SUMMARY AND CONCLUSIONS

- Summary
- Limitation of the study
- Suggestions for further study
The main purpose of this study was to know analytically the problems of adolescents studying in Std. X, XI of high schools and pre-University and F.Y. classes of Colleges in Rajkot City. With a view to studying the various types of problems of adolescence, the inventory and interview methods were employed. In this study, the investigator has tried to compare two groups of boys and girls and also two groups of students of high school and colleges. 15 high schools and 6 colleges were selected in the sample under study. The above groups i.e. sex and level of education were compared with the variables of the different types of problems shown in the inventory.

For the purposes of collecting information concerning the problems, an inventory was prepared on the basis of the inventory developed by Badami. For the purposes of scrutiny and genuineness of problems included in Badami's problems inventory, the present investigator had taken a preliminary study of the problems of adolescence and administered to 40 students, he had also undertaken pre-pilot and pilot work in two different towns of Saurashtra, opinions of experts were sought and the final tool was prepared and administered to students under the sample.

The problem inventory consisted of two types of information, quantitative and qualitative information.
By quantitative information, the personal information of each subject was obtained and, by qualitative information, the problems were distributed among 10 different areas shown in the inventory. The data was also collected by interview method. One-fourth of the sample i.e. 250 students were interviewed. Some of the important case studies are reported in the Appendix E.

The quantitative information was codified and the qualitative information i.e. problems - was studied by the various statistical techniques of analysis of variance and mean. The information derived through the interview was also studied by correlation and results have been tallied.

The following observations and conclusions appear to be noteworthy on the basis of the sample selected, methods of data collection adopted and statistical techniques employed by the investigator.

A. CONCERNING THE SEX:

There are in all 10 areas of problems and the 11th area is for the total. Out of these 11 areas, it is found that sex plays a very important role. Out of 11 areas, there is a significant sex difference in 9 areas, whereas the sex does not play role in two areas i.e. emotional and moral, religious problems. It also appears that except in the area of problems of moral and religious types, boys face greater number of problems than girls. Thus in 10 areas, out of 11, boys show more concern with problems than girls. To take the areawise
picture, the following conclusions attract the attention of the investigator:

1: **Physical Problems**:

(a) There is a significant difference between the problems of boys and girls. Significant difference is .05 level. Boys have more problems than girls.

(b) So far as sexwise highest incidence of problems is concerned, it is found that boys are more worried about the physique and the girls are more worried about their hair.

(c) The problem of hair has the triple importance, viz,

(i) the highest number of girls ticked this problem (61.75%)

(ii) maximum subjects (boys & girls) ticked this problem (41.4%)

(iii) the highest significant difference between sexes.

(d) In spite of the fact that the problem of 'catching cold' is second highest in the marked inventory and revealed by almost all the subjects in interview, it does not show any significant difference.

2: **Self-Image Problems**:

(a) Both the groups - boys and girls - differ significantly with respect to self-image problems. Significant difference is at .05 level. Boys have more number of problems than girls.
(b) Out of seven first five problems (two overlapping) boys differ significantly from girls in five problems.

(c) The most severe problem for boys is - how to deal with proud people and for girls - how to deal with selfish people.

(d) The highest significant difference is shown with regard to problem of dealing with selfish people. Girls have more problems of this type than boys.

3: Family Problems:

(a) There is no significant difference between sex and family problem.

(b) Out of seven first five problems, only two problems differ significantly.

(c) The highest problem ticked is - parents' scolding when the subjects secure less marks. The problem is ranked first for both the groups.

(d) The highest significant difference is with regard to the problem regarding parents' dislike for the children's mixing with certain friends.

4: School and Educational Problems:

(a) There is a significant difference between the two groups - boys and girls. Boys have more number of problems pertaining to school than girls.
(b) Out of six first five problems, there is a significant difference in four problems.

(c) The problem which disturb them - both the groups most is - worry for getting good marks. This is the problem ticked by the maximum number of students in the whole inventory.

The above problem does not differ significantly between sexes. This implies that SEX is not an important factor here as it affects both the sexes equally.

(d) The highest significant difference is seen with respect to the problem - not getting good marks as expected. Girls have more problems of this type than boys.

5: Friendship, Love and Sex Problems:

(a) There is a significant difference between sex and problem of friendship, love and sex. Significant difference is at .05 level.

(b) Out of seven first five problems, only two problems differ significantly.

(c) The problem of greatest concern in both the groups is - having very few friends. Boys face this problem more than the girls.

(d) The highest significant difference is seen with regard to the problem of inability to make friendship with opposite sex. Boys face this problem more than the girls.
6: Social Problems:

(a) There is a significant difference between sexes. Boys have more problems than girls.

(b) Out of six first five problems, the two groups differ significantly in three problems.

(c) The problem of highest concern to both the groups, subjects' dislike for people who tender advice thoughtlessly.

(d) The highest sex significant difference is found in the problem - inability to impress others. Boys face this problem more than girls.

7: Behaviour/Personality Problems:

(a) There is the significant difference between sex and behaviour problems. Significant difference is at .05 level.

