have 1\textsuperscript{st} division and again 1.30% have star.

7. Again Boys who have moderate PCR, among them 45% have 3\textsuperscript{rd} division, 50% have 2\textsuperscript{nd} division and 5% have star.
8. As a whole, 46.20% have 3rd division, 50.40% have 2nd division, 2.50% have 1st division and .80% have star in case of boys.

9. It has been found that family relationship have no influence on academic performance of adolescent boys.

10. Out of the low PCR adolescent girls, 40.70% have 3rd division, 51% have 2nd division, 7.20% have 1st division and 1% have star.

11. Among the girls having moderate PCR, 37.80% has 3rd division, 53.70% have 2nd division, 7.30% have 1st division and 1.20% have star.

12. Again girls who have above average PCR, all of them have 2nd division. Out of the high PCR adolescent girls 57.10% have 3rd division and 42.90% have 2nd division.

13. As a whole, 40.50% have 3rd division, 51.50% have 2nd division, 6.90% have 1st division and 1% have star in case of girls.

14. It has been found that family relationship have no influence on academic performance of adolescent girls.

5.7 FINDINGS RELATED TO ADJUSTMENT, SELF CONCEPT AND ACADEMIC PERFORMANCE OF BOYS AND GIRLS

1. Most of the boys i.e. 42.86 % have average, 21.43 % have Good, 26.05 % have Unsatisfactory and 9.66% have very unsatisfactory adjustment skill.
2. 32.65% girls have good adjustment skill while 31.96% have average and 24.40% have unsatisfactory and 10.31% have very unsatisfactory Adjustment skill.

3. From the study it has been found that there is no significant difference between boys and girls on their adjustment skill.

4. From the study it has been also found that there is no significant difference between boys and girls in different adjustment area i.e. emotional, social and educational.

5. It has been found that Boys all together show a very high Self Concept among themselves. 89.92% shows above average Self Concept while 8.40% shows high Self Concept.

6. The girls too show a very high self concept among themselves. 92.44% shows above average Self Concept while 5.84 percent shows high Self Concept and 1.72% shows average Self Concept.

7. From the study it has been found that there is no significant difference between boys and girls in their self concept.

8. All together all boys have poor to average level of academic performance. 46.22% fall in the 3rd division and 50.42% fall in the 2nd division and only 2.52% fall in the first division.

9. All together almost all girls have poor to mediocre level of academic performance. 42.27% fall in the 3rd division group and 49.83% fall in the second division group while 6.87% fall in the first division group.
10. As a whole academic performance of adolescents is not satisfactory.

11. It has been found that there is no significant difference between boys and girls on their academic performance.

**5.8 MAJOR FINDINGS OF THE STUDY**

On the basis of the above findings we have concluded the following major findings-

1. It has been found that adolescent’s adjustment skill has been varied in different areas of adjustment i.e. Emotional, Social and Educational area.

2. Overall all adolescents have satisfactory adjustment in different areas i.e. Emotional, Social and Educational.

3. The study has revealed that adolescents have good self concept in different aspects such as physical, social, moral, intellectual, educational and temperamental.

4. It has been found that in all aspects i.e. in physical, social, temperamental, educational, moral and intellectual cases the difference is insignificant between boys and girls.

5. It has been found that there is no significant difference between boys and girls in all dimensions i.e. indifferent, loving, neglecting, object punishment, object reward, protecting, rejecting, symbolic punishment, symbolic reward except demanding dimension.

6. It has been found that family relationship influences adjustment of adolescent boys.
7. It has been revealed that family relationship influences the adjustment of adolescent girls.

8. It has been found that family relationship have no influences on self concept of adolescents.

9. It has been found that family relationship have no influences on self concept of adolescent boys.

10. It has been found that family relationship have no influences on self concept of adolescent girls.

11. It has been found that family relationship have no influence on academic performance of adolescents.

12. It has been found that family relationship have no influence on academic performance of adolescent boys.

13. It has been found that family relationship have no influence on academic performance of adolescent girls.

14. From the study it has been found that there is no significant difference between boys and girls on their adjustment skill.

