CHAPTER VI

SUMMARY AND CONCLUSIONS

The periods of adolescence and youth are considered to be crucial and the problems which the young students experience during these stages are basically the same as the perennial problems of youth in any cultural background. Some variations, however, may be there as relevant to the cultural background and as related to the widely accepted factor of individual differences.

The present study was conducted to investigate the counselling needs of students at the +3 stage which includes late adolescence and early youth periods. The counselling needs of the students were examined as reflected through their problems in psychological and social areas. Hence the description of these needs in terms of PSYCHO-SOCIAL PROBLEMS. These were studied in relation to personal and family background variables. The former included Sixteen Personality Factors and Academic Achievement and the latter Autocratic Vs Democratic Family Ideology and Socio-Economic Status.

The study was pivoted around the following major hypotheses:

1. There are psycho-social problems typical of students at the +3 stage.
2. There is significant relationship between personality characteristics and psycho-social problems which the adolescents and youth have.

3. There exists significant relationship between psycho-social problems and academic achievement.

4. Family background significantly contributes to the psychological problems that the adolescents and youth have.

5. Psycho-social problems and socio-economic status are significantly related.

6. There are significant differences in psycho-social problems as related to sex.

7. There are significant differences in psycho-social problems as related to the area of study.

On the basis of these major hypotheses, null hypotheses were formulated for studying the association between the dependent and each of the independent variables with the help of Chi-Square Test. These are stated in the relevant sections in chapters IV & V.

METHOD AND PROCEDURE

Design of the Study

The design of the study involved Descriptive Survey Method of research including comparative approach to the issues under study.
Sample

A sample of 300 students consisting of 148 boys and 152 girls was taken randomly from the local degree colleges of Chandigarh comprising Government and Private Colleges. The data was collected in the 1989-90 session in which only two classes i.e. B.A./B.Sc. I and II were available and not the final year class due to the change in the education pattern i.e. 10+2+2.

Tools

For the present study, the following tools were used for data collection:

I. The Mooney Problem Checklist (College Form) (MPCL) (Mooney, 1950).

II. Sixteen Personality Factor Questionnaire (16PF) (Cattell, 1962).

III. Traditional Family Ideology Scale (TFI) (Levinson and Huffman, 1954-55).

IV. Socio-Economic Status Scale (SES) (Deo and Mohan, 1972).

Statistical Techniques

These included frequency counts, percentage of responses, chi-square test, significance of differences between the percentage of responses and plotting of comparative profiles.
RESULTS AND CONCLUSIONS

1. As hypothesized earlier, out of the eleven problem areas and their aggregate investigated 'Social and Recreational Activities', 'Personal-Psychological Relations', and 'Adjustment to College Work' were found to be typical of the sample under study.

2. The problem areas typical of boys were found to be 'Social and Recreational Activities', 'Adjustment to College Work' and 'Personal-Psychological Relations', and of girls 'Personal-Psychological Relations', 'Social and Recreational Activities' and 'Adjustment to College Work'.

3. The areas of maximum concern for the arts and science students were found to be 'Social and Recreational Activities', 'Personal-Psychological Relations' and 'Adjustment to College Work'; 'Personal-Psychological Relations', 'Social and Recreational Activities' and 'Adjustment to College Work' respectively.

4. The application of chi-square test for association between twelve areas of counselling needs on the one hand and personality factors, academic achievement, traditional family ideology, and socio-economic status on the other, gave the following results:

   (i) The personality factors significantly associated with counselling needs in various areas and their aggregate, four of them emerged as outstanding. These were C, H, I and O. Significant differences in the groups high and low
on these personality variables were found in the problem areas 'Health and Physical Development', 'Social and Recreational Activities', 'Social-Psychological Relations', 'Personal-Psychological Relations' and the 'Aggregate' of problems.

(ii) Personality factor O was the next one on which significant differences in the high and low groups on problem areas 'Health and Physical Development', 'Social-Psychological Relations' and 'Personal-Psychological Relations' were found.

(iii) Personality factor H was the next in order of hierarchy of significant traits wherein difference between the high and low groups were found to be significant on problem areas 'Social-Psychological Relations', 'Personal-Psychological Relations' 'Home and Family', 'Curriculum and Teaching Procedures' and the 'Aggregate'.

(iv) On the rest of the personality factors investigated differences between the high and low groups were found to be significant in either a few areas (not more than two in each case) only or non-significant.

(v) Academic Achievement was not found to be a significant associate of any of the counselling needs areas except one i.e. 'Personal-Psychological Relations'. It thus shows that academic achievement occupies a crucial position in the psycho-social concerns of the young people.

