CHAPTER - V

SUMMARY, CONCLUSIONS, LIMITATIONS AND SUGGESTIONS
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5.1 Summary: -

In our society academic achievement is considered as key criteria to judge one’s total potentialities and capabilities. Therefore, it is becoming more and more pressing for the individuals to have good academic achievement. Academic achievement has become an index of child’s future particularly so in highly competitive world. Research studies have proved that a supportive nurturing environment in home and school could enhance child’s academic achievement. Family being the first and major agency of socialization plays a pivotal role in styling child’s life. It has been shown that most of children who are successful and well adjusted come from families where wholesome relationships exist between children and their parents.

This study may provide quantitative data on effect of family climate and Socio – Economic status on Locus of control, Adjustment and academic achievement. The study may highlight the importance of the family climate and Socio – Economic status as a field of inquiry for profound our understanding of the nature, prediction Locus of control, Adjustment and academic achievement. The study may bring an impetus for future experimental studies regarding the effect on prediction of Locus of control, Adjustment and academic success on the bases of family climate and Socio – Economic status on Locus of control. Just due to curiosity of view of nurturing environment in home researcher was present purpose of the study i.e. to see Locus of
control, Adjustment and academic achievement was influenced by such important variables family climate and Socio – Economic status.

The sample of the present study consists of 400 students in Indian context especially for Marathwada region. Thus obtained conclusion will be valid only for those persons who are live in Indian culture especially for Maharashtra.

5.1.1 Statement of the problem: -

To study impact of the Family Climate, Socio – Economic status on Locus of control, Adjustment and academic achievement among adolescents.

5.1.2 Objectives of the study: -

1. To see the effect of family climate on locus of control of adolescents and search whether the positive and negative family climate differ from each other significantly or not.

2. To see the effect of family climate on adjustment of adolescents and search whether the positive and negative family climate differ from each other significantly or not.

3. To see the effect of family climate on academic achievement of adolescents and search whether the positive and negative family climate differ from each other significantly or not.

4. To see the effect of socio economic status on development of locus of control of adolescents and search the difference between high and low socio economic status on locus of control.

5. To see the effect of socio economic status on adjustment of adolescents and to study the difference between high and low socio economic status on adjustment.
6. To see the effect of socio economic status on academic achievement of adolescents and to search whether high and low socio economic status significantly differ from each other or not.

7. To see the effect of area of residence on locus of control of adolescents and search whether the rural urban area adolescents differ from each other significantly or not.

8. To see the effect of area of residence on adjustment of adolescents and to examine whether the rural and urban area adolescents differ from each other significantly or not.

9. To see the effect of area of residence on academic achievement of adolescents and to examine whether the rural and urban area adolescents differ significantly or not.

5.1.3 Hypotheses: -

To find out the expected relationship between academic achievement, emotional maturity and home environment, the following hypotheses are formulated:

1. The adolescents having positive family climate would exhibit internal locus of control than adolescents having negative family climate.

2. The adolescents having positive family climate would experience higher adjustment than adolescents having negative family climate.

3. The adolescents having positive family climate would exhibit higher academic achievement than adolescents having negative family climate.

4. The adolescents coming from high socio economic status would experience internal locus of control than the adolescents coming from low socio economic status.
5. The adolescents coming from high socio economic status would experience higher adjustment than adolescents coming from low socio economic status.

6. The adolescents who possess high socio economic status would exhibit higher academic achievement than the adolescents who possess low socio economic status.

7. The adolescents living in urban area would exhibit internal locus of control than the adolescents living in rural area.

8. The adolescents living in urban area would exhibit higher adjustment than the adolescents living in rural area.

9. The adolescents living in urban area would exhibit higher academic achievement than the adolescents living in rural area.

10. Interaction of Family climate, socio economic status and area of residence would be significant on Locus of control of adolescents.

11. There would be significant interaction effect of Family climate, socio economic status and area of residence on adjustment of adolescents.

12. Interaction of Family climate, socio economic status and area of residence would be significant on academic achievement of adolescents.