(b) Out of first five problems, only two differ significantly.

(c) The highest marked problem for both the groups is the problem of keenness to know the progress of other students.

(d) The highest significant difference is observed with respect to the problem - it is my nature to feel joy and sorrow at the same moment.
8: **Emotional Problems:**

(a) There is no significant difference between the two groups with respect to emotional problems. However, boys have more emotional problems than girls.

(b) Out of six first five problems, boys and girls significantly differ in three problems.

(c) The problem of greatest concern in this area for both the groups is - disappointment when the expected work is not done. This problem is ticked by the maximum number of students in this area.

(d) The highest significant difference is observed in the problem of being loved by many people. Boys show greater concern than girls in this respect.

9: **Economic Problems:**

(a) The economic problems are the problems in the entire inventory which show the highest significant difference with respect to sexes in general and the first five problems in particular.

(b) There is the significant difference between sex and economic problems. Significant difference is at .05 level.

(c) Out of six first five problems in this area, five problems differ significantly between sexes.

(d) The economic problem which disturbs them most to both the sexes is - problem of earning to buy own things.
(e) The problem which shows the highest significant difference is - there is a shortage of money in my house.

10: Moral and Religious problems:

(a) There is no significant difference between the sexes. Even in the list of first five problems, girls show more concern with the moral and religious problems than boys.

(b) Out of six first five problems, four problems show significant difference.

(c) The feeling about a virtuous man suffering a lot is the problem ticked by both the sexes.

(d) The highest significant difference is observed with respect to problem of thoughts as to where the soul goes after death.

11: Total picture of all areas taken together: (Total)

(a) With regard to the totality of problems on the whole, it can be safely concluded that there is a significant SEX difference between two groups of sexes i.e. boys and girls and also the totality of problems.

(b) Boys show greater concern with problems than girls.

(c) With regard to first five problems in the total, out of the seven problems, both the groups differ significantly at .05 in five problems.
(d) The highest significant difference is observed with regard to the problem as to where the soul goes after death.

B: CONCERNING THE LEVEL OF EDUCATION: (High school and College Students)

High School students and College students were compared with a view to knowing the problems of adolescence so far as the level of education is concerned. Out of 11 areas, only 3 areas of problems viz. physical health and appearance problems, family problems and economic problems differ significantly at the accepted criterion of .05 level.

The high school and college students do not know any significant difference with respect to other areas. To discuss the conclusion areawise, the observations are noted below:

1: Physical Problems:

(a) With regard to the problems of high school and college students, it is concluded that high school students have more physical problems than college students.

(b) There is significant difference between physical health problems and the level of education.

(c) Out of six first five problems (one problem overlapping), not a single problem differs significantly with respect to level of education.

(d) The problem - I am worried about my hair - is a problem of most severe concern for both the groups;
however, there is no significant difference with respect to this problem. It, therefore, implies that the level of education has no concern with the problem of hair.

(e) The least significant difference between these two groups is with regard to the problem - I catch cold is a problem which applies irrespective of the level of education.

2: Self-Image Problems:

(a) The two groups of students - high schools and colleges do not differ significantly with regard to the problem of Self-Image. High school students have more number of Self Image problems than college students.

(b) From the list of first five problems, it is clearly seen that only two problems out of six differ significantly at .05 level.

(d) The problem - How to deal with proud people - is a problem marked by highest number of high school students whereas the problem of - Fear of failure - is ticked by maximum college students.

(d) The highest level of difference in this area with respect to two groups is frequently getting excited.

3: Family Problems:

(a) There is the significant difference between family problems and level of education.
(b) Out of seven first five family problems, the two groups i.e. high school and college students differ significantly in six problems.

(c) The highest marked problem of high school and college students is - parents scolding for the subjects' securing less marks in examination.

(d) The highest level of significance is observed with respect to the problem of parental nagging for uncleanliness.

Difficulty in adjusting with certain teachers - The problem of parents scolding for subjects securing less marks in examination is a problem ticked by highest number of high school students and college students individually and also the highest number of students collectively.

4: School and Educational Problems:

(a) There is no significant difference between the two groups of students in this area. College students show greater concern with problems than high school students.

(b) Out of six first five school problems, the two groups differ significantly in three problems.

(c) The problem ticked as highest by both the groups is - Worry of getting good marks - but this problem does not show any significant difference between the groups as this problem uniformly bothers students irrespective of their level of education.
(d) The highest significant difference is with respect to the problem of - Inability of teachers in explaining their subjects satisfactorily - College students face this problem more than the high school students.

5: **Friendship, Love and Sex Problems**

(a) It is observed that there is no significant difference between high school students and college students. High school students have more problems of this type than college students.

(b) Out of six first five problems in this area, the two groups of students do not show any significant difference in four problems.

(c) I have very few friends - is a problem ticked by the highest number of high school students as well as by college students. This is the problem ranked first in the entire area.

(d) The highest level of significance is observed with respect to the problem of - needing sex knowledge.

