CHAPTER V

CONCLUSIONS

This chapter is developed to provide the findings of the study, conclusions and in addition to these, in this section the researcher also gives some suggestions in the light of the present study for carrying out further research in this area. The study has been focused on studying the three problem areas of adolescents such as Social, Emotional and Educational in relation to some selected personality factors.

5.01 FINDINGS OF THE STUDY:

On the basis of the analysis of data, the findings related to the different objectives of the study are given below –

1. Findings related to social problems of adolescents.

Here the investigator finds the highest number of adolescents i.e. 185 out of total 300, scored in category ‘E’ that is very unsatisfactory. The percentage is 66, which indicates that adolescents have social adjustment problem or they are socially
less stable. Only 4.33% is found in category ‘A’ i.e. excellent. This finding goes with the hypothesis no.1 of this study.

2. Findings related to emotional problems of adolescents.

In this study, the investigator finds that 40% adolescents have scores in category ‘B’ i.e. good, which indicates that adolescents are emotionally more or less stable. Out of 300 adolescents only 78 have scored in category ‘C’ i.e. ‘average’ and percentage is 26. A very low percentage is found in category ‘A’ i.e. ‘excellent’ and percentage is 6.6. This finding is contradicted by findings of Kalamani 1991 and also contradicts the hypothesis no.2 of this study.

3. Findings related to the educational problems of the adolescents.

The researcher has found that out of 300 adolescents, 117 adolescents have scored in category ‘E’ i.e. unsatisfactory and percentage is 39, and only 22 adolescents scored in category ‘A’ i.e. excellent and percentage is 7.3. Here 39% students in category ‘E’ indicates that adolescents have educational adjustment problem. This finding is similar with the findings of A.A. Kakkar, 1967.
4. Findings related to comparative study of social, emotional and educational problems on the basis of gender i.e. boys Vs girls.

4.a Here the researcher has found in the area of social adjustment, out of 150 boys, 84 boys have scored in category ‘E’ i.e. very unsatisfactory and percentage is 56. Out of 150 girls 97 girls have scored in category ‘E’ i.e. very unsatisfactory and percentage is 64. It indicates that girls face more social adjustment problem than boys. This finding contradicts Sultana Begum Rasul Tohsin’s Study (1978) where she found that girls have a strong desire to take part in social activities.

4.b In emotional adjustment area, the highest percentage of boys is found to be 29.33 and 46.6 whereas 46.6 girls are found in the same category ‘B’ i.e. ‘good’. It indicates that girls are emotionally more stable than boys.

4.c In educational adjustment area, highest percentage is found in case of boys i.e. 46.66 than girls. The percentage in case of girls is found 32. The boys have more educational adjustment problem than girls.

This finding contradicts with the finding of N.N. Talukdar and M.C. Talukdar (2008).
5. Findings related to comparative study of social, emotional and educational adjustment problem of Assamese medium and English medium students.

In social adjustment area, the percentage of Assamese medium students is 58.66 whereas the percentage of English medium students is 64.66 which is higher than Assamese medium students. It indicates that English medium students have more problems in the social adjustment area. Although students from both the medium have scored in category ‘E’ i.e. very unsatisfactory.

In emotional adjust area, it is found from the study that Assamese medium students have scored in category ‘B’ i.e. ‘good’ and percentage is 45.33 whereas English medium students have scored in the same category i.e. ‘B’ and percentage is 28.66. It is clear from the result that Assamese medium students have less problem in emotional adjustment area, than English medium students. It is felt that Assamese medium students express their problem freely with others in their mother tongue than English medium students.

In educational adjustment area, Assamese medium students have scored in category ‘E’ i.e. ‘very unsatisfactory’ and
percentage is 32 and English medium students have scored in category ‘E’ i.e. ‘very unsatisfactory’ and percentage is 47.33. It is clear from the study that in this area, students from both the medium face problem although severity of the problem is more in case of English medium students.

6. Findings related to selected personality factors of adolescents.

Here, out of 16 factors, investigator has chosen only 6 factors. In factor ‘M’ out of 300 adolescents only 136 adolescents have high score personality and 164 have low profile personality. High score indicates the following quantities such as – Imaginative, Absent minded, Absorbed in thought, Impractical Low score in M factor indicates the following – practical, concerned with down toward, issues, steady. So, the hypothesis No.6 is proved by the findings.

7. Findings related to comparison of the selected personality factors with three adjustment problem areas.

In order to find out the relationship between the scores of problem areas and scores of selected personality factors Pearson co-relation was computed. According by three adjustment areas such as social, emotional and educational were studied.
A. The relationship between social adjustment area and six personality factors are –

Out of the six personality factors, factor ‘A’ and factor ‘E’ and ‘M’ have negligible co-relation with the social adjustment of adolescents. So, these two factors do not have impact on social adjustment of adolescents.