### 5.1.4 Sample: -

Local of the present investigation was confined to the college going students of XI from the population of the Aurangabad District, Maharashtra State of India. Initially 1000 adolescents were taken for this study from the population finally 400 adolescents was selected for this study. The stratified randomize sample taken into consideration for the study consisted of 400 college going students of XI, in which 200 students were from positive family climate and 200 were from negative family climate. Both adolescents from positive and negative family climate were equally
classified on high and low socio economic status. Again positive family climate (high & low SES) and negative family climate (high & low SES) group were classified equally on urban and rural. The efforts were made to have the sample as representative as possible in terms of area of residence and gender. Here researcher was taken only an average intelligent adolescents, for these selection standard progressive matrices was used. Academic achievement was studied with the help of report cards of students and school records i.e. percentage of marks obtained by the students in S.S.C. examination conducted by S.S.C. Board, Aurangabad. The distribution of total sample is depicted as follows-

Table 5.1 The distribution of the effective sample

<table>
<thead>
<tr>
<th></th>
<th>Positive family climate</th>
<th>Negative family climate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High SES</td>
<td>Low SES</td>
<td>High SES</td>
</tr>
<tr>
<td>Urban</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Rural</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

5.1.5 Research Design: -

2x2x2 factorial design was used for this investigation.

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B1</td>
<td>B2</td>
</tr>
<tr>
<td>C1</td>
<td>A1B1C1</td>
<td>A1B2C1</td>
</tr>
</tbody>
</table>
A = Family Climate: -
   ✓ A1 = Positive Family Climate
   ✓ A2 = Negative Family Climate

B = Socio-Economic Status (SES): -
   ✓ B1 = High SES
   ✓ B2 = Low SES

C = Area of residence
   ✓ C1 = Urban
   ✓ C2 = Rural

5.1.6 Variables: -

1. Family climate, socio economic status, and area of residence were being treated as independent variables in this study.

2. Locus of control, adjustment and academic achievement were dependent variables in this study.

5.1.7 Operational definitions of variables: -

- **Average Intelligence**  : - Level of intelligence was determined with the help of SPM, constructed by J. Raven, J.C. Raven, & J.H. Court.

- **Academic achievement**- According to Good’s Dictionary (1973), “Academic achievement means knowledge attended or skills developed in the school subjects; usually designated by test scores or marks assigned by teachers or by both.” Academic achievement is the level of proficiency attained in scholastic or academic work. In this study academic achievement refers to the percentage marks obtained by the students in 10th (SSC) examination conducted by Maharashtra State Secondary and Higher Secondary Board.
• **Family climate:** - Dr. Beena Shah’s family climate scale was used to determined positive and negative family climate.

• **Adjustment:** Level of adjustment was determined with the help of Indian adaptation of bells adjustment inventory developed by Lalita Sharma.

• **Internal-External Locus of control:** Internal-External Locus of control considered on Rotter’s locus of control scale.

• **SES:** -Socio economic status was determined with the help of SES scale by Dr. Janbandhu.

### 5.1.8 Measurement Tools: -

1. **Family climate scale:** - Dr. Beena Shah’s family climate scale was used to determined positive and negative family climate. Reliability: There were 10 dimension of FCS value of reliability coefficients for different dimensions of FCS shown below

<table>
<thead>
<tr>
<th>SR.NO</th>
<th>DIMENSIONS</th>
<th>COEFFICIENT OF RELIABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freedom v/s restrictiveness</td>
<td>.75</td>
</tr>
<tr>
<td>2</td>
<td>Attention v/s negligence</td>
<td>.72</td>
</tr>
<tr>
<td>3</td>
<td>Acceptance v/s rejection</td>
<td>.76</td>
</tr>
<tr>
<td>4</td>
<td>Trust v/s distrust</td>
<td>.79</td>
</tr>
<tr>
<td>5</td>
<td>Warmth v/s coldness</td>
<td>.79</td>
</tr>
</tbody>
</table>

