CHAPTER –VI

SUMMARY & SUGGESTIONS FOR FURTHER RESEARCH
Objective of the study

The present research is an attempt to find out the impact of Personality Factors, Personal Stress and reaction to Frustration on Youth Activism.

Hypothesis of the study

The following hypothesis were formulated for the present study.

1- Youth activism will be a function of multiple factors.

2- Personality factors will have differential effect on youth activism.

3- Personal Stress will have differential effect on youth activism.

4- Reaction to frustration (Level of RF) will have differential effect on youth activism.

5- Culture (Area of residence i.e. urban & rural) will have differential effect on youth activism.

Tools

1- Sharma Student Activism Scale (SSAS) by Dr. R.R. Sharma (1988)


3- Singh Personal Stress Source Inventory (SPSSI) by Dr. A.K. Singh (1971)

4- Reaction to Frustration Scale (RFS) by Dr. B.M. Dixit and Dr. D.N. Srivastava (2004)
Administration and Data Collections

Administration of the psychological test is a technical process. It needs a clear grasp of the process and its various facts. The respondents need suitable motivation to take up the test in right earnest and express their feelings in a frank and straightforward manner. The administrator needs to earn the confidence of the respondents and also to satisfy them for worth and utility of the administration. He has to convince Head of the institutions and the concerned people for the utility of such administration directly or indirectly to them and to the society. Willing cooperation is a must in an empirical study. It leads to reliable data and significant findings. The investigator being familiar with the importance of reliable data followed all necessary steps to get the willing cooperation of students, teachers, principals and parents.

For collecting the data, the investigator convinced the Head of various colleges belonging to eastern U.P. (Azamgarh, Varanasi and Jaunpur) and other concerned people for the utility of such administration directly or indirectly. Willing co-operation is must in an empirical study. The investigator being familiar with the importance of the reliable data, followed all necessary steps to get the willing co-operation of male students of different colleges in order to measure their level of activism (youth/student activism) in relation to some personality characteristics, personal stress and reaction to frustration.
Prior to the actual administration of the tests for collection of the data for the study, preliminary trials of the tools were conducted. The purpose was to determine the time needed to administer the tests and to review the testing procedure for any unforeseen difficulties. This also provided the needed training and experience to the students who were to assist the investigator in the final data collection. Detail instructions on the use of test and data sheet were given to the students, it was particularly observed whether the respondents performed as per instruction or not and what difficulties, if any, they faced in following the instructions. The sample of the present study consisted of 1000 male students belonging to different colleges of eastern U.P.

The tests were administered individually as well as in group of 5 or 6 students depending upon the availability of the respondents.

The process of sampling had to be multi-staged to fulfil different objective set for different requirements of the study. The respondents were asked to give their responses on Maudsley Personality Inventory, Personal Stress Source Inventory and Reaction to Frustration Scale as per preceding instructions. The tests were administered and the scores were tabulated. The analysis is done manually with the help of scientific calculator. After the administration of the abovementioned psychological instruments, the respondents were categorized into different groups and sub-groups on the basis of their respective scores obtained on the scales belonging to
independent variables-personality, personal stress, and reaction to frustrations. In the second phase, they were administered Student Activism Scale to explore the functional relationship between the variables of paramount importance i.e. personality types, personal stress, and reaction to frustration (independent variables) and youth/student activism (dependent variable). Thus, all the tools were administered in the different sessions after a reasonable time interval. All the tools were administered personally or in a group of 5 respondents by the investigator and it was thought appropriate on account of the complexity of task and to maintain uniformity in the testing procedure.

Result

1- The mean performance of neurotic and extraverted respondents on Student Activism Scale show apparent difference. Neurotic respondents were more involved in activistic behaviour (M=54.50 ± 5.36) than the extraverted respondents (M=48.3 ± 4.21) The difference between two means (t=9.25 > .01) was found to be significant at .01 level.

2- The obtained Mean and SD value for respondents belonging to different level of Personal Stress i.e. High, Average and Low Stress groups were (M=54.25 ± 6.89, 58.85 ± 7.69, 46.35 ± 5.87) respectively. The obtained t values between High vs Average ( t=3.37 > .01) High vs Low (t = 8.87 > .01) and Average vs Low Personal Stress groups (t = 9.18 > .01). These
results are certainly indicator of a trend that there is a positive correlation between levels of Personal Stress and activistic behaviour or of college students.

3- The High, Average and Low Reaction to frustration groups have the mean scores of 53.38 ± 4.38, 50.56 ± 5.02, and 45.78 ± 4.63 respectively. The obtained t values between High vs Average (t = 4.15 > .01), High vs Low (t = 11.51 > .01) and Average vs Low (t = 7.03 > .01) Reaction to Frustration groups with reference to Youth/Students activism were found significant at respectable level of Significance.