15. From the study it has been also found that there is no significant difference between boys and girls in different adjustment area i.e. emotional, social and educational.
16. From the study it has been found that there is no significant difference between boys and girls in their self concept.

17. It has been found that there is no significant difference between boys and girls on their academic performance.

18. As a whole academic performance of adolescents is not satisfactory.

5.9 DISCUSSION ON THE FINDINGS

5.9.1 ADJUSTMENT

In the present study, one of the objectives has been to find out the variations in different areas of adjustment of the adolescents. The results of the study have indicated that-

- Adolescents have significant difference among the different areas of Adjustment.
- From the study it has been found that there is no significant difference between boys and girls on their adjustment skill.

Srinivasa Murthy A.(2013) had studied on personality of adolescents in relation to their adjustment and decision making. Here the investigator found that adolescents differ in their levels of Adjustment. Another thing is that there is no significant association between the adjustment and Academic Achievement of Adolescents.

Gahlawat Manju (2011) studied on a study of adjustment among high school students in relation to their gender. The investigator found that no significant difference was found
in the emotional adjustment, social adjustment and educational adjustment of boys and girls of class X.

Nagravipinder(2014) undertook a study on social intelligence and adjustment of secondary school students. Here the results of the findings indicate that- there exists average level of adjustment among secondary school students and also there exists no significant difference in adjustment among secondary school students in relation to gender.

RatheeIndu(2014) had done a study on emotional, social and educational adjustment of adolescents in relation to emotional intelligence. Findings revealed that female adolescents are more emotionally adjusted relative to their social and educational adjustment. They are emotionally better adjusted in comparison to their educational adjustment. But their social adjustment is really very downward. On the other hand, the male adolescents are more emotionally and educationally stronger in comparison to female adolescents. But their social adjustment is not at all satisfactory.

Chauhan vandana (2013) conducted a study on adjustment of higher secondary school students of durg district. Findings revealed that significant difference found in total adjustment between male and female of higher secondary students and also significant difference found in emotional adjustment and educational adjustment between male and female of higher secondary students. From the study it also revealed that there is no significant difference in social adjustment of between male and female of higher secondary students.
From the above discussion it has been found that adolescents have significant difference among the different areas of Adjustment. From the overall analysis the investigator found that in comparison to boys girls have marginally better social, emotional and educational adjustment but it is not significant. Overall all adolescents have satisfactory adjustment in different areas i.e. Emotional, Social and Educational.

5.9.2 SELF CONCEPT

Another important objective has been to find out the dimension wise variation of self concept among the adolescents. From the results it has been found that

- Adolescents have good self concept in different aspects such as physical, social, moral, intellectual, educational and temperamental.
- In all the dimension of self concept the difference is insignificant between boys and girls.

Sangwan Sheela and Sood Nanita (2005) undertook a study on Self Concept of Pre Adolescents Associated factors. Along with other findings here the researcher found that self concept was not affected by the gender and house status of the child.

Kaur Kamaljit (2012) studied on influence of self concept on academic achievement of adolescents. The investigator found that most of the students have above average and high self concept with respect to the components of self concept. The overall self concept was positively and significantly related to academic achievement indicating that as the student's educational, intellectual and temperamental self concept increases the academic achievement also improves.
Maheswari K Kavita and Singh J Godwin (2014) made a study on self concept among rural girl students. Here they had found that majority of the respondents had high level of physical, educational, moral and overall self concept and above average level of social, temperamental and intellectual self concept.

Jaswal Rashmi and Sushma (2010) had done a study on self-concept of obese and non-obese urban teenagers. They found that most of the teenagers, both obese as well as normal weight, showed ‘above average’ level of self-concept. Another result is that no significant difference was found between obese and non-obese teenagers of either sex for all levels of overall self-concept.