Scoring; 0,1,2 scores will be for the negative items .This is the three point scale. And 2,1,0 scores for the positive items. There were 90 items in the scale. Items were distributed in 10 dimensions.
2. **Adjustment Inventory**: Indian adaptation of bells adjustment inventory was used for measuring adjustment in various field. The Indian adaptation of Bells adjustment inventory was developed by Lalita Sharma. The inventory consists of 80 items, which all are designed to measure adjustment in one or the other area. Each item is provided with two alternatives ‘YES’ & ‘NO’. The inventory is useful in measuring adjustment in four areas namely emotional, social, family, & health. The author has given reliability coefficient of .73, validity is not given.

3. **Locus of control scale**: Rotter’s locus of control scale will be used to measure the internal and external locus of control. There are 29 statements.

   **Reliability: - Internal consistency;** The internal consistency coefficient of reliability was determined by odd even procedure (N=50) using spearman-brown prophecy formula. The reliability coefficient thus calculated was found to be 0.55.

   **Temporal stability:** Test-retest [n=50] method for the reliability coefficient of temporal stability after a gap of two weeks was found to be 0.76.

   **Validity:** The validity of the scale was found by calculating the coefficient of correlation (n=50) between the score of subjects on this scale on ramapal’s (1983) scale the coefficient of correlation thus calculated came to be 0.76.

4. **Socio economic status scale**: - Socio economic status scale developed by Dr. Janbandhu was used. This scale was constructed by Janbandhu. This is a short scale consisted of 14 questions only. The questions demand only factual information about the social, economic and educational background of the individual.

   Reliability: Reliability coefficient was .86, validity: Was .79
5. **Standard Progressive Matrices (SPM)**: To assess the level of intelligence the SPM, constructed by J. Raven, J.C. Raven, & J.H. Court. SPM test was constructed to measure the educative component of ‘g’ as define in Spearman’s theory of cognitive ability. Educative ability is the ability to forge new insights, the ability to discern meaning in confusion, the ability to perceive, and the ability to identify relationships. Since perception is primarily a conceptual process, the essential feature of educative ability is the ability to generate new, largely non-verbal, concepts which make it possible to think clearly. According to spearmen, ‘g’ has a second component: reproductive ability, this is the ability to recall, and use, a culture’s store of explicit, verbalized concepts.

**Reliability**: - The majority of the split – half internal consistency, coefficients reports in literature exceed 0.90. Dolke (1976) reports a Kuder-Richardson consistency of 0.67 and Spearman-Brown of 0.73, while Dolke and Sharme (1976) report 0.87 and 0.93.

**Validity**: - SPM correlated with the Binet and Wechsler scales range from 0.54 to 0.86. Bureau of Psychology (1958) reported validity coefficient of 0.53 with the Terman-Merril scale and 0.53 with General Intelligence Test (Verbal) Jenkins Non-Verbal Test had a correlation with SPM of 0.76.

6. **Academic achievement**: - In this study academic achievement refers to the percentage marks obtained by the students in 10th (SSC) examination conducted by Maharashtra State Secondary and Higher Secondary Board.
5.1.9 Procedure: -

After having the sample selected, the researcher was administered the tests to 400 subjects and record the scores on this test. Thus, the collected data were analyzed by statistical techniques.

5.1.10 Statistical analysis: -

The sample available for statistical analysis consisted of 400 subjects. For each subject, initially data of each group were separately scrutinized by employing descriptive statistics. The statistical analysis was mainly consisted of two way ANOVA on family climate, SES and area of residence with the help of SPSS.

5.1.11 Result analysis:-

Main findings of the present study: -

1. Results indicate that the mean score (9.36) of adolescents having positive family climate is comparatively larger than mean score (12.80) of adolescents having negative family climate on locus of control, further compression i.e. analysis of variance shows that the (F (1, 392) = 76.02, P > 0.01) significant difference between adolescents having positive family climate and adolescents having negative family climate on locus of control, thus it can conclude that adolescents having positive family climate exhibit internal locus of control than adolescents having negative family climate

Thus the results support to the hypothesis no. 1 stating that “The adolescents having positive family climate would exhibit internal locus of control than adolescents having negative family climate”.
2. Present study revealed that the mean score (21.96) of adolescents having positive family climate is competitively smaller than mean score of (24.85) adolescents having negative family climate, F value (21.85, (1, 392) P < 0.01) shows significant difference between adolescents having positive family climate and adolescents having negative family climate on adjustment, Therefore the adolescents having positive family climate exhibit higher adjustment than adolescents having negative family climate.