4- The obtained Mean and SD values indicate the fact that apparently there is a difference in the performance of respondents belonging to different culture (Urban and Rural). The Urban group was found to be more activistic (M=53.4 ± 5.48) in comparison to their rural counterparts (M=49.6 ± 4.32). The obtained t-value 5.43 was found significant at respectable level of significance.

**Correlation Analysis**

In order to understand the relationship between (a) personality factors and youth activism (b) personal stress and youth activism and (c) reaction to frustration and youth activism, Pearson’s Product Moment Correlation were computed. It is evident from statistical analysis that:
(a) there is significant positive relationship \((r=0.267 > 0.01)\) between extraversion and youth activism.

(b) there is positive relationship between level of personal stress and youth activism \((r=0.289 > 0.01)\)

(c) correlation coefficient between reaction to frustration and youth activism was found \((r=0.34 > 0.01)\) statistically significant at respectable level of significance.

These findings lead us to this conclusion that personality factors, personal stress and reaction to frustration were found significantly correlated with youth activism of college students.

**Suggestions for Further Research**

The area of Youth Activism is so vast that numerous researches can be conducted related to the Youths Activistic behaviour. However, interest in this area is delightful. As the modern day researches have increased the type and extent of studying personality Factors, Personal Stress, Reaction to Frustration and Activisic behaviour of college Youths, it is essential to stimulate researches in each of its aspects. Although the 21st century witness many and varied techniques for studying it, the thirst is not yet quenched. The following research problems can be suggested for further research.

1- The findings of the present study are based on questionnaire and paper pencil socio-psychological tests only. The results should be verified through other methods like interview and more sophisticated techniques to study individual cases in depth in
order to understand the relationships between independent and dependent variables used for investigation.

2- In the present study the researchers has studied Youth Activism in relation to only three independent variables viz. Personality Factors, Personal Stress and Reaction to Frustration. In order to understand Youth Activism in wider perspective, it is essential to study them in respect of some other variables also in addition to the above mentioned variables.

3- It has been emphasized by the pioneer researches in this field that Youth Activism significantly depends on the perception of events rather than the events themselves. Hence, the study of relationship between Youth Activism and mental health of the Youths studying in degree colleges can lead to certain interesting findings.

4- It would be useful to catalogue here the suggestion for further research that sheds light over the institutional differences on Youths Activistic behaviour. Youths studying in different educational institutions may differ with regard to their activistic behaviour.

5- Factors which may reduce Youth Activism of the students are needed to be identified and promoted among them.

6- Effective communication is greater mediator of feeling which are inherent in the process of Youth Activism. Hence, indentifying the effective communication techniques within the family and
educational institutions may be helpful in minimizing stress and frustration.

7- The Youths may belong to colleges having different atmosphere, different cultural backgrounds, parents of different literacy etc. Hence, studies should be made on colleges different in atmosphere, parents different in literacy level and different cultural backgrounds of the Youths.

8- The findings of different pioneering researches indicate that Youth Activism is an important variable affecting Job Satisfaction of teachers. If the level of Youth Activism decreases, there are fair chance of increasing job satisfaction of teachers teaching in colleges. Hence this variable (Job Satisfaction of Teachers) may be suggested for further research in relation to Youth Activism.

9- Researches on Youth Activism are comparatively recent and based on researches done by empirically oriented psychologists. Research efforts related to the concept of Youth Activism is related to the strength of individual identification with institution. This problem is also of great importance for further investigation.

10- This investigation needs to be carried out on a larger sample of Youth studying in colleges.
11- The findings of the present investigation needed to be investigated in different regions of India for generalization of the findings.

12- Future investigation need to explore these issues with larger samples covering a large area in a more controlled environment using more advanced statistical techniques.

13- Although this study determined the effects of independent variables (i.e. Personality Factors, Personal Stress and Reaction to Frustration) on the dependent variable (i.e. Youth/Student Activism), it did not examine any reciprocal effects. A non recursive model should be examined in future studies to better understand the relationship between independent variables and youth activism.

Lastly while the associations between R.F., P.S. and some personality factors with the dependent variables were significant, this study’s model did not account for a significant amount of variance in either outcome variable, suggesting that other factors are related to youth activism but not accounted for in this study. This finding is expected given the myriad of factors existing research has identified as affecting youth activism. Factors ranging from social analysis (Watts & Guessous, 2006), sense of urgency (Yates & Youniss, 1996), civic knowledge (Sherrod, 2003), to college climate and teacher behavior (Flanagan & Tucker, 1999) are all important to consider in predicting youth activism. Past research should not minimize the present study’s
findings given the significant relationship between psychosocial factors with youth activism that was identified; however the factors not included in this study represent directions for future research to fully understand how to influence youth/student activism.

It is expected that this study will encourage other scholars to undertake further research and follow up work in this area as suggested in this part of the chapter.