From the above discussion it has been found that overall adolescents have good self concept in different aspects such as physical, social, moral, intellectual, educational and temperamental. It has been found that self concept has not been affected by the gender

### 5.9.3 ACADEMIC PERFORMANCE

In terms of academic performance the investigator found that-

- Academic performance as a whole has not been quite satisfactory.
- There is no significant difference between boys and girls on their academic performance.
Samal N., (1990) examined the relationship between planning, and academic achievement of boys and girls: Effect of home-environment variables. Here the investigator found that there was no significant difference between boys and girls with regard to academic achievement.

Harikrishnan, M.,(1992) conducted his research on the academic achievement of the students of the higher secondary stage in relation to achievement motivation and socio-economic status. From the study it was revealed that girls obtained a higher mean in achievement than boys

Thakur, T.,(2001) studied academic achievement of high school boys. Here the investigator found that Academic achievement as a whole was not quite satisfactory.

From the above discussion it can be summarized that although academic performance of girls show better than boys yet, there is no significant difference between boys and girls. In few decades ago people thought that boys and girls were not equal academically. But now-a-days, girls have progressed equally along with the boys in all spheres of society. Here the investigator has also found that academic performance of adolescents has not been satisfactory. The investigator conducted this study on provincialised schools of Kamrup Metro area. It has been observed from the study that most of students with good academic performance go to the private schools, colleges or junior colleges and only a remaining portion of students choose for the govt. provincialised schools. Therefore the academic environment of the provincialised schools has been deteriorating day by day.
5.9.4 FAMILY RELATIONSHIP WITH ADJUSTMENT, SELF CONCEPT AND ACADEMIC PERFORMANCE

Here the investigator has tried to find out the relationship of family with adjustment, self concept and academic performance of adolescents. The results of the findings indicated that-

- It has been found that family relationship have influences on the adjustment of adolescent boys.
- It has been revealed that family relationship have influence on the adjustment of adolescent girls.
- It has been found that family relationship have no influence on the self concept of adolescents.
- It has been found that family relationship have no influence on academic performance of adolescents.

Wainright et al. (2004) undertook a study on Psychosocial Adjustment, School Outcomes, and Romantic Relationships of Adolescents with Same-Sex Parents. From the study the investigator found that there were no significant interactions between gender and family type for psychological adjustment or school outcomes. Overall, adolescent psychosocial and school adjustment did not differ as a function of family type or adolescent gender.
Engin-Demir, C., (2008) had made a study on the factors influencing the academic achievement of the Turkish urban poor. The investigator found that family background characteristics and school quality indicators were significantly related to academic achievement.

Sahay, N (1991) conducted a study on the familial correlates of academic achievement in rural Hindu School students. The results of the findings indicate that parental support is the most powerful correlates of academic achievement.

Arora, R.K (1992) enquired about the interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement. The findings indicate that the causes of poor achievement were identified as low motivation, policy of liberal promotion to the next higher class, poor study habits, lack of parental involvement in education and poor teaching.

Singh and Ahmed (2000) had done a study on impact of parent child relationship on development of self concept. Here the findings indicated that insignificant difference had been found between the children (male) having healthy parent child relationship and the children (male) having poor parent child relationship with respect to all the dimension of self concept. In case of female children insignificant differences had been found with respect to the development of self concept in children having healthy parent child relationship and children having poor parent child relationship.
Mohanraj and Latha (2005) studied on perceived family environment in relation to adjustment and academic achievement. The investigator found that there was a significant relationship between specific family environment factors on home adjustment and academic achievement.

M. Sadanandam and Lourduramy V. (2011) undertook a study on parental influence on academic achievement of higher secondary students. The findings indicated that there was no significant difference between male and female higher secondary students in their family and school relationship and also found that there was no significant relationship between scholastic performance of the higher secondary students and their parenting and family and school relationship.

Raju and Samiullah (2011) conducted a study on impact of parental involvement on academic achievement of VII standard students. Here the investigators found that the academic achievements of students with high parental involvement is better than that of the student with low parental involvement.