Factor ‘C’ and ‘G’ have no impact on the problem area since they have negative co-relation with this area.

Factor ‘H’ does not have impact on the problem area since it has negative co-relation with problem area.

B. The relationship between the emotional adjustment area and six personality factors are –

Out of six personality factors, factor A, C, E and H factor have negative relationship which indicate these factors do not have impact on problem of emotional adjustment of adolescents.

Only Factor ‘G’, and ‘M’, have negligible relationship, which indicates that these factors have slight impact on the emotional adjustment of adolescents.

C. The relationship between educational adjustment area and six personality factors are –
Factor ‘A’, ‘G’, ‘H’ and factor ‘M’ have negative co-relation with the problem area. So, these factors donot have impact on educational adjustment of adolescents.

Factor ‘C’ has negligible co-relation with the educational adjustment of adolescents. This factor has slight impact on the problem area.

Factor ‘E’ has negligible co-relation. So it has slight impact on educational adjustment of adolescents.

It is found that all six factors donot have significant relationship with the problems areas of adolescents, hence the hypothesis No.7 is contradicted by the findings.

D. Findings related to –

(a) Personality factors and (social) adjusted group and non-adjusted group.

The less number of adolescents out of total 300 are found in adjusted group under six selected personality factors and maximum number of adolescents are found in non-adjusted group.
(b) Personality factors and (emotional) adjusted group and non-adjusted group.

Under adjusted group maximum number of adolescents out of 300 are found in comparison to non-adjusted group in emotional adjustment area.

(c) Personality factors and (educational) adjusted and non-adjusted group.

Under non-adjusted group maximum number of adolescents out of total 300 adolescents are found in comparison to adjusted group.

E. Findings related to ‘t’ test –

i) The ‘t’ test result of social adjustment area and selected six factor of personality is found not significant So, we can conclude that there is no significant difference in means scors of the two groups, i.e., adjusted and non adjusted group in different personality factors.

ii) The result is also found not significant in case of means course of the adjusted and non adjusted group of adolescents in the emotional adjustment area. So, it can
be concluded that personality factors do not have impact on the problem of emotional adjustment of adolescents.

iii) The ‘t’ test results between mean scores of educational adjustment area and the adjusted and non adjusted group of adolescents in different personality factors is not significant. It can be concluded that personality factors do not have impact on the problem of educational adjustment of adolescents.

The results of ‘t’ test can be summarized as,

Since significant results are not found between the two means, it may be concluded that personality factor do not have any impact on three adjustment areas. Though we think that adjustment process and personality factors have close relation.

Every human being is unique. He makes adjustment in various situations. He constantly make efforts to adjust himself to his surroundings because a wholesome adjustment is essential for leading healthy life along with a healthy personality. Because personality is closely related to adjustment capacity of an individual. In any situation a man make adjustment, if he possesses healthy personality. He possesses healthy attitude towards life, capable of dealing with the
stress and meeting the needs and thereby tries to maintain harmonious relationship with the environment.

As effective adjustment depends upon personality, so different personality factors also play an important role in one’s life. Man faces many problems in his life which have close relation with his personality. So in order to know the reason behind such problem, investigator had chosen the present problem entitled as “A study of the Social, Emotional and Educational Problems in relation to their Personality Factors”. On the basis of the findings of the study the investigator draws the following conclusion.

5.02 CONCLUSION:

Present study reveals that adolescents has social adjustment problem. As our society is such that adolescents and their activity are not whole heartedly accepted, they are sometimes not considered as important or sometimes we do not value them, they as such have developed resentment towards social life. They do not want to follow social rules and regulations. They even do not value social life. Hence, in order to develop a healthy attitude towards social life in adolescents we must try to understand them from their point of view, so that they develop healthy social life.
In this study it has been found that adolescents are emotionally stable, they face less problem in this area. Home and its emotional atmosphere is the most significant factor in shaping the personality of a child. The emotional climate at home helps to create a habit of being happy in each member. An emotionally happy and healthy child becomes a happy adolescent. And emotionally happy adolescent develops healthy personality. So, every member of family must try to provide a balanced emotional atmosphere to each and every child which in turn helps to become an emotionally stable adolescent.

It is observed from the study that adolescents have educational (adjustment) problem. Every society has its own cultural way of life which influence the individual in a particular way. So the educational system or way of life of a society affects the adolescents. The wishes, needs and desires of adolescents must be fulfilled by the society. Successful educational plans and policies so that they may develop a healthy life.