6: **Social Problems**

(a) There is no significant difference between the two groups of high school and college students. It is found that high school students have more number of social problems than college students.

(b) Out of first five social problems, only two problems have significant difference.
(c) The top-most problem of concern to both the groups is the problem of - students dislike people who tender their advice thoughtlessly.

(d) The highest significant difference is observed with respect to problem - dislike for people who tender their advice thoughtlessly.

7: Behaviour/Personality Problems:

(a) There is no significant difference between the two groups - high school and college students. High school students have more number of problems than college students.

(b) Out of six first five problems in this area, the two groups do not differ significantly in as-many-as five problems.

(c) The most severe problem confronted by both the groups is the problem of - keenness to know how others progress.

(d) The highest significant difference is seen in the problem - feeling joy and sorrow in one's nature at any time.

8: Emotional Problems:

(a) There is no significant difference between the two groups with respect to Emotional problems. High school students have more emotional problems than college students.
(b) Out of first five six problems, both the groups differ significantly at .05 level.

(c) The problem of greatest concern of both the groups is regarding disappointment when expected work is not done. However, there is no significant difference between the groups with respect to this problem as the disappointment or frustration arising from the incident of expected work is common to both the groups irrespective of the level of education.

(d) The only significant difference between the groups in this area of problem is - worrying much about future. Particularly college students are bothered more than the high school students.

9: **Economic Problems**:

(a) There is significant difference between the level groups with regard to economic problems. More peculiar about this area is that the college students have more number of problems than the high school students.

(b) Out of six first five problems in this area the two groups differ significantly in four problems. In all these six first five problems, college students have shown greater concern with the problems than the high school students.

(c) The highest marked problem for high school students is - feeling like earning to buy own things, whereas for college students the highest marked problem - is - wanting to be self-supporting financially.
(d) The highest level of significance is observed with respect to the problem - wanting to be self-supporting financially.

(a) The highest significant difference between the groups observed is with respect to the problem - Inability to get a job suitable to one's choice and qualifications. College students face this problem more severely than high school students.

(b) Moral and Religious Problems:

(a) There is no significant difference between the groups of high school and college students. High school students have more number of moral and religious problems than college students.

(b) Out of first five problems two groups - high school students and college students do not show any significant difference in four problems.

(c) The highest number of high school and college students have ticked the problem of - the feeling about a virtuous man suffering a lot.

(d) The only problem which shows the significant difference is the problem regarding - students disgust for censorious talks in the places of workshop. College students face this problem more than high school students.
Total Areas : (Entire Inventory) :

(a) There is no significant difference between the groups - high school and college students so far as totality of problems is concerned.

(b) Out of 11 areas, only 3 areas viz. physical health problems, family and economic problems show significant difference between the two groups.

(c) Out of six first five problems, only two problems viz. (i) dislike for people who tender their advice thoughtlessly and (ii) inability to reply to a question in the class even though they know the answer - show significant difference.

(d) The problem of - worry to get good marks is the problem ticked by highest number of students in the whole inventory.

(e) From the above, it can be concluded that the level of education i.e. high school or college education does not play any important role in the problems of areas other than those mentioned in (b) above.

The investigator has concentrated on the study of two variables viz. sex and level of education. It would be interesting to know the results of these two variables with the dependant variables viz. the areas of problems of adolescent high school and college boys and girls.
To conclude, out of 11 areas of problems, 9 areas of problems show significant difference between sex and the problems. Only 2 areas viz. emotional problems and moral and religious problems, there is no significant difference between sex and the problems.

There are, in all, 70 first five problems in all 11 areas. Out of these, 41 problems (59%) problems are significantly different in sex. This is sufficient to convince that sex plays an important role in the problems of adolescence.

To conclude the findings of the level of education, it is evident that out of 11 areas, the two groups - high school and college students only three areas show significant difference between the problems and the level of education. These areas are physical health problems, family and economic problems. The remaining 8 areas do not show any significant difference.

There, in all, 65 first five problems in all 11 areas. Out of these 65 problems, only 24 problems (37%) show significant difference in level. This shows that the level of education does not play an important role in the problems of adolescence. Comparing the findings of the sex and level differences from the view points of analysis of variance and the first five problems, it is very clear that the level of education is not as important as the sex variable. On the whole, it can be concluded that sex plays an important role in the problems of adolescence.
Limitations of the study:

(1) The present study is limited to the City of Rajkot.
(2) The investigator has selected only 15 high schools and 6 colleges which cooperated in the research.
(3) The investigator has concentrated his study on two variables mainly and compared Boys/Girls groups and High School/College students only.
(4) The main method of this investigation was the use of questionnaire. So it carries all the limitations of the said method.
(5) The investigator has simply analysed the problems without showing remedies for their better adjustment.
(6) In the investigation, an attempt has been made to explain reasons but they are purely subjective and impressionistic.

Suggestions for further study:

(1) A study may be undertaken of this nature using more sophisticated method of data collection and statistical methods unreveal causal factors involved in the same.
(2) A few cases shown in the case studies be selected for the study by psycho-analytical study and other methods.