**Hypothesis no. 2 stating that “The adolescents having positive family climate would experience higher adjustment than adolescents having negative family climate” supported by results.**

3. A glance of the results shows the mean score (59.49) of adolescents having positive family climate is comparatively higher than mean scores (51.71) of adolescents having negative family climate. Analysis of variance (F = 30.90, (1, 392) P < 0.01) indicate that significant difference between adolescents having positive family climate and adolescents having negative family climate on academic achievement, it means adolescents having positive family climate exhibit higher academic achievement than adolescents having negative family climate.

**Hypothesis no. 3 stating that “The adolescents having positive family climate would exhibit higher academic achievement than adolescents having negative family climate” has proven.**

4. Results depicts that the mean score of (10.56) adolescents coming from high socio economic status is comparatively smaller than mean scores (11.60) of adolescents coming from low socio economic status. F value (6.86, (1, 392) P < 0.01) shows
significant differences between adolescents coming from high socio economic status and adolescents coming from low socio economic status on locus of control. Therefore, socio economic status made the influence on adolescent’s locus of control thus, the adolescents coming from high socio economic status experience internal locus of control than the adolescents coming from low socio economic status.

Thus the results support to the hypothesis no. 4 stating that “The adolescents coming from high socio economic status would experience internal locus of control than the adolescents coming from low socio economic status”.

5. Results revealed that the mean score of (24.56) adolescents coming from high socio economic status is greater than mean scores (22.27) of adolescents coming from low socio economic status on adjustment. F value (13.91, (1, 392) P < 0.01) shows significant differences between adolescents coming from high socio economic status and adolescents coming from low socio economic status on adjustment. Therefore, it can be conclude that the adolescents coming from low socio economic status experience higher adjustment than adolescents coming from high socio economic status.

Thus the results does not support to the hypothesis no. 5 stating that “The adolescents coming from high socio economic status would experience higher adjustment than adolescents coming from low socio economic status”.

6. Results shows that the mean score of (63.02) adolescents who possess high socio economic status is greater than mean scores (54.51) of adolescents who possess low socio economic status on academic achievement. F analysis of variance (F = 17.48, (1, 392) P < 0.01) shows significant differences between adolescents who
possess high socio economic status and adolescents who possess low socio economic status on academic achievement. Thus, it can be conclude that the adolescents who possess high socio economic status exhibit higher academic achievement than the adolescents who possess low socio economic status.

Hypothesis no. 6 stating that “The adolescents who possess high socio economic status would exhibit higher academic achievement than the adolescents who possess low socio economic status” supported by results.

7. Present study revealed that the mean score of adolescents living in rural area (11.62) is comparatively larger than mean score of (10.53) adolescents living in urban area, F value (7.68, (1, 392) P < 0.01) shows significant difference between adolescents living in urban area and adolescents living in rural area on locus of control. Therefore adolescents living in urban area tend to be exhibit more locus of control than adolescents living in rural area.

Hypothesis no. 7 stating that “The adolescents living in urban area would exhibit internal locus of control than the adolescents living in rural area” has proven.

8. Results indicate that the mean score of adolescents living in urban area (23.17) is partially smaller than mean score of adolescents living in rural area (23.65). Analysis of variance (F = 0.61, (1, 392) P < 0.05) does not indicate significant difference between adolescents living in urban area and adolescents living in rural area on adjustment. Thus, adolescents living in urban area tend to be exhibit similar kind of adjustment with adolescents living in rural area.
Thus the results does not support to the hypothesis no. 8 stating that “The adolescents living in urban area would exhibit higher adjustment than the adolescents living in rural area”.

