CHAPTER - 8

CONCLUSIONS AND SUGGESTIONS
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Conclusions

This was a study of adjustment of adolescents or the mental hygiene of young boys and girls. An adjustment inventory was therefore prepared and used to probe into various difficulties the adolescents face while making adjustment with their environment. The inventory probes into seven areas of adjustment as follows:

1. Positive attitude towards self (self-confidence and self-acceptance) 9 items
2. Adequate perception of reality 10 items
3. Personal autonomy 5 items
4. Environmental mastery 6 items
5. Integration 8 items
6. Initiative 6 items
7. Social and emotional competence 8 items

Since, the number of items per area varies, the assessment of the area also varies. Thus this inventory probes into adequate perception of reality much more than personal autonomy or environmental mastery. However, it should be noted that this variation does not strictly correspond to
the variation in the number of items, because some items have a greater capacity than others to assess the maladjustment. For example, Item 32: "I am terribly afraid of failure" tells much about the fear or anxiety than Item 45: "I don't have good sympathy for other people," although both the items belong to area 2: Adequate perception of reality. Thus the strength or weakness of each item is different from that of other items depending upon the emotions that it touches.

Since this inventory measures maladjustment and the score on it shows that extent of maladjustment, its scoring being moulded that way, it has been seen that there is a lot of maladjustment prevailing among adolescents of this later stage. It is evident from the average score of 29 for the entire norm group out of a possible maximum score of 52.

Different averages of scores or norms per different sub-groups, shows that maladjustment is also found in varying extent among the sub-groups. Thus the science college subgroup shows less maladjustment than the higher secondary or PTC sub-groups. This phenomenon can be understood easily, as the higher secondary subgroup consists of adolescents of all different types whereas the science college subgroup is made of more adjusted students who are more sure of themselves. This variation however is not much, because the most adjusted from amongst the higher
secondary subgroup go to medical and engineering colleges and only those who do not get admission to these colleges select the science line. Adjustment is related to intelligence and achievement as many studies have revealed.

A glance at the standard deviations of different subgroups reveals that in the higher secondary subgroup (Table-6.3), the variability is the highest. This is because it consists of many different subgroups. The science college subgroups show the least variability in maladjustment.

Looking to the qualitative side of this study, it is found that more negative emotions are found towards the end of the adjustment inventory. Since the items in the final version are arranged in proportion to their facility or difficulty value, the later occurring items are found less and less among the norm group, i.e., negative emotions are found among a less number of students. This is a good sign.

Now the seven areas of adjustment may be discussed with respect to the responses obtained during the administration of the final version of the adjustment inventory.

1. **Positive Attitude Towards Self:** Many later adolescent students have not grown to develop a positive attitude towards themselves. They are not sure of themselves and so they do not develop self-confidence. This is reflected in their behaviour. Many adolescents are
found with a weak self-confidence. As a result, they are not able to accept themselves in whatever condition they are. Some of them develop a wrong attitude from their lack of self-confidence. They start bragging about themselves and sometimes they look down upon others. Comparatively, maladjustment of this type is found less among the science college students, perhaps because they are more intelligent and so can easily adjust with their environment.

2. *Adequate Perception of Reality:* Many adolescents are found lacking in developing adequate perception of reality. Some of them indulge in excessive daydreaming. Arts college students are found more maladjusted in this regard. Quite a few higher secondary students are also found finding faults with their environment and expecting unreal response from their parents, friends and society in general. The primary training group which in fact should be expected to see reality is also found having this maladjustment to a great extent.

3. *Personal Autonomy:* If an adolescent has properly developed his personality he should have attained personal autonomy by the time he reaches the age of 18. It is however, found that almost half of the group tested is found lacking in personal autonomy. They
still depend on their friends and parents for many of their personal needs.

4. **Environmental Mastery:** Many of the later adolescent groups tested in this study have not developed mastery over their environment. It is very natural that these students easily fall prey to the false excuses and promises of politicians or some gangsters in their own group and cut classes, destroy public property and show temper tantrums as if the society has not given them what they deserved. This maladjustment is found to a great extent among the polytechnic group, which is surprising.

5. **Integration:** Integration of personality is achieved by only a few. Most of the students are found divided in controlling their emotions and aspirations, irrespective of their abilities. Of course, integration is very difficult to achieve even by elders in the society. But the adolescents are found almost schizophrenic in this regard as they show quite different and sometimes opposite types of reactions to various stimuli they receive from the society.

6. **Initiative:** Although many adolescents are found lacking in taking initiative for their own good also, there are a few who really have developed real initiative. They want to select their own choice of vacation. The
primary training students show a good initiative, perhaps because they have already chosen their career.

7. **Social and Emotional Competence:** The adolescents are poor socially and emotionally. Many of them show very little competence in dealing with their environment. They only follow blindly their friends and sometimes politicians and plunge headlong into disaster. They ruin their life thereby and then find fault with their environment.

Social competence is shown by only a few adolescents. In many social opportunities they are not able to take initiative or address themselves to some good cause. Many of them therefore run away from such opportunities by shutting themselves in their own shell socially. Emotional competence is difficult to achieve and it is not surprising that many adolescents do not show emotional competence.

Sometimes social and emotional competence cannot be separated. Particularly when a large portion of our population shows emotional disturbances, (such as in the time of communal riots) it is difficult for the adolescents to behave in a different manner from others in the society.
Suggestions

For carrying out further research with the present adjustment inventory and for using this inventory for further studies of adolescents, the following suggestions are made:

1. This adjustment inventory is designed to study the problems of adolescents. But the scope of a Ph.D. work could not allow many other uses. The main purpose of the inventory was to probe into the seven areas of personality maladjustment that Mary Jahoda has pointed out. Each of these areas needs a full-fledged adjustment area. Seven such adjustment inventories can therefore be developed to probe into these areas severally.

2. This adjustment inventory was designed to study the maladjustment of students of later adolescents. Similarly, an adjustment inventory can be developed for younger adolescents.

3. There are some items regarding family adjustment in this inventory. A full-fledged inventory can be developed to study family adjustment.

4. The area of sex has not been touched much in this inventory. An inventory for adjustment with sexual
problems can easily be prepared separately for boys and girls to study their sex-problems.

5. The norm group of this inventory comprised higher secondary, polytechnic, primary teachers' school and arts, science and commerce college students. This inventory can be applied to larger groups of students of each of these subgroups of later adolescent students and new norms can be established. The specific problems of adjustment of these subgroups can also be studied with the help of this inventory.

6. During the item analysis, a number of item of the pilot form of this adjustment inventory had to be rejected. These items in themselves are very good. They need some refinement to satisfy the procedures of item analysis.

7. The method of study of the problems of adolescents is self-answered inventory in the present case. Other methods like observation, ink-blot test, T.A.T., sentence completion, etc. can also be used to study these problems.

8. Comparative study of problems of boys and girls separately can also be made by different methods.

9. Data collected in guidance centres can also be used to study mental health problems of adolescents. At
present there are many such guidance centres working in Gujarat. They have collected a very rich amount of data during the last five years. These data should be utilized in some way to probe into the problems of adolescents.

10. Similarly the teachers working in higher secondary schools, colleges, polytechnics, primary and secondary teachers colleges, etc. also have a rich pile of data, although it may be very informal. Trained psychologists can easily collect these data from them by adequately interviewing them.