The study reveals that girls have more social adjustment problem than boys. Because, girls are not allowed to move freely. Under certain limitations and within a particular boundary, girls have to live their lives. Our social rules are very much applied on girls than boys.
It is found in this study that girls are emotionally more balanced than boys, although they are put under strict social rules and regulations. Because girls can handle any situation very intelligently than boys.

Both boys and girls face problem in the educational adjustment area, but there is a slight difference between the sexes, because of the competitive and complicated nature of the society. It is also revealed in this study that, present education system does not fulfill all the hopes of the adolescents.

Both English medium and Assamese medium students face problem in social adjustment area, although there is slight difference in their percentages.

The study also reveals that Assamese medium students are emotionally more stable than English medium students. The reason behind this can be attributed to medium of instruction. We can conclude that Assamese medium students express their emotion freely in their mother tongue than English medium students.

Both Assamese medium and English medium students face problem in educational adjustment area. But they differ slightly in regard to their percentages.
The study reveals that out of total 300 adolescents, 136 adolescents are found possessing H level personality in factor ‘M’ – which indicates the following traits – practical, careful, conventional, regulated by external realities.

It is very natural that in today’s competitive live an individual has to very careful, practical and his life must be regulated by realities. Since adolescents are the future nation builder, they must be very competitive and careful in every step of their life.

Although adolescents go through profound physical, mental, social, emotional upheavals, it dose not mean that they are antisocial, or immoral. Patience, lots of love and understanding go a long way towards dealing with an adolescent in solving different problems of their lives. Though they face social, emotional or educational adjustment problem which effect their personality, definitely a very deep study with proper knowledge and care would help the parents, teachers and other members of the society to help those adolescents to overcome their problem and to develop a healthy personality. Because adolescence is not period to be forgotten, it is a period to be cherished, remembered, and enjoyed throughout life, as it is a period of sunshine.
5.03 **SUGGESTION:**

- Adolescents face problems in the social adjustment area which also affects their personality. A healthy social atmosphere needs to be created where adolescents live socially and develop healthy personality.

- Researchers have observed in this study that though adolescents face social adjustment problems, they are emotionally more or less stable. In order to be emotionally balanced, they need a healthy environment at home as well as at schools. They need to be understood by parents and teachers so that they become stable and strong emotionally throughout their life. Then definitely, they will develop healthy personality.

- Educational adjustment problems also affect the adolescent boys and girls. It is suggested, therefore, that educational plans, policies, programmes need to be innovative which also develop healthy personality in them.

- Since girls face many problems in the social adjustment area, they need proper training and knowledge to cope up with social life. Proper socialization of the girls is a matter of great concern.
• Boys face problem in emotional adjustment area than girls. Hence it is very urgent to create an emotionally healthy environment at home and at school so that they get an environment to express their emotion properly.

• The researcher feels that since adolescent boys and girls face problem in educational adjustment area, there is an urgent need to introduce new educational plans and programmes.

• Medium can be another point of consideration in order to solve the emotional adjustment problem. Mother tongue is the best medium through which one can express himself or herself better. So it is suggested that adolescents should be given freedom to express better in their own mother tongue.

• Highest number of adolescents are found possessing high level personality only in a particulars personality factor (M) of this study which represents certain qualities like – practical, careful, conventional etc. So personality development of such adolescents is also very important considering the said traits.

With these suggestions, the researcher wishes to conclude the report with a hope that efforts made by everyone will help in dealing with adolescents problem, their personality and their life.
5.04 SUGGESTIONS FOR FURTHER RESEARCH:

The present study brings to light a good number of new areas to be studied by future researchers. With the following suggestion the researcher is trying to open up the future linkage with this study.

1. The social life of adolescents can be studied in regard to rules, laws, social values, etc.

2. Educational life of adolescents with recent educational plans and policies for their better future can be another point of further study.

3. Girls face more social adjustment problem. From this point of view social, rules, regulations and social upbringing in regard to girl can be studied.

4. There is a need to change the educational set up in our society.

5. Students from English medium school face more social problems than students from Assamese medium school. i.e. language bar can also be a subject of study.

6. The investigator has felt that in the present study the personality is deeply affected by the social and educational adjustment problem. This aspect also needs detailed study in future.

7. For healthy development of personality of adolescents, parents role is a significant factor which draws attention of the
researcher in this present study. Because home is the first place of education in a child’s life.

With these suggestions, it is hopes that this study will unfold many more chapters of adolescents life for further study. Also this study will be very much helpful for future study to understand the adolescents, their problems and impact or their personality. It is hopes that the effort of the researcher will be considered very helpful for planners, policymakers, society makers, teachers and parents to understand our adolescents who are the future nation builder.