(vi) Autocratic Vs Democratic family ideology was found significantly associated with only two of the problem areas i.e. 'Health and Physical Development' and 'Courtship, Sex and Marriage'. This
shows that the group high on Traditional Family Ideology was significantly different from low on this variable in matters of concern with health and physical well-being and matters relating to interest in the opposite sex, dating, marriage, etc. This is a meaningful association considering the traditionalistic and conventional attitude to these issues.

(vii) Groups high and low on Socio-Economic Status were found significantly different only in respect of one area of problems i.e. 'Finances, Living Conditions and Employment'. This association of the problems 'Finances, Living Conditions and Employment' with Socio-Economic Status is meaningful in view of the similar nature of the two variables i.e. concern with finances.

5. Rank-order of problem areas for the two groups - Boys and Girls and Arts and Science Students was not found to be different for either of the two pairs of groups studied.

6. A test of significance of differences between the percentage of problems checked in each of the areas taken individually showed that the sex-wise differences were significant in the areas 'Courtship, Sex and Marriage', 'Personal-Psychological Relations' and 'Social-Psychological Relations'.

7. Differences in terms of fields of study i.e. Arts Vs Science students were not found to be significant in any of the areas of psycho-social problems.
8. An examination of the personality profiles of the groups high and low on problems showed that the personality factors C-, I+ and O+ which means Affected by feelings, Tender-minded, and Apprehensive were found to be dominant in respect of their association with the group high on various problem areas. The low standing on psycho-social problems was found to be generally associated with the opposite dimension of the above stated factors i.e. Emotionally stable, Tough-minded and Placid (factors C, I and O).

9. The additional problems reported in response to the open-ended questions which formed last part of the problem checklist showed that the maximum number of problems were reported in the area 'Personal', then 'Educational' followed by those in 'Socio-moral' and lastly in 'Financial'.

10. A glaring difference in the case of the additional problems reported by boys and girls was noticed. Whereas the boys reported more problems in the area 'Educational', Girls had more of additional problems in the area 'Personal'.

11. As for the answer to the question whether the students enjoyed filling up the checklist, 85% of the respondents gave an affirmative reply.

12. When asked about the need for counselling, 74% reported that counselling help would be effective for their problems.
13. Lastly, the order of preference for different people whom the respondents preferred to approach for purposes of counselling were a teacher, a friend, a psychologist or any other reliable person.

EDUCATIONAL IMPLICATIONS

1. Adolescence and Youth periods, being periods of stress and strain need to be given due importance. Students at this stage are prone to encounter psycho-social problems which are likely to affect their physical and mental health, and emotional home and social adjustment.

2. Adolescents and Youth need to be provided proper opportunities for the expression of their pent-up emotions, so that they are in a position to cope-up with their problems effectively.

3. For the welfare of adolescents and youth's educational and vocational counselling and personal counselling facilities are essential.

4. Parents, Teachers and Community in general need to be aware of the interests and needs of the adolescents and youth while assigning them duties and responsibilities and building up expectations from them.

5. There is a need for initiating well planned programmes of physical and mental health in all the educational institutions.
6. For making them economically dependent and self-confident, the curricula should be so framed that the young people learn and earn simultaneously.

7. Libraries should be well equipped with books relating to mental health and careers and courses so that the young students could get good acquaintance with them and be aware of educational and vocational openings for them.

8. Parents, teachers and the community in general need to be empathic towards the major needs and concerns of the young people to be able to act as good counsellors to them.

9. The above stated personnel also need to provide healthy psychological and social environment to the young people wherein the likelihood of problems getting intense is minimized.

10. Organized programmes of guidance and counselling, particularly so in the area of personal counselling need to be incorporated in the educational plans and policies. This area has so far been quite neglected in the general educational curricular scheme of instruction.

SUGGESTIONS FOR FURTHER STUDY

1. A comparative study of psycho-social problems in relation to more of variables i.e. other than those used in the present study, can be carried out.

2. Studies can also be taken up at various age levels i.e. school, college and university.
3. The sample can be enlarged not only to city but also to state or country levels.

4. Investigation can be carried on students derived from larger areas of academic disciplines i.e. arts, science and various kinds of professional courses.

5. A comparative study of students derived from different socio-cultural backgrounds can also be planned.

6. A comparative study of the problems as experienced by the young students themselves, and as perceived by parents, teachers and administrators could be made.

7. An analysis of problems of greatest intensity out of the ones generally checked in, could also be made.

8. An investigation can also be carried out to compare the psycho-social problems of the students belonging to both urban and rural areas.