From the above discussion the investigator has found that although the family relationship influences adjustment of adolescents, self concept and academic performances are not influenced by the family relationship. In relation to academic performance in some studies investigator hadfound that family relationship had no relation with academic performance. But most of the studies hadfound that family relationship affect academic performance. Academic performance of students has a positive relationship with family relationship. But in the present study the
The investigator has found that family relationship has negative relationship with self concept and academic performance of adolescents. Erstwhile joint families have been declined and paved way for the creation of nuclear families. The parents busy for livelihood in an ever expanding urbanized society have little scope to work with their children and thereby less influencing than the previous time. Youngsters now a days feel comfortable in social networks of virtual world than the real world social relations. In such changing situations therefore present family influence may not influence academic performance and self concept etc. that way as it influenced earlier which were reflected in some earlier studies.

The investigator has found that both boys and girls have significant difference among the different areas of Adjustment. Girls have marginally better educational, social and emotional adjustment in comparison to boys. Adolescents have good self concept in different aspects such as physical, social, moral, intellectual, educational and temperamental. Again the investigator has found that self concept has not affected by the gender in dimensions of self concept. Findings also indicate that there is no significant difference between Parent Child Relationship of boys and girls. Finally the investigator has found that family relationship has no influence on self concept and academic performance of adolescents. As a whole academic performance of provincialised schools are not quite satisfactory. But family relationship influences on adjustment skill of adolescents.
5.10 EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of findings following implications have been drawn

- Girls have marginally better emotional, social and educational adjustment than the boys. So parents should try to create an emotionally healthy environment in home so that boys may able to get an environment to express their emotions properly. Parents should be closely attached to the emotional problems of boys. And counseling must be provided for parents and adolescents so that strong family relationship helps adolescents in socialization process.

- Boys have faced problems in adjustment than girls. Family should give importance on socialization process so that adolescent boys can easily adjust to their challenging life.

- The investigator has found that as a whole academic performance of adolescents of provincialised schools are not so satisfactory. Generally in urban areas academically good students goes to private schools, rest of them goes to government provincialised schools. In provincialised schools, proper facilities are not provided for the students. Proper facilities, infrastructure, teaching qualities should be improved in government provincialised schools so that it will help them in their academic performance.

- Special attention should be given for the induction of well trained teachers, adoption of proper teaching methods in govt. provincialised schools.
The investigator has found that there is a negative relationship between family relationship and self concept. So to develop a positive relationship between family relationship and self concept, parents should respect the child’s efforts and let them know that they have confidence in their ability to do well.

Teacher should assist adolescents who come from unhealthy family relationship by applying various intervention strategies to foster self concept among the adolescents. Special counseling sessions may be arranged in the schools so that students get better self concept and better coping capacity.

5.11. SUMMARY

In the present study the investigator has tried to study the influence of family relationship on adjustment, self concept and academic performance of adolescents. In the introduction part the investigator has tried to give a clear picture of family relationship. The investigator highlighted on relationship of family with adjustment, self concept and academic performance of adolescents. Adolescence is that period which is very crucial and significant with rapid revolutionary changes in an individual’s life. In this chapter the investigator has made an attempt towards the field of the study along with significance, objectives, hypothesis and delimitations. The study has been carried out with the objectives of studying - the variations in different areas of adjustment of the adolescents, dimension wise variations of self concept among the adolescents, dimension wise variations of parent child
relationship of adolescents, influence of family relationship on adjustment of adolescents, influence of family relationship on self concept of adolescents, influence of family relationship on academic performance of adolescents and also to compare the social adjustment, self concept and academic performance of boys and girls. Hypotheses were formulated according to the objectives of the study. The present study is delimited to the adolescent boys and girls studying in the provincialised higher secondary schools under SEBA in Kamrup district (metro) only.

In the second chapter of the thesis the investigator has presented the review of related literature which is collected through different sources. Reviews has been categorized into three sub heads as International, National and Regional studies. In this chapter a brief review of the studies that has been undertaken in the field of secondary education with special reference to family environment, academic performance, self concept and adjustment. Through the review the investigator has tried to avoid unintentional duplication of well established findings. The investigator has studied different reviews from 1990-2015.