9. Results revealed that the mean score of adolescents living in urban area (59.04) is higher than mean scores of adolescents living in rural area (58.48), F value (14.01, (1, 392) P > 0.01) indicate significant differences between adolescents living in urban area and adolescents living in rural area on academic achievement. Therefore, it can be conclude that adolescents living in urban area exhibit higher academic achievement than adolescents living in rural area.

Thus the results support to the hypothesis no. 9 stating that “The adolescents living in urban area would exhibit higher academic achievement than the adolescents living in rural area”.

10. A glance at result, where interaction effect of considered independent variable is shown, it illustrates that interaction effect of family climate, socio economic status and area of residence on Locus of control of adolescent’s significant at 0.01 level of confidence.

Hypothesis no. 10 stating that Interaction of Family climate, socio economic status and area of residence would be significant on Locus of control of adolescents supported by results.

11. Interaction effect of Family climate, socio economic status and area of residence on adjustment of adolescents reveals by Analysis of variance (F = 0.56, (1, 392) P > 0.05) does not indicate signification difference between Interaction of Family climate, socio economic status and area of residence on adjustment of adolescents.
Thus the results do not support to the hypothesis no. 11 stating that there would be significant interaction effect of Family climate, socio economic status and area of residence on adjustment of adolescents.

12. Results showing the Interaction effect of Family climate, socio economic status and area of residence on academic achievement of adolescents. F value (31.69, (1, 392) P > 0.01) indicate that the significant interaction effect of Family climate, socio economic status and area of residence on academic achievement of adolescents.

Thus the results support to the hypothesis no. 12 stating that Interaction of Family climate, socio economic status and area of residence would be significant on academic achievement of adolescents.

5.2 Conclusions: -

On the basis of data and discussion of results, the hypotheses were tested and verified. Some hypotheses were partially retained and some were rejected and following conclusions were drawn.

1. Adolescents having positive family climate exhibit internal locus of control than adolescents having negative family climate.

2. The adolescents having positive family climate exhibit higher adjustment than adolescents having negative family climate.

3. Adolescents having positive family climate exhibit higher academic achievement than adolescents having negative family climate.
4. The adolescents coming from high socio economic status experience internal locus of control than the adolescents coming from low socio economic status.

5. The adolescents coming from low socio economic status experience higher adjustment than adolescents coming from high socio economic status.

6. The adolescents who possess high socio economic status exhibit higher academic achievement than the adolescents who possess low socio economic status.

7. Adolescents living in urban area tend to be exhibit more locus of control than adolescents living in rural area.

8. Adolescents living in urban area tend to be exhibit similar kind of adjustment with adolescents living in rural area.

9. Adolescents living in urban area exhibit higher academic achievement than adolescents living in rural area.

10. Interaction of Family climate, socio economic status and area of residence are significant on Locus of control of adolescents

11. There are not significant interaction effect of Family climate, socio economic status and area of residence on adjustment of adolescents

12. Interaction of Family climate, socio economic status and area of residence are significant on academic achievement of adolescents
5.3 Limitations and suggestions of the present research: -

In any Social Science investigation, the external validity of the results of the study is limited by many constrains related to the sample selection/availability, research design, reliability and validity of the tools under study and number of variables feasible to study at a time. Thus the researcher has been able to sort out the following limitation in the present study and the suggestions to refine the same have been provided.

- Local of the study was restricted to Aurangabad district only. It can be spread into other areas also.

The Locus of control, Adjustment and academic achievement among adolescents affected by numerous variables, however in the present study limited variable i.e. Family Climate, Socio – Economic status. In further studies, effect of other variables like gender, size of family etc. on Locus of control, Adjustment and academic achievement among adolescents can be studied.

- The sample of the study was small. The study can also be done by taking large sample size.

- The tools used in this investigation were self-reporting instruments it is therefore, noted that the accuracy of data reported is limited to the ability & willingness of the respondents to give truthful responses.