In the third chapter of the thesis, methodology of the study has been discussed. In the chapter besides population, sample of the study, a detail discussion of the tools used in the study have been discussed. Among the tools self concept questionnaire, parent child relationship scale and adjustment inventories have been discussed in detail. The data collection procedure and statistical methods used in the thesis are also discussed in this chapter. The investigator has tried
to examine the significance of various hypotheses by adopting appropriate research design and statistical methods. Under research design the researcher adopted descriptive survey method with proportionate stratified random sampling as the basis of the investigation. From a sample of 529 respondents from both male (238) and female (291) category, primary data have been collected through the use of some standardized tools i.e. adjustment inventory, self concept questionnaire and parent child relationship scale. The secondary data have been collected through different reports, libraries and offices related to education of the state. To analyze both descriptive and inferential statistics have been used. Simple graphs, percentages, mean, standard deviation, t test, \( X^2 \) test have been used to find out the significance of difference among the various categories of samples.

The fourth chapter includes analysis and interpretation of the data according the statistical and research design of the study. Here all the objectives and hypotheses are examined one by one after employing objective specific statistical analysis. As per the objectives the investigator tried to examine the variations in different traits of social adjustment, self concept, parent child relationship and also the influence of family on social adjustment, self concept and academic performance of the adolescent boys and girls. The adjustments of adolescents in three different areas like emotional, educational and social have been analyzed. From the analysis it can be concluded that adolescents have overall good adjustment in all three dimensions of adjustment.
objective different dimensions of self concept have been studied. Self concept dimensional scores have been categorized as low self concept, below average self concept, average self concept, above average self concept and high self concept. From the analysis it have been apparent that there are little difference among the different dimensions of self concept, however majority of data show marked concentration around above average and high self concept. Dimensionwise variation of parent child relationship have been analyzed in objective no 3. In this objective parent child relationship scores have been categorized on low PCR, moderate PCR above average PCR and High PCR. In the analysis, dimension wise variations have been shown in percentages and t-test have been employed to see any gender wise variation in case of parent child relationship scores.

In another section, the influence of family relationship on adjustment of adolescents have been discussed and analyzed. A cross-tabulation of categories of family relationship and adjustment of boys and girls have been employed and chi square test have been used to examine the level of relationship between the two variable. From the analysis it has been found that the family relationship influences adjustment of adolescent boys and girls. In case of influence of family relationship on self concept and influence of family relationship on academic performance, cross-tabulation of family relationship scores with self concept and academic performance scores have been organized and chi square test have been employed to see if there have been any relationships. In case of self concept it has been observed
that there is no significant relationship between family and self concept of adolescent boys and girls. Again in case of academic performance too, the analysis reveals that there is no significant influence of family relationship on academic performance. In the analysis chapter, the investigator further tried to analyze gender-wise variations of adjustment, self concept and academic performance scores of boys and girls. According to the research design t-test have been used to examine the significance of difference. The result shows that there have been no significant gender-wise differences among the respondents in case of adjustment, self concept and academic performance.

The investigator reported the major findings of the study in fifth chapter on the basis of the objectives and hypothesis framed before the investigation. The investigator observed that adolescent’s adjustment skill has been varied in different areas of adjustment i.e. Emotional, Social and Educational area. The study has revealed that adolescents have good self concept in different aspects such as physical, social, moral, intellectual, educational and temperamental. It has been found that in all aspects i.e. in physical, social, temperamental, educational, moral and intellectual cases the difference is insignificant between boys and girls. It has also been found that there is no significant difference between boys and girls in all dimensions i.e. indifferent, loving, neglecting, object punishment, object reward, protecting, rejecting, symbolic punishment, symbolic reward except demanding dimension. It has been found that there is significant relationship between family relationship and
adjustment of adolescent boys and girls, however no significant relationships have
been found between family relationship and self concept of adolescents, and
between family relationship and self concept of adolescents, and between family
relationship and academic performance of adolescents. The investigator further
found that there is no significant difference between boys and girls on their
academic performance, self concept and adjustment of the adolescents.

After findings and discussion of the study a few lines were mentioned as
educational implications of the study. The investigator found that altogether the
academic environments of the provincialised higher secondary schools are not
satisfactory. The study reveals that there are influences of family relationship in
certain aspects of the adolescents like adjustment while it has no influences on self
concept and academic performance of adolescents. This study will be helpful in
planning school curriculum and administration of Government aided schools of
Assam.

5.12 SUGGESTIONS FOR FURTHER RESEARCH

In the present study the researcher has found that family relationship has relationship
with adjustment, but family relationship has no influence on self concept and academic
performance of adolescents. Keeping this point in mind, the investigator gives the
following suggestions for further research-
1. The scope of the present study is limited to higher secondary level only. Similar studies can be planned and conducted in primary, high school level and college level also.

2. In the present study geographical area only covers Kamrup Metro. Further some districts of Assam can be taken for this study, which will give us comparative statement.

3. The present work has been done only in urban areas of Kamrup Metro. The study should be extended to rural areas and comparison may be done between rural and urban students.

4. Here the researcher had only tried to find out the influence of family relationship on adjustment, self concept and academic performance. Further research may be carried out to find out the influence of self concept and adjustment on academic performance.

5. The present study has been conducted on provincialised schools only. Further same research may be carried out in private schools also and it will help the researcher to give a comparative statement between government provincialised schools and private schools of Kamrup Metro.

6. Similar studies like the present one can be conducted in other districts with other categories of adolescents, like ST(P), ST (H), Sc, OBC, Tea Community etc.

5.13 CONCLUSION

It is well established from the contributions of different social scientists, educationists, philosophers that adolescence is the most crucial phase of one’s life. This is the
threshold of transformation from childhood to adulthood. Self concept of the individual and ability to adjust socially are result of continuous learning from formal as well as non-formal sources of education. The future of the society depends on how the young adolescents are being nurtured. There are studies worldwide to know how family relationship is important in shaping individual behavior. Family members are closely related to the adolescents always hypothesized that it is positively correlated. However, adolescent being the stage when the child began to discover oneself, try to establish ones presence in society and neibourhood, the other disguised factors are also equally important.

The most important aspect of this study is to realize that the structure and composition of our families have been changing. Occupations have also changed considerably from primary to secondary to tertiary activities. This has profound impact on the new generation. Therefore some of the earlier study results also may show a different perspective if such studies carried out once again with same parameter and methods. New education, new expectations and dreams, improved economic conditions, changing values, working parents etc. are some of the new dimensions that need to taken into consideration for any such kind of studies.

The present study tried to discuss different inherent factors in relation to family relationship and academic performance of the adolescents where many new dimensions have surfaced specially in case of secondary education of Kamrup metro district. The results can be used for planning of the secondary education in the state. Contrary to the popular believe these dimensions do not have any gender-wise difference significantly.
This will help in generating a gender-biased free outlook in the society. This further ascertains that the present society is gender-biased free as far as the Kamrup district is concerned. The present nuclear family pattern, urbanized society and improved education may have impact on achieving a gender biased free society. From the study it has been found that family relationship has a great influence on adjustment of adolescents in different areas such as educational, emotional and social area. But family relationship has no influence on self concept and academic performance of adolescents. The study has been revealed that there is no significant difference between boys and girls in terms of adjustment, self concept and academic performance of adolescents. The academic performances of the students are not satisfactory and academic performances are not related to family relationship matters. This may indicate that, there has been severe drawback in education system of provincialised schools in Guwahati. Despite having a good family relationship, adjustment skills and self concept, students are not performing well academically, which need to be addressed with proper planning otherwise the amount of time money manpower invested in educating the students will go in vein. Except few minor differences we live in a gender biased free society and academic performances are not related to family relationship are the most striking conclusions of the study.